

The School Workforce and School Leadership



Summary:

To develop a workforce that will benefit every child, we will:

- train and assess new types of specialist staff to:
 - support personalised learning
 - enrich the primary curriculum
 - foster good behaviour and discipline
 - deliver vocational subjects for 14-19 year olds
 - expand out-of-hours opportunities;
- develop new professional standards for teachers, supported by high quality in-school training and mentoring and effective performance management linked to rewards;
- ensure an improving supply of high quality specialist teachers and teaching assistants in maths and science;
- expand Teach First to five more cities;
- ensure clear career pathways and better recognition for support staff;
- recognise our best headteachers as “National Leaders of Education”; and
- ensure better support for governors.

- 8.1** As described in Chapter 1, since 1997 we have transformed the shape and quality of the workforce in our schools. We have increased the numbers of teachers; they are better rewarded – pay has increased 20% in real terms; and pay and promotion are increasingly linked to results and pupil progress. School support staff numbers have doubled, to over 260,000, with more trained and qualified staff than ever before playing leading roles in the classroom. ICT is available to support the work and aspirations of the whole workforce.
- 8.2** We have tackled the longstanding problems with teacher supply. We have introduced bursaries and golden hellos for shortage subjects and new routes into teaching. Record numbers are now applying for teacher training. Teaching is now the first-choice profession for graduates. Headteachers are able to focus their energies on improving standards for children, rather than being preoccupied with filling vacancies.
- 8.3** We have introduced the first ever guarantee that primary teachers can spend more time assessing individual pupil progress and tailoring their lessons to pupil needs. And, for all teachers, we have guaranteed that this important time will not be taken away to cover for absent colleagues.

Planning and Preparation Assessment Time: Tidemill School, Lewisham

At Tidemill School in Lewisham, the introduction of Planning, Preparation and Assessment (PPA) time has reduced teacher stress in the school, improved lesson preparation and delivery and enabled staff to work more effectively as a team. It has allowed teachers to concentrate on teaching, improving morale, performance and school standards. PPA means that teachers are teaching less, but better.

Tidemill School was in special measures for over two years, having failed its Ofsted report at the end of 1999. In late November 2001 the school was at risk of closure and was extremely vulnerable. The school took some serious decisions about how they used their teachers, and guaranteed teachers 10% release time from teaching. They have introduced 'enrichment afternoons' involving outside specialists, such as an international women's footballer, musicians, and staff from a local dance centre.

The next phase of modernisation

- 8.4** These reforms have been cutting edge. They have set real challenges for those working in schools. And they have been designed and implemented in partnership with employers and unions. Over the coming years we will seek to

maintain this partnership as we continue our programme of modernisation to ensure higher standards and personalised learning for all pupils.

A new professionalism

- 8.5** Better standards are dependent on better teaching. The quality of teaching in our classrooms has been transformed since 1997. Ofsted judged teaching to be good or better in 78% of secondary schools inspected in 2004/05 compared with 59% in 1996/97, and in 74% of primary schools, compared with 45% in 1996/97. According to Ofsted, we already have the best ever generation of teachers.
- 8.6** We need high-quality teachers, with access to better professional development and a continuous focus on teaching and learning. But too many schools, and too many teachers, have not given a high enough priority to their own professional development.
- 8.7** A thorough reform of all teachers' professional standards will set out what can be expected of teachers at every stage of their career. This will include the need for teachers to have good up-to-date knowledge of their subject specialism as part of a clear commitment to effective professional development. We will introduce into this framework more stretch at all levels.
- 8.8** We will make performance management more effective. The greatest rewards and promotion throughout a teacher's career will go to those who make the biggest impact on pupils' progress and who show commitment to the development of themselves and their colleagues. The best training will be delivered in schools by our best teachers and we will ensure classroom observation and feedback are improved.
- 8.9** For our best and most experienced classroom teachers, access to the Excellent Teacher grade will be dependent on having been assessed as meeting demanding Excellent Teachers standards, showing that they have developed themselves professionally – including demonstrating excellence and up to date knowledge in their specialist area – and provided regular coaching and mentoring of other teachers.

Specialist teaching

- 8.10** We will ensure a good continuing supply of high-quality specialist teaching, including in the critical areas of maths and science. Since 2000/01 there has been significant improvement in recruitment to maths and science PGCE courses, with annual recruitment to maths up by around 60% over that period. We will, from September 2006, increase the value of the incentives for new maths and science trainees to £9,000 for bursaries and £5,000 for golden hellos.

- 8.11** We are committed to enabling every secondary school to recruit a maths and science Higher Level Teaching Assistant specialist by 2007/08. And through the establishment of national centres for both maths and science, we will provide high quality subject-specific training and development for the whole school workforce.

The brightest and best in teaching

- 8.12** We have developed new routes to enable teachers to train in the classroom, gaining practical day-to-day experience. The Graduate Teacher Programme, by providing more than 5,000 places a year, is now helping a significant number of adults who want to change careers to come into teaching. And, every year, 180 of the country's top graduates begin teaching in challenging city schools, as part of the Teach First programme.
- 8.13** Following the success of Teach First in London we will now extend the programme to five more cities, giving even more of our best graduates the opportunity to work in our most disadvantaged areas.

Teach First

Katherine Potheary graduated from University College, London with a degree in Physical Sciences. She applied for the Teach First programme, which is targeted at top graduates who might not otherwise have considered teaching. The programme places participants in London secondary schools which are facing challenging circumstances, where they teach shortage subjects for two years.

Katherine was placed in a large comprehensive school with a rich ethnic mix in the heart of East London. Nearly a third of pupils speak English as an additional language. Katherine describes it as a "fantastic opportunity to teach in some of the most challenging schools" and calls her experiences over the last two years "amazing and rewarding".

Having now completed her two years on the Teach First programme, Katherine has decided to continue teaching for a little longer, before pursuing a career in law, and she is moving to another challenging school in London as Head of Key Stage 5 science.

- 8.14** We will build on the Training and Development Agency for School's (TDA's) target of recruiting 9% of all newly qualified teachers from black and minority ethnic communities by 2008 to ensure we have a workforce – including headteachers and school leaders – which is more reflective of the pupils in our classrooms. We will also expand support available through the National Strategies to ensure all teachers have the skills and confidence to teach in a diverse classroom.

The right mix of high quality staff

8.15 We will ensure that the school workforce is able to play the wide range of roles set out in this White Paper, through:

- a group of leading teachers in every school to coordinate catch up and stretch activities, within and beyond the normal school day. This is essential for one-to-one and small group tuition;
- more support staff trained to a high level in literacy and numeracy; and more staff trained in vocational areas, like catering, to come into our schools and colleges to deliver the 14-19 diplomas;
- health and welfare staff ready for the new roles they will play in full-service and other extended schools;
- trained sports coaches, music tutors and modern foreign language assistants to enrich the primary curriculum;
- professionals with the credibility, recent practical experience and workplace knowledge to provide high-quality vocational education. Some of these will be school employees; some will be brought in from employers, work-based learning providers or colleges;
- trained specialists able to deal with disruptive behaviour, truancy and pastoral issues; and
- trained bursars and other administrative staff, freeing teachers to teach and ensuring the best use of resources to improve outcomes for children.

Wyndham School, Newcastle

Wyndham School in Newcastle has seen dramatic improvements in its results and in staff morale since it started making better use of its support staff. This is summed up by one of the school's parents: "if the school had been the same as it was in 2001, I wouldn't have wanted my child to go there – now I wouldn't want them to go anywhere else."

The school began remodelling its staff structure in 2001, following a poor Ofsted and falling rolls. Results have improved steadily. In 2004, the Key Stage 2 results were above the national average in English, with a value-added score among the highest in the country. More and more parents are now choosing to send their children to the school.

Support staff have been instrumental in the school's progress. They meet every fortnight with the headteacher to discuss what is happening in the school, looking at practical aspects, and examining any difficulties between teaching and non-teaching staff. This allows the school to be run much more effectively as any problems are ironed out and teachers can then concentrate on teaching.

Dame Pat Collarbone, Director of the National Remodelling Team, believes that "Successful remodelling embeds a positive, ambitious and inclusive culture in schools that enables everyone to play a part in driving change forward. The contribution of support staff to Wyndham's school improvement is testament to this."

- 8.16** We will ensure that all staff are able to make the optimum use of ICT in their work. And will encourage increased sharing of staff across schools, and between schools, colleges and business.

A modernisation agency

- 8.17** It will continue to be for schools to decide which staff they employ and how they deploy them. But to ensure that there is a coherent approach to change and development across the system we will designate the Training and Development Agency for Schools (TDA) as our modernisation agency for the school workforce. The TDA will ensure there is an integrated programme to support modernisation across the school system; that training and assessment regimes are in place; and that professional advice on deployment and other staffing issues is available, building on the work of the former Teacher Training Agency and National Remodelling Team.
- 8.18** We and the TDA will work closely with unions, local authorities and other employers as we take forward the next phase of modernisation. The reforms of the last three years would not have been delivered without this partnership and we want that same spirit to continue.
- 8.19** An early challenge will be ensuring fair play and rewards for support staff. As the school system becomes more diverse, with increases in self-governing and Trust schools, we want to ensure this is supported by a more coherent approach to union recognition at school level; clearer career paths and skills escalators for support staff; and a more standardised and benchmarked approach to grading, job descriptions, contracts, rewards, deployment and support staff training and development.

Links to the wider children's workforce

8.20 The TDA – as a key partner of the new Children's Workforce Development Council and member of the Children's Workforce Network – is ideally placed to ensure there is the consistency of approach across the wider children's workforce that our partners on local authorities expect. It will also ensure that the common core of skills and knowledge for all who work with children, young people and families is integral to the development of school staff.

School leadership

8.21 Good leadership is at the heart of every good school. A strong headteacher, backed by an able leadership team and governing body, is vital for success. We are giving school leaders unprecedented freedoms and flexibilities to enable their schools to succeed:

- we are ensuring that from September 2006 all schools will receive multi-year budgets to aid longer-term planning, with a Dedicated Schools Grant and distribution at local level determined by the local authority, in consultation with headteachers, governors and other stakeholders through School Forums;
- the new approach to challenge and support for schools and the ongoing work of the Implementation Review Unit (described in Chapter 2) are putting all schools in charge of their development and stripping out bureaucracy and unwarranted interference; and
- we are improving the quality of local support services for children, and giving schools new opportunities as multi-service providers at the heart of their communities.

But alongside these freedoms and flexibilities, our best headteachers know the importance of responsible leadership and management, bringing school staff and the local community with them.

8.22 These changes are welcomed and encouraged by our best school leaders. As a next stage, we will develop better career paths for:

- those with the ability to run our most challenging schools;
- those with the talent to be developed as the school leaders of the future;
- those who could play expert non-teaching roles to improve the effectiveness of school senior management teams; and
- school leaders who have the talent and experience to be considered as national leaders of education.

Leading challenging schools

- 8.23** We have the best-ever generation of school leaders. But our best school leaders are not always been matched with our most challenging schools.
- 8.24** The National College for School Leadership (NCSL) has been reformed under powerful new leadership. We will ensure that high quality programmes are taken forward by the College, working in partnership where appropriate with the National Strategies, to develop the leaders of our most complex and challenging schools – those facing multiple disadvantage, Academies and in federations.
- 8.25** We will encourage the growth of federations and other partnership arrangements which ensure our most successful school leaders are used to best effect and are able to support our less successful schools.
- 8.26** We will help existing school leaders to bring on the next generation that will succeed them. We will look to the National College to help schools make more effective succession planning arrangements and to work with governor associations and other key partners, including local authorities, to develop advice to governors on recruitment, selection and succession planning.
- 8.27** And we are recasting the fast-track programme as a leadership development programme for serving teachers.

Gordon Hart, Headteacher of Park Middle School in Knypersley, Stoke-on-Trent.

When Gordon Hart took the helm at Park Middle School in Stoke-on-Trent the school was spiralling towards special measures. Now, three years into his headship, Park Middle is on the road to recovery, with Ofsted inspectors judging it to be an effective school with greatly improved teaching and learning and pupil achievement – and putting much of the change down to Gordon's "excellent leadership."

Gordon says that the development opportunities given to him by NCSL's Leadership Programme for Serving Headteachers (LPSH) played a major role in this transformation

"I came into a school that was failing amidst a good level of resourcing. We were able to turn that around into a very slick machine that Ofsted said gave good value for money. Ofsted attributed a good deal of this to my leadership, and I attribute a lot of that to LPSH. One of the most important things LPSH did for me was to reassure me that my approach to the school's problems were the right ones. It gave me great confidence. I found the opportunity LPSH gave me to examine myself and my motivations, as well as reflect on my colleagues' views of my leadership, to be very useful indeed."

A new mix amongst school leaders

- 8.28** We will support schools who wish to bring in a much wider field of professionals. That will enable people with expertise in, for example, human resources, estates management, or finance, to contribute to the strategic and operational direction of the school and its effective and efficient administration.
- 8.29** We shall develop clearer career paths within the school system for talented administrative and other staff from a non-teaching background. We will work with our partners on how we can support more minority ethnic teachers to become school leaders and ensure mainstream leadership programmes address issues for black and minority ethnic pupils more centrally.

Developing school leaders into national leaders

- 8.30** The National College for School Leadership is already undertaking a radical revision of the existing leadership development programmes to ensure every school leader benefits from more tailored provision to fit their current and future needs.
- 8.31** In addition, we will ask the College to identify, with the help of a range of partners, a new group of national leaders of education, drawn from those who are succeeding in our most challenging leadership roles.
- 8.32** These top headteachers will work closely with the College to influence the direction and targeting of leadership provision across the school system. They will also be able to advise Ministers on the future direction of education policy on the basis of their expert experience.

School governors

- 8.33** A huge debt is owed to school governors for their dedication and commitment. This is why we have made sure that school governors will be recognised in the next round of the Teaching Awards. One of the strengths of our school governing bodies is that they bring together experienced and energetic people from all backgrounds – people who know what is best for their school and their children.
- 8.34** The governing body remains responsible for the strategic leadership of all our schools whether Academy, Trust or voluntary aided. We see an enhanced role for governors as schools increasingly become more autonomous. Trust status will offer governors a real opportunity to have more control over the employment of staff, to be their own admissions authority and to ensure that the school provides the best possible education for its pupils.
- 8.35** Setting up charitable Trusts who can appoint governors is a way of strengthening school governing bodies, preserving their ethos, helping to invigorate school leadership and providing an external source of direction,

continuity and focus for the school. But it will be for the governing body to decide whether to acquire a Trust following a formal consultation process.

- 8.36** The provisions of the 2002 Education Act which allow each governing body to choose its own size (up to a maximum of 20 members) will remain in place. Many governing bodies have already decided on an optimum size. We hope that, as part of acquiring a Trust or otherwise, all governing bodies will consider carefully their optimum size. We encourage them to opt for the smallest effective model as we believe that this is the way to create energetic and focused governing bodies. For Trust schools where the Trust appoints a majority of the governors, the school could have a governing body of 11 members.
- 8.37** We want and need governing bodies capable of providing strong leadership; equipped and supported to contribute fully to effective decision-making and able to provide strategic direction. We are ambitious for schools and their governing bodies and that is why we recognise just how important good governor training is. We developed a national training programme for governors in 2001 which included comprehensive induction training. We will increasingly expect all new governors to take up induction training and all schools to make this a priority when making decisions about training and budgets. Last year, we launched "Taking the Chair" to support the crucial role of chair of governors and provided, through the "Leading Together" programme, the opportunity for governors and their senior management teams to develop their strategic leadership skills together.
- 8.38** Schools who take up the opportunities these programmes offer will build their capacity for the strategic leadership that is so necessary for the school of the future. We are currently collaborating with the National College for School Leadership, to develop a mentoring programme to further support the crucial role of chair of governors. We will continue to promote and accredit our training programmes with the help of our partners in local authorities.