

The Teachers' Guarantee

Over the past 12 years, our education system has been rebuilt on foundations of inspirational teaching, great school leadership and sustained record investment.

Our aim is educational excellence for all and narrowing the gaps in attainment so that all children and young people are able to succeed and fulfil their potential. We have made significant progress over the years, but we cannot stand still if we want every child to achieve. To achieve a world class school system we need to maintain and develop our excellent school workforce, investing in your skills and ensuring you are properly supported.

The quality of teaching is the most important factor in successful schools because the quality of the school system cannot exceed the quality of its workforce. Ofsted says there have never been as many outstanding or good schools and that's down to the hard work of teachers – and we are determined to maintain and build on that quality. That is why we will continue to invest in recruiting the most capable graduates, provide the highest quality initial teacher training and ensure that teachers have access to a wide range of high quality, professional development opportunities throughout their careers.

The school workforce today has been transformed. We now have more teachers, teaching assistants, support staff and professionals working in our schools than ever before, meaning smaller class sizes, more support for pupils on an individual basis, better discipline and more freedom for teachers to teach. All of this has led to rising standards. It is your achievements, your hard work and your commitment that should be celebrated and I want to do all I can to support you in the vital work that you do. That is why, to complement our Pupil and Parent Guarantees, which set out in law guarantees to pupils and parents of the excellent education and personal support they can expect, I am setting out our Teachers' Guarantee - our promise that we will continue to trust in the professionalism of teachers, support them to focus on what they do best – teach, and create the conditions that will enable the quality of teaching and learning to improve even further.

It is because of our belief and trust in your professionalism that we have reduced prescription and increased flexibility in the secondary curriculum, and will do the same with the new primary curriculum, to allow teachers to use their professional judgement and expertise to design a curriculum tailored to the needs of all children in their care. It is why we are investing responsibility for school improvement in our school leaders: schools leading their own improvement and leading the system.

Our workforce reforms, only possible because of the trust, commitment and dedication shown by our social partners, have succeeded in remodelling the school workforce in order that teachers can have the greatest impact on the learning, well-being and development of their pupils. We know the reforms so far have had a positive impact. In its report '*Workforce reform in schools: has*

it made a difference? published in January 2010, Ofsted commented that workforce reform made a considerable difference to pupils' learning and gave teachers clear professional status. It is because of these firm foundations that we are now able to set out our Teachers' Guarantee building on these reforms to ensure that all teachers have the capacity and skills to do their job supported by strong and effective leadership and a highly valued wider school and children's workforce.

In 1997, the school workforce was demoralised, de-motivated and underpaid. A lack of investment meant buildings were in decay, children were using photocopied text books and technology was scarce. We never want to return to such conditions. That is why I have committed to increase funding in real terms in the coming years to protect the front line so you can continue to provide the best outcomes for each and every child.

I am immensely grateful to all of you for what you have achieved and continue to achieve on a daily basis for our children. It is a real testament to your professionalism and commitment. That is why I think it is important that your hard work is supported by a clear affirmation of the trust that we have in you and this clear statement of the Teachers' Guarantee. Every one of you is part of the best generation of teachers ever, that is something of which you should be very proud and which I am delighted to be able to celebrate with you all.

Ed Balls MP

Our Guarantees

Guarantee No1: We will support teachers to do what they do best – provide great teaching and learning

We are all committed to delivering the best education for every child, which is why we must continue to build our world-class education system. In order to be able to give our children excellent teaching, we need to create the conditions to maintain an outstanding workforce. The National Agreement on Workforce Reform¹, signed in 2003 by Government, employers and school workforce unions, has helped support excellent teaching, as well as bringing a more professional and diverse workforce into our schools.

A professional and diverse workforce is the key to what happens within our schools – a diverse workforce inspires children, enhances their experiences and provides them with role models, which will influence the rest of their lives.

So we will deliver our guarantee by:

- **Committing to the Social Partnership.** Many of the reforms and improvements that have been introduced since the signing of the National Agreement have only been possible because of the strength of the Social Partnership and the work of the Workforce Agreement Monitoring Group and we remain committed to working with our Social Partners in a spirit of trust and openness to secure continuous improvement;
- **Committing to a national pay and conditions framework for teachers and to the School Support Staff Negotiating Body (SSSNB).** Our commitment is to a framework for pay and conditions that recognises the workforce as highly skilled professionals. The framework is underpinned by the principles of fairness and transparency that balance the need for national consistency with local flexibility. This will ensure that we can continue to recruit and retain high quality teachers and support staff, who deliver the best outcomes for our children. We will do this through a commitment to the delivery of teachers' terms and conditions through the School Teachers Pay and Conditions Document (STPCD) and through our commitment to the work of the new SSSNB. Because of the special role that Academies play in tackling entrenched disadvantage and turning around past underperformance they have particular flexibilities over the curriculum and pay and conditions. We closely monitor the impact of academy freedoms on their workforce and school standards and will continue to do so. Evidence suggests that the majority of academies

¹ ***'Raising standards and tackling workload: a national agreement – Time for standards'*** was signed on 15 January 2003 by ASCL, ATL, DCSF, GMB, NAHT, NASUWT, NEOST, SHA, PAT, T and G, UNISON, WAG

adopt or indeed exceed conditions of the STPCD.

- **Using teachers' skills and expertise to focus on the priorities of teaching and learning.** Dedicated planning Preparation and Assessment (PPA) time has served to improve the quality of teaching and learning and research backs this up. This, alongside the fact that teachers should now not routinely undertake tasks that do not require their professional skills and judgement, for example invigilating external exams; routine clerical or administrative tasks and midday supervision provides a clear focus on the priorities of teaching and learning. Similarly, cover for the absence of colleagues is widely accepted as not being an effective use of a teacher's time because teachers are most effective when teaching their own subject(s) in a timetabled lesson. So teachers only have to provide cover rarely, and in circumstances that are unforeseeable;
- **Continuing to promote the role of Advanced Skills Teachers (ASTs) and Excellent Teachers (ETs) in supporting effective teacher practice and in helping other teachers improve their effectiveness in the classroom.** It is right that experienced and excellent teachers should remain in the classroom and be properly rewarded whilst supporting wider improvements to teaching and learning. Research on behalf of the Training and Development Agency for Schools shows that teacher-to-teacher approaches to professional development, such as those practised by ASTs and ETs, are extremely effective and it says that ASTs and ETs are particularly well placed to play a lead role in continuing professional development. ASTs have also been commended by Ofsted for their significant impact in improving teaching and learning in their own and other schools;
- **Developing and deploying the education team to support teaching and learning.** We want all members of the school workforce to be well managed, well trained and deployed effectively so that they have a clear focus on the school's priorities and objectives and support teachers in both meeting the needs of every child and removing barriers to learning. Good schools are those which deploy the full range of their staff effectively and ensure they have the right training, qualifications and support for the roles they are undertaking. In recognition of the changing school environment and unique nature of many support staff roles, we have established the new School Support Staff Negotiating Body (SSSNB) to develop a bespoke pay and conditions framework that properly takes account of the new and emerging roles that school support staff are undertaking. This new framework will bring about consistency across all maintained schools in England, whilst an inbuilt element of flexibility will ensure all maintained schools can choose individual roles for their support staff and deploy them in a way that best meets their needs;

- **Setting out our ambition that everyone in the children’s workforce who supports pupils’ learning should have or be working towards – a level 3 qualification.** Evidence suggests that support staff have a substantial impact on pupils’ achievement and well being in the classroom. It is for this reason we outlined our ambition in the White Paper *Your Child, Your School, Our Future* to raise the professional standards of support staff and ensure that they are given the opportunity to develop their skills and progress in their careers. Working with the TDA and social partners we shall develop an action plan that will identify the types of CPD that support staff require. This will provide schools with a tool that will enable them to secure provision that will raise professional standards and assure teachers that they can rely on high quality support to enable them to focus on leading teaching and learning.

Guarantee No 2: We will support excellent teaching and learning by investing in continuing professional development for teachers and support staff

Every school should have a clear policy to support the continuous professional development of its entire workforce. Research shows that the right continuing professional development (CPD) can have a positive impact on teachers’ practice, leading to improvements in pupil attainment and other outcomes. CPD can also have a positive impact on pupil attitude, enhancement of student motivation and more positive responses to specific subjects.

We have ensured through legislation that every teacher benefits from statutory induction arrangements and is engaged in high quality performance management linked to continuing professional development from when they first start teaching. However, we know that schools vary in their practice in terms of linking performance management processes and the professional standards with CPD opportunities.

So we will deliver our guarantee by:

- **Ensuring all Newly Qualified Teachers get a great start in teaching with the ongoing professional development opportunities and the support and challenge that they need to succeed.** That first year in teaching is so important and there is still much to learn, so we have ensured that during their induction period, NQTs are entitled to receive support and challenge from an induction tutor, have opportunities for development and a 10 per cent reduced timetable, in addition to Planning, Preparation and Assessment (PPA) time;
- **Providing a contractual entitlement to continual professional development for all teachers alongside a Licence to Practise.** We expect every teacher to reflect on their own performance and be committed to improving their practice, keeping their skills and knowledge up to date. As highly valued professionals, teachers will

have a contractual CPD entitlement, which guarantees them time to access high quality professional development linked with performance management.

- **Making teaching a Masters-level profession with the aim, over time, that every teacher should gain a practice-based Masters in Teaching and Learning.** The first teachers have now enrolled for the Masters in Teaching and Learning, gaining the opportunity to deepen their knowledge and understanding of pedagogy and effective practice as we continue to raise the status and esteem of the teaching profession.

Guarantee No 3: We will back head teachers and teachers in using the powers they have to enforce discipline and encourage good behaviour.

Poor behaviour cannot be tolerated: it is a denial of the right of pupils to learn and teachers to teach. Behaviour standards in schools are high for the great majority of young people and the misconduct of a few represents a small percentage of the seven million pupils in the school system. But no child should have their learning disturbed by poor discipline in the classroom.

This is the first government to implement a comprehensive national programme to strengthen schools' capacity to manage behaviour. We are backing head teachers and teachers and have given them the authority to intervene to tackle bad behaviour and stop problems spiralling out of control. Sir Alan Steer said in his report published on 31 March 2010 that schools now have very much clearer, broader and better focused powers to discipline pupils than ever before. As a consequence the number of schools with inadequate behaviour is at the lowest level ever.

We will always back head teachers and teachers. We need to ensure that teachers are aware of the powers they have to tackle poor behaviour and that they have the confidence to use these powers where necessary. We also expect parents to back schools and accept they have a responsibility to support schools in enforcing discipline and good behaviour.

So we will deliver our guarantee by:

- **Giving the school workforce powers to search pupils, use appropriate physical force and apply a wide range of penalties to protect pupil safety and maintain discipline.** Schools have clear statutory powers to discipline pupils for bad behaviour that occurs in school or on the way to and from school. This includes exclusion, detention and withdrawal of privileges. We have given schools the power to search pupils for weapons and other items - without pupils consent - and to confiscate property, including mobile phones or music players. While force should only be used as a last resort, all school staff members have the legal power to use reasonable force both to prevent a crime or injury and to maintain good order and discipline amongst pupils.

- **Building on Home School Agreements, giving schools new and stronger powers to enforce parents' responsibilities to support the school in maintaining good behaviour.** In applying for a school place, every parent will agree to adhere to the school's behaviour rules. Once their child is in school, parents will be expected to sign the agreement each year and will face real consequences if they fail to live up to the responsibilities set out within it, including the possibility of a court-imposed parenting order;
- **Supporting excellent practice in behaviour management by establishing a network of up to 100 Lead Behaviour Schools and giving teachers the expert training they need.** More schools than ever have good or outstanding behaviour, so we will use this excellent practice to help support schools struggling with bad behaviour. Lead behaviour schools will be twinned with schools where behaviour needs to improve to share their innovative approaches to tackling behaviour. Our National Programme for School Leaders in Behaviour and Attendance (NPSLBA) training programme will also ensure that staff with responsibility for behaviour and attendance issues can continue to develop their professional skills;
- **Working with teachers, parents and pupils to ensure everyone is clear that bad behaviour will not be tolerated; and with parents to ensure that they accept their responsibility to support the school.** To complement our information for teachers and parents we will make sure pupils also understand the importance of good behaviour and the powers of the school to enforce discipline.
- **Ensuring that any member of staff who works with children who has an allegation of abuse made against them, has that allegation dealt with fairly, quickly and consistently.** Any allegation should be examined by someone independent of the school. The school should keep the person who is the subject of the allegation informed of the progress of the case, and consider what other support is appropriate for the individual which may include support via the local authority health or employee welfare arrangements.

Guarantee No 4: Every school will be well-led with strong, effective leadership so that high quality teaching and learning can flourish

School leadership is second only to classroom teaching as an influence on pupil learning. School leaders improve teaching and learning directly and most powerfully through their influence on staff motivation, commitment and working conditions.

School leaders play a central role in raising standards of teaching and learning. We have recognised the importance of these roles in the school environment by bringing in statutory entitlements to dedicated time to carry out these responsibilities.

Our school leaders have a responsibility to set high expectations and create the conditions for effective teaching and learning to flourish. Leaders acknowledge the high status, value and importance of teaching and learning and in creating a learning culture which enables pupils to become effective, enthusiastic and independent, life-long learners. As well as seeking to improve their own performance through professional development, school leaders should enable others to develop and improve by creating a professional learning culture within the school.

So we will deliver our guarantee by:

- **Developing our network of National Leaders of Education (NLEs).** We will ensure that school leaders are supported by a network of NLEs deployed to use their knowledge and experience of leadership and teaching to provide additional leadership capacity to schools in challenging circumstances;
- **Extending the influence of our best school leaders so that we spread excellence – with not for profit accredited providers taking responsibility for leading more than one school in order to achieve more for children and young people.** Schools will be encouraged to be involved in collaborations and more formalised arrangements led by our new not for profit accredited providers. Shared governance through federation; shared Trusts; and shared leadership with heads taking responsibility for leading more than one school will support improved pupil outcomes. These collaborations will also provide opportunities for teachers to access support, learn from the expertise of others and develop in their roles. Schools which could benefit from additional support, capacity and expertise to improve might choose to be led by an Accredited School Provider or Group (ASP/ASG). Schools which are underperforming and are joining a trust or federation as a result of LA intervention which is led by an ASP or ASG will benefit from their excellence and expertise. Maintained schools, secondary or primary, led by accredited providers will continue to be bound by statutory teachers' pay and conditions and fulfil the National Agreement.

Guarantee No 5: We will enhance the professional status and standing of teaching and we will support teachers in maintaining the highest professional standards whilst retaining the confidence of parents and the public.

Teachers and head teachers are professionals and the vast majority perform to the highest standards. With a good performance management system, linked to the right, continuing professional development, as set out in our commitment within Guarantee 2, we can continue to build on these high standards. The fact that, within the context of a more rigorous inspection framework, the proportion of maintained schools that are inspected are good or outstanding is a testament to this. The growing professionalism of the workforce is reflected in the improving quality of teaching and learning in our schools.

Every teacher also wants to know that they are working as part of a team where everyone is committed to what they are doing and where their colleagues work with them to a high standard. We cannot though, tolerate teachers and head teachers who underperform and as a consequence, let down our children and young people. Where pupils are let down, we will be tough – but we will also be fair. We will ensure that support is put in place through performance management and capability procedures to provide help where it is needed. Where this support does not lead to improvement, it is only right that those who fall short of the expected professional standards must leave the profession.

So we will deliver our guarantee by:

- **Maintaining a performance management framework and professional standards.** This will provide teachers with a clear and consistent framework for planning what they need to do and what support and training they need to teach effectively and progress. By ensuring teachers and head teachers have a clear understanding of what is expected of them, if they are not meeting expectations then performance issues can be addressed through additional training and support, moving on to fair and transparent formal capability procedures if performance fails to improve;
- **Ensuring that those who do not uphold their professional duties and responsibilities are barred from teaching.** No teacher or head teacher wants the poor performance of a tiny minority to undermine the integrity of the profession, so it is essential that we work together to tackle issues of underperformance and incompetence. We will issue robust guidance to schools and local authorities who as employers are sometimes uncertain about their responsibilities or are reluctant to refer cases of incompetence to the General Teaching Council. We will make sure that all parties, including the GTC, play their parts in full and we are committed to working with the GTC and with key stakeholders to help ensure that we maintain trust in the profession.

Guarantee No 6: We will maintain investment in our schools, sure start children's centres and 16-19 learning to support the frontline thereby enabling the workforce to deliver entitlements for pupils.

Education has always been a top priority for this Government, and that has been backed by record levels of investment. School funding has nearly doubled in real terms between 1997-8 and 2010-11. This has enabled over 42,000 more teachers and 212,000 support staff to be recruited. As a result, outcomes for children and young people have improved dramatically. We have many more outstanding schools and many fewer underperforming schools, and our education system has gone from below average in the world to well above average. And we are committed to continuing to increase investment in future years so that the frontline can be protected and schools can continue to improve.

So we will deliver our guarantee by:

- **Increasing spending on schools by 0.7 per cent a year in real terms in 2011-13, so that schools have the resources to deliver the best for their pupils.** Real terms increases in schools funding of 0.7 per cent, or 2.7 per cent cash at current levels of inflation, mean we can resource increasing pupil numbers – a projected further 80,000 pupils - and still increase per pupil funding by 2.1 per cent in cash, protecting our frontline priorities. This comes on top of real terms increases of 2.4 per cent, or cash increases per pupil of 4.3 per cent, in 2010-11. As in the past, we will protect schools and give them the certainty and stability that they need to plan, by setting a minimum funding guarantee (MFG): a guaranteed increase in schools' per pupil budgets in cash terms;
- **Supporting all schools to make efficiencies, in order to protect the frontline and reinvest in improving outcomes for pupils.** There is no doubt that this is a tougher financial settlement than in the past and tough choices have to be made by schools, by local authorities and by Government. School leaders and staff are responding vigorously to the challenge of identifying efficiency savings in order to switch resources to the frontline. We will support schools with free financial consultancy advice, conferences and workshops and we are supporting clusters of primary schools with 1000 more school business managers. At the same time, DCSF will find £500m in savings from central budgets because protecting the frontline is our priority;
- **Introducing a Local Pupil Premium to ensure that funding for pupils from deprived backgrounds is better targeted on those who need it most.** To ensure that all schools with pupils from disadvantaged backgrounds get the additional resources they need, we will require local authorities to work with their schools, who understand the needs of their pupils and schools best, to use a Local Pupil Premium to distribute deprivation funding. Based on their own local decisions of how best to measure deprivation, the Local Pupil Premium will increase the transparency and responsiveness of funding for deprivation - to ensure it reaches the pupils who need it;
- **Taking forward our Building Schools for the Future pledge to rebuild or refurbish all secondary schools.** Teaching and learning is being transformed by our commitment to improving the quality of school buildings and providing state-of-the-art equipment and technology. Capital investment has increased steadily to record levels: £1.4 billion in 1999-2000, rising to £8.235 billion in 2010-11. Since 1997, 4000 schools have been rebuilt or substantially refurbished. 148 schools have benefited from investment under the BSF programme and over 100 local authorities are in BSF, with a 1000 schools in the pipeline,

creating a 21st century environment that supports inspirational teaching and learning.