



House of Commons  
Education Committee

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# Great teachers: attracting, training and retaining the best

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**Ninth Report of Session 2010–12**

## ***Volume II***

*Oral and written evidence*

*Additional written evidence is contained in  
Volume III, available on the Committee website  
at [www.parliament.uk/educom](http://www.parliament.uk/educom)*

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## The Education Committee

The Education Committee is appointed by the House of Commons to examine the expenditure, administration and policy of the Department for Education and its associated public bodies.

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## Taken before the Education Committee on Wednesday 9 November 2011

Members present:

Mr Graham Stuart (Chair)

Neil Carmichael  
Pat Glass  
Damian Hinds  
Charlotte Leslie

Ian Mearns  
Tessa Munt  
Lisa Nandy  
Craig Whittaker

### Examination of Witnesses

*Witnesses:* **Stephen Hillier**, Chief Executive, Training and Development Agency, and **Michael Day**, Executive Director of Training, Training and Development Agency, gave evidence.

**Q1 Chair:** Good morning and welcome to this first public evidence session on the subject of attracting, retaining and training the best teachers. We like to be pretty informal here, so if you are happy for us to use your first names, we will do so. The ITT implementation plan, which came out yesterday, fresh off the press, confirms details of bursary levels and how payments will be made. Does your evidence from marketing and from assessing why trainees join the profession suggest that many teachers are motivated by financial incentives? Will the bursaries be effective in attracting new candidates, particularly in priority subjects? Who would like to go first, Michael or Stephen?

**Stephen Hillier:** Thank you very much, Chair. Before I come to the question, can I just say thank you very much to you and to the Committee for inviting us? Thank you very much for putting us on first. Certainly from the TDA point of view this feels like a very exciting time in the world of supply and training, in a very good way. We think there is an awful lot we have done in relation to recruitment so far. We have had one of our best ever years, and certainly in relation to physics and chemistry, which are among the hardest to recruit to, it is the best ever year so far. We are increasing in terms of the quality of degree that people arrive with in training this year. We can say more about that.

So we are obviously going to start with the first question you have given us. We will answer all of your questions as best we can this morning, but there may be some further detail that it would be helpful for us to contribute in the next few days if you stump us on a more detailed question. We would welcome the opportunity to put that further information to you, if we may.

In terms of the implementation plan we certainly believe that in terms of the quality of teachers that our pupils need the direction of travel sketched there is absolutely right. In terms of retention, the prioritisation given in the bursary system to those with 2:1 and above is absolutely right. We know that marketing campaigns can help in terms of attracting people, and we know that where bursaries disappear there can be effects from that. We have seen that in areas like IT.

**Q2 Chair:** Can you give us an example of that?

**Stephen Hillier:** We can certainly give you the figures on IT in the next day or two. We have probably got some in our packs we could pass to your secretariat. So we will be on our mettle in terms of what undoubtedly be a challenging recruitment period between now and next September through the bursary changes, but overall we think these are absolutely the right changes to make. Maybe Michael would like to add something to that.

**Dr Day:** Just a couple of points. I think it is important to emphasise that as an agency we do a lot of market research on levels of bursary. We have done two major reviews in the past about the correct kind of level of bursary to attract different sorts of trainees. We have got a very good sense about the correct amount of pay to attract particular sorts of trainees. We have been working very closely with the Department on that bursary table to make sure that the levels are pitched in a way that they will be effective amounts to get those key priority trainees in.

**Q3 Chair:** If you get a first class degree in a shortage subject and you apply to a secondary school, you can get a £20,000 bursary, is that right?

**Dr Day:** If you get a first class degree and you train to teach maths, physics, chemistry or modern languages, in a university or a School Centred Initial Teacher Training organisation you get a £20,000 bursary.

**Q4 Chair:** Am I right in thinking that if you are heading towards secondary—

**Dr Day:** You are.

**Q5 Chair:** But if the same person with the same degree is attracted into primary, where my understanding was that in terms of emphasis with the belief in early intervention—getting it right first time, getting kids learning from the earliest possible start—we wanted to attract high quality people, that the same person could get a maximum bursary of £9,000.

**Dr Day:** £9,000, yes.

**Q6 Chair:** What is the rationale for that discrepancy?

**Dr Day:** Because there is substantially more demand out there for graduates to become primary teachers, so it is much easier for us to recruit high quality people into primary teaching than it is into the shortage subjects. We are competing for a very limited number of graduates to train to teach the shortage subjects, and particularly a very limited number of high quality graduates, so we have got to have a very strong attractor to get those people to consider teaching.

**Q7 Chair:** Do we not want people with first class physics degrees going into primary? Is that a waste of their talent? Is that what you are saying?

**Stephen Hillier:** No, I do not think we are saying that. It would be great if that happens, and of course it is in the implementation plan and in the speech that the Secretary of State gave to the induction event for the first 100 teaching schools in September. We have seen the first plank of what I think is a very exciting development in terms of the training of specialists for primary. But I think Mike is absolutely right that when in the plan it uses this phraseology “priority subject”, it is not making a moral judgment on which subjects are best. It is simply saying all the recruitment experience is that we are more likely to be able to get the right people, hopefully including the first class physicist, into primary than we have managed to do in secondary.

**Q8 Chair:** I am just trying to explore the rationale though. Either you would equally like first-class physicists in secondary and primary, or you would prefer them to go into secondary. Are you suggesting there is not such a problem attracting good people into primary? Does that mean you have many first-class science degree graduates going into primary at the moment?

**Dr Day:** Not as many as we would like, but I think we can recruit some good high quality people into primary, who can then go through training that prepares them for teaching the whole of the curriculum within the primary phase. One of the interesting things in the implementation plan is signalling a move to more specialist primary teaching. One of the jobs for the agency over the next few weeks or months with the Department is to agree what we want to do in terms of more specialist science and maths teachers in primary, and how we might restructure some of our training to facilitate that.

**Q9 Chair:** What about restructuring the bursaries to facilitate that?

**Stephen Hillier:** I think we have got to see the experience of at least one year before the Government looks at the bursary scheme. But I am pretty clear from things the Secretary of State has said: if there needs to be adjustment to the bursary scheme in the years ahead, that is what he would do.

**Q10 Chair:** I do not want to overdo the point, but it seems anomalous to me, and I just wanted to see if there was any evidence base to justify the difference.

**Stephen Hillier:** I think it just boils down to priorities. It is an interesting subject in relation to physics,

because as you know, universities offer about 3,000 people degrees in physics. Our target of 925 for the secondary system every year, given the needs of the rest of the nation and economy, makes interesting reading, doesn't it? As an agency over a long period, we have become used to helping people who had some physics in their degree—engineering is an obvious one—to think of training to become science teachers, maybe majoring in physics. We want to do more physics-only PGCEs, more PGCEs that are just physics with maths. We have done a lot of work over the last few months with the Institute of Physics on this, and there will be more said on that over the autumn. But you have got to start somewhere, so we have got to meet our target in physics for secondary, and then it would be fantastic to have more first class physicists in primary as well.

**Q11 Chair:** Thank you very much. Are the timetables proposed for changes in the system viable?  
**Stephen Hillier:** Yes.

**Q12 Chair:** What are the biggest challenges that you face? We have to slightly read between the lines with this but, “Over the current Parliament we expect the growth of School Direct, the accreditation of more groups of schools as ITT providers and the expansion of other SCITT-style provision to lead to a significant increase in school-led teacher training.” Are we are talking a transformation? One in 20 at the moment are in SCITT schemes, are they not? It has been flat-lining for six years in terms of numbers, and now we are going to have a transformation in one Parliament. Can you explain how and why it is doable?

**Stephen Hillier:** The transformation word probably relates to a combination of SCITT, which is a very specific way for schools to get involved, and I do think there will be quite significant growth, particularly through the contribution of teaching schools. We are seeing some of the teaching schools on Monday in London, who are very interested in the pure SCITT idea, but also chains of academies.

Also that word transformation relates to this excellent new idea of School Direct, which is a very different kind of involvement for schools. It enables them to take charge of the front-end through recruitment, so they know in their network that they are bringing in people that they are keen potentially to employ after they have been trained, but they know they can then call on an existing accredited trainer, such as a university, to actually do the training, which is in some ways the bit where they may feel they lack the experience or capacity. If they are combined we hope to achieve that transformation, but there is no target number for this, so I think we will need to develop a success criteria.

**Q13 Chair:** Have Ministers suggested to you at all how many they would like to see school-based in future?

**Stephen Hillier:** I do not have in my head any kind of target.

**Q14 Chair:** It is currently 5%, if it is one in 20. If we are looking at growth, the accreditation of more



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groups and a significant increase in school-led teaching training, is this significant doubling in this Parliament? I have heard numbers of 30% being talked about, but now it has been talked about at 50%.

**Stephen Hillier:** I do not think it would be right for the TDA, five months out from being part of DfE, to make Government policy. I think that would be a good question for the DfE, but I think I am going to pass.

**Dr Day:** I completely agree with Stephen in terms of the Department, but I think it is important to see the way the document is signalling the way Ministers and the TDA would like to see the sector changing. I think we are also responding to a change out amongst schools, where we are seeing a much bigger appetite at the moment for getting involved in teacher training. I think this is linked particularly to the growth of academy chains, which are creating organisations that have much more capability for CPD, initial training and induction of new teachers. They want to build that capability and take much more responsibility for selecting people to come into the profession, recruiting them, developing their careers and making sure that as organisations they are managing careers from recruitment right through to headship within their academy chain structures.

I think the document signals a move within the education world to the growth of strong academy chains doing that kind of role. Obviously, as Stephen said, teaching schools have been recruited specifically on the basis of their appetite to do ITT. A number of them are now chomping at the bit with their alliances of schools to create an organisation that is big enough to be able to plan labour market needs for schools. Traditionally schools as individual organisations have been rather small to be able to predict very clearly what their future labour market needs would be in terms of teachers. Once you get a whole alliance of schools working together it is much easier for them to commit to training quite a number of teachers within their organisations year on year knowing there is going to be a flow of new teachers going in. I think this is the right time for the agency to do that.

**Q15 Chair:** That sounds very exciting and very positive, but I do not think I got an answer to my question on what the barriers are. I am sure Ministers are delighted to have two such can-do individuals at the top of the TDA, but there are barriers and challenges. What are they?

**Dr Day:** One of the barriers, and Stephen has identified that through School Direct, is the bureaucracy around running a teacher training institution. For instance, if students go through the SCITT route, which many of these trainees will, then the organisation will be responsible for paying those trainees bursaries and making arrangements for their student loans, so it will have to liaise with the Student Loan Company, and have access agreements with the Student Loan Company to be able to charge variable fees, etc. Quite a lot will be subject to Ofsted inspection; we will have to maintain proper information about recruitment, progression and assessment, etc, so Initial Teacher Training is a very serious business to get into. It is not something to be entered into lightly. Schools obviously have to

consider whether or not they have the resources to be able to do that.

Under School Direct we are saying to schools, “You can have the bits of teacher training that are important to you, so you will be involved in recruiting the trainees, commissioning their training and deciding how much of the training you want to do yourselves, but you will also be working with a partner that you have chosen who will be responsible for all that administration, for paying the bursaries, sorting out the money, working with the TDA, on accounting and with Ofsted on accountability.” So we hope that School Direct will be the best of both worlds, and we will encourage lots more schools to get involved. The important thing is that the school gets involved in recruitment and in the training, not that schools necessarily want to take on the full gamut of what it is to be an accredited provider.

**Chair:** Thank you for that.

**Q16 Damian Hinds:** We had a group of outstanding teachers in a couple of weeks ago in a private session. We had little break out groups talking about what makes a great teacher, recruitment, training, development and attention and so on. We were asking how you spot a good teacher and what it is that makes a great teacher. The first thing is to really like children, which seems pretty obvious. Secondly, you have to have some subject knowledge and a certain something to do with imparting knowledge and helping children to learn how to learn. Then you need grit and perseverance. I am sure there are other things as well, but those are some of the phrases that came up. So I have two questions for you. First of all, although we would all say that you know it when you see it, how do you see it at the point of recruitment on an individual basis? Also more generally, where do you go looking for it? Which segments of the population? Which traits, which media titles? How is it that you go and find those people?

**Stephen Hillier:** I will make a start and then Michael can give you the real answer. There is a letter that we have seen, which I think you may have seen as well. It is a lovely letter, but I will just quote one line: “In my opinion a good teacher is someone who is not always shouting, likes children, plans fun lessons and they know the subject properly.” That is from a pupil, as you probably realise. I think many of us would agree with that. I do think the extra prominence given to subject knowledge over the last 12 to 15 months feels absolutely right, in my personal opinion, in terms of what is needed. But I think those who do the real job of not just the campaigns that we run but the actual job of choosing the 30,000-odd who come in every year—I am conscious quite of few of them are probably sitting in the audience behind me—really do know when somebody comes into the room whether this is a likely person or not. There is something about that individual’s quality, charisma and so on.

In terms of the campaigns, you are right. In the 1990s, when I came into this world, it was shortage and crisis year on year, and then the Government in 1993/1994 decided to create a teacher training agency, and it was possible to start to grip those issues for the first time. We started running campaigns in the mid-1990s. We

began with, “No one forgets a good teacher,” which was a big TV and cinema campaign. That started quite a long journey that the TDA then picked up over the last 10 years of, in the current jargon, “Making teaching cool”. I think that has been really important in terms of bringing in bright young people. They know they can say to their mates on Friday night in the pub, “I’m thinking of going into teaching,” and they are not faced with derision, and I think this has been really important. I think the latest changes from the Secretary of State carry on that trajectory.

Those big campaigns were designed to make society as a whole take teaching seriously as a career, because of the peer influences and parental influences on you. As we go forward we are going to be more forensic, and we will be looking at subjects like physics, where we still struggle. This was the best ever year—I think now 865 out of the 920 we needed—but we want to beat the target and make sure every one is of good quality. You are right, we are positioning much more in relation to the journals that scientists are likely to be reading in their undergraduate years, working with the associations like the Institute of Physics and the other science associations who know how to reach people. I have mentioned engineering as something where we have high hopes of finding more. But Michael will give you a bit more about that.

**Q17 Damian Hinds:** Just before Michael comes in, I was just taken with something you were saying about the person who is doing the picking will typically know when the person comes through the door. Some people will, and hopefully most head teachers will, but do you think we place enough emphasis on supporting head teachers or whoever is doing the recruiting for training courses, and indeed for teaching jobs, to make sure they can do that? In business some people are fantastic at interviewing and recruiting the right person, and some people are not. Just because you are a good head teacher does not necessarily mean you are good at making that 60-minute judgment. How do we improve that part of the process?

**Stephen Hillier:** When you talk to some of the providers, which I know you will be doing, they will be able to bring that to light. I am going to make a broader point, which is that your assumption, which I think is a good one, is that head teachers are sitting there on the interviewing panel. I think that ought to be true, but sadly it is very rarely true. One of the reasons I am excited by School Direct is that part of the idea there is to bring the school into much greater relief. I give credit to universities: this is not because universities are saying they do not want head teachers; this is because it is not always prioritised by schools. I do think that part of making teaching an even greater profession is for schools to take more of that moral ownership certainly of recruitment but increasingly over the coming years of training as well.

**Q18 Damian Hinds:** Thank you, Michael?

**Dr Day:** I have very little to add to what Stephen has said. Your list is one we could completely agree with. It is summarised by Dylan Williams, who used to be at the Institute of Education. He said that a good teacher was a combination of IQ and EQ. At the

moment we are increasingly trying to make sure that we are selecting on both of those characteristics. We have the emphasis in the bursaries on getting people with high-class degrees, firsts or 2:1s.

However, lots of people say to us that the issue with people sometimes with firsts, particularly in science and maths, is to do with their people skills and social skills, so we are also very careful in our new selection arrangements to look much more at the EQ element. Within that you will see in the implementation plan a requirement on universities to use much more psychometric testing approaches to help them with their selection procedures. We are now fairly clear that we want universities to be more professional than they are at the moment. They are already very professional, but even more so in terms of the tools they use for selecting people, both on the IQ, the subject knowledge side, and also on the personality side.

Of course we can describe what the perfect teacher looks like, but there are not necessarily 35,000 people readymade with all of those characteristics that we can just go out there and recruit. As an agency we have to have strategies where we can make up some of those deficits. The classic one is subject knowledge, where recruiting enough people with the really detailed degree-level knowledge in subjects like maths, physics and chemistry is very difficult, so we do a lot of work with trainees on their subject knowledge. We offer them up to nine months’ extra training in that area to ensure they have subject knowledge.

At the moment we are working with Teach First on some piloting of social skills training, because clearly that is going to be important if you are really going to be able to continue to recruit groups full of people strong in physics and maths, which is an interesting experiment to see whether or not we can do more on that side. We have also been working with a group of vice-chancellors on general employability skills within physics, chemistry and maths, and whether we can build on that in the final undergraduate year to encourage more people to develop their engagement skills with children so they are ready to come into teaching.

**Q19 Damian Hinds:** In terms of the recruitment pool, it sounds like what you are advocating and moving to is similar to what McKinsey & Company calls the top-third-plus approach. We have plenty of people saying to us, “Well of course having a 2:1 does not make you suddenly a brilliant teacher.” That much is blindingly obvious, but the point is having a gateway, so in life’s great Venn diagram you have a combination both of subject knowledge and academic achievement plus all these other things. Then of course, as you rightly say, you are reducing the pool that you can potentially choose from.

**Dr Day:** Absolutely.

**Q20 Damian Hinds:** Do you think all the different routes into teaching that are available are sufficiently widely understood among the potential recruitment pool? I am thinking in particular of GTP. Again, we had our collection of outstanding teachers, almost

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without exception they were saying that more on-the-job training was a good idea, and to be able to basically earn a salary while you are teaching is very important, particularly if you are changing later in life. But very few of them had heard of GTP before they went into teaching; everybody always talks about PGCE. So do you think all these different routes, Teach First and SCITT—please come up with a different acronym—are well understood?

**Stephen Hillier:** Personally, I do not think they are. Part of the new campaign we are looking to launch in the New Year is very much about that awareness raising. Also the other big issue is awareness of salary, because when we started doing a lot of this back in the 1990s the salaries were not very good, so it would be the last thing that you would talk about. Today, and particularly in today's economy, the salaries, especially in London but also elsewhere, are respectable as a starting point.

**Dr Day:** I take your point entirely about GTP. In fact a couple of years ago in the agency we were very aware that not only did people not know enough about GTP but it was difficult for them to apply for it because it was run by small organisations working in local areas, and it was difficult for somebody nationally to know where they could get a GTP place. We have created a national database with all the GTP places. We advertise it on our website, so it should be much easier for people who are interested in GTP to compete for those places. Interestingly, we have seen the quality of GTP entrants rising quite substantially over the last couple of years, and that may well be because we have made getting into GTP much more transparent.

The implementation plan flags that we are moving towards a single application system, which we are developing at the moment, where people who go to the websites to think about applying would be offered these various routes to teaching. It will be much clearer to people what the different routes are, how they can apply for them, and they will be able to apply for them at the same time and submit two applications for GTP and PGCE at the same time and compete across the board for different routes. We think going forward it is going to be in a much better position than it has been before.

**Chair:** If I may, Damien, I need to cut you off.

**Damian Hinds:** Yes, of course.

**Q21 Pat Glass:** At the moment the route into teaching for 80% of student teachers is coming through higher education institutions, and about 20% through school-based teacher training. I am a supporter of increased school-based teacher training, but I am concerned about how that is going to be achieved. I would start with building up the school-based teacher training and not having a lurch from higher education, which may well leave us with a shortage of supply. I take the point about the strains of academies, but most head teachers I know in outstanding schools see their core business as teaching children and not as teaching teachers. A lot of head teachers that I know have gone through the school-based route because they have excellent people in their schools and they have persevered despite the

system. So how are you going to ensure that we have this smooth transition towards greater school-based initial teacher training without losing supply—are we talking about taking some university/higher education provision out, and if so which provision—and without taking head teachers and school leadership teams' eye off the ball? I am talking about the impact on school performance and standards. We know from things like BSF that, where excellent, outstanding schools and head teachers have had new schools built, performance falls because the head teacher and school leadership have had their eye taken off the ball. Is this going to happen with initial teacher training?

**Chair:** A lot of questions there.

**Stephen Hillier:** I counted at least four questions.

**Pat Glass:** Yes, it was a real mouthful. Getting it out was not easy.

**Stephen Hillier:** Firstly I do not think there will be a lurch, but I absolutely agree with you and I think a lurch would be wrong. One of your other points, which I want to comment on as well, is the reason why there will not be a lurch. I think there is still quite a lot of work to do to persuade even the outstanding schools to become even more involved than they are now. There is some pent-up demand, but I do not think the scale of it is in lurch territory, if I can put it like that.

In relation to what we can do to build demand amongst schools, we are working very closely with the teaching schools, as I have said already. Compared with 20 years ago, when I used to have to try to persuade schools to get more involved in initial teacher training using kind of moral or blackmail-type of arguments, now there is really good research, which your secretariat will be able to point to, that shows an involvement by a school in teacher training and CPD is one of the most powerful things that connects with improving pupil output. So you are absolutely right that a school's core business has to be improving those pupil outcomes, but there is now this research that makes the link to involvement in teacher training.

**Q22 Pat Glass:** So what is that research?

**Stephen Hillier:** It is the Robinson research that has come out.

**Q23 Pat Glass:** Would you be able to send that to us?

**Stephen Hillier:** We can provide that to you, yes, but it is quite well known in the sector. Will we lose HEIs? One of my strong beliefs is that, however we develop, the school/university partnership, probably in several forms, needs to remain a key part of this. Most SCITTs have tended to have some connection with universities, but a few have not. Some of those partnerships are really strong and some of them are more to do with monitoring for PGCE accession by the trainee and whatever. But across most of the developed world I see quite a strong involvement of universities. If you look at high-performing systems such as Finland, which we do these days, and Singapore, you see universities very much with a seat at the table alongside the schools. I think those partnerships are key. I do not believe school-led is the same as school only. I think it is a different kind of partnership; I do not think it is anti-partnership.

In relation to losing HEIs, I do not think it is these pressures that will cause that. I think because of demography there just is an issue about whether there needs to be some consolidation amongst universities involved. There are 75 universities involved. Sometimes when you look, particularly at secondary, at the cohort sizes you see numbers of eight when a lot of the work by the universities themselves suggests 20 as a really good number as your minimum size. So I think there may be a period of consolidation that needs to happen on different drivers.

**Dr Day:** Could I just add a point?

**Chair:** Very briefly, you may. You are giving us very full and excellent and I am sure succinct answers, but if we could be even more succinct in our questioning and answering.

**Dr Day:** Okay. I wanted to say that I think we have to look at the direction of travel that the Government is trying to engender in the system, which is towards increasing the professionalism of teachers and increasing the autonomy of schools. If we are looking for teachers and head teachers to increase their level of professionalism, part of that is taking a responsibility for training and inducting new members of the profession.

**Q24 Pat Glass:** I understand the concept, but head teachers will argue that if you take your gun away, I will take mine away. The thing that they are judged by is GCSE results, so making them nicer and better people is fine, but that is not what their core business is.

**Dr Day:** Absolutely, but if you want an analogy with medical training and teaching hospitals, their core business is treating patients, but you would be very surprised if a consultant was not working closely with medical students all the time as part of their professional responsibility. They do not say, "Sorry, the hospital is here just to treat patients and doctors will have to train somewhere else"; they see training as part of their core professional business.

**Q25 Pat Glass:** To be fair, Michael, consultants do not manage hospitals, or at least they do not at the moment. Head teachers are judged by this differently to the way we would expect in hospitals.

**Dr Day:** Indeed, but particularly teaching schools may well develop capacity within them for their outstanding teachers to be in a position where they may well have posts that allow them to take leadership of training new members of the profession. The head teachers themselves do not have to do the training. It is a question of the head teacher giving priority for outstanding teachers to get more involved in training new entrants.

**Q26 Pat Glass:** Okay, I will move on to the outcomes from the different routes. I am particularly concerned around areas like shortage subjects. At the moment we know that most teachers in physics, maths and science, etc, do come through the HE route rather than the school-based route. Is there a plan for changing that?

**Stephen Hillier:** As we go towards school-led, you would expect school-led to roll those things out in

relation to those priority subjects as well as other subjects. So I think you will see a change, but school-led itself, in the form of School Direct, still leaves it open to that network of schools to bring the university in to do the teacher training.

**Q27 Pat Glass:** But, Stephen, is there a plan for that? The higher education institutions would argue that they have a captive audience. Is there a plan for making that happen or is just something that you hope will emerge?

**Stephen Hillier:** I cannot imagine expanding School Direct without prioritising the priority subjects. Although we have done very well this year, we are still under on physics. Of course we are going to look to teaching schools, for example, to help us with physics.

**Q28 Pat Glass:** I cannot imagine a policy of increased participation at 16 at the same time as cutting EMAs, but these things happen. Is there a plan?

**Stephen Hillier:** It is certainly our intention to work with teaching schools to help with physics as one of our top priorities for recruitment.

**Q29 Pat Glass:** Right. Finally, I will come on to the costs of all of this. Clearly it is much cheaper to have a PGCE through the HE route than it is to have something like Teach First or even the EBITT. Are there any plans to rationalise funding across the sectors? If not, how are we going to afford this?

**Stephen Hillier:** I will come back to the question that another colleague asked about the range of different routes. We have discovered over the years that you need all of those routes. You cannot go to a single model. So even if it were true and you could prove it, and there will be lots of witnesses who will come before this Committee over the coming days, if not hours, who will dispute whether so and so is more expensive than so and so—I will leave it to them to make those arguments—we cannot just have PGCE because that would not give us enough people, so we would be back to the supply problem that you and I are clearly going to worry about.

**Q30 Pat Glass:** If we are going to expand the school-based initial teacher training it is going to cost us a lot more money. So is there a plan for making that happen?

**Stephen Hillier:** School Direct will not cost more than a PGCE.

**Dr Day:** School Direct will be funded the same as a PGCE.

**Q31 Pat Glass:** Teach First costs three times more, and we are looking to expand Teach First. So how would we afford this?

**Stephen Hillier:** Well, when Teach First give evidence, they will explain why they do not necessarily agree with that. I think the other thing about Teach First is it is very apples and pears, because you are not just getting a trained teacher; you are getting all sorts of other things. A lot of those people will go elsewhere later in life. They may be a

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captain of industry or whatever it is. They will take their knowledge of the challenging schools in which they have worked and translate that into the corporate and social responsibility work of the company that they are involved in, which may repay its weight in gold. It is very hard to compare Teach First on that basis.

**Q32 Pat Glass:** I agree with absolutely everything you say about Teach First, but it is three times more expensive. The plan is to expand it.

**Stephen Hillier:** People will dispute that.

**Q33 Pat Glass:** Does the TDA have more money, or is the money coming from somewhere else?

**Stephen Hillier:** I just want to say that people will dispute that because—

**Q34 Chair:** You are the expert. You are the top of the TDA, Stephen. You are here to settle it and tell us the reality. So what is it? How much does it cost and how does it compare? You are the man. Give us the answer.

**Stephen Hillier:** The issue in relation to Teach First is that by the clever preparation of the right kind of person, they are going straight in and teaching straight away. They are not supernumerary, as in GTP, so you could argue GTP is very expensive. They are actually saving the school the salary of a teacher because they have someone who is both a trainee and a teacher at the same time. You have Teach First as expert witnesses coming on next and they will be able to go into the costs.

**Q35 Pat Glass:** So the additional cost will come from the school?

**Dr Day:** I do not want to give you the impression that we do not think that we know how much Teach First costs. Clearly we know how much we pay Teach First, and we know the kind of accounting around it. But as Stephen says, there are a lot of different ways of cutting the way the funding goes and how it is used, and what is compensated for, etc.

**Q36 Chair:** You head this up. We are just interested in your take. You must have a way of viewing it, and we would be interested in getting your view of it.

**Stephen Hillier:** I have a table of costs here but there is no point just reading it out because I think the comparabilities or the relativities are the key point. We can send you this table.

**Dr Day:** We are talking to Teach First at the moment so that we are in a position to give the Committee an agreed costing for Teach First as against other routes. We do not want to do it today because we want to make sure of it with Teach First, so we are giving the Committee a clear picture of that.

**Q37 Chair:** Splendid. Send it to us, that is fine.

**Dr Day:** We give you one figure; Teach First give you a different figure because of a different interpretation. We want to make sure the Committee gets a clear analysis of the cost, and we will send that to you.

**Chair:** Thank you very much, that is great.

**Q38 Tessa Munt:** I would like to talk to you about retention. The NASUWT, which I think has 280,000 members, says that half of those members are seriously considering leaving teaching. When the Department for Education gave its evidence to this inquiry, it said that retention of teachers is low. Only 73% of those who are employed in the maintained sector in the first year after qualifying are still teaching in the maintained sector five years later. Is it good to have this ebb and flow of people in and out of the profession? Is that good or not?

**Stephen Hillier:** I think people going in and out of a profession can be a good thing. Again, I am wary of getting too bogged down in figures because sometimes one needs to read the small print. For example, your figure about the maintained sector ignores people that use their training to go and teach say at a sixth-form college, which is not a school, or into the independent sector, which is their choice.

**Q39 Tessa Munt:** Do we know what the figures are for the independent sector?

**Stephen Hillier:** We have those figures somewhere but we will have to write to you with those.

**Tessa Munt:** Lovely, thank you. That would be nice.

**Stephen Hillier:** Obviously one does not want to have surveys that say half the people want to leave, but the churn in teaching is not as great as in many walks of life. The other point I would make, and I have made a public speech at, ironically, an NASUWT Conference in Birmingham recently, is there are a lot of schools that could do better to train teachers still often in their 20s and 30s who perhaps left to have children and are desperate to get back in. They may have been trained in priority subjects such as science and physics, but are not being taken back in as great a number as was the case 10 years ago. Therefore, arguably we are training more newly qualified teachers, where the proportion has gone up in terms of school recruitment choices, than in a perfect world we might need to. So I think when we look at retention it is quite a complex issue, and I think schools could do more to bring trained teachers back.

**Q40 Tessa Munt:** So we should not be so worried about retention?

**Stephen Hillier:** You should always worry about retention, but I do not think the figures are as bad as they are often made out to be. I think there is more in schools' gift to improve the situation still further.

**Q41 Tessa Munt:** If you would provide the evidence of what is happening in the other bits of teaching, that would be pretty helpful.

**Stephen Hillier:** We will do.

**Q42 Tessa Munt:** Do we have any evidence on where trained teachers go next when they leave?

**Stephen Hillier:** I do not think I know.

**Dr Day:** No, not that I know of.

**Q43 Tessa Munt:** Not that you know of. Oh—I thought someone was going to hand you an answer.

**Dr Day:** Someone is writing furiously behind my shoulder, so who knows? A few years ago we

conducted exit surveys of people leaving the teaching profession to get a sense of why they were leaving, so we did do some research on that. I do not think we have current up-to-date research on those factors. In terms of where they are going, the Department does some work on that because of the teacher supply model, because that for instance tracks how many people are leaving the profession, how many are going into the independent sector and how many people are retiring, etc. So we have some global figures.

**Q44 Tessa Munt:** Which you have just now received.

**Dr Day:** My little note tells me that actually Alan was conducting the research for us on this and would be the expert. So he is clearly the person to ask afterwards.

**Tessa Munt:** Thank you, Alan. That is lovely.

**Chair:** That would be Alan Smithers, of course.

**Dr Day:** In 2003 Alan did a piece of work that said after education, other employment mainly comprising self-employment is most likely destination for teachers leaving teaching for other forms of employment.

**Q45 Tessa Munt:** Actually here is one he prepared earlier. That is lovely, thank you. One thing I would like to ask you about quickly is supply teachers. What do we do? The one factor that I think slips under the line is the quality of supply teachers, who they are and what their qualification is. One thing that came up during somebody else's question is, of course, if you do not appoint, then you still have a class to cover as a head teacher, or several classes to cover. Supply teachers are the key to quality sometimes for quite a long time until you do get the right person. What do we know about supply teachers?

**Dr Day:** One of the interesting things we found from our NQT Survey, our survey of new teachers, is the kind of contracts that they are holding at the moment. We think quite a lot of schools are using not necessarily supply teachers but quite a lot of teachers on short-term contracts at the start of their career both to cover for teachers who are off on long-term sick leave or on secondments, etc, before teachers get their full-time post. It is quite interesting looking at the way schools' recruitment policies have changed there. They almost seem to be giving teachers a try out, as it were, on a short-term contract before they go in. I think some of the growth you have seen in supply is to do with the way schools are changing their contracts. Stephen, any thoughts?

**Stephen Hillier:** No, not at all.

**Dr Day:** The previous Government had a strategy of developing HLTA status as a way in which you could cover for teachers who are away for a day under the guidance of a qualified teacher. The new Government is still looking at where it wants to go on that policy. But that was a way of preventing disruptive odd-day supply cover by having somebody within the school who understood the class and was able to work with the teacher on maintaining work continuity.

**Chair:** Thank you. A quick question, a quick answer.

**Q46 Tessa Munt:** Yes. If you were to make a recommendation to this Committee about retaining teachers, what would that be?

**Stephen Hillier:** I am going to start in what you may find a surprising place. I think there is an issue about what you aspire to when you join one of the great professions, and I think the National College has done a stupendous job in creating a secure path to headship. But I still think the teaching profession lacks an equivalent of becoming a consultant surgeon, a QC or whatever. I think the greatest thing we could do over the next 10 years is to work with the schools and universities in creating a real pinnacle for the subject expert, who still wants to be a practitioner in the school but might also be a professor of physics—that is the topic of the morning—in a nearby university. It will not be easy, it will take a lot of work and imagination, but I think that is the bit that is lacking and it would really help the profession with retention.

**Q47 Chair:** If you have any more detail on that, we would be interested to hear from you.

**Stephen Hillier:** I will send you what Singapore is doing in this, which I think is very illuminating.

**Chair:** We are visiting Singapore next year, so we will follow that up.

**Q48 Craig Whittaker:** The Government made it very clear why from next year they will only take on trainee teachers that hold a second-class degree or higher. In fact Stephen, you said that was absolutely the right position. I think those were the words you used.

**Stephen Hillier:** Mmm.

**Q49 Craig Whittaker:** The evidence we have received on this to date, though, does not support that. Ofsted were very clear in their submission that there is no firm evidence to support the view that those with the highest degree classifications make the best teachers. What effect do you think the Government's plan to cut funding for those without a 2:2 will have, first of all in purely numerical terms and secondly in terms of impact on particular groups or pathways into teaching?

**Stephen Hillier:** These Government changes are part of quite a bold strategy, and I think a necessary one, to reposition teaching as a profession that is hard to get into. By making it hard to get into, all the experience of other professions is that in itself raises quality and brings a different kind of person in. Wouldn't it be wonderful if all the people who joined the teaching profession were more like the people who are recruited through Teach First, which I think would be a powerful boost for pupil outcomes. That is where I come from.

The problem of course, and you rightly put your finger on this, is could there be many a slip between cup and lip? Could there be difficulties on the journey towards realising that vision? We cannot rule that out. All we can do is strenuous work, including with the provider base over the coming months, to try to ensure there is not this dip. But if you look at some of the early indicators, even before the bursaries came in you have already seen in the GTTR figures something like a 4%

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rise in the current year's intake in those with a 2:1 or a first class degree. Even that market signal that the Secretary of State sent a year ago in the *White Paper* has already had that effect compared with normally about a 1% rise in a given year. I go into this with a lot of hope and optimism, but I am not blind to the delivery issues.

**Q50 Chair:** It is not just due to grade inflation in universities then?

**Stephen Hillier:** Grade inflation is about 1% a year; that is what we have normally had. So 4% is a really significant increase.

**Dr Day:** Just to add to that, I think it is important to look at the international evidence. There is a piece of work where they have been analysing the strong performers in PISA tests over the last 10 years. It comes out really clearly, the same as it does in the McKinsey work, that the systems targeting the highest quality graduates are the ones that are succeeding the best. You can name them: always Finland, with a really strong recruitment of the top graduates; Korea are now targeting the top 2% of graduates coming out of their universities to go into teaching. You see the same in Singapore and China, in Shanghai, where they are going after the top graduates. They do the same in Japan. The top performing nations are the ones that are targeting those top performing graduates.

As Stephen just said, we want to build the professionalism of teaching; we want to make it more difficult to get into to get those people. We need to look at the nature of teaching and the way we want to develop teachers who have got much stronger diagnostic and analytical skills. You need bright people to do that kind of high-quality professional work in terms of diagnosis, analysis, using the data really effectively, etc. The job is changing, and we need to think about what we need from our teachers in a global economy over the next 20 years, not what has been satisfactory within schools up until now.

**Q51 Craig Whittaker:** So you do not think that the policy will have an impact at all on numbers going forward?

**Dr Day:** I think it is going to be a challenge for us in some subjects because, when we look at the figures of the percentages of entrants with thirds, it does vary between subjects. Our priority subjects have higher numbers of people with thirds and others, but we have to just work extra hard. As Stephen was saying, we have a whole new range of ideas for recruiting people into physics and maths; a new strategy to target engineers; and a new strategy to work on new kinds of training for physics and maths, which we hope will make up the shortfall.

**Q52 Craig Whittaker:** It is interesting that we always talk about physics and maths being hard to get to. I was at a conference on Monday evening with my secondary heads from Corndale up in Liverpool. One of the key things that we are struggling with locally is recruiting teachers to special schools, particularly the primary and the one secondary special school we have. Having ploughed through the plethora of reports and the *White Paper* and all that, special schools get

a very small mention. There is nothing very specific. Could you enlighten us on what changes are in place to recruit specialists for those fields as well?

**Stephen Hillier:** Michael will come in in a minute. One of the troubles with being very old and having been around too long is, of course, that I lived through the big sea change, which I guess dates back to the 1980s, when a view was taken that some of the highly specialist training that was done in ITT for those going directly into special schools or special-needs settings in mainstream schools came into disrepute in terms of the poor quality and orientation, so we have gone through a generation feeling that was the wrong thing to do. When I talk to university providers and schools today, there does seem to be more appetite to re-examine that issue. So I have paved the way for Michael.

**Dr Day:** Yes. Indeed, we lived through the same cycle. In terms of teacher training we tried to train teachers to see the potential in all children as learners, so their training is structured about them as learners. The training is not structured in terms of their medical condition. Children are not seen as having a medical condition to be trained to deal with; they are seen as young people with potential that needs to be brought out through teaching and learning. That is the basis on which we have been very strong in terms of generic training for teachers and then additional training for special needs.

We get lots of feedback from special schools regarding issues about recruiting teachers. I think it is going to be a challenge over the next while, and the next thing for us to turn is thinking about the correct route of training for people in special schools and how we develop those special skills in addition to their generic teaching skills. We also need to be conscious that special needs is a continuum, and there may well be a point on the continuum where it becomes more appropriate to train people to be specific special needs teachers rather than generic teachers with additional skills. That is some thinking that we must do over the next year or two.

**Chair:** Craig, I really need to bring this session to an end.

**Q53 Craig Whittaker:** Okay, one final question on this particular point. It became reality about 18 months ago that we have done that full cycle back, and here we are still talking about what levels we are going to do, particularly in that sector, and it is a huge problem.

**Dr Day:** I think it is a huge problem and I acknowledge the problem.

**Q54 Craig Whittaker:** Let me just take you on then to ask how important the continuing involvement of universities is, because we have already spoken about that, but including the highest performing in the provision of ITT courses, and why?

**Stephen Hillier:** Why would we want to have high performing universities in ITT?

**Q55 Craig Whittaker:** No, about the continuing involvement in HE.

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**Stephen Hillier:** Well, I think they just bring the quality in terms of the subject knowledge, and a track record in relation to training. You certainly would not want to lose that overnight, and I do not believe long term that we will agree anything other than variations on partnership working between schools and universities, but we will have to see.

**Q56 Chair:** But the change is coming and those who are not excellent had better watch out. Is that the message?

**Stephen Hillier:** That has been the message for quite a long time. We can give you wonderful graphs about

places have moved from even satisfactory universities and SCITTs towards the very good and outstanding providers.

**Chair:** Excellent.

**Stephen Hillier:** That has been one of the USPs of the agency over the last 15 years.

**Chair:** Can I thank you for both very much for giving evidence to us today? Thank you. If we can change over to the next panel as quickly as possible, that would be marvellous.

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### Examination of Witnesses

*Witnesses:* **Dr Michael Evans**, Deputy Head, Faculty of Education, University of Cambridge, **Dr John Moss**, Dean of Education, Canterbury Christ Church University, **Martin Thompson**, Principal, The Pilgrim Partnership, **Kay Truscott-Howell**, Course Director, Billericay Educational Consortium, and **Amanda Timberg**, Director of Leadership Development, Teach First, gave evidence.

**Q57 Chair:** Good morning to you all. Thank you very much for joining us; it is great to have such an eminent panel of front-line professionals coming to tell us what it is like at the chalk face. Do the Government plans, and we had a latest instalment from the Government yesterday, mean that quite a few of you will be unemployed in five years' time and others unmanageably overstretched?

**Dr Moss:** I am sure we hope we are all going to be employed. Very seriously, as a spokesperson on behalf of the work we do in the university sector, this work is so core to the mission and the focus of very many of the universities who are part of the 75 that you mention that we will be doing everything in our power to continue to have a role.

**Martin Thompson:** In response from those of us who work in the school-based sector, I am very glad that you recognise the dangers in a lurch, because I think that would be the thing we are not looking for. I do not even think we are looking for a great change. The thing we know from schools is that one size does not fit all and that is very much going to be the case in terms of training the next generation of teachers. It cannot be one size fits all, and there will be different routes that will suit different individuals at particular times, and I hope that is what we have to look for, even though the standards overall must be good.

**Q58 Chair:** Kay, what is your view? You did better than Cambridge University overall in ratings, so do we need more of you and less of some of these others?

**Kay Truscott-Howell:** I think the way forward is school-centred initial teacher training. There are other routes, but I work very closely with schools. We are in between the GTP, and also in between the university academic side, so having close relationships with our schools as we do is why we produce good results.

**Q59 Chair:** Thank you. Michael, what is your view?

**Dr Evans:** My view is that firstly Cambridge will want to continue its contribution to initial teacher education. But also I feel that university-based, HEI-based PGCE courses need to continue to play the

important role that they are currently. Obviously they need to adapt to the changes and the initiatives, but nevertheless they have an important role to continue to play.

**Q60 Chair:** If the Department of Health, Amanda, announced a new programme called, say, "Care First", where untrained doctors would perform operations, and the opening of 24 free hospitals run by patients and able to hire untrained nurses, would the status of the health profession increase or decrease, do you think?

**Amanda Timberg:** I think there is a long history of training hospitals, and we know that lots of practitioners in lots of different sectors train on the job, just like they do in lots of different routes into teaching, like the GTP and Teach First. So I think if in health, education or the housing sector people thought there would be value in a different route that would attract a different type of person for a very specific commission, that would benefit health just like it benefits education.

**Q61 Chair:** We talked with TDA just now about the funding of Teach First. Can you settle your view on the value for money that you offer?

**Amanda Timberg:** As Stephen and Michael said, we are operating in a very specific landscape within education, so we are bringing a type of person into teaching that had not traditionally been attracted to the profession, and we are bringing them into a very specific type of school. So within Teach First the charity only focuses on schools that are in the bottom third of the IDACI measure. When you look at that landscape within education we know that additional funding does go to that area through the urban challenges, the pupil premium and other incentives. So I think for us, when we look at ourselves against other school-based routes such as the GTP, we find that we compare favourably, and, as was said, that is because when the teachers are being trained they are filling a vacancy so the school does not incur the cost of employing another teacher. For us, as was said, we



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9 November 2011 Dr Michael Evans, Dr John Moss, Martin Thompson, Kay Truscott-Howell  
and Amanda Timberg

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are looking to see if we are all cutting it the same way, but we do feel that the costs are comparable with other school-based routes.

**Q62 Chair:** Could you just take us through the arithmetic, if you would?

**Amanda Timberg:** Yes, you need to look at the cost that the training providers are given. Teach First itself is not a training provider; we work with 14 universities across England. If you look at the cost that the schools are incurring, again, to break that down, when you look at the PGCE, those are additional people within the school, so you are having to employ a teacher alongside a PGCE when they do their placements, whereas with Teach First they are filling a vacancy.

**Chair:** Okay, thank you.

**Amanda Timberg:** So just in terms of the arithmetic you are talking about something of the order of £27,000 that is not going to another teacher, and instead you are getting Teach First.

**Q63 Chair:** So you feel it would be fair to net that off? I think from two years ago we were told it was a cost of around £38,000, if I recall. That is what the TDA told us Teach First cost on their figures.

**Amanda Timberg:** Yes, the latest submission that we have given to the Government has a 5% decrease. Like everybody else looking for economies of scale, we are trying to ensure that we are giving value for money. So, as was said earlier, we are looking at the exact cost, but I think that is something that is certainly worth being part of the contribution of the overall cost to the taxpayer. Beyond that in terms of the value added, the discussion around Teach First as a charity and being a movement for change, and the additional effects that are given to society in terms of attracting the future leaders of the country, there are those effects too, which we do not have in the calculations but I just think are worth mentioning.

**Q64 Chair:** But it is important to understand the numbers. So effectively because, as you say, Teach First recruits are teaching then you need to net off what the salary of the teacher would have been against the overall cost, which would bring it down to less than that of a PGCE, would it?

**Amanda Timberg:** Well you would have to look at all the costs.

**Q65 Chair:** That is what we are here to do, and I was hoping you would provide that.

**Amanda Timberg:** I think he was saying that we are still working it through and we will be providing it, but certainly that is part of the contribution that I think is important to note.

**Chair:** Thank you.

**Martin Thompson:** One of the things we would be concerned about as school-based providers, because it comes up sometimes, is the idea that somebody can be placed in front of a class as their teacher without significant training and that training somehow or other needs to be phased. What strikes us particularly is that it is easier to phase in some sectors of education than

in others. For example, in a secondary school you could say you will teach a more limited timetable, which will allow you time for learning and being mentored and all those sorts of things. In a primary school it would be much more difficult because that teacher is there in front of the class, apart from PPA time, for the whole time. That is where some other support has to go in to withdraw that person for training, which is why it was good for us when the Graduate Teacher Programme was largely supernumerary. To put in someone as part of a recruitment route is an important thing to be careful of.

**Q66 Charlotte Leslie:** Damian touched on this earlier in the previous session, and I suppose it is the \$64 million question of teaching. You are a variety of different training providers. What do you look for when recruiting teachers? Teach First have come up with eight points that they look at, and for the record I will just go through them: humility, respect and empathy, interaction, knowledge, leadership, planning and organising, problem solving, resilience and self-evaluation. What do you look for in recruiting teachers, and to what extent do you think Teach First's eight points sum up what it is to be a good teacher, and what else would you look for?

**Dr Moss:** I am sure Amanda will confirm this, but in fact, although Teach First does look for that set of personal qualities, it also, as other providers do, looks for a range of other things as well. Broadly the sector looks for academic qualifications, subject knowledge, and a set of interpersonal and communication skills. There was mention in the earlier session of the whole issue of whether people who are aspiring to be teachers like and want to be in a situation with children, which sounds evident, but you would be surprised that people come along to interview who do not actually want to do that when you explore it with them. With a range of important characteristics, I think the Teach First list is a very good list. The focus on resilience is something that I think the sector recognises increasingly as being something that is important, so a combination of personal qualities with all those other things are things that we would say collectively we all look for.

**Dr Evans:** We would also emphasise vocational interests from the applicant as well, and to what extent does this person want to make a career over the medium term at least of the profession? It is also integrated to the activities and what we do during the process of interviewing. It is not a question of a checklist of things that we tick off at the interview, but also activities that they do during the process of admission that give us an indication as to whether this person is cut out to be, is likely to be or promises to be a strong teacher in the future. It is an ongoing thing. It is not as if we can identify somebody right at the word go: "Right, this person is going to make a strong teacher because he or she has these qualities." It is how we develop those qualities during the training.

**Martin Thompson:** The qualities you look for might vary with the age of the children they are going to teach.

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**Chair:** I normally remember in the introduction to say that what we do in this Committee is we conduct inquiries. We then write reports, we make recommendations to Government and they are obliged to respond, just to take you through the mechanics of what we do. When we get frontline professionals like yourselves, we are very keen to hear from you. Do not leave today without telling us what recommendations you would like to see us making in our report, because that is the business end of what we do. But I apologise for interrupting you, Charlotte.

**Charlotte Leslie:** I am used to it, Chair.

**Amanda Timberg:** Can I just add something? Thank you for reciting that. Under some of the competencies that you noted, such as leadership and knowledge, underneath that specifically what we are looking for is a certain mindset that we start developing on campus. This year, for example, the sort of campaign we are doing is about, "What would you change?" and we are bringing in people who have a longer term perspective about what the power of being a teacher can do both in the short term and in the long term.

That mindset is something that we continually develop throughout the course of the programme, and that is a very solutions-based mindset. It is something around the idea that there is a sense of urgency to being a teacher, and that there are opportunities within the teaching profession to make a wider impact. I think the competencies are what we are looking for, but what is underneath that is something that is also quite interesting to explore, not just in terms of attracting teachers but how we train them, and why we see that we are having an increasing retention of those teachers. It has increased over the years, and I think that is because this idea that there is a sort of wider mission and vision to what it is they are doing.

**Q67 Charlotte Leslie:** You have a very specific scheme, as you said. To what extent do you feel that some aspects of your training programme could be rolled out into other areas?

**Amanda Timberg:** Because we are lucky enough to work together with 14 universities to coordinate the training, there are a lot of things that have already been taken on by other training providers. Certainly the idea of teaching as leadership, being a classroom leader, is something that I think could move on to other teacher training routes. The idea that the sort of empowerment you get of recognising the bigger picture of the place that you play within society, in terms of issues around community cohesion and across sectors that impact less privileged communities, is something that many providers already do. But when you look at our training, on day one, the first morning, it is all about, "What is the nature of the problem in terms of the achievement gap? What do we believe the solution is within education and other sectors? What is the part that you play?"

That is then built upon throughout the experience that they have, and that is why they are exposed to leaders in all fields, for instance, so they can learn about what leadership looks like in other sectors and how they can apply that. I do think that bigger picture perspective is

something schools say that they value, because the teachers come back to the school environment not just thinking about their own classroom or their own department, but the wider implications of what they are doing. I think that could resonate for lots of other routes.

**Kay Truscott-Howell:** Picking up on your point about whether you have the capacity to roll out your own programme, I think from a SCITT perspective we have very strong links with our partnership schools. We have schools that are in close proximity, but they offer a diverse background of pupils, so their trainees are getting an awful lot of experience from the different sorts of backgrounds. Also we have been in this role for a long time. We know what works well, so therefore rather than teaching schools and reinventing the wheel, why not roll out something that is working really well? We have got those set-ups; we have got the ways in which mentors can be trained. We are very good at the interviewing process; it is very robust and it selects the right people.

**Q68 Charlotte Leslie:** I was going to say that there seems to be an idea floating around behind the Government agenda of change in teaching training, and I think we will move on to this later, of the dichotomy between theory and practice. We are lucky to have you as a range of training providers. Within that sphere, what do each of you think—and, Amanda, you have partially answered it—in your training provision is the exceptional part of it that you would like to say to other training providers, "This really works for us, maybe you can look at it"?

**Chair:** Seeing that Amanda has already answered that question, John?

**Dr Moss:** First of all there is this discussion about whether the theory/practice divide is real or meaningful. I think the reality is that what we would say as a university, and I think other university providers would agree, is if they are going to have a career over time it is important for teachers to have a foundation for ongoing professional development that amounts to more than a technician's toolkit to get them through their first year or two. That is why we believe that having professional development, which includes an academic programme as part of teacher education, is vital. There are different models for doing this.

In our programmes we run at Canterbury Christ Church, one of the most diverse portfolios of provision in the country, the way we incorporate that kind of academic learning into the programmes varies, and the extent to which it happens in relation to school experience varies. Nevertheless, we see it as an essential foundation.

**Chair:** Thank you.

**Dr Moss:** What I would want to push for, in terms of the recommendation that you asked about earlier, is that we should have in this country a commitment to an ongoing programme of academic and professional development for teachers that starts as part of the initial teacher education programme and builds through to high level recognition, which relates to some of the subject expertise. The kind of master

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teacher concept that is being explored at the moment is part of that, but we do not have a notion of that kind of coherent, valued, national, professional and academic development programme. We think it is essential in teacher education and we would like to see it run right the way through to senior positions in the school.

**Chair:** Thank you. Who else would like to answer?

**Martin Thompson:** From the school-based perspective we would absolutely agree with that last sentence. It is to do with ongoing professional development. There is a particular worry that you can get to the stage quite easily where you think it is in the one-year course or in the university course that you learn to teach. Actually, that is where you start, and what goes on in the years afterwards is particularly important. I think it is one of the things that we find at the moment: the support for newly qualified teachers does not always build so well upon the support that they have had when they have been learning to qualify.

Certainly from our school-based perspective, the thing that makes us distinctive is the underpinning philosophy for the way in which we work, which is that schools work in terms of an individual child's progress, whereas we think in terms of an individual trainee's progress in the tracking, the target setting and the very close monitoring of what they do. In a coherent experience over a year, one of the things they get certainly in our kind of training is experience of the rhythms of the year, so they understand what the beginning of term is like, what the beginning of the year is like, what it is like around Christmas and all of those sorts of things. It has that kind of natural rhythm, which enables them to move well into the profession when they start in their employment following on from that.

**Kay Truscott-Howell:** I would support what has been said by Martin there. It is really important that trainees have the theoretical aspect to link to classroom practice. Running a well-structured course, providing the lectures, delivered by people who have that academic background but also have classroom experience, and then driving that through the classroom experience as the term goes on, with support from well-trained mentors builds their confidence up, and therefore they get those experiences to take forward. That is part of the strength of the SCITT.

**Dr Evans:** In our case we have 416 trainees, which is our TDA target, which we meet every year. We work with 250 schools—200 primary schools and 50 secondary schools, who sign up to our partnership scheme. So if I was to point to the distinctive qualities of what we do, on the one hand the trainees and the schools have access to faculty-based subject leaders who have international and national expertise, and they can bring that to the schools in their involvement in their work with the schools and to the trainees. But even more important than that is the integrated, collaborative, collegial partnership scheme that we have, which we have built up over 15 or 20 years or so. This means that schools are involved in every key aspect of the course. At a decision making and

policymaking level, there is a standing committee that is chaired alternately by a head teacher or a head of faculty or the deputy—me—that meets five times and decides policy and decision making for the course.

More important than that is the link with mentors—working with subject mentors. There are numerous mentor-development activities that take place within the faculty during the year, where mentors from the different schools meet together, share their ideas, build up an expertise in training, and share their expertise in teaching. The mentors construct, with the faculty members, the training programme in the different subjects for the trainees, so there is involvement there. On the secondary course the trainees are in schools for two-thirds of the course, 66% of the time, and in the primaries 50%, so there is very strong school-based experience. Basically we are drawing on models of expertise in teaching and training within our local community, bringing them together, exposing the trainees to that, and building up a local resource of teacher training for our local community. I think that is a model that is not just in Cambridge; it is also in other successful HEI-based partnerships, and one that I would hope would be able to continue to operate in that manner.

**Q69 Pat Glass:** For a new teacher the first teaching experience is crucial to how they will perform as a teacher throughout their career, and even whether they stay in teaching. How geared up are school-based teacher training providers to be able to move that if it is not successful? Sometimes it is just about a clash of personalities or whatever. If they are in a university they can go to their tutor and they can move very quickly. How geared up are the school-based providers to do that?

**Kay Truscott-Howell:** We are very geared up because we have such close relationships with our schools. If there are any concerns then the trainee can come directly to me, or they speak to the head teacher. If that is the case, we have other schools that would be able to that them on.

**Q70 Pat Glass:** So you can move them quickly.

**Kay Truscott-Howell:** Yes, definitely. There is no delay.

**Q71 Pat Glass:** Okay. I think the two big dilemmas in additional teacher training are the balance between theory and practice and the cost. What are the implications of changing that balance? Michael?

**Dr Evans:** I question the distinction between theory and practice. I do not see universities providing the theory and schools providing the practice. I see theory and practice as being integrated through the sort of thing that I was just explaining earlier: the integrated work that the trainees do in relation to thinking about existing evidence of what makes successful history teaching or mathematics teaching based on not just theories but research that other people have carried out. So exposing and reflecting on these, the trainees try some of these ideas out or link them to their practice during their placement, then return and reflect on what they have done.

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So there is a kind of an action research view of theory. We expose them to that and the mentors discuss those ideas and theories as well. It is not just the lecturers providing the theory. Because of the culture within a partnership model that the school-based mentors have been exposed to, reflecting on these issues as well, many of them are former products of our partnership courses as well, so mentors are former trainees, so they have been thinking along these lines. I would worry if we were to revert to a model of teacher training that sees theory and practice as being two separate things that sort of complement each other. I see them as being integrated.

**Q72 Chair:** We have a large panel and limited time, so if I can appeal to everyone to be as succinct as they can. Amanda?

**Amanda Timberg:** Just a quick addition to that. Because we, like many of the other providers at the table, have a long experience of bringing people with high class degrees, firsts and 2:1s, I would say that the intellectual capacity that they have is really ignited by having that theoretical underpinning that the universities bring. As the profession is looking to move more and more towards bringing in people with those firsts and 2:1s, I would just argue that you might slightly run the risk of putting the balance too much in this idea of it being quite a pragmatic profession. What we find is that in their initial days they maybe sometimes complain they want to just be given the tips, but in terms of their longer term training they find that theoretical framework benefits them quite a bit, and it engages their academic, ambitious minds. Equally, in their second year, when they are given the opportunity, the majority of those teachers do continue on to Masters study as an option for the same reasons. So we would agree that mix you bring between universities and schools is not a mix between theory and practice; it is quite a robust potpourri that is quite beneficial, particularly with top class graduates.

**Q73 Chair:** Too dull for the bright, Martin?

**Martin Thompson:** No, not at all. I want to make it quite clear that we do not get the idea that in school-based provision it is about practice rather than about theory. The difference, perhaps, between the philosophy that we have and the other one is that this is about reflective practice, and it is a question about how much practice you get before you reflect. I think that is the balance between the two. Teachers need to be thinkers, not knowers, but they do need to have some experience on which to base that. I think this is where, looking at this wider term, I suppose we would look in school-based to say we think that perhaps the school experience should be more intensive at the beginning of the year, and that perhaps the reflection should be more towards the end. But that should probably go into the future years of their career, which would probably be more sensible.

**Dr Moss:** Pat, I think your question was partly about the financial issues around all of this. There are clearly economies of scale that come into the system from the university involvement. To connect it to what you said about theory, there are things like our university

library resources and all the electronic resources that we have. You talked about subject knowledge a lot this morning; we have teams of subject knowledge experts who can contribute to the systems.

I think what you will have heard is that although we are different providers, there is a recognition of the importance of that kind of academic study and learning coming into programmes. That is why the very large majority of SCITTs and GTP staff and colleagues who I come into contact with want to have universities in their partnership. Even the big chains and groups of academies want to be working with us to develop their programmes because they recognise that is something we can distinctively contribute to, and which can contribute to the economies of scale in the programmes overall.

**Q74 Pat Glass:** On that theme, can I just go back to what I said to the earlier panel, and ask about issues like cost? The NASUWT is saying very clearly that, whether it is an HE-based or HE-led or school-led programme, they are very similar. There is not a great deal between them, and yet the costs are vastly different: PGCE is £14,000 per pupil; EBITT is £24,000 per pupil; Teach First is £38,000 per pupil. Is that the right balance of providers, or should we be looking at a more cost-effective route for teacher training?

**Martin Thompson:** I would just like to clarify that SCITTs would be—

**Q75 Pat Glass:** I did not have a figure for SCITT.

**Martin Thompson:** It would be the same as the university PGCE provision.

**Q76 Pat Glass:** So about £14,000.

**Martin Thompson:** Well, we get £9,595 actually, so about £9,000 is what we put in.

**Q77 Pat Glass:** Should we be looking at what is more cost effective given that people like the NASUWT are saying that the experience for the student is very similar? Or is this what we need to attract different students in from different routes?

**Amanda Timberg:** The first thing is there is a slight debate; that is the issue around the numbers. Again, for us there is the amount that we get from the TDA, but then there is also the amount that the schools save by having the trainee, so those costings, as Stephen said, are not the same costings that we have. As I was saying earlier about the mix, Teach First plays a relatively small part because we have quite a niche offering and we are attracting a very specific type of person into a very specific kind of school, and that is the school that also gets money around the pupil premiums and that is what the bursary is really focused on. Over 50% of the people we bring in are in maths, science, ICT and modern languages; they are in the same places where we are putting in the bursaries. So certainly I think our argument would be the mixed economy exists for a reason, and it is bringing in different types of people for different types of offerings. I would not necessarily say that the experience of the pupil would be the same.

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**Martin Thompson:** I think we need to be very careful with the GTP too, because it was and is now looking at high-quality career changers. Career changers by their notion very often cannot exist without salary. They will not be able to stump up £9,000 and keep their family for a year on those salaries. So there does need to be some funded route, and I think one of the things when you are talking in terms of retention, and particularly the retention that we train, is it is particularly difficult for some to get sufficient experience in schools because they can only go during their holiday time or their leave time, so it is difficult to really experience what a school is like and to know that this is something they want to do.

We have had experience of people who have joined in September and suddenly realise in the depths of January that what they have done over the last term is not quite like the fortnight that they spent of their holidays in the previous June in a school, and they do not really want this any more. I think there are certainly some benefits in having different ways in that will attract different sorts of people. The question is targeting it at the right sort of person.

**Dr Moss:** I would want to say again what I said about the cost effectiveness of having university involvement in whatever the routes are. You heard in the earlier session that there is a strong argument for having diversity of routes in the system. One route that has not been mentioned yet this morning is undergraduate routes, which are actually a very significant part of the university provision, which I would want to defend.

I think the evidence is that we need different routes because we need to reflect the fact that there are different kinds of people wanting to come into the profession at different stages of their lives, who also bring different kinds of skills, abilities and interests with them. We need models of training that do have some difference in them that reflect all of that. There is also the issue when you talk about the costing about whether to take into account this matter of whether the person is being paid or not whilst they are in training. That is of course now further complicated by the new proposals about bursaries.

It is very difficult, particularly with some of the emerging policy about that and how it is going to work not being totally clear yet, to say what a level playing field is to decide this. I think the country benefits from having a diversification of route, and that there will be inevitably some differences of costing and funding that arise from the need to meet the trainees' needs. If I have a concern about the current system at the moment and its impact on trainees, it is that some trainees may choose the route that they choose to train in because of their sense of what the financial package is that is attached to it for them rather than what may be in their best interest in terms of their training needs. I do think that is something that needs some more work in the thinking around how the total finances operate.

**Q78 Chair:** This is probably more of a question for the previous session with the TDA, one of whose witnesses is still here. The training of teachers is

extraordinarily expensive, it is done on a massive scale and it has a huge importance to the country, socially and economically, and it seems as though as a Committee looking into this we are having two panels in a row discussing anecdotally what costs what and what value it has. Should there not be a thorough and proper cost-benefit analysis of the various routes of which there is a common understanding? Is that what the TDA is doing at the moment? Is that your understanding? Why do we not have that as it stands? Because we appear not to.

**Kay Truscott-Howell:** At the moment individually we are probably all working out the costs for ourselves, because ultimately we want to be able to ascertain that we can run our courses in the future. Being a small provider, obviously we know how much it costs per head, which is just under £9,000, and therefore we have to ask ourselves what sort of funding we are going to get so that we can see ourselves running our courses in the future.

**Q79 Chair:** Yes. But would you agree that the overwhelming lack of analysis is regrettable and should be put right? For retention rates and likelihood to stay in the profession, you have doubtless put some economic value on the specific aspects that Teach First brings, for instance, but what we need is some form of objective analysis.

**Martin Thompson:** You would have to look, Graham, at the fact that not all people come into teaching straight out of university or in university. People come into this at different times. Career changers needs would be different. The financial package they would need to do this would be different.

**Damian Hinds:** That is a fascinating answer but to a different question. The point is that there has to be a comparable analysis across different routes, and allowing for added bursaries and bangs and flashes. Somebody must have done the piece of work that says side by side, not just for the bit I do but for all of us, how much they cost. I am guessing maybe the TDA has. Would it be admissible to allow some heckling from...?

**Chair:** It would not, but as his active body language suggests a desperate desire to communicate with us, I think we would very much welcome a note from the TDA and we could share that with our witnesses here. I see from nodding in the audience, which I do not think formally I can acknowledge, that we will receive such a note and that would be good. Can we move on, Damien?

**Q80 Damian Hinds:** Thank you, Chairman. I was going to ask about the change in the entry requirements, but can I just first ask Amanda about Teach First? It is always very dangerous with these things to think anecdotally, and from personal experience, but from people I know who have done Teach First, one thing that comes up quite a lot is they intend to do it for a short while, then do something else, and then maybe have children. As part of a much longer game plan, they might then come back into teaching later on—this is mostly women, clearly, I am talking about. So obviously it is too early to say

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whether you will get returners to teaching over the long term, but is that something that features heavily or at all in discussions at Teach First? Do you expect that to be a feature?

**Amanda Timberg:** We are already seeing it, as you said, but we are also seeing an increased retention over the years, and I think that is because we are being clearer about what it is that we are intending the graduates to be thinking about as they are training to be teachers and the longer term impact that they are going to have, against the vision of an educational, equitable landscape. What we are finding is that, when the graduates go into teaching, they are not sure if that is what they want to do. About 65% continue on beyond the initial commitment, and then they do consider what other things they might want to do. They might go into Civil Service, they might end up trying to start a social enterprise or they might go off and do something else. But I think ultimately a large percentage of them do see that working within a school, for them, is the best way that they can impact on the mission. There are people who move into any of the National College pathways towards middle and senior leadership, but certainly through Teaching Leaders, Future Leaders and other pathways they are going back into the sector. But we do have statistics; we have destination data that we can provide on what it is that people do once they leave Teach First.

**Q81 Damian Hinds:** Do you hear people saying, “It is always something I can come back to”?

**Amanda Timberg:** We hear people saying, “I think it is something I *want* to go back to,” because they recognise the immediate impact they can make. To be honest, schools and education have risen in the prestige of the larger community in the last 10 years, and I think it is something that is more and more attractive to people that are ambitious.

**Dr Moss:** As a provider, we have been involved in Teach First since 2003. What I can say categorically is that from the beginning there is a model of saying to Teach First trainees, “There is an option here for you to think about different trajectories for yourself rather than thinking this programme is about having a continuous career in education.” That sense of different models of career has been very clearly articulated, and it has certainly been picked up. I have met people who have done it, and who are back in school and are a lot happier because they are back in school.

But I also want to say that at different times there has been funding and support through the TDA for other kinds of broader programmes to bring returners back into teaching. I think that is something that should be given support and funding because there are lots of former teachers out there who are a valuable resource who the system could be making more use of.

**Q82 Damian Hinds:** Thank you. What I really want to ask about is the entry requirements and the change to the 2:2 minimum and the skills test. I am not clear from this document that came out yesterday what has happened to the proposal on the interpersonal skills test. Maybe when we have had a chance to digest it

more that will become clearer. But particularly on the 2:2 minimum entry requirement, it seems to an extent that, whenever you talk to teachers individually, quite often they will say, “I think that is quite a good idea,” but in groups they tend not to, which is perhaps an interesting interpersonal thing in its own right. What do you think would be the impact of raising the minimum to 2:2?

**Dr Moss:** The first point is about the statistics, because our understanding is that a very large majority of people in teacher training already have a 2:2, so there is a sense that having that as a particular line is not going to make a huge difference.

**Q83 Damian Hinds:** Do you think it will make a difference to perception? My understanding of the Government’s line is not saying, “If you are borderline just over 2:2 versus borderline just in a third, then suddenly you are brilliant at teaching.” It is more to do with perception and sending the signal that this is a profession for real high achievers.

**Dr Moss:** One of the things that is significant, which is in the implementation plan, is there can be recognition of people who have got higher degrees on top of the 2:2s in terms of bursaries. That is good because there is an indication in the plan of a degree of flexibility about the interpretation of it as providers, and many teachers would say, hopefully individually and in groups, that the profession recognises that there are people who can bring particular kinds of things to the profession who may not necessarily have a 2:2. Something that does not often happen in this discussion is a clear distinction being made between the people who come in in their early 20s and people who come in as mature entrants into the profession. Very often they will have acquired both a set of mature professional skills but also, in some cases, some highly relevant subject knowledge.

One example is our 14 to 19 PGCE at Christ Church, where we have done a lot of work on preparing people to teach vocational subjects. In that programme we make a particular point of only recruiting people who have actively worked in the relevant professions. They have what I would call subject knowledge, which they have not acquired through formal academic training. Where there is a concern about having a single line, it is whether we will be missing people who have very significant things to offer.

**Q84 Damian Hinds:** Sure, though somehow, Singapore, Finland, Korea and Shanghai and so on seem to get over that.

**Dr Moss:** There is no doubt that vision of the 30%-plus thing in Singapore, Finland and Korea is something that is working very well for them. I am saying that the breadth of the needs that we recognise in the teaching profession in England may be different and not as narrow as the definition that there is in those countries about what they are looking for.

**Q85 Damian Hinds:** So our breadth of needs would be different in what sense?

**Dr Moss:** I think they could be, particularly around the needs for teaching in some subjects. There is a

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paucity of policy, as far as I can see, in the implementation plan at the moment around the particular needs of the 14 to 19 sector. The specific thing in the implementation plan is the notion of allowing people with QTLS to go into school teaching. At Christ Church we have run a unique programme that prepares people for teaching by giving them both QTS and QTLS, and I have some concerns about saying there is a simple solution here: "If you are qualified to teach in FE, that will do." We already know that teachers in that sector sometimes face a new kind of issue by teaching 14 to 16-year-olds for the first time.

What I am trying to get at around the degree classification and the broader issue is that I think there are some areas in the curriculum where the particular kind of professional expertise that I am talking about the sector needing is not high priority in the countries like Korea and Finland that you have mentioned because it is not the focus in their curriculum offer, as I understand it.

**Damian Hinds:** I would love to pursue this further, but I know we are short of time.

**Q86 Tessa Munt:** I wanted to know what you thought the key barriers were to recruiting the people who are going to end up being considered to be the best teachers. In your experience how quickly does anyone who is a student come into contact with somebody igniting their desire to become a teacher?

**Dr Evans:** Just here—

**Q87 Tessa Munt:** Can I ask you to speak up a little?

**Dr Evans:** Sorry, yes. Perhaps I can make an anecdotal point here, but it picks up on what I think either Michael Day or Stephen Hillier mentioned earlier about societal perceptions. We ran a project last year called "Inspiring the Best", which was initially introduced by the TDA, which involved second year undergraduates from Cambridge in the STEM subjects who had been identified as going to get a 2:1 or a first. We got them involved in an internship programme for four weeks in one of our partnership schools. When we evaluated at the end, the messages that we got from those students was society's perceptions of the teaching profession are that it is a kind of safe bet, and that it was not going to be academically challenging to teach year nine kids, or whatever.

However, the experience that they had during those four weeks of working with the teachers and us and the trainees made them realise that actually it was academically stimulating and intellectually challenging. So I think that is possibly one of the barriers: to get the message across that it is not just a question of subject knowledge but communicating your subject knowledge, and working with children is an intellectually challenging and stimulating thing. That is the message to get across.

**Tessa Munt:** That is interesting, thank you.

**Kay Truscott-Howell:** Also we are finding that people who are applying for our course live very locally because of the financial situation, i.e. the cost of petrol, having to live at home with mum or dad, or they are already established within our locality. If you

are asking for a first or a 2:1 your audience is very local, and therefore you are not attracting people from great distances away. We ask for a 2:1 or a first on our course, and I have to say that out of the last three years we have had 10 out of 90 who have a first.

**Q88 Tessa Munt:** Thank you. Martin, have you anything to add?

**Martin Thompson:** Not to that one. Sorry, my mind was still back with not quite having finished with the last question, and that was to say that in the kind of recruitment processes that we go through, which look at a lot of the aspects of this, the problem comes when you realise that you have got somebody in front of you that is a really good fit for what you want to do, but they do not have a 2:1 or a first. It is trying to balance out the importance of that against the other characteristics. One of the things we are finding increasingly important is emotional resilience, and how you measure emotional resilience, what sort of tests you can do for that, is very hard to define in the teaching context.

We have to be very careful that what we require for the best teachers for some of our early years programmes and what we would require for the best teachers of an A Level programme are quite different. We need to start saying, "The key things for the age of the children that we are dealing with are these, and by golly, this person has got them. Oh dear, they have got a third." That is where we are going to really struggle. That is where I find it particularly difficult. Initially, in our first year, we were not going to have any thirds—just 2:2s and above. Someone presented themselves in front of us with a third who was so good that we decided to risk it, and they were brilliant.

**Kay Truscott-Howell:** I would support that. Another one of my colleagues had the same situation and that person did not get the 2:2 because of circumstances at the time that they studied. He went on to be an outstanding teacher, so there could be some sort of discretion that providers can have when faced with those situations.

**Q89 Chair:** A limited number of wildcards perhaps, a bit like Wimbledon.

**Amanda Timberg:** I just wanted to address Tessa's question about campus since we run a national recruitment campaign and we are on 60 different campuses. In terms of the barriers that we see regarding recruitment, I would just echo what was said earlier around STEM recruitment because that is incredibly difficult across the piste. When you look at the firsts and the 2:1s, getting people in maths and science, there is such a wide offer available to them. That will continue to be quite difficult for all of us. Also, now that there is this focus on the top degrees there is a lot of competition for those people. When you go on the university campuses you will see, even with the economy, that there are lots of spots available in all different sectors.

I suppose because Teach First is competing against the banks, the accountancies and the consultancies, we see that these people are very much being sort of wooed by lots of different people in lots of different

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sectors. So there is that competition on campus. But going back to a point earlier around marketing, I do think that there needs to be quite a clear centralised way for the graduates to understand the different routes. I think John is right; they are going to be looking at the costs, but they need to be looking at the different unique features of those routes. I think that could clear away a barrier for lots of us if there was some sort of a centralised campaign around that.

**Chair:** Thank you. Neil.

**Dr Moss:** Sorry, could I just add a point, which is sort of connecting what my colleagues here have said with Amanda, and interpreting your question in another way? If you like, it is like who is coming to us in the first place and why. If you look at that McKinsey report, the 2010 one on closing the talent gap, when they look at the features that the high performing countries have in common—what is making people come along and want to become teachers in the first place—they are high levels of funding for training and a stipend during training; a strong professional development framework of some sort, including academic qualifications of the kind I was talking about earlier; very high probabilities of finding work at the end, sometimes with guarantees of that through the way the system operates; and strong cultural respect for teachers. I think you could say, in terms of where we are now, those are all things that we need to do more work on.

**Tessa Munt:** Thank you. That is your recommendation then.

**Damian Hinds:** But it includes being highly selective academically.

**Q90 Neil Carmichael:** From your experiences, what do you think are the best routes into teaching that will help retention later? Who would like to pick that up? Amanda, would like to kick off?

**Amanda Timberg:** The best routes to help retention?

**Q91 Neil Carmichael:** Yes. You have all got different ways of getting teachers trained, but which ones ultimately improve retention?

**Amanda Timberg:** I do not know.

**Q92 Neil Carmichael:** Which ones have the best record?

**Martin Thompson:** We have a good record of retention, but again I think you have to be a little bit careful about the one size fits all, because the different gender and age profiles that you get in teaching mean that the number that you might expect still to be in it after five years will be changing. Certainly in primary you can see quite clearly that, with the quite large numbers of women of childbearing age that we would be training, we are not going to be able to have the highest figures for retention at the end of five years. Nevertheless, ours are something approaching 90% for our courses.

**Kay Truscott-Howell:** I think with the SCITT provision you have a good mix of people joining. From our statistics, because they spend a lot of time in school, they have experience and are comfortable going into school. They have spent a lot of time in

that environment, they know what to expect, and our retention rates are 95%.

**Q93 Chair:** After what period?

**Kay Truscott-Howell:** Up to five years, and that is collecting that statistic over the providers I have locally.

**Q94 Chair:** So if you are after retention, Michael, you want to be much more school based. The Government has got it right. The retention from your course is not high enough, is that right?

**Dr Evans:** The retention of our trainees in the five or so years following a PGCE course is a matter for the experience they have in the schools on completion of our course, so it is something we do not have much control over. I would say there is a partnership model and the end level dimension of the PGCE training, as was mentioned earlier, whereby a significant number continued to do Masters as a follow up to the PGCE experience, which is one way of maintaining and hanging on to teachers, because they have that possibility of building on it as well as the CPD work.

**Dr Moss:** I think the point Mike is making is very important. Again, it comes back to what other professional development opportunity there is. Even within Teach First, the head teachers will say to each other, and I have heard them do it, “If you want to keep your Teach First trainee beyond two years the thing to do is to make sure there is a very clear and significant professional development programme for them.” There is some argument about the figures; I think there is a misapprehension about the extent to which the retention figures from the GTP and other school-based routes are maybe thought to be better from HEI provision, and it certainly depends on things like how long into the career you are looking and what the measure is.

My understanding is that UCET has done a lot of work on this, and I am sure if you asked James Noble-Rogers he will provide you with the UCET analysis of that if he has not already done so. I think it is closer than we think it is, the longer the trajectory into the career is. But the key point is, what is the answer? The answer is about the professional development framework, the career opportunities and people being supported in career development both academically and professionally.

I would like to mention something that we are doing. This is a reference to the Cathedral’s Group of Universities, which you will understand Christ Church is part of. It recently acquired the TLA assets from the GTC, and what we are working on there is a framework for professional development that includes professional recognition for school-based activities, which will focus on things like subject knowledge development and school improvement agendas, linking it into the Masters provision that we can collectively offer. Certainly we would like more support in taking that initiative forward and looking at how it relates to other initiatives that are going on, including what the national college does. But as Michael said, we need to push up the agenda the



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programmes for Masters provision that very many universities have.

A major concern for us at the moment is the loss of funding for Masters provision. We have lost the £25 million that we had to support CPD. The universities engaged very, very enthusiastically and with a lot of commitment to the MTL Initiative, which was aborted before it was even given a chance to take off properly. At the moment there is no clear, coherent, systematic national policy for all of this. We want to contribute to it, we think we can make a big difference to it, but it does need support from Government for us to be able to find the best way forward with all of this.

**Kay Truscott-Howell:** In offering the MA, we found that not only did it cater for the NQTs but our own mentors and head teachers who started to study. Of course with that funding being withdrawn, people are not in a position to pay for the units that they wish to study, and certainly schools are not in a position to support them either.

**Chair:** I must move on to Craig.

**Q95 Craig Whittaker:** Just on that point then, in particular, I suppose, to John and Michael, should the teaching profession be a Masters-level profession?

**Dr Moss:** That would be my view, yes.

**Q96 Craig Whittaker:** And Michael?

**Dr Evans:** Yes, I agree.

**Q97 Craig Whittaker:** You mentioned very briefly about some of the things you are doing around the Masters level, but would a chartered teachers scheme, as proposed in evidence from the College of Teachers, be helpful? In fact I think this Committee put forward a recommendation a couple of years ago along those lines too. Would that be helpful in raising the standard and quality in the profession as well?

**Dr Moss:** I think we would have to be clear about what a chartered teachers scheme means. I think there

are lots of different ideas about exactly how it might work. I keep making this point, but I think what teachers need is a combination of professional and academic development, and they need a system that allows them to work their way through that in a way that relates to their own identified professional development needs.

If we talk about Finland as one of the comparator countries, in Finland, as well as having a kind of Masters-level system, they have a system for professional development that gives teachers a lot of choice. So it is not about imposing a single model on people. I think what we need in that is elements about professional recognition for classroom practice that is excellent and outstanding, which links with some of the definition of what an excellent classroom teacher may be in the draft standards for Masters teachers. I have to say, they are rather more inspiring than the standards that have been published for teachers. The Masters standards have a much more aspirational notion attached to them about what it means to be an excellent teacher. I think you need something aspirational built into the system if you are going to have chartered teachers. The thing that is going to inspire teachers is something that says, "This is about making a real difference to children and young people's lives." We want to link that to a full, rich and varied academic Masters programme.

**Q98 Craig Whittaker:** Very briefly, I know one or two of you do provide ongoing training, but do you all provide ongoing training in regards to CPD for the teachers, particularly the teachers that you initially train? Yes from everybody? Yes, okay.

**Chair:** Thank you very much. Thank you all very much for giving evidence today. If you do have further thoughts triggered by today's session or any other things on recommendations, then please do write to us and let us know your thoughts and suggestions. Thank you again very much indeed.

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**Wednesday 23 November 2011**

Members present:

Mr Graham Stuart (Chair)

Alex Cunningham  
Pat Glass  
Damian Hinds  
Charlotte Leslie

Ian Mearns  
Tessa Munt  
Craig Whittaker

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**Examination of Witnesses**

*Witnesses:* **David Butler OBE**, Chief Executive, PTA-UK, **Emma Knights**, Chief Executive, National Governors' Association, and **Andrew Jones**, Assistant Director (Services to Schools) Sheffield City Council (for the Association of Directors of Children's Services), gave evidence.

**Q99 Chair:** Good morning. Welcome to this sitting of the Education Committee's inquiry into attracting, training and retaining the best teachers. Andrew Jones was texting us regularly until the point when he got to St Pancras and, hopefully, will be joining us before too long. However, we have the two of you and that will help us to get started. Thank you very much for coming.

Should the views of parents, governors and others be taken into account more in the appointment of teachers to schools?

**David Butler:** I think there is evidence that that already happens. If you look at the recruitment panels in some schools—I am sure Emma will agree—you already have governor influence on them, and in some cases you have a parent-governor; and I have heard of some occasions when there has been a parent on the panel, so it does happen.

**Emma Knights:** I shall start off by being contentious, because this is really a contentious point among our members. As you all know, we are being told—absolutely rightly—that governing bodies ought to be strategic and focus on school improvement. Unless we want the role of governor to be filled only by people without jobs, which would be a very retrograde step, we have to be really, really careful about how we spend our time. What we argue for, which is increasingly being adopted, is that the governors' role is to appoint the senior leaders, and then you delegate the appointment of teachers to your senior leaders and trust them, as the education professionals, to recruit teachers.

**Chair:** You will both be familiar with this, but what we do with our inquiries is announce them, take written and oral evidence, and write our reports with recommendations to the Government. It is always good to remind ourselves, as well as witnesses, that the business end of what we do is to make recommendations, so please be explicit today about issues that you think need to change in order to help schools to attract, train and retain the best teachers—*[Interruption.]* Good morning, Mr Jones. Thank you for joining us.

**Andrew Jones:** I apologise for being late.

**Q100 Chair:** Do you see any desire among schools to be more responsible for teacher training than they are now?

**Emma Knights:** That is certainly not coming up from my membership. I am sure you will also be talking to head teachers, who may have a different view, but that is certainly not a groundswell of opinion among my members. Having said that, we clearly understand as governors that the heart of improving children's experiences is what goes on in the classroom, so we have lots of conversations with our senior leaders about how that is to be done. Clearly, the quality of teachers is incredibly important, as is their professional development.

**David Butler:** As you may have heard, we did some last-minute research on some of the issues that you are addressing today. I apologise that that report is not with you. I am happy to touch on some of those points orally today, but I will ensure that the research is written up and comes to you as soon as possible after today's hearing.

**Chair:** We welcome that, thank you.

**David Butler:** It's a pleasure. At the moment, the count of respondents is about 1,000, so it is a reasonable bunch of opinion that will give you a good view.

On the specific question that you ask, interestingly we found that parents are strongly in favour of teacher training being school-led. Something like 90% of the people who responded to our survey view that as important or very important.

**Chair:** That is interesting, thank you.

**Q101 Craig Whittaker:** You mention governors, but what about the wider communities—parents, social workers and so on? What do they feel makes a good teacher in the local schools?

**David Butler:** Perhaps I shall give a bit of anecdotal view—this is not from the research that I was talking about.

One of the things that I do and have done for practically all the 13 years that I have been in my present role is work with the Teaching Awards Trust on its assessment of teaching awards and giving national awards to excellent teachers—I have been on its national judging panel for 10 or 11 years. Based on the visits and the people you meet—a mixture of teachers, colleagues of people who have been nominated, people in the community, parents and pupils themselves—you find that they believe that the best teachers are inspiring, caring, and engaging of pupils, colleagues, parents and those in the wider

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community. They are prepared to go the extra mile, knowledgeable of their subject, and they sometimes possess a theatrical ability in their presentation of the subject matter. That is anecdotal, but, based on my experience, that view comes not only from one cohort in a school or school community, but, effectively, from across the various cohorts, which includes the community.

**Q102 Craig Whittaker:** That is interesting, because when my honourable colleague and I met some students from a school yesterday, that is exactly what they told us. How good are the teachers that you come across, in general?

**Emma Knights:** That is really hard to answer. They are variable, but just because they have always been variable, it does not mean that we should put up with that. It is not as simple as saying, for example, “All outstanding schools have an entirely outstanding work force and all satisfactory schools have only a satisfactory work force.” In most schools, there are some inspirational teachers. You ask what inspirational teachers look like: we often know that from our own experience and from how our children describe them, don’t we? You know one when you see one. You cannot say that there is only one set of characteristics, because they do not fall into a particular group.

**Q103 Craig Whittaker:** Is it like seeing a white bull in a herd of brown bulls, or is it more commonplace?

**Emma Knights:** I am really pleased that you said you were speaking to students, because I think it is when you have a teacher that all the kids say is great. No matter what their abilities or interest in the subject, there is absolutely unanimous opinion that that teacher is a good thing, whereas other teachers will appeal to some children rather than others. It may be about personal chemistry, or gender—some teachers teach girls better than others—or it may be about ability, where you have a teacher who is very good with the middle-ability children, but is not stretching the higher-ability ones.

**Q104 Craig Whittaker:** From what you have just said, I suppose the next question is: is our teaching community diverse enough or too diverse?

**David Butler:** While you think about that, Emma, I would like to make the point that teachers, just like parents, are not an amorphous mass; they are individuals. There are therefore individual styles and variability, and I think those individual styles and variability can work well within that community.

For an example of variability, I turn to John Cleese. You may know that he was a maths teacher before he read law at Cambridge. He recently commented on classroom approach in the early days of a new class. He made the point that some teachers have a very relaxed approach, whereas some have a very disciplined one, and in his view both can work, provided there is consistency. It is a question of not expecting the teacher to mix and match on the day. Maintain whatever style you are going to adopt, but be consistent in that style, and it can work.

**Q105 Craig Whittaker:** On the line of diversity and thinking about different schools for different stages of educational attainment in a child’s life, particularly primary school, do you think those skills are there to be diverse?

**Emma Knights:** The thing we wanted to say is that what makes a good teacher changes, depending on what phase of education you are at, doesn’t it? What makes an early years teacher excellent is not necessarily the same as makes a sixth-form teacher excellent. It is important that we take that into account. Given the importance of early years and primary, perhaps we sometimes get fixated on our secondary school teachers when we ought to be concentrating on ensuring we have fabulous early years teaching. I know there are advances in that sector, but maybe not enough.

**Q106 Craig Whittaker:** We know what needs to be done, but the question is whether that diversity is there now to accommodate the different stages of a child’s education.

**Emma Knights:** It could be better, couldn’t it? Again anecdotally, thinking about the Prime Minister’s comment about coasting schools in leafy suburbs, which we completely recognise, I was talking to a chair of governors recently whose head teacher had said to her, “Look, you do realise that I have a problem in recruiting good-quality candidates, don’t you? Despite the fact this is a nice school, without big behavioural problems, house prices are very high, so people will choose to go elsewhere. I’m faced with a load of mediocre candidates. Of course, I try to coach and develop them but I am not getting that real quality in.” That is obviously about the totality of who applies to become a teacher, but it is also about where they are going. There has rightly been an emphasis on moving our best candidates into deprived areas. I completely understand that, and it is obviously right for those children, but it does mean that there are children in other areas who are perhaps not getting the quality of teaching that they might need.

**Q107 Craig Whittaker:** In your experience, is the quality of entrants for teaching improving, staying the same, or declining? What is your opinion on that?

**Andrew Jones:** I am here to represent children’s services directors today, but I am a former primary teacher and head teacher, so I have gone through the motions of recruiting newly qualified teachers. My experience is that the quality of entrants varies according to the institution in which they were trained. There is great variability in approach within that.

It is also worth noting that, politically, what we tend to focus on is the difference between schools and trying to iron that out and get all schools to be outstanding. The truth is that there is actually more variability within individual schools than there is between the schools across the whole system. In my opinion, what we need to focus on is working with every teacher in order to ensure that they perform the best they possibly can, because it is a simple fact that it needs to be about every child in every class, every day, receiving at least good teaching. Satisfactory

teaching leads to some children not making progress, and that cannot be acceptable in my opinion.

**Q108 Craig Whittaker:** We need a higher quality of intake into teaching—is that what you are saying?

**Andrew Jones:** In terms of their ability and quality as teachers, yes. On how you would define that, we have just had a conversation about what makes a good teacher; we could all list characteristics and each of us would know a good teacher. In terms of what we actually need to do, though, I think we need to be more systematic in the training we provide.

**Q109 Craig Whittaker:** If you look at the countries that do particularly well or are improving at a rate of knots around the world, it is those that are being very selective about whom they take in, but that is not the case in the UK—or it has not traditionally been the case. Do you think we are going in the right direction? Is it improving and does it need to improve even more? Is there more the Government should be doing to ensure that that becomes the case in the UK as well?

**Andrew Jones:** There are some anomalies, unfortunately, which I guess is what you are here to try to iron out. You have got the Sutton Trust coming later, I know, to give evidence, and one of the things that it has uncovered in its research is that the level of qualification does not necessarily determine the quality of teaching in front of the class. I take your view that subject knowledge is important to varying degrees, according to the age that we are teaching. I think we need to be careful not to chuck the baby out with the bathwater, and that we do not lose good teachers just because on paper their qualification says one thing.

**Q110 Craig Whittaker:** Do we have too many bad teachers in the system? You spoke about mediocre, satisfactory and unsatisfactory earlier. Does that mean we have got too many bad teachers in the system?

**Andrew Jones:** What is an acceptable level of bad teachers? There is no acceptable level. We need to work extensively to make sure that all teachers are teaching to a good level at least.

**Q111 Craig Whittaker:** I understand that, but surely there comes a point when we have to say, “Okay, we have either enough or not enough.” I know from my experience working as a retail manager for many years that if you took on the wrong candidate from the start, you struggled all the way through and it was an absolute waste of time and money. When we are talking about children’s lives and education, they do not get a second chance. I go back to my question: are there too many bad teachers in the system?

**David Butler:** Can I give you one piece of feedback that came from our research? Of the parents who responded to our survey, 67% viewed the quality of teaching today as either equal to or better than when they were at school themselves. It kind of dispels some of the myth that there is a thunderous mountain of poor-quality teachers in schools if you get that sort of comment coming back.

On the earlier point that you made about raising the threshold in terms of what sort of intake you want to teacher training, we also put that question to parents. They came back strongly opposed to the notion that the minimum threshold to gain admittance to teacher training should be increased—this was the issue of a higher-level degree: 75% were opposed to that suggestion. It may be that you want to change the criteria, but looking at the simple criteria of an achievement of academic excellence at a particular point in time may not be sufficient in its own right, because it is not just that academic excellence that makes a good teacher. We can probably all remember a certain infamous television programme that took people who were particularly excellent in their field with some of the highest academic qualifications in the land, but who turned out to be not the best people to be teaching in a classroom.

**Emma Knights:** One anecdote, which is completely irrelevant to governance is that my husband, who is a professor of history, says that over the period when he has been at universities, he has been really pleased to see the calibre of his students who apply to teacher training go up. He says that when he started as a lecturer, it was very depressing to see that only the really poor students were considering teaching, and that is not the case now. I agree that over time we may be getting better in terms of who we are bringing into the profession, but as governors it is very difficult for us to know that.

We know there is some unsatisfactory, not-good-enough teaching in our schools, and there is another debate as to what we can do about it as governors and what levers we have. One of the issues that you just touched on, performance management, is absolutely crucial. A lot of us governors work in other sectors and we know how we performance manage our staff. Then, we look at schools and think, “This is a little bit archaic; this is not quite aspirational enough.” The idea that is not reasonable to observe your staff? Well, the rest of us get observed all the time. That is not considered to be bullying; it is considered to be part of management. I know that is not the main aim of your inquiry, but for us that is an issue that concerns us in a number of schools.

**Q112 Tessa Munt:** I just want to pick up on what you say, and make an observation. You say about 65%—**David Butler:** Sixty seven.

**Tessa Munt:**—67% of parents say that teaching, or children’s experience—can you say that again?

**David Butler:** I said that 67% of parents view the quality of teaching today as either equal to or better than when they were at school.

**Q113 Tessa Munt:** Yes, I would pick out that particular comment. It leapt out at me because I have heard that time and time again in areas where parents look at schools and their facilities, and they go, “Ooh, computers,” or, “I can’t do that. My children are learning things that I don’t understand anymore.” Consequently, I do not think “satisfaction” is good enough. I was married to a man whose parents never interfered in his education because it was deemed to be better than the one they had, but they were

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measuring it in different ways, and I do not think that is anything like aspirational. I wonder whether we should accept that as a good thing, because I would not.

**David Butler:** The question that we asked, though, was about the quality of teaching.

**Q114 Tessa Munt:** How do they know?

**David Butler:** I was about to say. You can argue about how a layperson constructs or deconstructs what is quality, but I am bringing you today the evidence that we gathered on parental opinion in this area. I can only present it to you in that way. There is no greater degree of depth in that particular question that would allow you to make some sort of sub-analysis.

**Q115 Alex Cunningham:** This is about performance management issue, and I think we all agree that it is absolutely critical. There are two levels of performance management: performance management of staff by staff within the school; and governors' performance management of head teachers and senior staff. How well equipped are head teachers and other senior staff to carry out performance management? Specifically to Emma, we see a variation across the country in governors' ability to performance manage: if they cannot do it, how can they pull people up and help them to improve?

**Emma Knights:** Absolutely. The governing body has a responsibility to set that culture down the school through performance managing the head well. Obviously, by law we still have to have an external expert come into performance management with governors. In a way, that improves consistency and expertise across the piece, although that is not to say that every governing body will be doing it extremely well. If you are not a fly on the wall, it is difficult to know. Clearly heads and governors sometimes have different opinions about how well that is done.

Yes, there is a big issue in schools about whether middle managers and senior leaders are equipped to do that management job, which is relevant to the quality of teaching. Do we want our best teachers to become managers, or do we want them to be spreading good teaching around? Our senior leaders have to do two things, don't they? They have to lead teaching and learning, some of which is by modelling and coaching. If they do not know what a good lesson looks like, are we going to get anywhere in the school as a whole? However, we also need senior leaders, particularly in this world of more school autonomy, who actually know how to run an organisation. If you are promoting all your good teachers up through the management levels, you end up with a school leader who does not know very much about financial budgeting and human resources. Generalising is not terribly clever, I know, but a lot of schools have quite poor HR expertise, which feeds into not very clever performance management.

**Alex Cunningham:** What is the answer then?

**Chair:** Sorry, Alex, but although performance management is tremendously important and highly related, it is not the exact focus of our inquiry today.

**Q116 Craig Whittaker:** Performance management, in my experience, is incredibly farcical in the teaching profession. Perhaps it is something that we could put on the agenda as part of this inquiry, because it is incredibly important, particularly when you start choosing who performance manages them.

Do you think that teaching as a career has a high enough status in our community?

**Andrew Jones:** I personally do think that it still does. MORI, for example, has done research that shows that the teaching profession is highly regarded by members of the public. We can debate what that means in terms of how they know that, but MORI found that teachers are on a par with doctors as the top two well regarded professions. I do not think there is any slipping in status.

**David Butler:** Anecdotally, why were the teaching awards invented? They were invented by David Puttnam to give a greater degree of recognition of teaching as a profession, and I think that from that perspective the work that is now done is very valuable and has helped people to understand what is good teaching and its value in a person's life chances. You can always say that there is opportunity to go further. I appreciate that it is potentially not within the remit of this Committee, but as somebody who spends time in schools in this country and in Northern Ireland, I perceive a different cultural opinion of the value of teaching as a profession between Northern Ireland and England.

**Q117 Craig Whittaker:** Okay. We know that obviously teachers need to like working with children as part of the job, but what about their ability to be able to work with parents, governors and the wider community? Do you think that an interpersonal test as part of the teacher training process would improve that? Do you think that is a good idea?

**Andrew Jones:** To return to your earlier question on whether we are recruiting the right teachers, I think you have to take a step back from that and ask: are teacher training institutions recruiting the right students, are they training them well and do they have rigorous enough processes to be more selective as they go through? Again, I have been an external examiner in a training institution, and sometimes I have questioned whether some students still ought to have a place on those training programmes, so I think that it starts there.

Going forward from there, the role that teachers have to have is clearly very broad, so being inspiring, knowing your stuff and being able to work with children of a variety of ages is one thing, but actually, in terms of children's services, teachers are increasingly becoming the vanguard of safeguarding and public health—sometimes they are the first port of call when issues are picked up. I think that training could be more sophisticated. The Government's paper on ITT focuses heavily on teachers working in the schools to develop their pedagogy, but equally, in terms of safeguarding, you cannot become expert in safeguarding by just having a lecture on it; you need to be working practically through some of those processes.

**Chair:** Craig, we will need to move on. Pat?

**Q118 Pat Glass:** We met some students yesterday and asked them what is more important, a teacher who has a good subject knowledge, or someone who has real understanding and respect for their students and vice versa? They felt that you could not really separate one from the other, but David, from the point of view of parents, how important is it to have teachers with a 1st-class degree or a 2:1? Would they know? Do they care? Which of those is more important?

**David Butler:** The evidence that we got back rather suggests that they are not in favour of raising the academic threshold of entry to, say, a 2:1 instead of a 2:2. To widen the answer to that, the responses to some of our questions tell us that parents are looking for teachers to be more rounded individuals, rather than those who are academically successful. Practically all the responses we got regarded teachers having softer skills, such as caring for children's well-being, as being as important as the academic issues—73% came back saying those skills were “very important” and 26% said they were “important”, so they are nearly all putting it up there; equally, they reported that as being important throughout the different stages of education. They were not suggesting it was important in one area compared with another.

**Emma Knights:** I find that question quite hard to answer, because most of us do not know what types of degrees teachers have. We do not, thank goodness, go round with it branded on our foreheads, do we? Thinking about the good teachers at my children's school, I do not know if they had a 2:1 or a 1st-class degree. I think that when it comes to A-level, parents would want somebody with a good degree teaching their children, but if I was talking about nursery provision, it would be very different.

**Q119 Charlotte Leslie:** This is just a very quick question. I was interested hear that the students that my colleagues spoke to said that you could not separate one from the other—you could not separate people skills, confidence and respect for children in the class from a really good academic grasp of the subject. Do you think we are polarising the two far too much and painting a caricature of an academic nerd with no people skills versus someone who is not very bright, but is all cuddly and lovely and feely? Might we be missing the point that if you are very confident with your subject, which requires a very sophisticated understanding, you are then in a position to explain it better? You are more confident in front of your class because you know you are not going to be caught out, which enables you to be far more communicative and far more respectful of your students because you are confident about your skills.

**Emma Knights:** I certainly think that you cannot put people into boxes. Whatever set of criteria you or anyone else comes up with, there has to be some flexibility, because some people just have “it” and they may not fit those criteria. Talking to children, again thinking particularly of secondary school, there is something to getting that respect of the class. I have heard children say, “Actually this teacher probably does have quite a lot to teach us but they never get to

that point because they are too busy trying to shut people up.” It is a combination of skills, I think.

**Q120 Pat Glass:** Andrew, the new bursary system: do you see that leading to any changes in the landscape of teaching? Could you talk about primary and secondary? Is it going to be same or will it affect sectors differently?

**Andrew Jones:** Potentially, yes, it could change the landscape and could help, but you can hear a “but” coming. To an extent, although the bursary scheme is new, other schemes have been in place for a number of years. So there are recruitment and retention points that schools can pay, and that has been around in teachers' pay and conditions for a number of years. So I think I would need to see more detail in it and I would want to see how, potentially, it could be rolled out. I am not wholly convinced that all teachers are motivated financially. In other words, if we give them additional cash it would lead to a different position because it is a very sophisticated role, and particularly it is a very sophisticated recruitment market really. So potentially it could help, but the devil is in the detail of how it is implemented. I would want to see how it is different from previous attempts to incentivise promotion and work in schools financially.

**Emma Knights:** We were quite worried by the message it sent to potential primary school candidates that somehow primary was not as important as secondary. You can put an argument to say that primary, perhaps, is more important. We understand what the Government is trying to achieve but perhaps the differentials were too steep.

**Q121 Pat Glass:** Taking all of that into account, do you think the focus on 2:1 and 1st class degrees is going to give us better teachers generally?

**Andrew Jones:** Potentially, yes. I do think a 2:1 is awarded for a teaching degree for a particular reason. It is not just the academic excellence, it is about their pedagogy. It is about their own approach to their professional development. The grading of a teaching degree, particularly for primary teachers, for example, would link back into how effective they are as a teacher.

**Q122 Pat Glass:** But in maths or science?

**Andrew Jones:** Clearly, the better the degree the better the subject knowledge and I am sure that would help in terms of implementation in the secondary class room, for example.

**Emma Knights:** It also does not take account of what university you got your degree at. We all know that in some cases a 2:2 from a particular university is perhaps worth more academically, or should be possibly, than a 2:1 from somewhere else. That is why I am saying that if you have absolutely rigid criteria, you can't take that into consideration.

**David Butler:** I go back to what I said earlier. We have no support from parental opinion that they would like to see that threshold being raised. What we are seeing is that they are looking for perhaps a more rounded set of skills and they place an importance and value on the softer skills. I appreciate and I was quite interested in Charlotte's polarisation of the academic

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nerd versus the soft and cuddly. I do not really sense that extreme separation in the viewpoints we got back. What we are seeing is the value and importance of having a collective of skills rather than just the pure academic excellence.

**Emma Knights:** Can I come in quickly on A-levels, because we are fixating on this 2:1, 2:2 business? Often, what parents and indeed, children can relate to is what A-level results people got. Sometimes, if children find out that the person teaching them A-level got a C, it is not very inspiring, so perhaps we ought to be asking, “Did the person teaching A-level physics get an A in physics or did they get a D in physics?” That is perhaps as meaningful as what university they ended up at and with what degree.

**Chair:** It depends when they did it, of course.

**Q123 Tessa Munt:** I wonder whether you had, from your experience in the schools that you know, any notion that there had been difficulties in keeping teachers and recruiting teachers into certain subjects or particular posts—whether it is a subject or a level problem.

**Emma Knights:** Interestingly, we do not get as much feedback from governors on this being a problem as we expect. When you read the reports, I would expect to get more. I get a lot of feedback from governors on all sorts of issues. We certainly have quite a lot of information about the problems of recruiting senior leaders, and I know that is our business and therefore we would know more about it, but I am surprised that we do not get more. We survey governors a lot, and we ask them to list the problems for their schools. Problems with recruiting teachers are not high on their list. However, I would not want to be categorical and say, “Therefore it is not a problem.” It may be that the head teachers are bearing the brunt and we ought to be considering that. Perhaps we are not thinking about that enough.

I think also that sometimes governors—we tend to be very parochial about our schools, so we get very worried about our good teachers moving on. However, if you think about things as a system, perhaps having a teacher moving on to be a head of a department is a very good thing, whereas we do not like it because we have lost our good person.

**David Butler:** That was not a question that we posed in our survey, so I cannot give you parental feedback on that one.

**Andrew Jones:** I think it links back to the bursary question, in the sense that I have been in the education profession for 25 years and as long as I can remember, we have always been trying to recruit additional maths, chemistry and physics teachers because we are always short of them. Again, in terms of the latest suggestions about initial teacher training and moving forward, what I want to know is what’s different. What is different this year, in terms of recruiting those shortage subjects, compared with the past? Schools have become adept at plugging gaps in particular ways, such as perhaps not always having a subject-specific teacher in front of a class or—in a secondary school—having to do a different range for priority children compared with the younger children at a secondary school, in order to make sure the subject

specialism is focused where the examination years are.

**Q124 Tessa Munt:** This is my opportunity to say that where I come from, we have middle schools, where you can separate the needs of younger children—the nine to 13-year olds, or the 10 to 14-year olds. You can separate those.

Can I pose the question of whether you think it is a good thing that we might try and attract parents or people who have other roles within schools to become teachers, and whether we are particularly good at it. Is it a good thing—attracting people into teaching?

**Emma Knights:** It is always very dangerous. You talk about your own experience, but several years ago I did begin applying to be a maths teacher, but I did not get through it. First, I wanted to do it when my children were very young, and there was no way of training part-time at that time. There may be now, but I did not get through then.

The second time I did not get to the end of the process because I had a science degree, and I wanted to teach maths up to—I completely understand that without a maths degree, I should not be teaching A-level, but I wanted to be at a secondary school and I reckoned I could cope with up to GCSE. However, where I lived, you were not going to be accepted to be a maths teacher from that background. That might have been right. It might have been absolutely right that I am not teaching maths now. I suppose that is why I come at it from the point of view that we sometimes have to be a bit flexible about criteria, because there may well be people out there who want to do this. Obviously, for those of us who have had careers elsewhere, the financial period where you are earning nothing, or not a lot, is difficult if you already have a mortgage. That is a hard one and I do not know how you solve it, but it makes it difficult for returners.

**Q125 Tessa Munt:** Thank you. Have you anything to add?

**David Butler:** That is quite a complex question, because we can go back to some of the issues earlier on, about whether there is a high perception of teaching as a profession. Clearly, if one were able to do more about that, you would actually encourage people to consider it as a profession and therefore perhaps come into teaching from another career.

Equally, however, you could also look at whether we see parents, for example, wanting to come into schools, and the answer to that one is yes. Although I cannot give you hard numbers, there is plenty of anecdotal evidence of people, for example, starting perhaps to do a little bit of volunteering in the school. That might be as a member of the PTA or they might just be coming to do some reading, and we have examples of where that leads on to people becoming teaching assistants. In some cases, people decide that they want to go further and actually take a teaching qualification and become a full-blown teacher. So there is evidence that it exists, but there is always benefit in encouraging more.

**Emma Knights:** Can I quickly come back to Craig’s point? I know you did not have time to answer about parental engagement, which is incredibly important,

particularly at the early years and primary end. There actually are a lot of skills in a lot of our primary schools doing that, but it is not universal. It is something to be encouraged. We all know that the parental influence has more effect on children's achievement than schools' influence. In secondary schools, we are not as good at doing that as we should be.

**Q126 Tessa Munt:** That needs some real work then, does it not? It is absolutely not cool when you are 11, 12, 13, 14 or 15 for you to rock up with your mum. It is not done. The contact between parents and schools is lost pretty swiftly. Are you saying that we should perhaps look at ways in which we work on developing relationships between older children's parents and their schools?

**Emma Knights:** Yes. It is hard. People have tried for really quite a long time, and we have not cracked it. But there is sometimes a culture in our schools that parents are a little bit of a nuisance and we keep them at bay, and they make lots of annoying complaints. That is true. There are some parents who are green ink parents and who take up a huge amount of time, including from governors, with those complaints, but we ought to be more open and good at communicating with our main body of parents.

**David Butler:** May I add a little bit to Tessa's question? We did find that parents are lukewarm on the idea of teachers having experience of working in other sectors prior to taking up a role in education, but what they were very positive about was that more should be done to facilitate the opportunity of an entry into the teaching profession for those people who want to do it.

**Q127 Tessa Munt:** Are you saying to me that they do not want somebody who is effectively an older teacher? I am paraphrasing.

**David Butler:** No, they are not saying that. What they are saying is that they are not seeing it as being a prerequisite that you have to have experience in a particular non-teaching sector to come in and teach a particular subject in school. What they were saying is that they would welcome very much more being done to facilitate people who are in other sectors and who want to go into teaching to be able to upskill and move into teaching.

**Q128 Damian Hinds:** Before we move off parental engagement totally, I have a question particularly for David. Setting secondary aside, when we talk about parental engagement at primary level in this country, I wonder what your experiences are of talking to other PTA organisations abroad. What people I know in America mean by parental engagement is on an entirely different scale from what we do here. Parents are in the school every day doing all sorts of teaching activities and stuff and talking about their jobs, doing reading, taking classes and doing bake-ins. I know these things happen here, but on a much smaller scale. What are your experiences of the international comparison?

**David Butler:** I will rely on European experience, because, for a long time, my organisation has been

involved with the European movement of parent-teacher associations. There is certainly evidence that there is a lot of activity within schools in terms of parental engagement across Europe. It is actually better in this country than you might think. We are certainly seeing a much greater increase. When we survey our members and ask what they get up to as a PTA, you think traditionally that it was fundraising, fundraising and fundraising. That is changing. You now have a substantial proportion that is interested in genuine parental involvement and engagement in a learning sense. It is improving, growing and increasing, but where you do have the problem of course is that there is this polarity, if you like, between primary and secondary.

On your point, Tessa, about the non-cool issue, I have one particular example. When we were recruiting someone as one of our regional advisers, she was talking about her PTA experience. She was a very strong volunteer in her PTA at primary school and she wanted to do the same when her daughter went to secondary school, but before she got to that opportunity, her daughter took her to one side and said, "Look, mum, can you just back off a little bit." Equally, there are other issues that go on, because in a primary setting there is a much greater degree of engagement among parents, because, generally speaking, they are conveying, by one means or another, their child to the school. In a secondary situation it is different. You quite often put them on the bus or drop them off. If we take your example, perhaps they are dropped off 50 yards from the school. There are complications.

**Q129 Charlotte Leslie:** I want to talk about teacher retention. The GTC and the TDA have both raised concerns about teacher retention. I wondered whether you thought that the initial attrition rate of newly-qualified teachers was unduly high and, if so, what do you think the reasons might be for that?

**Andrew Jones:** I do not think it is unduly high. We need to do more on retention, on the kinds of things that I was talking about earlier: teacher training, a better focus on safeguarding, a better focus on the public health role and a better focus on training teachers for their role in special educational needs and disability needs, with more focus on support in a teacher's early years of their career to ensure that they get the support that they need. It is in that kind of area that people are perhaps less prepared and so feel the strain of things more, which can sometimes be a reason why people leave the profession.

**Q130 Charlotte Leslie:** Do you think that it is anything to do with how we organise our school system? I have two anecdotes—they are completely unscientific—from two new teachers I spoke to. They said that although they had a vocational drive to help the most underprivileged children in the most struggling school, the reason why they were getting fed up with the job was, first, because they spent all their time on managing children and discipline and, secondly, because so much of their time when they wanted to teach a subject was spent trying to teach the many children who had English as a second



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language and could not understand the language that the class was being taught in, and the many who had extreme literacy difficulties. They were not able to teach the subject, because the basic building blocks of literacy and comprehension were not there. Do you think that that is a factor, or is it an isolated anecdote?

**Andrew Jones:** Have teachers never before had to deal with behaviour management? It is what teachers do. Part of what a good teacher does is to effectively manage behaviour in class.

**Q131 Charlotte Leslie:** Do you think that they are getting that training initially? That issue is being raised, so is it being sufficiently focused on in the training?

**Emma Knights:** That is certainly in the anecdotal evidence that we get back. Sometimes NQTs—even before, during their training—are not prepared enough to deal with the behaviour issues. For example, you have your class of 30 children in front of you and there is all that stuff about group dynamics. That is complicated stuff and just to be thrown in—no, that is the wrong language to use, but there does not seem to be much preparation for how you manage a group of people, some of whom will not want to be there or be interested in the subject. We think that that might be a gap. That is on the basis of anecdotal evidence, but I completely agree with what Andrew said, in that it is not something that has popped up now. It has been around for a very long time with children struggling with literacy. On your point about English not being the first language, in some schools that is a big issue. Some schools are managing phenomenally well with that.

**Q132 Charlotte Leslie:** My question to you is, first, would there be a recommendation that there is greater focus on discipline in teacher training? Is that something that the panel would agree with?

**Andrew Jones:** I would agree in that I do not think that you can over-prepare teachers in terms of behaviour management and teaching literacy well. All I am saying is that I do not think that it is a new issue. The teachers who have spoken to you—

**Q133 Charlotte Leslie:** In a sense, it is kind of irrelevant that it has been going on a long time. We are dealing with now, whatever has gone on before, whether that is right or wrong and whether there needs to be a greater focus now—that was my question.

**Andrew Jones:** I do not think it is irrelevant because, ironically, it is what teachers do. Teachers are employed to help manage behaviour—that is what they actually do. I do not accept that somehow it is worse or different now than it ever has been. It is part of their job to engage with children in terms of their own academic expertise. You can say that they cannot teach because of the behaviour, but equally, you can say perhaps the behaviour would be better if they were teaching better.

**Emma Knights:** I agree with the thrust of your question, but I am slightly worried about the language. Using the word “discipline” suggests that there is only one way to do it. Going back to the Prime Minister’s coasting schools, some of those schools do not have big behavioural issues in the way you might be thinking. I have seen some Ofsted reports recently that used phrases like, “The children were compliant but not necessarily engaged.” I think that for large numbers of children, that is more of an issue than complete riots breaking out—they are not being engaged. That is a different but connected issue.

**Q134 Charlotte Leslie:** Finally, do you think that to maintain good teachers we should look at a structure whereby if a child is not benefiting from the classes they are in because they have English as their second language and are not able to comprehend what they are being taught, we sort out that problem much faster with more focus, so that children are then able to partake in other lessons more fully and teachers are better able to teach the subjects in the way that they want to teach?

**David Butler:** I think that there are a number of examples where that already happens. I’m sorry, I’m moving away from England again. I am thinking of one school that I went to recently in Northern Ireland, with a large Traveller community. You had a large number of people coming into the school with absolutely no English at all. Yet, while I was there, I chatted to a boy who I think was eight at the time, and he was able to converse with me fluently in English. Apparently, had I done that about a year ago, I would have stood no chance at all. That school had recognised that something needed to be done, and it set up the facility accordingly. It was having a tremendously beneficial effect.

**Chair:** Thank you all very much for giving evidence to us this morning. If we can move as swiftly as possible on to our next panel, that would be fantastic.

### Examination of Witnesses

*Witnesses:* **Professor Peter Tymms**, Head of the School of Education, Durham University, **Sir Peter Lampl OBE**, Chairman, The Sutton Trust, **Professor John Howson**, Director, DataforEducation.info, and Senior Research Fellow, University of Oxford, **Professor Stephen Gorard**, Professor of Education Research, University of Birmingham, and **Kevin Mattinson**, Pro Vice-Chancellor and Head of Teacher Education, Keele University, gave evidence.

**Chair:** Good morning and thank you for joining us today. We have a panel of five highly distinguished and eminent witnesses, for which I am delighted, but it means that there is pressure on all of us—questioners and those providing answers—to be as succinct and to the point as possible.

I think that most of you were here for the previous session. I remind you again that what we do is inquire and then report to the Government, who are then required to respond. If you think that there are recommendations for change that need to be in our report, or indeed, recommendations of things that need to be protected from change, please make sure that you convey them to us during the session.

May I ask, to start with, to what extent is the Government's programme of reform for teaching training and supply driven by solid evidence, both from this country and from abroad?

**Professor Howson:** Given a chance to think about that, it's worth stating that what we are talking about is a big enterprise. The number of training places available this year is the equivalent to about a third of the size of the British Land Army. We have to put the whole thing in that sort of context.

Frankly, having read the implementation plan, I do not really understand, with the 35,000 trainees that we need, what the Government's key message actually is. We started with the White Paper 12 months ago and then went to a discussion document earlier in the summer. We now have the implementation plan, and we have a number of different routes. It seems that we are in danger of, as you say, not basing it on hard evidence but almost on, "Let's try anything that's going and see what is flavour of the month this month". My colleagues may have other views.

**Professor Tymms:** I will pick up a few points. The focus on teachers is absolutely right. It is evidence-based and is the right way to be going. The desire to recruit high-quality teachers is spot on. The emphasis on getting the right people in the right place is good. I worry about the tendency to perhaps downplay higher education. Evidence across the world is in favour of higher education; it is in favour of it within this country. We need a partnership with schools that is very strong. We need to build on it, but the general thrust is in the right direction.

**Kevin Mattinson:** The emphasis is on improving the status of the profession. As for the reference to high-quality subject knowledge and however we define that, there is a debate around subject knowledge and related subject pedagogy, so the diversity of routes to bring people with other skills—softer skills and hard employability skills—into the profession is absolutely key.

The initial analysis is the basis of the premise on which it is predicated. I think that it was since Kenneth Clarke's speech in January '92 that we actually moved to a school-based programme where, in essence, two thirds of training for PGCE secondary

students is already in schools, in partnership with higher education institutions. So I have some difficulty recognising the notion of more makes better or less weakens, because again the reference in the Chief HMI's report that came out yesterday talks about the current strength of partnerships between schools and HEIs. We must think about what Peter said. It is about building on that with teaching skills and teaching skills alliances to move on what I think is probably already very robust.

**Q135 Chair:** Is the Government's policy sufficiently differentiated to recognise the different stages of child development? Is there any danger of the Government's approach being that everyone focuses on a secondary school teacher and fails to differentiate sufficiently with early years? Does that link to a slight incoherence in policy where, if you are saying that early intervention or the early years is the most important thing, especially if you tackle disadvantage to close the gap, there is incoherence where you have bursaries that are higher for secondary than they would be for primary?

**Kevin Mattinson:** Probably an immediate comment, as we can talk about bursaries later, is that the emphasis on developing specialism, particularly for key stage 2, is important. The issue about focus on the early years and whether primary education is sufficiently robust to prepare for secondary education probably lies outside the remit of today's discussion because we would be getting into the realms of testing, and the efficacy of that.

**Q136 Chair:** I am just wondering whether in teacher training and supply sufficient note is taken of different requirements for teachers at different stages.

**Professor Howson:** The biggest incoherence is that fact that qualified teacher status entitles you to teach anything to anybody, regardless of what you are trained for. Indeed, the implementation plan goes further and adopts one of the recommendations of the Wolf review. If I read it properly, lecturers in hairdressing or construction could become teachers of early years because they were granted automatic qualified teacher status. Since qualified teacher status is not defined by restriction or anything, they would be able to teach five-year-olds in reception classes, should a head want to appoint them. That, in a sense, makes a mockery of the whole system.

**Sir Peter Lampl:** You asked about international evidence. The big McKinsey study, which Michael Barber led, shows that the best school systems in the world have effectively the best qualified teachers or the best teachers, however you want to define it. The whole thrust of upgrading our teacher work force and requiring a better degree is the right one, as is more teacher training. Two thirds of the cost of a school is generally teachers' salaries and pensions. Our view is that two thirds of the value delivered by schools for

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pupils is dependent on the teachers. The whole thrust of what the Government are doing is right.

**Q137 Chair:** Thank you. Stephen, any comments?

**Professor Gorard:** The reason I have been hesitant is that it is a difficult question to answer, as to knowing whether the policies are based on evidence. As Peter says, the intentions and motivations appear to be well founded, but you would have to look at the specifics of each line of policy; because there would not be one evidence base for the whole thing. There would be different sources of evidence. We would have to split it up into individual items and say, "What is the evidence base internationally for this?" So I suppose that is in part why I seem a little hesitant. We could do that if we had time.

I am perhaps less excited by things like the McKinsey study and the Barber and Mourshed report than others might be. I think it is very difficult to demonstrate differential teacher effectiveness in the way that they attempted to do, and I was employed by the EU directorate to look at that report, and they accepted my findings, which were that we should not be acting on it.

**Q138 Chair:** That we should not?

**Professor Gorard:** We should not be acting on it.

**Q139 Ian Mearns:** From answers that you have given so far, I think there is an implication that the status of teaching as a profession is a concern. Is it? Is there such a great concern about the status of teaching as a profession? Given the limited resources available to the Government, is there any evidence, or are there any particular examples, of how other countries have improved the status of teachers and teaching that did not involve wads of cash?

**Professor Tymms:** We heard from previous people that MORI polls were saying that the status of teachers was high, but I think you need to look at where that is, across the nation, so that you would find it high among some groups but low among other groups. I think if you looked at industrialists you would find the teaching profession is fairly low status. If you looked among others you would see it is high. We do not have to go back a very long way to hear top politicians talk about failing schools and failing teachers. That does not seem like high status.

We worry also about people who might be going to become teachers, and how they view the status of the profession—because we want people to become teachers. You ask how you would change that, and what evidence there is, and I think that is the rhetoric that we would see from the media, from politicians and from ourselves, as to what we say about teachers—not beefing them up in a way that is inappropriate, but actually recognising that they do a major job in very tough circumstances and, on average, they are pretty good.

Affecting the status is a key thing. The status is affected by what we say teachers should have in order to become a teacher. So although there is not a tight relationship between previous qualifications and performance in the classroom—and in fact it is rather

weaker than some of the earlier data were suggesting; a recent report looking at verbal ability, for example, suggested it was not as strong as it is normally thought to be—in fact by increasing the requirements you increase the status. That is one way to do that, and to get a second effect on that.

Another thing to do that increases status is to say that people should be recruited from the top universities to be teachers, so that we should be looking not just for 2:1s and firsts, but at where they come from. That goes back to an earlier point about A-levels. We want people who are able and with the capacity to work—general cognitive ability. That is not necessarily reflected straight in the degree, because it depends which university they come from. So, what are the degree qualifications?

If we look at the international evidence, and we look particularly at Finland and Singapore, we see direct efforts on their part to increase the status of the teaching professions, moving from colleges of teacher training into higher education—into high-level universities. Also, moving it to be a master profession would increase the status.

**Sir Peter Lampl:** Can I just say something from personal observation? I used to be in the business financial consulting world, and had a pretty negative view of teachers, as a lot of people in that world do, reading the *Financial Times* and whatever. Since I set up the Sutton Trust almost 15 years ago, I have completely changed my view.

We funded about 30 specialist schools. They were all inner-city schools, pretty much, so I met a lot of teachers teaching in inner-city schools. We now have the Education Endowment Foundation, which is focused on kids on free school meals in the worst schools. I have been into those schools. These teachers are doing a heroic job. It is a really tough job. I think we as a country have got to value them more. How do you do that? I think some of the points you made are exactly right. I personally think you have got to pay them more. That gives them more status. I think the entry requirements also give them more status. I think the flagship programmes like Teach First give teachers a lot of kudos, even though I do not think they have a huge impact; but they have an impact on the status. Obviously, we have Troops to Teachers now. It has also been mooted to make them part of a professional organisation, and to have charter status or something like that could help. It is something we have to work on, because a lot of people have a very negative view of teachers. It is a really tough job: you are teaching 25 to 30 hours a week in front of a class. They are public servants doing a great job.

**Chair:** Tessa, do you want to come in?

**Q140 Tessa Munt:** You are saying what we should do, but you have changed your mind in the past 15 years.

**Sir Peter Lampl:** I have changed my mind.

**Q141 Tessa Munt:** What changed your mind?

**Sir Peter Lampl:** Just because in the previous world I was in, I had no contact with teachers, really.

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**Q142 Tessa Munt:** Could I ask you to focus on the moment when you changed your view? When was it, and what happened to change your view? Because, if you changed your view—

**Sir Peter Lampl:** It was probably when we started funding specialist schools and I started going into inner-city schools, because we were putting £25,000 into each of those schools. We got match funding and all that stuff. I became aware of what these teachers do.

**Q143 Tessa Munt:** Do you feel the experience of actually walking into a school should change people's views, or is there a bit more depth?

**Sir Peter Lampl:** It is more that you end up talking to the teachers and you see them teaching in classes. The vast majority of people out there do not have a clue what goes on, certainly in inner-city schools. They do not have a clue. If they did, they would have a very different view.

**Professor Gorard:** Obviously, the crisis accounts of teachers do not help. I'm not sure how much impact they have on individuals. Our studies suggest that it is an individual's own experience of their schooling that affects how they view the status of teaching. It is not the only factor but it is an important one, because people spend so long in school and think they understand how schooling works because they have sat through it—a bit like someone sitting through a play. They use that.

That means two things: first, teachers are acting as ambassadors for the next generation of potential teachers, and their behaviour and interaction with students can be crucial in determining how they are viewed and their status. Secondly, to go back to what Sir Peter was saying, I think public engagement with school—not just parental involvement—could transform people's views on the difficulties and the skills that teachers have.

I add one more thing. No one is going to argue against the improvement of the status or the quality of teachers, their qualifications, subject knowledge and range of other skills—obviously that is a good thing—but, as we heard in the previous session, there is no calibration of post A-level qualifications at all. That includes degrees, so we have no justification for saying that a 2:1 from somewhere is the same as a 2:1 from somewhere else. Of course, that also applies to teacher training. What is fascinating about teacher training is that candidates turned away from courses in some regions would be over-qualified to be accepted in another region. There are huge regional and institutional disparities in the quality of people being taken. I mean to say it again: there are people being accepted in some places who would be rejected in others, and vice versa.

**Q144 Chair:** Where is the evidence for that?

**Professor Gorard:** In terms of qualifications, where people have been putting in multiple applications and so on. I did some work for the Training and Development Agency on that, looking at where people applied and whether they had been accepted.

**Q145 Chair:** Is that something you could supply to the Committee?

**Professor Gorard:** Yes; it is now a few years old.

**Professor Howson:** I think the TDA has got more up-to-date information on that, because I did some unpublished work in relation to ethnicity for it earlier this summer. It is quite clear that the Government are pushing at an open door with 2:2s, because it is already extremely difficult in most subjects where there is any competition for people with third-class honours degrees to get on to a course. Indeed, there is a higher percentage of people with 2:2s being turned down than those with 2:1s or first-class degrees.

To come back to the status question: there was a big sea change in the mid-1990s. If you want a tipping point, I think it was when the Teacher Training Agency went out with the “No one forgets a good teacher” campaign, at the same time that the teaching awards were launched. Before that, we had been talking teaching down; now there is much more understanding about the need to talk teaching up.

**Kevin Mattinson:** Just to concur in terms of the status, one of the issues for me is how teachers perceive themselves as professionals, and the whole notion of self-regulation. There is a personal frustration around the loss of the General Teaching Council for England. There has been a very lukewarm attitude from the profession to the GTCE, but I think that is in marked contrast to north of the border and the influence that the General Teaching Council for Scotland has worked with the teaching training institutions, universities and professional associations. There is a very different sense of professional identity and drive north of the border.

**Professor Howson:** I think in Wales and Northern Ireland as well.

**Q146 Ian Mearns:** Although raising the qualification bar for teaching might seem a laudable aim, is there any hard evidence that supports the Government's assertion that qualifications to higher-degree level will automatically lead to better-quality teaching?

**Professor Tymms:** Requiring higher qualifications? There is no automaticity in this. If we look at the capacity to predict who is going to be a good teacher, although we know that the more cognitively able teachers and those who are more able to relate to and deal with people are likely to be better teachers, the prediction of it is fairly weak on an individual level. If you take an individual person, you don't know. However, across a whole group—across a whole country—it matters, because then you are aggregating up if the work force is better. The evidence for that, for example, would come from Linda Darling-Hammond's paper from 2000, which looked at the states in the United States and compared the progress that children were making against the states' effort in selection of teachers, the qualification of teachers and the training of teachers. In that report, she found strong relationships between those factors and the progress that children were making.

If you look at the top international evidence, there is a paper by Tucker this year that looks at competitors to the United States—Ontario, Shanghai, Singapore

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and so on—and those countries go for the high-quality teachers with high qualifications, and those are the ones that are up there. These are correlational studies; they are better than anecdotes and surveys of what parents think, but they are not intervention studies. The evidence is there, however, to suggest that we should be moving towards people with higher qualifications.

**Sir Peter Lampl:** Just to add to that, we funded Stephen Machin here at LSE and Hanushek at Stanford to look at all this stuff, and to look at the evidence around the world. Basically, they came and said that there was not much correlation, at the end of the day, except in secondary school; when you start teaching higher-level subjects, clearly you want someone with a physics degree to teach physics and so on. I do not think there is a lot of correlation in primary, but I think it is a different story in secondary schools, especially as you go up the age range.

**Kevin Mattinson:** All of us, as we prepare for our own inspections, are looking at trainee outcomes and therefore looking at performance inputs in terms of degree classification, and outcome as measured by performance against the professional standards. I find in my own institution, and talking to colleagues across the West Midlands—this is kind of confirmed in the conversations earlier this year in preparation for the implementation plan—that there is a very weak correlation between a first and high degrees of effectiveness in the classroom. We found far stronger levels of performance for students with upper seconds. Yes, it is true that a good subject degree and the ability to actually articulate the subject knowledge to engage the pupils is key, but the relationship between first-class degrees and effectiveness in terms of outstanding potential, which is how it was defined in the discussions leading to the implementation plan, is quite weak.

**Q147 Chair:** But it is there, is it? There is a positive link—the higher the degree, the higher the grade on average of children at GCSE or whatever?

**Kevin Mattinson:** There was a strong link for us in terms of an upper second, and I looked at some work by another institution in the West Midlands that was doing the same thing for its inspection. There was a strong link between a 2:1 and training performance, but again it sometimes varies between subjects.

**Q148 Damian Hinds:** Back on status again, don't we in any case have to draw a distinction between the predictive capability of someone's past qualification and the behavioural and status-raising effect of raising the bar? I remember, when I was applying to university, briefly Exeter university had a higher average offer for A-levels than Cambridge did. That has had an impact on people's perception of Exeter university ever since. Similarly, the fact that a healthy proportion of Oxbridge graduates now apply to Teach First will presumably have a knock-on effect on teaching. In this whole top-third plus approach that the leading systems in the world take, presumably the main effect is on who it attracts rather than saying,

"Getting over the bar between a 2:2 and a 2:1, or a third and a 2:2, per se makes the difference." Discuss.

**Professor Howson:** I can't imagine that the CBI would be terribly happy if we took the whole of Oxford and Cambridge's output to fill our 35,000 places. That is part of our dilemma. Yes, we want people who are as well qualified and able as possible, but we are not competing in a vacuum, and society as a whole has to decide where it wants to put teaching in terms of the competition for graduates.

**Q149 Damian Hinds:** Gosh—most people would say that teaching should be very near the top. McKinsey, BCG and Goldman Sachs can fight their own battles, but in society, we want teaching to be very high up on that list of priorities, don't we?

**Professor Howson:** Then this Committee must recommend that the Government take actions to achieve that. As someone has already said, pay may well be one of those actions.

**Professor Tymms:** The selection should not be only on cognitive ability; it has to be on other criteria too. In Durham, we have looked at the entrance to the primary BA and we do interviews—structured interviews—when people start, which are designed to pick out what people know. Two people—one from a school and one from the university—are interviewing. We track those students through, and those results act as a good predictor, both of the degree at the end, and of the performance in the classroom as assessed at the end of three years. The A-levels predict academic performance, but not performance in the classroom. We need a combination of those things.

Going back to Hanushek, I was pleased to see that the Sutton Trust had employed him. He is an economist working in education, who asked how we improve the education system. In his calculation, he says that if we improve the teaching intake by just a few per cent and do it over a decade or longer, that in itself can gradually ratchet up the way things operate. It was a very interesting paper. You cannot suddenly transform the system and pick out the exact person, but you can alter it, in general, by gradually moving it up.

**Sir Peter Lampl:** To follow up on that, the work that Machin and Hanushek did for us looked at taking the bottom 10% of teachers in the UK and getting them to average over a 10-year period. If we did that, our ranking in PISA would move from 22nd in maths to fifth, and from about the same in literacy to third. The leverage for improving your current teacher work force is clearly much greater than that for new recruits, because there are 450,000 out there and it takes a while to get 35,000 or 40,000 new recruits up to speed on the current teacher workforce—that's where our focus should be.

**Q150 Damian Hinds:** That may also raise a question about accelerating the churn, which we might come to later.

**Professor Howson:** A recent research paper from the Department looks at the percentage of children who are below the floor at key stage 2. It is quite clear that a decade ago, schools in London were struggling for staffing at all levels. They were finding it difficult and

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were employing lots of overseas-trained and unqualified teachers. The results were evident. If you look at the results now, London is the best-performing urban area in the country. It is outperforming areas such as Yorkshire and the Humber, which have no difficulty in recruiting teachers, by a country mile. So there is a lot of evidence that if you let the qualifications slip, you run into a problem, either immediately or further down the line—particularly in the primary sector. I come back to the point that, frankly, what goes on in training does not matter, because schools can employ anyone with qualified teacher status to teach anything.

**Q151 Chair:** Sir Peter, can you tell us what insights your recent survey on teacher impact has given us?

**Sir Peter Lampl:** Do you mean the one I just quoted—the Machin and Hanushek survey?

**Chair:** Yes.

**Sir Peter Lampl:** The main finding was that if you upgraded the current teacher work force, you would have an enormous impact on the education that kids are getting. I suppose that the follow-up is that we are looking at how we do that. I got an introduction to Jeb Bush in Florida, and we have been talking about what they have been doing there. In Florida, about 50% of teacher assessment is based on pupil performance, 25% on peer review and 25% on the head review. Every year, teachers are assessed. They are put into four categories: outstanding, good, average and below average. Average and below average have to have teacher training and development every year. If you are below average for two years in a row or two out of three years, you are out. This has now been implemented in Florida. There was obviously a tough fight with the unions but it has gone in.

**Q152 Chair:** Sorry, below average?

**Sir Peter Lampl:** You are unsatisfactory—

**Q153 Chair:** I was going to say, you are not in that argument, “We will not rest until every teacher is above average”?

**Sir Peter Lampl:** Let’s call it unsatisfactory.

**Chair:** Okay.

**Sir Peter Lampl:** We think something like that—that we should be doing something very systematic to upgrade our teacher work force. I have a very optimistic view of the world. I think that most people, if they are properly trained, properly motivated and properly led, will do a good job. So I don’t think the answer is to go fire 10% of teachers. Obviously some of those will never make it, but most of those will become good teachers.

**Q154 Chair:** But the first step, having got the evidence for the insight, is to identify those people. Do we have the data to identify those teachers in order to make sure that we channel limited resource to them in order to provide them with the additional training and support that they require?

**Sir Peter Lampl:** There are better experts than me. I am not sure that we do have very good teacher

evaluation in this country along the lines of what we have been talking about that is going on in Florida. But we have more experts here.

**Q155 Chair:** Who would like to pick up on that one?

**Professor Tymms:** We don’t have good evidence and it is difficult to pick up. There is observation in the classroom. That is one way. But opinions differ on observation in the classroom, and the reliability of two observers is often much lower than we would like it to be. In terms of pupil progress, we don’t have data on the progress of children within one year, with one teacher. The closest you might get to that, for example, would be at A-level, but often A-levels are taught by several teachers at one time. If you took a child, say, in year 5 you often would not know about the progress, but you would have opinions on that. However, that does not mean to say that this is all dead in the water. We need to be watching. We need to be monitoring. We need good data. But if we were to ask whether teaching has improved over the last 10 years, that is a pretty hard one to pin down.

**Q156 Chair:** As I said at the beginning, I am most interested to know whether making recommendations makes a difference. If you basically think that the impact study that the Sutton Trust carried out is correct then we need to find a way of identifying those teachers in order to channel the resource for them. If it could deliver the changes that Sir Peter has just said, then this should be a pretty fundamental part of what the Government are looking at. How could we do that? We don’t have it now. External testing may happen a lot but it does not happen all the time. Is it something that we would ask heads to do? Would they be asked to categorise their teaching work force in a consistent way across the piece, which would then trigger intervention and Ofsted would look to see whether the heads were making that evaluation sufficiently consistently?

**Sir Peter Lampl:** What they have said in Florida is that 50% is on pupil performance—how well the pupils do what the teacher is teaching—25% is a head review and 25% is peer review from teachers. You could mix that up but something like that seems to make sense: you have a mixture of reviews. Then they have removed the pay based on seniority. Pay is now based on teacher performance so that salary and increases are based on how good a teacher you are, which is another big change.

**Q157 Chair:** But 50% is based on children’s progress?

**Sir Peter Lampl:** Yes.

**Q158 Chair:** I don’t have the data on that. Kevin, do you want to come in?

**Kevin Mattinson:** For me, a lot of it lies around the question of early professional development. It is not just identifying individual teachers who need support; it is that culture of self improvement as a school or as a community of professionals. Again, there seems to be a tension in the system—even the evidence presented yesterday—in terms of the quality of initial

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training: 92% of attainment is good or better and yet 40% of teaching in schools is only satisfactory. There is the question of what is happening between the training and moving on in the first few years and it links into issues of retention which we will probably touch on later. There are some real issues about the early professional development of teachers. Related to that, I have done quite a lot of work on professional standards and the use of professional standards to drive assessment and target-setting. You may be aware that new professional standards are being introduced for the profession from 2012.

From 2007, for the first time ever, we had a set of professional standards that covered every stage: the initial teacher training ones, which are called the Q standards; the core standards; post-threshold; and standards for advanced skills teachers and excellent teachers. Those have been wiped. There is a view that the standards were too cumbersome. I have a different view. The issue for me is that there was a little bit of a disconnection in the profession on the use of standards to inform self-improvement and, yes, performance management beyond the initial training and confirmation at newly qualified teacher level.

So we have a new set of standards for 2012. One of my concerns is the extent to which, if they cover all professions up to what we will possibly now be calling “master level”—not master’s degree, but master standards—those standards can be used in an informed way to judge quality, incrementally, for different stages of a career.

**Q159 Chair:** Thank you, but can we get data on the value added by teachers so that we can identify the 10%, the people who Chris Woodhead famously derided years ago? Is that data available?

**Professor Tymms:** I am reluctant to advise you to go down that line, because we have come from a highly intensive assessment system from which, to some extent, we have backed away as a nation. You could go, for example, to look at the Tennessee value-added system, which was set up to get data on each child every year in order to look at the progress the child was making. The system even takes into account the fact that the child might have had a poor teacher in the previous year and, therefore, the teacher would look good the next year. They factored that in over about three years and set up a system to hold people to account. We are a long way from that, and the negative consequence of such a system is enormous, so I would be wary of it.

I would point to the Durham system. With PIPS, performance indicators in primary schools, for example, schools buy in to getting the data, and the progress of their children can be assessed every year. That is looked at professionally within the schools by the head and the teachers, which gives you a handle on that kind of thing. InCAS, which we were running in Northern Ireland for many years, allow you to look at that, although they were specifically excluded from central accountability because of the negative consequences and the impact of teachers not looking at the data. So I think we need to be very careful about the way in which we move forward.

You could set up a system whereby you tested every child every year to determine their progress, but it would—

**Q160 Chair:** While I am not seeking further to increase our reliance on external assessment, I am trying to take in Peter’s insight on how we can better identify those people who are underperforming so that we can support them.

**Professor Gorard:** I do not think we have, as Peter said earlier, the data on the differential effectiveness of teachers that we need in this country at the moment. I do not think the Sanders approach in Tennessee actually works if you look at it at the micro level—again, I can provide evidence on that if you want it. It is a red herring to go down that line. It could only be done on softer outcome measures.

Students’ perception can be valuable, not only on academic differential effectiveness, but on things as simple as basic skills. We recently did a study for the QCA, and a number of students were saying, “We can’t hear the teacher.” I mean really, really basic stuff: standing in front of the board as they are writing, mumbling, attendance and punctuality. There is some really basic stuff that you can pick up. Obviously some of it might be unreliable—some of it might be motivated by spite, or whatever—but it is too consistent across groups just to be made up. They were interested in a range of things beyond the academic. They were interested in enjoyment, interaction and the justice they saw being meted out in the classroom. Those things will have long-lasting effects not only for education, but for society, civic participation, and so on.

**Q161 Pat Glass:** Peter, do local authorities not have that data? Huge numbers of schools are using the Durham system. Most of the local authorities that I have worked with over the years have some kind of system in place—PIVATS, or whatever—so that they are assessing, even if it is not externally assessing, every single child every year. Is this data not available?

**Professor Tymms:** No, it is not. In fact, I think that the amount of data collected by local authorities has decreased over the years, so their capacity to spend money has decreased. For example, in a number of our projects, the authorities have just devolved the money to the schools, so they are unable to do it. Whereas if you went north of the border, you would find that, in the local authorities there, that is actually a different kettle of fish. They probably do have the data in order to track their students over time and pick up information there. That would be through systems bought-in by the local authorities. Fife, for example, is a large authority that has very good data tracking kids through every year. It becomes a more informal system, as Stephen suggested earlier on, but that does not mean to say that you cannot manage and pick up other data. You just must be very wary about the quality of it.

**Q162 Damian Hinds:** Obviously, one of the features of education worldwide over the last few years is the

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explosion in data and its analysability. Whatever is possible today, a great deal more will be possible and cheaper to do in two years' time and then in further two years' time and so on. The capability will certainly exist. All the points are well taken about being wary about the data.

I want to come back to the recruitment end. It strikes me that there are two things that actually everybody seems to agree on. First, there is an enormous difference in the efficacy of a good teacher versus an average one versus a poor one. Secondly, it is next to impossible to identify in advance who will fall into which category. You cannot do it by degree class. You cannot do it by background. You cannot do it by various personality traits that you can identify. Even by short-term observation, you could so easily get it wrong. What you could do, presumably—I think this is in the Sutton Trust submission to the Committee—is judge pretty accurately over a two-year period how people were going to do.

When you leave university, if you go into investment banking or consulting, the assumption is not that you are going to be there for 40 years. The assumption is that you will be there for two years and you see if you make it, and if not, you go off and do something else. Does this situation that we find ourselves in not argue very strongly for a default position where we would have far more people coming into teaching for a much shorter period without the assumption that that is going to be their job for life? Let us do it for a couple of years. Let us see how it goes.

**Sir Peter Lampl:** This is just a proposal. A lot of this stuff is being worked through, including the whole assessment. I think it is desirable to assess teachers on how well their pupils do.

**Chair:** How very old-fashioned.

**Sir Peter Lampl:** Very old-fashioned. But we are looking at a scheme whereby we get good graduates into teaching and they have a six-week programme through the summer where we get them to teach disadvantaged kids. As you know, we have summer programmes going anyway, and we are looking do stuff with an American provider. At the end of that period, at least you have actually assessed them in action. You pick the kids that you think are going to make good teachers, and you put them on a fast track and give them good training. So you have a period where, as you say, you actually have some time to see them in action. Right now, Teach First interviews people and they have tests and then they go and do Teach First, but they have not really been tested, whereas I think this would be another route into teaching. So we are looking at that as maybe a sensible way to go, and also putting them in inner-city schools and those kinds of teaching environments.

**Professor Tymms:** May I just add two or three things? I think that the self-selection of the people who want to be teachers is important, and they counsel themselves off as well as being counselled off when they discover that they cannot hack it or that it is not for them.

There was a really interesting project at Imperial College run by Sinclair Goodlad some years ago, in which, as part of the degree, the students doing

physics or whatever had to go into schools to teach, and it counted towards the degree. That had the advantage that some who thought they were going to be teachers realised that it was not for them and some who had never thought about it discovered that it was for them. A number of universities do that now, but a little taster at an early stage for self-selection is something that might be very interesting to expand and to look at more broadly.

If we cannot pick them out, we need some mechanism for getting people out. The idea of getting more in and then them dropping out is a very interesting one. It is kind of expensive, and we know that of course teachers are selecting themselves out at the first stage, so that you have a kind of U-shaped distribution of fallout from teaching. That is at the very early stage and right at the end stage. That early stage—that dropout—is partly because there is insufficient mentoring and support. They do not feel in control of the class, and they feel unsupported by management. That is part of it, but it is also partly self-selection that it was not actually for them, so it is not a wholly bad thing that you have a certain dropout.

**Kevin Mattinson:** It goes both ways.

**Professor Tymms:** We would expect some dropout and counselling out during PGCE courses and the rest, and that's wholly to be expected and to be right.

In the selection of teachers, there are another couple of things that I'd like to mention en passant. In the United States, the introduction of specific tests for teachers at the beginning had a negative impact on the recruitment of ethnic minority groups. That's certainly something that we wouldn't want to countenance. Another thought is that if you introduce bursaries, while we want to all say that it's a good deal, we are liable to have a differential impact by socio-economic status. We want bright people from poorer backgrounds to come into teaching. It's interesting to note that in Shanghai, they've waived all teaching fees for teachers in order to attract people at the top level.

**Professor Gorard:** If we adopted an approach like that, which I think I'd be marginally in favour of, you'd have to then move away from viewing things like turnover and wastage as being inherently problematic, which successive Administrations haven't done. They were looking at it and saying, "We've got to keep these people" or "We must do it like that." I accept Peter's point entirely.

Already, more people are interested in being teachers than apply, and more people apply than get in. The dropout from then on is relatively low. Very few people fail their initial teacher training. There's a lot of self-selection and other kinds of selection that get to that point. So there is quite a lot of wasted energy in the system, but it's not as overt at the moment as it would be if people went in and dipped their toes in the water.

But you would have several consequences. One would be that you would get more public engagement, because you would have more people who have at least experienced what it is like in a classroom, and they would perhaps have more admiration for the people who could hack it there. You might get people who have more experience, but also have more energy



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and are more refreshed. You could use it as a kind of probation system. There would be many advantages to it, but you'd have to minimise the entry costs. Otherwise it would be a terribly inefficient system.

**Q163 Charlotte Leslie:** I have just a quick one. I wonder if there is any evidence on how the teaching environment that people will be going into affects teacher recruitment. Is there any evidence at all to say how a move towards more school autonomy and within that, one would assume, more teacher autonomy, with a greater move towards academies, may affect teacher recruitment, as opposed to going into a largely homogenous system? I'm thinking that the state has far more influence on the minutiae of teaching than it does on, for example, medicine. Does that affect the kind of people you're going to recruit into the profession?

**Professor Howson:** I think the evidence is that if you took the PGCE route, between the 2008 and 2010 entry rounds, the number of applications went up by 30%. I suspect that the economy is the greatest driver. Since 2010, they've been on a downward curve, despite the current economic situation. Early evidence for 2012 suggests that that may still be going on at present.

**Q164 Charlotte Leslie:** Will the Government's move towards school autonomy attract people who want to be independent thinkers? Is that going to attract a different kind of teacher? That was really my question. Will the structure of school autonomy change the kind of people who want to be teachers?

**Sir Peter Lampl:** The thing it does, of course, is that it frees up the compensation side. I was in Lewisham on Friday to look at schools. I looked at a primary and a secondary school in our group, sitting with the Lewisham local authority. There is a primary school head earning £190,000 a year in Lewisham, but it's an academy. So you are obviously getting a lot more.

**Chair:** Paying a lot more.

**Sir Peter Lampl:** Paying a lot more, yes. He's a very good head, but he has obviously been attracted by that kind of salary. I think that we get too hung up on structures. We should focus on what is the most important, which is improving the performance of teachers and getting better people into teaching. At the end of the day, I don't think the structures make a hell of a lot of difference.

**Professor Tymms:** It is very interesting to hear that from you. It's absolutely right. You can rearrange the deck chairs, but the Titanic is still sinking. You've got to get every other thing right in this.

I would pick up a couple of points to try to point some evidence your way, but I think in many of these things, we are actually missing evidence. There are a couple of things. The perception of initial teachers over their capacity and autonomy to deal with discipline affects retention rates. I think that that's one thing—they are hung up on discipline, and quite rightly so, because it really matters to them if they are not getting the support from the outside. The collegiality within a school is also important to retention rates. You might argue that we need heavy

accountability in that early stage, as we were saying, because you want to get rid of people who aren't managing. But actually the over-emphasis on accountability can have a negative impact. That is coming from American research. And then the mentoring that you have in those early stages—the support that you have got for the teacher in the early stages—helps to retain staff and to sustain them going on.

There is a particular issue if you look at primary schools. If we get specialist teachers in primary schools in particular subjects, you are probably missing out the appropriate mentoring that comes within the primary school. That is why we are increasing mentors and maybe there is a role for higher education working with them. We looked at the works of Lynn Newton and Doug Newton in that context.

**Q165 Craig Whittaker:** We had Emma Knights on the last panel explaining to us what stopped her from becoming a maths teacher. I just wonder whether there is any evidence as to the reasons why people choose not to become teachers.

**Professor Howson:** You probably need to ask careers services people that question rather than us, because most of us are dealing with people who have chosen to become teachers. I think that there is probably some evidence as to why people drop out of teacher training courses. Basically, it is about the fact that the job is not what they thought it would be, or in some cases there is a mismatch, particularly between where you train and where you get your first job. I once coined the phrase that we do a significant amount of our training in cathedral cities but a very large number of trainees get their first job in inner cities. We must make sure that the specifics of your training relate to where you are likely to get your first job. I suspect that that factor, in terms of issues like discipline and dealing with the range of pupils that you are likely to deal with, is an absolutely critical factor.

However, we have an open labour market, where anybody can apply for any teaching job. We don't have a managed system apart from things like Teach First and the graduate programme training, where you are placed in a particular school. Hopefully at the end of the time, you will be able to stay in that school but it is not guaranteed.

**Q166 Craig Whittaker:** Can I just clarify that? So, in a system that has some severe shortages in various areas in teaching—physics, maths and all those subjects that we know about—there has been no research done on the reasons why people choose not to go into teaching?

**Professor Gorard:** Yes. I will put my oar in here, then. It is funny how often studies of participation are always done with participants, to ask why people did this, or why did they go to university, or what were the barriers, rather than asking people who did not do things. So we actually made an effort, with my colleague Dr See, to do several studies, where we spoke to people who decided not to become teachers.

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Notionally, we could caricature them as three types: there are the people who thought about being a teacher, decided to go for it and were successful; there are those who considered it and either decided not to do it or did not make the grade, in the way that Emma Knights was deemed not to have done; and those who said, “No, it’s not for me.” They actually had quite different characteristics and as with most occupational and subsequent trajectories you can predict quite early on who is likely to be in one of those groups, unfortunately on the basis of social background, parental education and things like that, and obviously their early qualifications at school.

Once you have accounted for that, then you have a number of factors that differ, but as Peter said earlier, this is not about an automatic readout; this is just a tendency. However, you have a tendency then for the people who have never considered teaching, or who think that it would be an appalling thing for them to do, that when they make their subject choices they are far more likely to express interest in extrinsic motivation. So they are much more interested in salary, conditions, status and so on. And perhaps most fascinating of all, they are five times as likely as the people who become teachers to express stories about how badly things went at school for them in their interaction with their teachers. So again, we are back to the idea of teachers as ambassadors.

The people who are, in fact, the marginals—the ones who either didn’t quite make it, or thought about it but chose something else, maybe on the basis of serendipity—are more like the people who become teachers. They are more interested in the job for its own sake, they express an interest in sharing their knowledge and so on. They are more likely to be the usual suspects who would be attracted by the TV advertising of “Using your head”, and things like that. They might be attracted by short-term bursaries, but I think that you would need to have a radical change to the profession to attract the people who go on to be lawyers and doctors, and who would never consider teaching as a career. That is a broad summary.

**Q167 Craig Whittaker:** On that point then, what value do you place on things such as bursaries to attract teachers, particularly good ones, into the profession?

**Professor Tymms:** It’s supply and demand. We are in a recession, so we are going to get more people wanting to be teachers if the jobs aren’t out there.

**Q168 Craig Whittaker:** But is it more of the right people?

**Professor Tymms:** Yes, I think they are more of the right people. Let me take a specific example. If you take people who are going to do physics—the number of places doing physics in England has dropped, sadly, over the years—and if you take top physicists, they become very attractive to the City because they are good mathematicians and can deal with numbers very rapidly. If you went back 50 years, those jobs would simply not have existed for them, and if they were coming out with degrees in physics they might have said: “What do I do? Okay, I’ll be a teacher.” But now

those opportunities have increased dramatically, and if you went to a country such as Cuba, where those opportunities aren’t, you would get a higher quality teaching force in those particular areas—for example, more mathematicians going into classrooms. The problem is the competition, because there are other jobs available out there, and bursaries, yes, they can help.

We are in a suck-it-and-see situation; we have £9,000 kicking in for many, and we are going to have people who have £9,000, £9,000 and £9,000 and are then going to come in there, so the dynamic is going to change and we are all waiting and watching. We don’t quite know, but it is definitely a good move.

**Sir Peter Lampl:** Bursaries might help, but you have to change the basic pay levels. It has to be more fundamental than bursaries. We don’t have any specific research on why people are put off teaching, but clearly it is what we have been talking about. Status is not very high, pay is okay—it’s not great—and, of course, we now have the whole business with pensions and retirement. Teachers are having to pay more for their pensions, and they are going to get less and retire later. So, that’s not going to make it any easier; it is less attractive.

And it is a very tough job. I have been a part-time maths teacher for a year, and getting up in front of a class and teaching a lesson for an hour is tough. You have to be on the ball, so I think that those are the reasons why people don’t become teachers.

**Kevin Mattinson:** In terms of bursaries, we were concerned last year because there were certain subjects where bursaries were removed. The evidence, and it is more than anecdotal, is that that did not have much of an impact because the sorts of subjects where bursaries were removed were social science, psychology, history and geography, and so targets were still hit. What was interesting was the higher levels of haemorrhaging in the build-up to the start of the course, with institutions using reserve lists in a way that certainly I, and colleagues, haven’t done in the past.

We know that the driver through bursaries is about attraction, but it doesn’t matter whether you are a physicist or a social science teacher, your costs are the same. One of the things about the bursaries that we don’t know is whether it will lead to some distortion—some sort of impact—in the teacher-supply market when people are in to £9,000 from this September for tuition fees and no bursary.

**Professor Howson:** I first debated this point with the previous Select Committee in 1996, and I think that at that stage the state was still paying for the fees of university students. The new regime we are in, where you will be collecting some debt for later to pay your fees, and will be having to pay for your own maintenance unless you get a bursary, might be significantly attractive in a time of economic recession, but I have said that there are warning signs with the numbers already. I note that Stephen Hillier, when he came in front of you last week, in one of his answers was cautious about the bursary scheme.

I think we have to be much more radical and ask why it is that we can attract some high-quality teachers

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through the graduate teacher programme and through Teach First and pay them a salary while they are in training, but expect the vast bulk of the 35,000, to a certain greater or lesser degree, effectively to pay their own way. It is rather like going back to the old days in accountancy and the legal profession when you were articulated and had to pay a premium for your articles. We don't ask people who are going into the police or the armed forces. Most of British industry does not ask people. A big retailer such as Marks & Spencer does not say to half the people joining its graduate scheme, "Go off and do an MBA and pay for it and then we'll give you a job at the end." We are out of line with the way in which we recruit graduates, yet we want 35,000.

**Q169 Craig Whittaker:** Do you think, then, that a better marketing programme would help? If you do think that would help, what would it look like?

**Professor Howson:** I think our biggest problem will be that if the British economy is going to be led out of recession by the private sector, the private sector is going to want graduates to do that, and we make teaching look unattractive with a pay freeze for two years and by requiring the vast bulk of those 35,000 to pay a significant amount of the cost during their training. People will look at that and compare it with the fact that even if they are on JSA, they are getting £55 a week. There is a risk:reward ratio if you have to pay your £9,000 fees back, you have to pay higher pension contributions and you have no guarantee of a job at the end of your training course.

Bear in mind that one reason why we have got into the situation that we are in at present is that at the start of the recession about 30,000 ex-teachers registered with the General Teaching Council between March 2008 and March 2009. Presumably, many of those were protecting their qualified teacher status, so that if they were made redundant in the private sector, they could start becoming supply teachers immediately and start looking for another job. That made the Department's planning for teacher numbers extremely difficult. No doubt, the students and teachers who you have talked to will have talked about the difficulty in some parts of the country of getting a job.

**Q170 Craig Whittaker:** John, going back to my question about marketing, do we market to get more people into the profession? If so, how do we do it?

**Professor Howson:** Teacher training has got very much better at marketing over the past 10 years. If we want to fill the 35,000 places this year, I suspect that we have to aggressively market it in some areas, but I wonder what we are doing for those people out there who have trained, been invited to bear the cost of that training and then told that there is no job for them.

**Professor Gorard:** I think that you or whoever is doing the marketing will have to decide whom you are trying to attract. Take my notional three categories; it is relatively easy to attract more of the usual suspects. If that is what you are trying to do, I think that appeals to the intrinsic enjoyment and satisfaction of the job are well founded, according to the reports that we

have had from our studies, so the kind of "Use your head" ones would be good.

If you want to attract the people who are really going on a different course, perhaps who have been tempted in by Teach First and so on, you need to do something more radical. Of course, I do not have any direct evidence for this, but I do not feel from what people have told us that marketing will affect those who are simply confirmed non-teachers. You have to do something much more radical, and it might involve things such as looking at the salary structure. It is not the actual levels of pay, as people always say, it is the progression. For the ambitious ones who are thinking that teaching is not for them, it is often the progression in the field they are going into that they want or that seems attractive to them.

**Kevin Mattinson:** In terms of the teacher supply in certain areas, yes, there is a competitive nature in terms of employment, but I think that one of the great successes over the past five to six years has been the diversification in terms of upskilling subject knowledge. We have a very successful programme for mathematics, physics, chemistry, modern languages, which the TDA has driven, for subject knowledge enhancement, one-year pre-teacher training, and that is making a significant difference in terms of teacher supply in important STEM subjects. It is actually increasing the supply in different ways.

**Sir Peter Lampl:** I think progression is really important. I agree with Stephen that you will get better people coming to teaching if you go to a more performance-based pay system, which is what we are proposing, so people can come and actually make some serious money when they are 30, if they are very good. I think that that is really important.

On the other side, coming back to the tuition fees, I think that they are a real issue for teachers. They have to do a PGCE. They are not at a low enough level that they are not going to be paying these loans back. They are right in the middle of paying them back over a long period of time. They are not in the banker category. They will not pay them back in three or four years. If I were coming out and saying, "I want to be a teacher", I would say, "Well, hang on a minute. I've got to pay these loans back over 20 or 30 years. Maybe I'll go get a job that will pay me a little more money and pay the loan back in five, 10 years". Those thought processes will be going on and I think that teaching is just at a level where they get hit by the student loan repayments.

**Q171 Chair:** Do we need to design a career structure for—people were talking about this in the earlier session—excellent teachers in the classroom that does not involve them getting involved in management?

**Professor Tymms:** That is certainly a good idea.

**Q172 Chair:** What would that look like?

**Professor Tymms:** It is difficult to pin it down, but the evidence is that—if I just put a figure on the proportion of variance associated with pupil progress—if we look at a secondary school, we will see that about 10% to 15% might be associated with the pupil progress we would see over time, but if we

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look at it associated with a teacher, we will see that it might be 30% to 50% who progress. If we put the figure on the head, it is less than 1%. When you have that in context and look at the pay scales, and if you have the structure, you will see that, of course you need good management and of course you need good heads, but actually we need to keep good teachers in the classroom.

**Professor Howson:** It is the sales manager/salesman problem. We have tried with the excellent teacher scheme and the advance skills teacher scheme. One of the problems is that, as you drive autonomy down to individual operating institutions, you have to persuade them to use their budget in that particular way. That will then bring in the issues of relationships within that community.

**Q173 Chair:** So have they done a better job elsewhere? Is there any model from abroad that we could look at that would provide this master teacher who remains a teacher? No?

**Q174 Pat Glass:** We had an interesting conversation yesterday with some young ladies who came in from a north London school. Their view generally was that their teachers are adequately paid, but when we spoke to the teachers an interesting young teacher told us that when she became a teacher her starting salary was £20,000 and it did not pay her rent in London. I think there are some dilemmas there.

I want to move on and ask some questions about the content and the cost of teacher training programmes. We hear an awful lot about the Government's policy of moving towards school-based teacher training. Is the divide between theoretical and practical training just a red herring?

**Professor Tymms:** The aim of the training is to produce a high-functioning professional in the classroom. That is going to be practical and research-based, but the idea is that you finish up with someone who, yes, has heard about the research that impacted, but it becomes part of them, so that the theory is part of their professional practice—it is their automatic response to do things.

There is a kind of artificial divide operating between theory and practice. If we take ways of working that are known to be effective—the use of phonics in early reading, for example—that shouldn't be something that's seen to be a theoretical lesson and you then get on with it and do it as practice and see that as something separate. It becomes embedded into the way in which the teacher is operating. Research in the United States looked at the teaching of phonics and found that those who had trained, their kids do less well in reading. That is where it happened that it was seen as something artificial. It has to be integrated.

We need to get the ideas in the backpack of the teacher so that they are able to deal with very diverse populations, pick up with particular instances, and it is automatic to them to take that on board. They need to be able to diagnose what is happening in the classroom. They might rarely have seen an autistic child, a profoundly deaf child, or another child with a particular attention problem. They are teaching only

30 every year, perhaps, if they are in a primary school. They are picking up and then occasionally they get this kid in who they have never seen before, but they should have in their backpack the ability to deal with that.

We think about them as a research-based profession, where you have automatic ways of operating, but you build up the backpack, so you have a real integration between the theory and practice. That means the continued professional development as well, so that you don't just pick it up there, because you won't pick it all up in initial teacher education. You have to then get it as it comes on line over time. I think there is an artificial distinction and we need to get them integrated. That is to do with the strong partnerships that you have between the universities and the schools, and that is the way to go.

**Professor Gorard:** May I answer that as well? I agree with what Peter says, but to take it a little further, often in delivery in HEIs, theoretical seems to mean knowing big names and 19th century ideas, whereas what Peter was alluding to was, effectively—thinking about an equivalent from somewhere like medicine—what works. There are two ways of handling it: one is to give the research evidence to the practitioners, and that would vary enormously in the ability to do that between different—[*Interruption.*]

**Chair:** We will wait until the end of the bell, so we can hear every word.

**Professor Gorard:** The ability to provide that kind of evidence is likely to vary across different providers of ITE. The better answer is to engineer the research evidence into the products that teachers use. They are very unlikely to use research evidence of what works, unless you give it to them in a palatable form, so the curriculum materials, the lesson plans, the courses, the assessments, and so on are the bits that should be evidence-based. That is not to do with theory, as it is normally understood within ITE providers, so the division between theoretical and practical is actually about where the teacher uses research-based, what-works approaches and professional judgment, which obviously has a role.

**Q175 Pat Glass:** The Ofsted annual report, which is very new—hot off the press—tells us, not for the first time, that, “There is more outstanding provision in primary and secondary partnerships led by higher education institutions than in school-centred partnerships or employment-based routes.” The Committee has heard previously about the costs of training, and they vary enormously, but what seems to be at the cheaper end is the PGCE at about £14,000, compared with Teach First, which is £38,000 per student. Given that we are told that the most outstanding provision is in higher education, and in general, it is the cheapest provision, will we lose something if we move towards more school-based provision? What are we going to lose?

**Kevin Mattinson:** There is a danger if the journey goes too far, which is why we are reassured by the statements from the DfE that the prime driver is going to be quality, because that has to underpin any change in balance. There is a danger that one could lose out

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in terms of critical mass. Some of the work I have been doing looks at the relationship between allocations and quality as measured by Ofsted, and the reductions in allocations over the last couple of years has fallen disproportionately on HEIs. That means we have lots of provision with SCITTs and EBITTs, where one has one or two students in a subject. If we believe the primacy of subject-related pedagogy is what we are about in terms of making a better teacher, there are some risks in continuing that journey.

There are positives, though, in terms of the suggested journey, because we have real opportunities to strengthen the nature of the partnership, so if we are talking about universities, we have the same, if not a bigger part to play. One of the perennial challenges for us, and one of the perennial claims by us, is that too many schools choose not to engage in teacher education, or there is volatility—they have a newly qualified teacher, so they pull out. The development of new teaching school alliances as proposed means that, if anything, we have the opportunity to see a strengthening of the partnership to which I think we all aspire. I am less concerned than I was about the journey.

**Professor Tymms:** If I could pick up that point and extend what Kevin said with an example from the north-east of England; in the system as a whole, we are given quota for the numbers of students we should be training for particular subject areas, and we cannot exceed or get below that quota. We are the only providers of music PGCE for secondary in the north-east of England, and our quota this year was eight students. That is financially not sustainable, and it links in partly to the teacher supply and the calculation, but also to the E-bacc and the move to the fundamental subject. In a sense, we have a system that is moving in a certain direction, with a diversification of teacher training routes that decreases the quota against other things that are happening in the system, and it means that key areas—I have mentioned music, for which there is a particular concern, but I also put in RE, PE and others for secondary school. If that continues and the quota decreases, as a university, we must drop those non-viable routes and once we have lost them, we do not then regain them. If we are hearing that, actually, it is the cheapest and the best, we may have a problem.

**Kevin Mattinson:** May I just add some concrete figures, if it would help colleagues, to pick up on HEI provision in 2011? In music, which Peter has referred to, some 58% of HEI-based providers of music training have group cohorts of fewer than 10. It is 65% in art and design.

**Q176 Pat Glass:** Are you telling us that in future there will be some routes in certain subjects that will only be able to come through the school-based system?

**Kevin Mattinson:** That is the danger if there is not a continuing of transfer.

**Professor Tymms:** Some subjects are even likely to disappear from the secondary curriculum. That is a considerable concern. It is outside the initial teacher

training and is part of a broader system—a feature—that we should worry about.

**Professor Howson:** There has got to be some rationalisation. While I have sympathy with my higher education colleagues here, if you go back 10 or 15 years, the number of institutions in the higher education sector training secondary teachers, in many of those subjects, was far lower. There ought to be a much more fundamental look at how we operate. This has been operated with a high degree of secrecy by the Department in working out whether or not the numbers that come out of it are right. It is not an iterative process with the sector. It is handed down on tablets of stone. We need to decide, particularly if something like 50% of those people who come into training are over the age of 25 when they join PGCE courses and are likely to be more location-specific than a 22-year-old, how we get the right balance between the number of training places and the number of jobs that are likely to emerge; otherwise we get this great fall-off of people who train and cannot get jobs.

**Q177 Pat Glass:** It is interesting that when we had the TDA here and asked those questions, I did not feel confident that it had that overarching view of the needs of the industry and who was coming through the system.

**Professor Howson:** Between 1996 and 1997, I was the Teacher Training Agency's chief professional adviser on teacher supply. That is the only time in its history that that post has ever existed. I resigned in September 1997 and it did not replace me.

**Professor Gorard:** I wonder whether if it is worth considering—this would not necessarily be popular with many people—a more centralised or regional admissions system for applications to initial teaching training and perhaps for delivery, to overcome some of the problems that have been suggested there. It could help to calibrate or moderate between intake qualifications, and it might provide greater equity and, possibly, greater efficiency and quality in the supply of teacher trainees.

I have been asked several times to look at the quality of the training that different routes and different institutions have come up with. It is almost impossible to do and impossible to judge. There is no firm ground on which to base it, yet it looks as though, as with almost any other attempts to make progress or make value-added judgments, the vast majority of the differences you see in the quality that Ofsted is reporting would be of the candidates—of the people themselves—and not so much the routes. It is not that the routes are not adding any more—I am not saying whether they are or are not—it is that they are attracting different things. I would be slightly suspicious of some of Ofsted's observations, because if they were comparing SCITTs with the University of Cambridge, you are dealing with very different people. Teach First may have changed all that, but why does it have to be either/or? Why does it have HEIs or school-based?

**Q178 Pat Glass:** I guess it does not. We need a mixed package. I am really worried about what you

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are telling us about certain subjects that may well disappear from the secondary curriculum unless either the TDA or the Department get their act together. What would be your recommendation around that?

**Professor Tymms:** We need some mechanism to encourage the diversification within the secondary curriculum. What we have is a focus, quite rightly, on fundamentals, but that focus has shifted us away from the diversification of the curriculum. If you are a secondary school pupil and you are moving up there, you are getting less of the diversity that is important. No one is against that—everybody is after sport, PE, music and drama and so on—but it happens almost despite itself. We saw it previously in primary schools when the pressure for the league tables come in, and so we start cutting back on those diversity thinking.

**Professor Howson:** Can I just stand that question on its head? In the last 10 years, we have introduced two subjects into secondary schools with a virtually untrained work force. One was IT. According to the Schools Workforce Census, about two thirds of the people teaching it do not have a post-A-level qualification. Because once you say to a school, “You must teach this subject and it is on the curriculum from September,” they have got to start it. You cannot wait for the PGCE courses or whatever to produce a number of people to come along who are properly trained over a number of years. The other subject is citizenship.

**Professor Gorard:** Can I argue slightly with what Peter said? I think you could distinguish between the issues of diversity in the curriculum and the demands for teachers that will ensue, and then the allocation of places in teacher training institutions, because the eight music places is not long-term economically viable, but if you aggregate it with other places in other institutions, you could come up with a reasonable number to deal with what an institution could handle. That again would be part of an argument of why we might want to look at a more regional or national way of allocating places. At the moment, it is on an institutional basis. Since the recession and some of the changes that TDA have made, we have got very small numbers in individual places. Could we not aggregate those?

**Kevin Mattinson:** May I—

**Chair:** I need to move on. We have only got a few minutes left. Tessa.

**Q179 Tessa Munt:** My first question is directed to you, Peter. Cambridge University’s submission to this inquiry said that “a key factor in inner city schools is the lack of teacher continuity and low retention rates”, and argues that “careful attention to addressing teacher wastages would go some way to solving the inner city hard-to-staff school problems.” Do you agree that teacher continuity is a key factor when you are looking to improve?

**Sir Peter Lampl:** Absolutely. This is probably the main focus of the money we are spending on this education endowment foundation. We got £125 million to just address issues of kids on free school meals at inner-city schools. The most important factor in those schools is how you get good teachers into

those schools in the first place and get them to stay there. Some of the thoughts we have had, of course, is that they should get paid more for doing that job—it is a much tougher job. I think there is an issue with the admissions code that has just come in, whereby teachers have preference for their children in the school they are teaching. If I am a teacher with children, do I want to teach in an inner-city school and get preference for my kids to go there? The answer is probably no. They need to be recognised as having special expertise, as a doctor would in a certain category.

Obviously, good leadership in those schools is important to attracting good teachers. I was in a couple of schools on Friday where they had very good leaders in the schools and had managed to turn around the schools, or the schools were being turned around because of a good leader. Federations are really important here—both the schools I saw were part of federations. The federation heads were outstanding head teachers. The key is obviously to change the teacher work force. The other thing is that there has to be a critical mass of good teachers in these schools. These are all hypotheses at this point. In two or three years, we might have some hard data on what really works. Attracting good teachers into these schools and keeping them there is absolutely the key to providing a good education for those kids.

I want to say something about the other end, although I know it may be very unpopular. I have been wandering around different schools. I go to independent schools—we do a lot of partnerships with independent schools—and look at the list of teachers and they all have degrees from Russell group universities and PhDs, whereas if you go to state schools, you generally do not get a list at all. I asked Alan Smithers, who is sitting over there, to do a research study of what teachers with what qualifications are teaching where, and it is a bit of a horror story. Basically, 54% of Oxbridge graduates in teaching are teaching in independent schools; it’s the same story with PhDs. If you look at shortage subjects—we have heard about maths, physics, modern languages, teachers with good degrees in these subjects are teaching in independent schools, there is a huge issue about the independent sector, which has 7% of pupils in this country, but 13% of teachers. We are talking about teacher qualifications. They believe, I think, that teacher qualifications matter, because they hire teachers with good qualifications.

I also think, having been involved with them a lot, they are also very good not just at finding teachers with the best qualifications, but they know who the good teachers are in their area and attract them into independent schools. We have a huge issue with the best teachers in this country ending up in independent schools and not going into the kind of schools we are trying to help, which are inner-city schools. I just want to raise that as an issue.

**Tessa Munt:** Thank you. Have I got time for one more?

**Chair:** You have.

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**Q180 Tessa Munt:** Thank you. To all of you generally—you have about a millisecond each—I just wanted to know about teachers leaving the profession and what you know about where they go.

**Professor Howson:** I think chapter 3 of the Department's recent document on the profile of teachers in England from the 2010 School Workforce Census provides quite a lot of good information about that. Some of it we have discussed already. There are clearly some people who leave in the early years, who are clearly a group of mostly women, who leave for family reasons. Then there are the bulk of people who go on until retirement. One of the most worrying things in that secondary school analysis is what I call the early management burn-out figure, where people get promoted into posts of responsibility very early in their career, when they are not necessarily secure in their own teaching, and who leave in disproportionate numbers. That comes out in that report and I think it is an area of grave concern, because many of those may be in some of these challenging inner-city schools that we have been talking about.

**Professor Gorard:** There is another category, which of course is people moving to other sectors of education, which is treated as wastage in the figures but in fact is not wastage. They could be doing a very valuable job within the education sector as a whole, so we should not be too concerned about those. There is no evidence that it is the best teachers that leave the most disadvantaged schools, nor that there

are worse teachers there in the first place? I do not accept there is evidence that that is true. In the short run perhaps the pupil premium is a smart way of handling it—to try to channel money not to areas but through the individuals.

**Professor Tymms:** Just one little point: it is great to see EEF working with those inner-city schools. I just point to one thing that will be appearing on the research in the future: in Chicago, a guy called Steve Raudenbush, one of the best education researchers in the world, is working with inner-city schools there. The tactic there is to up the skills of the work force that are there, with continued professional development. We need to bear those things in mind: get the right people in there, but also get the continuous professional development, and watch what is happening in Chicago.

**Q181 Chair:** Another use for the pupil premium, perhaps.

**Professor Tymms:** Yes.

**Chair:** Thank you all very much for giving evidence to us today. Please do stay in contact with the Committee if you have any further thoughts—particularly any recommendations or potential recommendations you think we should be making to Government. We would be delighted to hear from you. Thank you all very much indeed.

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## Wednesday 7 December 2011

Members present:

Mr Graham Stuart (Chair)

Neil Carmichael  
Alex Cunningham  
Pat Glass  
Damian Hinds

Charlotte Leslie  
Ian Mearns  
Tessa Munt  
Craig Whittaker

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### Examination of Witnesses

*Witnesses:* **Professor Sir Robert Burgess**, Chair, Teacher Education Advisory Group, **James Noble-Rogers**, Executive Director, Universities' Council for the Education of Teachers (UCET), and **Dr Jacquie Nunn**, Policy and Liaison Officer, UCET, gave evidence.

**Q182 Chair:** Good morning, and welcome to this session of the Education Committee inquiry into attracting, training and retaining the best teachers. Can I thank all three of you for taking time to speak to us today, and remind you that we write reports and make recommendations to the Government? They are obliged to respond, so please try to ensure you do not leave without having imprinted upon us clearly any thoughts you have as to what needs to change, or indeed that which most needs to be protected in the system as it stands. Could I start by asking you each to outline briefly what your organisation does and the relevance of that to this debate we are having?

**James Noble-Rogers:** I can speak on behalf of myself and Jacquie. We are the Universities' Council for the Education of Teachers. We are a membership body for all the universities involved in initial teacher education, CPD for teachers, and educational research. As such we represent organisations directly responsible for training something like two-thirds of new teachers going into schools, but also indirectly, because we have a big involvement with school-based and employment-based routes into teaching, the majority of those going through that route as well.

**Chair:** Thank you very much, James—if I may call you James. We are relatively informal here and use first names. So, Sir Robert? *[Laughter.]* Yes, Bob.

**Professor Sir Robert Burgess:** I am the Chair of the Teacher Education Advisory Group, which is a group that brings together heads of institutions from Universities UK and Guild-HE that together make up the higher education provision across the sector for teacher education, so looking at aspects of teacher education and educational research in higher education institutions.

**Chair:** Thank you very much.

**Q183 Pat Glass:** Bob, can you tell me what the Teacher Education Advisory Group actually does? What kind of things does it consider, how often does it meet and who does it report to?

**Professor Sir Robert Burgess:** The group meets something like three to four times per year, depending on the amount of business. It looks at all aspects of teacher education and new proposals put forward by Government. It responds on behalf of the sector to consultation exercises, to the White Paper, to the implementation plan regarding teacher education, and it also looks to the long term in respect of trying to

persuade Government and other bodies to think about the long-term implications. For example, if one says it is the Government's objective, which it clearly is, to raise standards in schools, in what ways can teacher education provided through the higher education community contribute to that policy directive? It looks at the future planning.

At the moment we are reducing numbers collectively in the UK in respect of the number of students training for secondary school teaching. We know from the primary numbers that three or four years from now there will be a need to recruit more people again for secondary school teaching. So it is trying to anticipate some of the problems, and then assisting the debate that occurs, and hopefully the practice that occurs, in order to ensure that there is a sufficient supply of teachers, an appropriate style of preparing them for contemporary primary and secondary schooling, and also looking at the educational research that is conducted in order to support and enhance this.

**Q184 Pat Glass:** Is that not the job of the Training and Development Agency for Schools? Are they just simply not doing that?

**Professor Sir Robert Burgess:** Clearly it enters into dialogue with the Training and Development Agency. It also enters into dialogue with a range of other bodies. It is not doing the work of those bodies, but it is commenting on, contributing to and making informed comment in relation to the experience that occurs within the sector.

**Q185 Pat Glass:** Thank you. Generally what do you think of the IOE's findings that in fact our English examinations are not careering down the international scales, as the Secretary of State suggests, but in actual fact going in the opposite direction? Do you believe that reforms to teacher training are therefore based on solid international evidence?

**James Noble-Rogers:** I would rather not comment on the IOE's findings; it is a bit outside my area of expertise and I am not that familiar with them. If the findings are accurate, obviously they are to be welcomed.

On the Government's teacher education reforms, there are parts we support and parts we have concerns about. We welcome very much the proposals to engage schools more closely in the delivery of initial teacher education. In fact universities have been



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calling for that for some time. We do think that the new teaching schools and teaching schools clusters could be a good way of achieving that engagement. I also very much welcome the moves to raise the status of teaching by increasing the entry qualifications for people going into teaching. On average that should improve quality and it will improve status, which will then act as a recruitment measure. I am pleased that in its implementation plan the Government has recognised that there does need to be some flexibility around the awarding of bursaries to recognise the contribution that people who might not have initial degrees that qualify for the higher bursaries could bring to the party. We also agree with the proposal in the implementation plan about greater synergy between QTLS and qualified teacher status. They are the good points.

We do have a number of concerns, though, and a lot of this depends on how things play out. The Schools Direct proposal, where initially 500 teacher training places will be allocated directly to schools where they recruit their own student teachers, is fair enough. If schools cannot recruit the teachers they need through the existing supply methodology, no problem with that. But, as hinted at in the implementation plan, if that becomes the norm for recruitment and the vast bulk of teacher training places are allocated directly to schools, that could have serious implications. Firstly, I think it would leave some schools out in the cold as far as recruitment of new teachers is concerned. They will not necessarily be in a position to recruit their own teachers. It will destabilise the existing high-quality ITT infrastructure we have to such an extent that I think a lot of universities, if they are expected to chase after annual contracts to train relatively small numbers of teachers from groups of schools or individual schools and do that on an annual basis, they will be very tempted to pull out of teacher education, which would be of huge detriment to the education system. We would not only lose the contribution they make to ITT but also, because of the way education departments work, to CPD and education research. There are a number of other proposals that the Government have in its implementation plan to do with entry tests, a single application system, which we support in principle, but the logistics of it will have to be looked at very carefully.

**Q186 Pat Glass:** Thanks. Jacquie?

**Dr Nunn:** You started off by talking about the quality of teaching and outcomes as measured by international standards. We are not here to talk, as the researchers have done, about the detail of that, but I do think there is considerable evidence that the HEI sector has done a good and an improving job over the last decade in this. Some of the international evidence in terms of where we stand on maths and science has reflected that, which I think is an outcome of the success that we have had as a sector, working alongside the TTA and now the TDA, in terms of pushing recruitment and incentivising recruitment for high-qualified teachers coming in.

If you look underneath those Ofsted grades at what they represent, Ofsted inspectors go out and they watch the teachers in school on those final school

experiences, and they see the measure of that quality comes by what is happening in the classroom—the delivery and quality of the teaching. So we have substantial evidence that the quality of teaching is improving and that we are bringing in more of the right calibre of people in order to deliver those improvements, which show up in those international comparisons.

**Q187 Pat Glass:** Bob, do you want to make a comment?

**Professor Sir Robert Burgess:** I think the evidence that has come from Ofsted clearly indicates that the quality of provision in higher education has increased over the years. If you look at the entry qualifications, it is very evident that the recommendation that has been brought forward—that students should be admitted with a 2:2 or better in terms of class of degree—has long been implemented by higher education institutions. Indeed, if you look at the last decade, you see a gradual increase in the quality of the students that come in.

In terms of international comparisons, it is very interesting to see the way in which various pieces of data from particular countries' experiences are chosen in order to enhance the argument that is being made. A lot of evidence has been assembled about the experience in Finland. One needs to look at the basic assumptions, which are that in Finnish society teaching is accorded much higher status than it is within the UK. One of the things that we have to think about is not just the routeways, bursaries and all of that, but how teaching as a career can be compared with other careers subsequently. From that point of view, that is one element that needs to be followed through.

One area that we tend to overlook at this stage in England is the extent to which teaching also relies on good quality CPD that follows from initial training. If you look at the Finnish experience, one of the things that occurs is that, in order to qualify, people have to engage in a CPD that links together theory and practice. Universities are uniquely equipped to do this, and if you look at the evidence in terms of the Masters programmes in Learning and Teaching that have been introduced in recent years, they are very popular with teachers. I think that indicates that it is not that one is saying, "Well, HEIs feel this is a very important area of work"; it is recognised by teachers. One of the things we have to do within the models that are being put forward is to think about how you develop CPD that plays to the integration of theory and practice. We have done good preparatory work in this area, but we have got to make it a reality, and we have got to make it happen because it clearly has an advantage for the teachers in the profession. It actually plays to the development of pedagogy and curriculum, and it enhances teaching and the status and expertise of the teacher.

**Q188 Pat Glass:** So it is not so much the ITT we are getting wrong; it is the CPD?

**Professor Sir Robert Burgess:** I think at the moment we are not giving enough space to the development of CPD and the recent recommendations, which means

that for some of the Masters programmes that have been developed in the last few years there will be no money available to teachers—it will be cut off at a point when I, for one, thought we were just beginning to get it right, in the sense that we had actually got the balance right with the topic areas that teachers worked on and the enthusiasm that is reported and can be seen when I visit our School of Education. I think we need to think about all of those things, and think about it being so important not only to give good initial training but to give follow-up. After all, I do not think any of us would be too keen on visiting our doctors if they said, “Well, actually I trained in the mid-1960s; I have done no recent professional development. I haven’t investigated what new techniques of surgery are available.” We would find that unthinkable, and yet we seem to think that this is okay as far as teachers are concerned. That is clearly not the case.

**James Noble-Rogers:** Can I endorse that? In our evidence we quoted the post-graduate professional development programmes, which were TDA funded. The money is now being withdrawn. They were delivered in partnership between schools and universities. They may have been one of the most evaluated forms of teachers’ CPD there has ever been. There were impact reports produced every year, they had to have impact in the classroom at their very core, and all the evidence pointed to them having a positive impact on teacher performance in the classroom, and crucially on retention in the profession.

**Q189 Ian Mearns:** Good morning. As representatives of higher education, is it safe to assume that you agree with witnesses we have previously heard who argued the training led by universities is the best provision? What evidence is there to back that up both nationally and internationally?

**James Noble-Rogers:** Just briefly, the Ofsted reports do consistently show that on average the mainstream university-led partnerships are of higher quality than the employment or school-based routes, and that those employment-based routes that have links with universities perform better than those that do not. But I don’t want to get into the game of saying this form of provision is better than that form of provision, for a couple of reasons. Firstly, there is excellent SCITT and EBITT provision out there.

Secondly, a crucial point is that the distinction between mainstream university-led ITT and school-based and employment-based ITT is becoming increasingly misleading. We have what are described as HEI-led partnerships, and schools already have a major, leading role in the best partnerships, so in some respects those are both HEI-led and school-led programmes. Conversely, on SCITT and EBITT programmes, universities are involved to various degrees at various levels. Some SCITTs and EBITTs are actually run and managed and indeed established by universities, so it is a bit misleading to see them as being outside the university fold. There are other forms of support also provided, whether it is validating PGCEs or whatever.

The message we are trying to get across is there is really one teacher education sector in this country. They all adhere to the same Secretary of State requirements; they all operate according to the same QTS standards and, broadly speaking, according to the same values. They meet the needs of different groups of trainees and different schools, but it is increasingly one sector.

**Dr Nunn:** If you look at the experience of Teach First, which of course is not an accredited provider, their programme, notionally for the brightest and the best, is delivered through a partnership of 14 HEIs. There is no doubt there that the trainees appreciate and have an appetite for the academic underpinning of the programme that comes about because of that. But, as James said, the system that we have is a mixed economy, and the strength of that has been that, over more than a decade now, there has been a route into teaching for all of those who aspire to join the profession, and many of those routes are informed in different ways by HEI input. We believe that has been a real underpinning strength of the system.

**Professor Sir Robert Burgess:** I think it is very important to unpack the different routes and make sure that we have a clear understanding of what the different routes provide. Many of the assumptions that are made suggest these routes are very different. I think they are different in terms of attracting people into the profession. I call them students, but I realise the language of “trainees” is always used, which I personally think is far too narrow. The people who come on the courses may want to come through different routeways. Universities play a role in several of those routeways. I will give you an example.

As the Head of an institution with a School of Education, and indeed with all the other departments, I read all the external examiners’ reports and I mark them up for action by the departments concerned. When it comes to the School of Education, I read both the PGCE external examiners’ reports and also the external examiners’ reports for the SCITTs that we validate. As to the action points that are given there, I would mark up action points for the School of Education to discuss with the providers, because it is we, the University of Leicester, who validate the programmes in two SCITT programmes.

In terms of the way in which the courses operate, if you were to read the SCITT provision and the PGCE provision, I do not think you would find the sharp divide that is sometimes talked about by those people with relatively little knowledge in this area. What people care to say in some instances is, “Well, the university is very theoretical and the SCITT is very practical.” Actually one of the beauties of what has been developed over the years is that there is now a good balance of theory and practice. There are not the sharp divides that may have been there at some time. Indeed, there is a blending together of theory and practice, of curriculum and pedagogy. I think in that sense it is that different routes are providing complementary training for different groups of people so that they are adequately prepared in order to join the profession.

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**Q190 Ian Mearns:** Given the complexity of the picture that you have painted there, do you think there is more that the universities and higher education institutions could do to ensure that teacher training, where they have direct responsibility for it, has a stronger basis in practical experience, or do you think that is necessary?

**Dr Nunn:** If I can say something on this one, first of all I would question how great that notional divide between theory and practice is.

**Q191 Chair:** We had a seminar with recently trained teachers, and they felt that a more practically based curriculum would be appropriate. It was a sort of broad consensus. So it is not entirely just a prejudice of Ministers; it seemed to be a prejudice among a whole group of recently trained teachers.

**Dr Nunn:** Sometimes it is to do with the labels that are attached to things. I suppose if you were being prejudicial about it, you might have a mental picture of serried ranks of students sitting and making notes about the works John Dewey and so on. I think that in a QTS programme in most institutions you would look a very long time before you found anything like that. There is a place for that in universities, but typically it would be located in a BA Education programme, without QTS, where you are looking at the theory and the philosophy of education.

In my quite broad experience, the theoretical input in the context of a PGCE, or indeed a BA Undergraduate QTS programme, is much more what I would call practical theorising. If you look at reading lists and the kinds of materials and the journal articles that typically trainees or students would encounter there, they would be very much focused on practice. A lot of it is what we might call the grey literature.

**Q192 Chair:** Sorry, just to come back, rather than defence of the fact that you are sufficiently practical already, the question was: is there more that you should do, or is there in fact nothing more that you could do?

**Dr Nunn:** There is always more that can be done. One of the things is that I think there needs to be greater recognition given to the extent to which schoolteachers are contributing to the theoretical side of the training in that sense. We have heard about the considerable impact in schools, and those teachers who have undergone Masters-level study themselves, or involved in PPD—sometimes linked to their experience in mentoring and school-based training—are very well equipped and do contribute to that input of academic underpinning of the training in a very helpful kind of way.

Looking at some of the proposals we have ahead of us in the ITT strategy, there are many things there that we would endorse enormously: the idea of joined appointments, where schools with imaginative leadership engage in joint appointments—

**Q193 Chair:** Why has it taken this proposal to come forward for you to do what you are saying you have done before?

**Dr Nunn:** It has been piloted. When I was working in the TDA in the context of the partnership project,

there was work that went on across the North East and Yorkshire and Humber, where we did exactly this, where schoolteachers were seconded. There was a cost element to it, which was why it was not rolled out nationally. Beyond that, it takes a mindset where school leaders are sometimes willing to engage in ways that sometimes appear a little radical and so on in order for these things to happen. But I have absolutely no doubt that across the HEI sector there is considerable appetite to engage in this, and we have the evidence from our senior managers who work with us in our committees that they are very keen to get involved in making a reality of some of these proposals.

**Q194 Chair:** Bob, have you got anything to add?

**Professor Sir Robert Burgess:** If I take evidence from 15 years ago, before I became a Vice-Chancellor I was involved in directing a research centre that brought together teachers and researchers. One of the things that we did was to have secondments from local authorities, where teachers worked on projects, but not projects that were based on mere abstract theorising that the university might or might not go in for—we did not go in for that—but actually engaging with practical issues. I can think of teachers who came to work with us who were involved in developing records of achievement in the school system. I can think of teachers who were involved in assessment projects that engaged with the work that they were doing. Only last week, I saw one of the people we employed as research staff, who started out as a teacher coming from a secondary school working on a research project. He is now a Professor of Education in the University of London Institute of Education, but the kind of work he does is informed by that background.

That is where the sharp divides that have been talked about really do not need to exist. You have to have the will to do this, but also you have to have the resources. These days the volume of resources available to make some of this happen are not there, because if you have cuts in schools and cuts in higher education—and we understand why those cuts are there—we would also need to evaluate what money needs to be put in place to carry some of these things forward.

**Q195 Chair:** So your recommendation is?

**Professor Sir Robert Burgess:** I would hope that you would endorse resources being put into schools to ensure that CPD and joint appointments can occur, and secondments. All those things are essential to have a strong teaching profession and to build upon the very good work that occurs in initial teacher education.

**Q196 Ian Mearns:** There has quite clearly from your perspective, therefore, been a significant blurring in terms of who takes the leadership role in different programmes. The Government have said that they want to encourage more universities to follow the example of the integrated working of the best university school partnerships. How broad and deeply embedded is that now across the whole of the sector?

**James Noble-Rogers:** There are some very good examples across the whole sector. Data on where the best practice rests on partnership is available and will become increasingly available as partnership becomes an increasing focus for Ofsted inspections. I personally welcome the Government's attempts to make sure those best partnerships are replicated across the whole system. Part of the issue relates to the fact schools have to be engaged as well. You cannot assume it is universities that are unwilling to work with schools; sometimes schools have to be encouraged to work and engage with teacher education. You will remember this Committee in its last teacher training report recommended that, for schools to get the top Ofsted scores, it be an expectation that they be engaged with initial teacher education and CPD. I don't know whether we want to go that far, but we should encourage schools to get more engaged so we can embed those partnerships properly.

**Q197 Alex Cunningham:** You speak of it increasingly as one sector across the whole business here. What do you consider to be the main challenges of the expanded school-based training? Do schools have the capacity and the appetite to do it? Are they ready for the greater responsibility and leadership role? And are universities ready to give way?

**James Noble-Rogers:** I don't think it is a question of whether universities are willing to give way. Universities want schools to have more involvement in teacher education. One of the worries I mentioned earlier was the destabilising impact that transferring all ITT places direct to schools would have on the existing system. There are also things about leaving some schools out in the cold—not being in a position to recruit new staff and train their own teachers. You would also lose the role that universities or central ITT providers have in bringing new ideas and innovative practice into schools to address some, perhaps, institutional inbuilt conservatism within individual schools.

As for schools' appetite, it has to be encouraged. There is a reference in the *Good Teacher Training Guide* to SCITTs coming in and out of existence, and the suggestion there that the appetite might not be that great. If the appetite is there, then I would want schools and universities to work much more closely in partnership. But let's stop perhaps talking about shifting numbers away from universities and into schools, because I think that does miss the point. What we need is closer school engagement with ITT, with HEIs and other partners.

**Q198 Alex Cunningham:** But how is that actually going to be achievable? We know what needs to be done, but how is it actually going to be achievable?

**James Noble-Rogers:** Jacquie can come in in a minute, but there are real benefits to schools of being actively engaged in ITT, so they don't see it as a bolt-on extra. As well as being seen as part of a professional obligation that they are involved in—training the next generation of teachers—we need to demonstrate how involvement in ITT could help with school improvement, staff selection, links to

universities, CPD, and it can give them access to resources and ideas. There are real benefits to schools being engaged in ITT, and I think they need to be promoted.

**Q199 Alex Cunningham:** But it sounds like universities are not ready to relinquish it.

**James Noble-Rogers:** We are very willing to engage schools more; it is not a question of surrendering.

**Q200 Chair:** Bob?

**Professor Sir Robert Burgess:** If I engage in conversations with senior colleagues in our School of Education who are developing relationships with teaching schools, one of the things you find is that it is senior people who are entering into a dialogue with teachers in schools in order to hear what their expectations are, and indeed to share expectations as to how the work will be developed. In that sense you have to have practical engagement by senior people from the university and senior people from schools thinking through what kinds of programmes are appropriate. That means that it is a situation where you cannot necessarily say that all schools will want to engage, because they need to have the space, the capacity, the interest, the enthusiasm—all of those things.

If that happens, I think there is a good possibility of this working. If every school is expected to do it no matter what, it won't work. I also think it will make it hugely difficult for universities to engage, for the reasons that James gave earlier, namely universities chasing after contracts will be spending their time on the wrong things. The right thing, it seems to me, is where there is engagement and a school says, "We want you to look at the teaching of science, of chemistry, and we would like to work with members of the university on that." That would be practical, drawing on the experience of higher education, and bringing it together.

**Chair:** Thank you very much. With such limited time, we need to try to keep our questions and answers nice and short.

**Q201 Alex Cunningham:** Do you agree with the Institute of Education that we should be training teachers for the system as a whole, not for specific schools? Will more school-based training have an effect on that? We were told earlier, before you came in, that as many as half of trained teachers are not teaching. How will the school/university-based system ensure we get the right teachers for the right subjects in the right places?

**Dr Nunn:** I just wanted to say something in relation to that, which in a way links up with the previous point. One of the things the university sector can offer is the ability to innovate—this notion of the right teachers in the right places. There is a risk if this was devolved wholesale to schools that you would only ever train teachers for the status quo. I can think of two specific examples over the last decade or so when there was a move to introduce citizenship and primary modern languages into schools, which did not exist. In that instance you need the university sector to be working closely in collaboration with schools and

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bringing a subject expertise to grow something from scratch. If schools only ever train for their immediate needs or for staffing shortages that they envisage in the here and now, you are only ever going to train schools for today and not for the system that we might need for tomorrow. So that is a particular issue there. More broadly than that, there is a risk, and Bob has highlighted it, which is this notion of devolving initial teacher training across 23,000 schools. At the moment we have a system with 230 providers, of whom 75 are HEIs, and there is a hard-won system of accountability that has driven up quality, and that has been acknowledged in a number of different ways over time. Fragmenting the system could result in a very piecemeal approach to a very important element of national education policy. You won't be able to rebuild that retrospectively, because once it's gone, it's gone. We have instances already of high-quality courses that have been closed down on the basis of the sort of bacon slicing that happens in terms of numbers. This has left some high-quality courses quite unsustainable in the current context.

**Q202 Alex Cunningham:** So the risk is much greater than perhaps Ministers think?

**Dr Nunn:** Yes, potentially. I believe so, yes.

**Professor Sir Robert Burgess:** One of the things you will have to bear in mind in talking about partnerships and all the other concepts we use is also resourcing in terms of how provision can be made that is sufficient in terms of critical mass. One of the things we are very aware of in the University of Leicester is what this costs in terms of each course, and indeed our calculations are that, in the world we move into in 2012, you would need a minimum of 10 students on any line for the university to break even on it. In terms of science provision, where we have a target of 45 students, we have to have 36 students on course. If it goes below 36, it is uneconomic in terms of the way the course is run.

Clearly we have to have an eye to that, because other departments in the university would say, "Why are you cross-subsidising?" if it got to a point where we would have to do that. I do think that sometimes in making the reductions the importance of critical mass in relation to the economics of provision is lost from view.

**Q203 Chair:** We talked about fragmentation. On the other hand might we not see a concentration of fewer, higher-quality, more assured HEIs? Aren't there rather a lot at the moment, and some of them are pretty dubious on economics, viability and other issues? May we not see a consolidation at one level, HEIs, while a spreading of engagement at schools? That is the Government vision, isn't it?

**Professor Sir Robert Burgess:** I think you are looking for high-quality provision, but it seems to me that we also need to take account of what the critical mass is that is required to drive these programmes. From that point of view, it is absolutely essential to make sure that the resource base is there when-making reductions in the numbers of students on course.

**Q204 Neil Carmichael:** So far we have been talking about training and so forth for teachers, and that is absolutely right because that is what the questions are about. But I have noticed two things. One is that the conversation has really been all about what we do to teachers, or what we do to people who want to become teachers. Nearly all the answers have broadly been focused on, universities do this, teacher training does that, and so on. Picking up Bob's point before about the general position of teachers as a profession in this country compared with others, if you look at the Law Society, for example, as the monitor of lawyers, or if you wanted to be a barrister and said, "I intend to be a barrister," in both of those cases you need a degree first and foremost, but you need to do something else with them. Should we not be thinking about putting teachers in charge themselves in some way, so that they can effectively get control over their profession, so that they have more influence over how it develops and take effectively more responsibility for how they are admitted into the profession and trained?

**Chair:** Okay. I think the question is clear.

**Professor Sir Robert Burgess:** I have some direct experience of this, given the development of actuarial science degrees at Masters level, advanced training that is approved by the actuaries, where the actuaries have worked with members, in particular members of our maths department, to develop the programme. According to the reports that come from external examiners, the programme is seen to be strong and meeting the needs of the profession. That is not the profession operating in isolation from the university but the two coming together. That is the kind of model that we should be developing and building on in relation to teacher education. It is a situation where there have been good relationships between schools and schools of education, so it is possible.

**Q205 Neil Carmichael:** Is that desirable? Is that a direction of travel we should be going in?

**Professor Sir Robert Burgess:** I think we are already there in part. But just as you have raised the question, I think there are other professions where there are good examples, and it is an example where universities and the professionals work together to develop the curriculum that is offered.

**Q206 Chair:** What is standing in the way of that? Is it trade unions? They are all in the room—look behind you.

**James Noble-Rogers:** I would say that an independent, professional body would help to raise and enhance the status of teaching. I think there is a strong case for having a professional body, as there is for teachers in the further education sector, where the Institute for Learning performs a very strong role. As Bob said, a professional body not only enhances status but it can facilitate professional development carried out in partnership between universities and other providers in line with standards agreed by that professional body.

**Chair:** Thank you very much.

**Q207 Neil Carmichael:** Jacquie, do you...?

**Dr Nunn:** I just wanted to say that we spend a lot of time talking about Finland, but we only have to look north of the border to see the role that the General Teaching Council for Scotland, for example, plays there, where it has a much stronger role in terms of its relationship with the universities and its status around developing standards for teachers and so on. That is quite different from what we have in England.

**Neil Carmichael:** That is a slightly different structure. We did go to Finland, and I did pick that point up there, so I think it is something we need to look at. This Committee will be thinking about this idea of a professional umbrella.

**Q208 Craig Whittaker:** Bob, you spoke about the need for a minimum of 10 students on a course, and you spoke about 35 or 36 on the science courses. How dependent are university education departments on income from teacher training?

**Professor Sir Robert Burgess:** They are highly dependent in order to employ those people who work on the PGCE.

**Q209 Craig Whittaker:** But that is not quite the question.

**Professor Sir Robert Burgess:** Just let me finish. They are highly dependent on the PGCE route, but as CPD is also cut, they are also highly dependent on that stream of income. The other stream would be the money that comes from educational research. Usually in schools of education you have groups of people who work with PGCE students, a group of people who are working on CPD and postgraduate programmes generally, and a group of people working on educational research who also have mixed economy across those streams. There is not just one sum of money, as happens with the physics department, where money comes for teaching and money comes for research.

**Q210 Craig Whittaker:** Let me rephrase the question then. How dependent on the training to do other things are the universities' education departments?

**Professor Sir Robert Burgess:** The universities are not making vast amounts of money. Our calculation is that, with respect to the secondary PGCE this year, Leicester is making 4%, which is what is advised that any higher education institution should make, and indeed the governing body of the university would say that is the target the university should search for.

**Q211 Craig Whittaker:** So in general they are not reliant at all.

**Professor Sir Robert Burgess:** Well, you not only have to invest in the teaching staff but there are libraries to invest in; there are buildings to invest in; there is the IT system.

**Q212 Craig Whittaker:** I understand all that, but the question was: how reliant on these teacher training programmes are the education departments?

**Professor Sir Robert Burgess:** Well, they are for the groups of people who directly teach on the

programmes. There is no other pot of money that is going to suddenly appear.

**Q213 Craig Whittaker:** So it does not fund anything else apart from those courses, it makes very little money and the universities do not rely on that as a source of income.

**Professor Sir Robert Burgess:** Not in terms of producing extra money that can be ploughed into other activity. The resources that go into a School of Education are very much earned by the School of Education.

**Q214 Craig Whittaker:** Okay, thank you. Can I ask you all then to give us your views on whether you have any concerns on the Government's new bursary scheme? Can I specifically ask you about the likely impact on the different stages—primary, secondary, and of course colleges—and the likely impact on particular subjects, priority and non-priority, and the assumption that all university undergraduate courses are equal in rigour? The other thing we have heard on this panel is that a 2:1 in one university is not particularly the same rigorous standard as a 2:1 in another university. I wonder if you would like to comment.

**Chair:** A very long, complex question. I would ask you for astonishingly succinct answers.

**James Noble-Rogers:** I think the Government and the TDA and others need to keep a very close eye on applications in the light of the new bursaries. The higher ones to attract in better-qualified people are very welcome, and it is very good that public funding indirectly for PGCEs is continuing. But I am worried that there will be very few bursaries for people with 2:2 degrees and for people going into non-priority secondary subjects and into primary. I think we have to keep a close eye. We don't want to create teacher supply problems where we have not experienced them before.

**Q215 Chair:** And is there a genuine risk of that? Is that your evidence?

**James Noble-Rogers:** We don't have the evidence for it at the moment. Applications at the moment have been tailing off—they are down, as I understand it—but this is an atypical year because some people trained a year earlier to beat the fees. But it needs looking at and monitoring very carefully.

**Dr Nunn:** Can I say something about degree background and this idea about the relative merit of different degrees? I am not going to go into that, but all I am going to say is that, for those involved in initial teacher education and training, whether they are in a university or a school, the degree is just a starting point and you cannot rely on the degree. You have to audit that subject knowledge. It is perfectly possible for somebody to have a degree in English who has never read *Romeo and Juliet*. It is perfectly possible for someone with a degree in Ancient History not to have studied the Second World War.

The job and the task of teacher education is to look at the subject knowledge wherever it is acquired—sometimes it has been acquired in the context of work experience subsequent to the degree—and then to

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work out what it is that needs to be done to make sure that person, by the time they complete their training, has the right degree of curriculum knowledge that they will need to deliver the subject in school. That is what the task is about and why HEI has a strength, and why sometimes, if we look at the relative quality issue, school-based training falls a little short, and that is because there is a stronger focus on general professional issues rather than the solid foundation of subject knowledge.

**Professor Sir Robert Burgess:** I think that introducing bursaries is clearly an advantage. I think it is interesting in terms of the bursary system that is being made available for physics, because it is very important that students are able to say that they have been taught by someone who holds a degree in that subject. I think it is a model that we would want to see replicated elsewhere to attract the very best students. I also think that bursaries are essential, bearing in mind widening participation. We want a profession where people are drawn from different walks of life and who have different kinds of school experience, but are of very high quality. Bursaries would assist that in the sense that students who come from lower socio-economic backgrounds will want to ensure that they can develop and train as a professional, in this case, in teaching.

**Q216 Craig Whittaker:** Thank you. James, you said earlier that you agreed with the Government that there was a distinction between degree class and ability as a teacher; I think that is what you said.

**James Noble-Rogers:** I think, on average, the higher qualified people you have going into teaching, the better quality the teaching force will be. But I am not going to say that, for any one individual, someone with a 2:2 is not going to be as good a teacher as someone with a 2:1.

**Q217 Craig Whittaker:** Can I therefore say to you that you are probably the only person we have had in front of us so far that has agreed that is the case.

**James Noble-Rogers:** I think Michael Day agreed.

**Q218 Craig Whittaker:** Okay, Michael Day. How then, on that basis, do you select teachers? We have just heard from Jacquie about using the degree as a basis to go forward. But how do you physically select teachers to know that they are going to be the best? Because that is clearly what this policy is aimed at doing.

**James Noble-Rogers:** Jacquie will be better placed to answer, but I would say degree classification is important. The subject of the degree and the subject knowledge embedded in that degree is important, but also it is acknowledged in the implementation plan that interpersonal skills and non-cognitive skills are also extremely important. So it is finding a way to bring all those together, and universities are very experienced in doing that, but also schools have to play their part as well.

**Dr Nunn:** We can also learn from looking across. We are looking closely at what Teach First are doing, because they have cohorts coming in and put them through their assessment centres. That is not to say

that universities don't do that; it is partly to do with the way in which they come through the system—they tend to drip-feed through sometimes, so that you have only one or two for a session. Things like that we can learn from, and we can look across. You have heard a lot of evidence, which we won't rehearse again, about the qualities beyond the raw academic issue that need to be looked at. There is undoubtedly a consensus. Kevin Mattinson talked, I think, about the intellectual capacity, and that needs to be in there strongly if we are to have a strong teaching profession.

**Q219 Craig Whittaker:** Let me just ask you finally then, what impact do you consider the raised tuition fees will have on PGCE and undergraduate training applications? Bob, do you want to start?

**Professor Sir Robert Burgess:** At the moment we can only go on the national trends that are occurring. I think I am right in saying that this week the UCAS figures over all disciplines are something like 15% down. The question we have to ask is, what will they look like when we get to 15 January and what actually do the subject pools then look like? At the moment there is no means of comparing. In my university we are monitoring week by week, so I can say that on Monday it was reported Leicester was 12% down on all subjects compared with the national trend of 15%. One needs to keep it under constant review, and that is what I would expect to happen with regard to undergraduate teacher education.

**Q220 Craig Whittaker:** Anything you would like to add?

**Dr Nunn:** All I would add is that one of the disappointments of the strategy is that it has built in considerable confusion for potential teachers. I think that rather than being what might be a fairly simple choice between an HEI-led partnership route or a school-led partnership route, we have a proliferation of routes, consequences of different funding for those different routes, and I think that one of the problems of that is there is a risk people will be led by financial matters to making decisions about what is the most appropriate route, rather than looking at the professional basis of the training that they are going to receive. I think that is potentially damaging for the profession and could lead to losing some good potential teachers along the way.

**Q221 Charlotte Leslie:** Very briefly, because I know we are short on time, I just want to ask you about the merits or otherwise, as you saw it, of the plans in the implementation plan for a central admissions system.

**Professor Sir Robert Burgess:** I should preface this by saying that until July I have been Chair of UCAS for six years, so you probably can guess the direction in which I am going to go. If you look at what UCAS has managed to achieve with the rest of the system, it just is more efficient, it is more cost-effective, it has great potential. Clearly, as I understand it—I don't have privileged information any longer on this—UCAS will be involved in a consultation exercise with the sector early in the new year with regard to the use of one portal. It seems to me it has huge potential in bringing efficiencies, in making it simpler for

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applicants, in being able to manage the testing programme, and the possibility of co-ordinating interviews on a national basis. All of those things seem to me to be tried and tested because most of it has been achieved with regard to the general UCAS system, which is held in very high regard nationally and internationally. So it is an absolute open and shut case as far as I am concerned due to the proven ability of UCAS as a body to handle large volumes of applications.

**Q222 Charlotte Leslie:** Jacquie?

**Dr Nunn:** I think that whatever is put in place needs to be kept lean and efficient. If it is seen as an extra layer of bureaucracy, that would be unfortunate. It

needs to respond to particular vagaries of the application system. For some reason mathematicians and scientists tend to apply late, often in August, and the course starts a week later in September, so it would need to have the flexibility to deal with that kind of circumstance.

**Chair:** So disorganised scientists are not a myth.

**James Noble-Rogers:** It should be possible to overcome, but we will have to look also at the mechanics of the schools' direct proposals and how they link into a single application system. But in principle it is to be supported.

**Chair:** Thank you all very much for giving evidence to us this morning.

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### Examination of Witnesses

*Witnesses:* **Christine Blower**, General Secretary, NUT, **Dr Mary Bousted**, General Secretary, ATL, **Chris Keates**, General Secretary, NASUWT, and **Malcolm Trobe**, Deputy General Secretary (Policy), ASCL, gave evidence.

**Q223 Chair:** Good morning, and thank you all very much for coming along and giving evidence to us today. Do you think the teaching unions are adding to the attraction and status of the profession?

**Chris Keates:** Yes.

**Q224 Chair:** Mary?

**Dr Bousted:** Yes, I think we are. Let's just take my union, ATL. We have 4,000 members in conjunction with Edge Hill University on Masters courses as a direct result of a partnership. All the unions run CPD programmes, which are booked up as soon as we advertise them. The pamphlets go out in September and our courses are booked up completely by halfway through September. ATL has a Union Learning programme; we have over 120 Union Learning representatives who are brokering CPD opportunities for teachers and support staff throughout the country. Often it is unions that provide the CPD that teachers really want. I think 4,000 members on the Masters courses is a magnificent achievement.

If the question is whether we talk up the profession, I think there are two parts to that answer. Yes, we certainly talk up the professionalism of teachers. Where I think your question might be heading is: do we point out the problems? The problems are usually pointed out because we feel that policies will detract from the very professional job that teachers do, and so you need to have a dual role in that regard.

**Chris Keates:** My view is that, yes, we do. We actually enhance the profession, not just by professional development courses that all of the unions provide but also from the point of view that we campaign for the things that we believe aid recruitment and retention of good teachers—things like professional levels of pay and working conditions that help teachers to raise standards—and we campaign for the professional autonomy of the classroom teacher, and focus on that being the critical role in terms of raising standards for all our children and young people.

**Q225 Neil Carmichael:** Could you all give me a rough description of what you think the difference is between a trade union and a professional body?

**Christine Blower:** One of our presidents, some considerable time ago, wrote his doctoral thesis on "The National Union of Teachers—professional association or trade union"; is there a problem? He concluded that there was not. The fact is that we all have aspects of the work that we do that we could consider to be the professional association aspects of them, and the National Union of Teachers has a large number of our members on Masters programmes in Cumbria, for example. We have a very well-respected and externally moderated CPD programme, as do other unions.

We also militate on behalf of the young people whom we teach. We think that is the proper role of the professional association, but it is also a proper role of the trade union aspect of what we do. I agree entirely with Sir Peter Lampl's evidence to you that one of the things you have to do is make sure that there are proper levels of professional pay for teachers, and that indeed the current situation with pensions will not make teaching any more attractive. So he is doing the job of the trade unions as well for us on our behalf. I think there is a dichotomy in the sense that there are two sides to the work that we do, but there is not a tension that is dangerous or difficult.

**Malcolm Trobe:** I think as a trade union we look after and promote the interests of our individual members, and we are there actively to support them. But we are also there in terms of a professional association to promote the profession and in many ways to seek to influence policy and Government policy. So we are promoting education, and we are looking really to essentially enable our members to best perform their role.

**Chair:** Neil, I don't want to go for four answers on every question.

**Neil Carmichael:** Okay, fair enough.

**Chair:** Have you another question?



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**Q226 Neil Carmichael:** Do you think there should be a professional body, as we were discussing in the last session?

**Chair:** I think Christine has said no, effectively.

**Christine Blower:** The National Union of Teachers has had a policy that there should be a General Teachers Council modelled on the Scottish General Teachers Council since 1973. We were not entirely happy with the General Teaching Council, which is about to go, although we thought there were very good things about it, and it could have been made an extremely good professional body—so yes, we are in favour of a professional body.

**Dr Bousted:** And we are as well.

**Chris Keates:** We are in a favour of a robust regulatory body because we think that that actually enhances the professional status of the profession. We have always campaigned for something equivalent to things like the General Medical Council, because we think that there is an issue of having public trust and confidence in the profession. So our problem with the General Teaching Council was that for us it did not focus enough on its regulatory function. It spread far too wide into a range of other issues.

The other major problem with it was that, unlike the General Teaching Council in Scotland, it did not regulate entry into the profession. It had no role in that whatsoever. It was divided between the General Teaching Council and the TDA. We felt that that was always something that undermined the position of the General Teaching Council.

We are deeply unhappy with the regulatory function that the Education Act has brought into place, because we don't think that will do anything to enhance the status of the teaching profession, particularly the discretion that is left to employers as to whether they refer people to the Secretary of State, for example when they have been dismissed. So there isn't that guaranteed national regulatory function either from the point of view of the teacher being able to make their case, or the point of view of public interest, so we are quite concerned about the vacuum that is in place at the moment.

**Q227 Chair:** It may sound ironic to some to hear you talking about raising the status of the profession. Do you think work-to-rule is a way of raising the status of the profession?

**Chris Keates:** I think a work to contract, which is what NASUWT is involved with at the moment—which is a contract that was brought in under the last Government about enabling teachers to work more effectively to raise standards—is exactly the thing that is needed in schools, and will raise the status of the profession.

**Q228 Chair:** Encouraging people not to do other things outside of—

**Chris Keates:** We want our members teaching children, not standing at photocopiers. We want our members focusing on teaching and learning. I don't know where this is that we are telling people that they shouldn't do anything outside. Certainly the *Daily Telegraph* appears to believe that we are telling them that, but you don't believe everything you read.

**Q229 Chair:** You are cancelling Christmas.

**Chris Keates:** Cancelling Christmas. No, we are not cancelling Christmas. And I have to say, with my love of Christmas, I would be the last General Secretary that would do that.

**Chair:** We would not want Chris Keates characterised as a Grinch before this Committee. Can I turn to Ian, please?

**Q230 Ian Mearns:** Ebenezer Mearns, that's right, yes. What do you believe are the particular strengths and weaknesses of current Government policy with regard to teacher training and supply? That is an open question for you, there you go.

**Dr Bousted:** There is obviously a bit of a problem. I am a bit more concerned about the decline in applications to ITT than the previous panel. I do think a 13% or 14% decline is an issue. Part of the problem is that, because you have to recruit so many teachers every year, a teacher shortage can turn into a recruitment crisis very quickly. We spent much of the 1990s recovering from a teacher recruitment crisis, and getting good levels of applications. Undoubtedly, that fed through into a higher quality of applicants.

Before I became General Secretary of ATL, I was in initial teacher training through the early 1990s to 2003. During that time I saw the quality of applicants rise as the competition for places increased, as teaching became a more highly sought after profession. It seems to me, and my experience is, that things can go wrong very quickly simply because of the number of teachers you need each year simply to replace those who have retired and those who for other reasons leave the profession. There is an issue about retention in the profession, but I think that can be overstated. There are lots of professions where the retention rates are comparable. People do change their minds.

**Q231 Ian Mearns:** But you are not going to have that problem, because everybody is going to work until they are 68.

**Dr Bousted:** Yes, teaching in your Zimmer frame—it's not good. I do think there is an issue. And—sorry, what was your question?

**Q232 Ian Mearns:** What are the particular strengths or weaknesses of current Government policy with regard to teacher training and retention?

**Dr Bousted:** Well I will just stay with ITT. I do think the delay in giving the TDA permission to advertise has been a problem, because that has certainly not been good. I do think that as soon as you move to a bursary system, which means that what you are going to get is much more complicated, when you combine that with most prospective teachers now leaving university with debts of over £20,000, and the question then of whether you are going to do teacher training when you are going to have to be paying the PGCE fee, and most universities are charging £7,000, and that combined with another 310,000 public sector jobs on top of 400,000 going as a result of the Autumn Statement, suddenly you are already in a lot of debt. Are you going to be able to afford to train, and will you get a job? You cannot divorce applications to

teacher training from the wider economic situation that the country faces.

**Q233 Chair:** Sorry, can I understand your point about bursaries? I mean, there are issues about debt and higher tuition fees, and the incentive to get a first-class degree in physics and get your £20,000 is quite high, isn't it? And that's a good thing, isn't it?

**Dr Bousted:** Yes, it is high, but the applications for maths and things are down. I am not sure you have as many people with first-class degrees in physics wanting to go into teaching as wanting to go into research. I think for long-term career prospects, it is quite a hard call. I do think you have to be realistic about this. We cannot be romantic about teacher supply.

**Christine Blower:** We do differ from the Secretary of State's view about teaching as a craft, and it is best learned by being Velcroed next to somebody who seems to be doing it rather well. It is interesting that, if you look at the international evidence, clearly Finland and Korea—and the current Secretary of State is very keen on talking about Korea—still have higher education institution-based entry to teacher training. So it is quite important really when you are looking at the variety of other things that the current Government is keen on.

There are costs to different ways of training teachers. According to the House of Commons, the minutes of evidence given on the Schools White Paper, Teach First costs £38,500, £25,000 for other employment-based routes, and £12,500 for a PGCE. We do need to train a lot of teachers, so we do need to give serious consideration to the cost of training teachers as well as the other aspect, which Mary pointed out, which is that teachers themselves will be coming into the profession with an enormous amount of debt. We do need to think about the amount of resource we put into training both as the individuals, in terms of the debt they accrue, and also how much of the Exchequer goes into these different types of systems, and how we monitor how well those perform.

**Q234 Chair:** And the strengths of Government policy, Chris?

**Chris Keates:** Well that would be very difficult for me to identify, particularly in this area. There may be some merit in looking at the teaching schools if they are properly resourced and there is a proper partnership and there is commitment, and working with HEI in the way we heard from the previous evidence. I don't know whether, in its evidence, the panel is taking into account this report of the International Summit on the Teaching Profession, the first ever one that was held, in 2011. By the way, the UK was there in the top 20 performing countries in education across the world. What is interesting about this is the amount of emphasis in all of the countries on initial teacher training. I think the nettle that the Government has failed to grasp is the experience and the variable experience of people in their induction year.

That experience is becoming worse with the increased fragmentation of the system. People are not getting their entitlements in terms of supported development.

The point earlier in the previous evidence session, that trainees are looking for more school-based practice: they are, but they want supported practice, and what we are finding are a lot of casualties of people who could make excellent teachers who are basically being placed as though they are qualified teachers. They are not having a stable placement for their first year. For example, many of our newly trained teachers are going on to supply work.

We think it would be a good idea for the whole of that area to be looked at, particularly to look at adopting the Scottish model, which makes sure that in the first year—that is completion of qualified teacher status—everybody has a guaranteed placement. That way people start with an even platform and are able to get a quality experience. They do not get used on a termly basis or two terms and then have to find some other placement. It is actually better value for money for public money as well when people have had that training to make sure that they can complete that induction year. We think that is a nettle the Government has yet to grasp in terms of giving that quality induction to the profession.

**Q235 Tessa Munt:** I am aware of this particularly, because a number of people have written to me from my constituency about the fact that, in the Scottish system, it is the system that finds the placement.

**Chris Keates:** Absolutely.

**Q236 Tessa Munt:** So is your recommendation, therefore—I don't want to put words into your mouth—that the Government should ensure that whatever training you undertake, part of that training, the job of the trainer, is to make sure you have a placement? Because there are people who are time-expiring.

**Chris Keates:** Absolutely, yes.

**Q237 Tessa Munt:** Because of shortage of placements, they cannot qualify properly.

**Chris Keates:** That is absolutely right. It is a vast waste of resource, yes. We would like to see that system replicated where there is a system in which people get their placements and they are guaranteed that placement. They are not guaranteed a job at the end of it, but they are guaranteed the placement to do a quality induction year.

**Q238 Ian Mearns:** You mentioned the proposed bursary scheme and it has come up a couple of times. Will the proposed bursary scheme have a positive impact in attracting the best trainees, or could it potentially deter less academic applicants?

**Dr Bousted:** I think the jury is out really. On the best qualified, my experience is that the degree classification does give some indication—of course it does, because it is a measure of how well you performed in your degree. It is often also not just a measure of your academic ability but your application, and application is very important for teaching because one of the most important things about teaching is turning up every day and being in front of that class. As to whether it will deter less academic applicants who have other skills and abilities that would make

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them good teachers, again, I think the jury is out. But there is the possibility that this might happen.

But I think what is even more damaging is the delay in deciding which model of ITT would be adopted—the ITT proposals came out very late—and the delay in advertising teaching. We are just seeing now the adverts from the TDA, particularly for maths, where there has been a sharp decline in maths applications. That is puzzling, because the bursaries are there for maths and science, and we are still seeing a decline. Whether that comes through at the end, we don't know, and I do think the jury is out. But I would emphasise what James Noble-Rogers said previously, which is that this requires very careful looking at, because I do worry that we could sleepwalk into another teacher recruitment crisis. It does not take much.

**Q239 Ian Mearns:** And you are nodding vigorously, Malcolm?

**Malcolm Trobe:** Yes, we are in agreement with that. We are concerned about it. We think there is a significant element of risk there in that we are not going to recruit appropriate numbers of people. There is also the fact that bursaries are there for some subjects but not for other subjects, where in reality we want to recruit the highest quality of teachers across the range of subjects. Yes, maths and science are a priority, but we also want good quality English, history and geography teachers.

**Q240 Damian Hinds:** But you do get bursaries for those subjects, don't they?

**Pat Glass:** No, they don't.

**Chair:** No.

**Pat Glass:** No, it is English, maths, science and languages.

**Chair:** We are going to maintain a disciplined situation of questions directly to the panel.

**Damian Hinds:** Is that right? So you do get bursaries for those subjects?

**Chair:** There are lower level bursaries, but there are bursaries for those subjects; is that your understanding or not?

**Damian Hinds:** Well you don't get them with citizenship, leisure and tourism, and health and beauty and so on, as I understand it. Can people show their hands; is this right or wrong?

**Malcolm Trobe:** It is right—£9,000 and £5,000, so they are reduced bursaries. They have been significantly reduced, and it will be lower than the cost of the fees.

**Q241 Tessa Munt:** Can I clarify something? My understanding is that in, I think, probably the year we are sitting in now there has been a complete cut of the bursary for people who might have been training and expecting to get a bursary. There were some who were then told that they were not going to be able to get their bursary, but it is coming back in, in 2012. If the Government is going to continue to change the criteria and the subjects, there are people who might go into their degree subject in maths—well that is a bad example, but some other subject that we suddenly find we need, and then the bursary arrangements will have

changed by the time they qualify. So mature people coming into doing a second degree or a later degree or something anticipating that they might become a subject teacher will then have depended on bursary funding that they assume will be available that may then not be available. How do we iron out that difficulty? How far ahead do we need to plan? Clearly that is going to need a four-year planning to work out which subjects are at crisis. Can we do that?

**Chair:** Who would like to take that question?

**Tessa Munt:** Sorry, it's a very extended question.

**Dr Bousted:** The TDA and the Department do do planning, and the planning for the subject places that they need in secondary then feeds into the figures given to HEIs and other training groups. I don't know how well it works. It is not an exact science, but it is done. I think generally, though, in answer to your question, the more you fiddle about with bursaries—the more complicated you make it—the more people don't understand. That gets particularly important when they are already in a lot of debt. Now the bursaries is one thing. The next issue then, and I think this is a clear issue, is getting a job. "If I do this extra year and I am paying another £9,000 to train, and I have my living expenses on top of that, am I going to get a job?"

When you have got lots of newly qualified teachers searching for jobs still, with these huge debts that have been added to and will be added to, then that is going to be a real problem. That will become even worse in three years' time, when of course the debt—and however people dress this up, I call it a debt—will be much worse. You will be getting people leaving universities with much higher levels of debt as a result of the higher tuition fees in their degrees, and then the decision about whether you do another £9,000, or whatever it is by then, and will you get a job. If we have got austerity measures going through until 2017, the decisions people have to make are very high stakes. My view is the more complicated you make it—the more you say, "It is for these subjects and not for these subjects," or "For this phase and not for this phase"—the very issue you are talking about is, "Well, if I train in this subject, will it still be there in three years' time?"

**Q242 Tessa Munt:** So can I ask you to write to the Chair with that information, or how one might actually try to iron that out.

**Dr Bousted:** Certainly.

**Chair:** Thank you very much.

**Chris Keates:** Can I just add to that, though? It is not just about the recruitment into the courses. You have to look at the system as a whole. It is very complex, because if you get an increased autonomy in the system, particularly over the whole issue of the curriculum, then obviously it is not going to be as easy to predict supply if you have not, for example, got a core national curriculum that you know you have to staff, and schools will have to staff that. If you have actually got the impact of EBac, curriculum freedoms and so on, the prediction of what is needed in the system becomes even more complicated, and I think that has to be borne in mind.

**Q243 Craig Whittaker:** Chris, you said with some considerable pride, talking about the conference you attended earlier on in the year, that the UK is listed in the top 20 internationally. Surely if we were in the top five, you would be able to say it with much more pride.

**Chris Keates:** I talk with pride. I do talk up the education system in this country. I think we have a lot to be proud of.

**Q244 Craig Whittaker:** If you compare it to top five? I mean it seems that we are sliding down the system, I think.

**Chris Keates:** The thing is, where do you draw the cut-off? These were the top 20 countries, and countries that the Government has been drawing on for its policy, such as Sweden and the USA, did not even make the top 20. So I think we did really well to be in that top 20. I also think that you have to look at the different circumstances of what our education system provides. We take all comers into state education. We have massive diversity of people coming in, and I think the education system does a magnificent job. I think everybody can do better. We are not complacent. We think there is a lot more that can be done, but I think we should have pride in our system, and there is too much talking down of our system than talking it up.

**Q245 Craig Whittaker:** No complacency in the top 20 then.

**Chris Keates:** No complacency, no.

**Q246 Craig Whittaker:** So striving towards the top five?

**Chris Keates:** Striving always to be the best, yes.

**Q247 Craig Whittaker:** Okay. Can I just ask you then about the NASUWT submission? It says that the broad policy agenda of the Government will undermine work to ensure that a high-quality teaching workforce can continue to be recruited and retained. Can you develop that for us and provide specific examples of policy, aside from those directly related to teacher supply and training, that you think will have a negative impact on that landscape?

**Chris Keates:** There are a whole range of policies, and we are basing that assertion on the fact that we have done considerable research amongst teachers, and we can provide the full details of the research to the Committee if they feel that would be helpful. We did what was called the Big Question, where we asked a whole series of questions about job satisfaction, Government policy—a whole range of things that teachers felt they wanted and needed that would help them to improve their professionalism. The outcome of that was 83% of teachers saying they felt they were professionally disempowered by the accountability system that has been put in place. Teachers are reporting now they are spending more time focusing on the inspection system than they are actually focusing on teaching.

**Q248 Craig Whittaker:** Is that even under the new framework?

**Chris Keates:** That is even under the new framework. Obviously that framework has to bed down, but that is even under the new framework. Teachers feel that they are basically engaged most of the time in a paper chase to satisfy inspection rather than in producing material that is necessary to support teaching and learning.

**Q249 Craig Whittaker:** Just on that point then, are you therefore saying it has always been like that or it is getting worse?

**Chris Keates:** It is getting worse from the evidence we have. We can only take the evidence and compare it with the situation as it was in the early 1990s, where there was a massive teacher recruitment and retention crisis. There was low morale and teaching was falling down to the bottom of the career choices for graduates.

**Q250 Craig Whittaker:** Why don't we compare it with five years ago?

**Chris Keates:** In 2010 teaching was back at the top career choice for graduates. Also, in terms of the job satisfaction surveys—independent ones that we have been doing—job satisfaction was improving for teachers. Other than some of the subject hotspots, which is a perennial problem for all Governments, the recruitment and retention crisis that had been there the previous decade had actually diminished. Now we are back into a situation where over half of teachers have considered quitting the profession in the past 12 months. They feel demoralised by the curriculum changes, for example, the EBac. And your own Committee has done a report about the impact of the EBac, and certainly, if you are a teacher in a non-EBac subject, to see your curriculum time reduced, or that 15% of RE teachers have been made redundant, all has that particular impact.

So those are all of, if you like, the context of Government policy, as well as the increasing autonomy for schools. You see, we support Michael Gove when he says that he wants increased autonomy for the classroom teacher. But unfortunately the policies are giving increased autonomy for schools, and particularly head teachers, not for the teacher in the classroom. The experience of the teacher in the classroom is that they are being told what to teach, when to teach, and how to teach. Their professional autonomy and judgment is not being respected, and they feel disempowered in that context. So we feel that the balance has been lost between autonomy for a school as opposed to autonomy for a classroom teacher, and that is having its impact on job satisfaction.

**Q251 Craig Whittaker:** Does anybody feel differently to that?

**Christine Blower:** Just on the autonomy point, at the meeting at the summit in New York, where the teachers' unions were represented alongside the Secretary of State, all round the room, from both teachers' unions and from senior politicians from all of the countries, there was an agreement that autonomy was a good thing. There was not a common agreement on what autonomy means, and the extent

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to which, I am sure all the teachers' unions would agree, what is important is that people have a sense of their own professionalism and their professional autonomy, they can deploy the pedagogical skills, and they can come at the work that they are doing in a proper and professional fashion.

But if what we are talking about is autonomy, i.e. fragmentation of the system because each individual school becomes a freestanding school, then we don't think that is a good thing. Certainly, from the National Union of Teachers' perspective, we would agree that the persistent paper chase, even with the new Ofsted framework, is a problem. Even if it were not demoralising for teachers, the fact is it takes time that otherwise should be used on the proper job of preparing, planning and teaching lessons and then doing the assessment of the work that you have done in the lesson. So that is the difficulty; it does not help in a positive sense, and it has potentially a negative impact on classroom practice.

**Q252 Craig Whittaker:** Just so we are very clear, because we have seen a different framework start to be introduced through Ofsted, is that better or worse than what we have currently? Because you talk about the time it takes to prepare and how it takes the teacher away from being autonomous on the frontline. Are you therefore saying as a union that the new system from Ofsted is worse and more bureaucratic than the last?

**Christine Blower:** One of the difficulties about the Ofsted framework, whichever framework—and it will be true of the new framework that has come in—is that it is the fear and the oppressive nature of the accountability measure that creates the difficulty. So if it were that what we were saying is there is a proper professional system of inspection, where there is a partnership approach to the fact that what we want is for all schools to continue to do extremely well where they are doing very well, and if there are some areas for development we want those to be able to be developed, no one would have a problem with that. That would be a proper system of inspection, because notwithstanding what we say about teachers probably needing to be paid more and so on, we recognise that a good deal of public money is spent on education. So no one would say that there is not a role for making sure that is being done properly.

The difficulty is that it is there; it is the heavy-handed nature of that, and, as we know, and I am sure Malcolm will agree, head teachers are in the frame if they do not get outstanding and so on.

**Q253 Craig Whittaker:** So, with all due respect, is the new system going to be better or worse than the one we have? That is the bit I don't understand.

**Dr Bousted:** It is about how it is implemented.

**Chris Keates:** And perceptions.

**Dr Bousted:** Yes, it is about how it is implemented. Certainly the focus on fewer cells has the potential to focus attention on what is important, and there is a greater emphasis on teaching and learning.

**Q254 Chair:** Surely that is better and you welcome it?

**Dr Bousted:** It may be better. It is how it is assessed. The proof of the pudding is in the eating.

I would just like to say one thing about autonomy, though. I agree with what both Christine and Chris have said, but one of the things the Committee should be really aware of is that we absolutely agree the balance between autonomy for schools and autonomy for teachers is not right. But in the big chains of academies now, there is every danger that the autonomy for schools is not right, because the chains are going in and they are taking 5% to 7% typically off the school's budget for running it. In order to make that effective and efficient, what they are doing is saying, "This is your curriculum policy; this is your assessment policy," and it is very much teaching by numbers according to what has been brought in by the chain. That does need to be looked at. I would commend the Committee to look at that.

**Q255 Craig Whittaker:** That is a very different discussion to what we are having today, because there are a lot of people who would argue that local authorities do not do that well anyway. So let me just ask Malcolm.

**Malcolm Trobe:** I think one of the things we would say is: as school leaders, we know quite clearly what our job is. Our job is to promote achievement for the young people that are in there, and it is essentially to raise standards. So our key driver should be focused on teaching and learning. We are also aware that you distribute the leadership down to your teachers to be able to do that, because if the teachers are in the classroom, they are the ones who are actually leading on teaching and learning. So it is very important we retain that focus, so in some ways I am disagreeing—I am disagreeing with you, Chris.

**Q256 Chair:** Your members are all getting lots of autonomy, and then you get to boss around the teachers and cramp their style.

**Malcolm Trobe:** One of the things we are aiming to do is lead on teaching and learning, and the key focus of a head teacher and members of the leadership team is actually to lead on teaching and learning and to enable others. So that is the key thing that you are actually promoting within the school, and you are providing that through a professional development programme, you are insuring that teachers' subject knowledge is up to speed—you are working very, very much on the professional development of staff. So we do see it differently, because we see that as a key role of headship.

**Chris Keates:** Well, what is missed out there, Chair, is the fact that a head teacher's key role should be to be a lead practitioner, and not administering the system, which is basically tick-boxing the monitoring, tick-boxing where the lesson plans have been done, tick-boxing on targets. It is about leading by example as lead practitioner. What lots of teachers tell us is that they feel too often they are being led and managed by people who have lost touch with the day-to-day realities of the classroom.

**Q257 Chair:** I am struggling to understand how this much leaner framework for Ofsted, focusing on four key areas—actually a reduction in the number of

inspections and exemption from inspection for large numbers of schools as long as they doing are well—is somehow a massive increase in spot monitoring and bureaucratic imposition on teachers. It does not make any sense at all. Are you just incapable of saying anything nice about the Government?

**Malcolm Trobe:** You have gone down to four areas, but basically you encompass the previous 27 within the four.

**Chris Keates:** Yes, they are all in the same form.

**Malcolm Trobe:** You are reporting on four, which is leading to one, but actually you have 26 of the 27 existing areas.

**Chris Keates:** Still in there, just four.

**Malcolm Trobe:** Plus another two that have now shot in there. You are just reporting on four.

**Chris Keates:** But can I say one of the best ways of looking at this is for Ofsted to be focusing on outcomes not process, and also for Ofsted to be quite clear in its expectations of schools.

**Chair:** I cannot see on the facts that we have that it can be getting worse.

**Q258 Pat Glass:** Are you actually saying that, in these chains of academies, teachers' lesson plans are by rote? Teachers are being handed lesson plans?

**Dr Bousted:** In some of them, yes—and your curriculum policy and your personnel policies.

**Q259 Chair:** Which ones?

**Dr Bousted:** I could not possibly say.

**Q260 Pat Glass:** Can you tell us who they are, because that simply does not add up to good teaching training?

**Dr Bousted:** Yes, we can certainly write you a letter, yes.

**Q261 Damian Hinds:** Is this unique to chains of academies, just to be absolutely clear? Are you saying there is no teaching by rote and there is no handing out of standardised personnel policies in local authority schools?

**Dr Bousted:** There would be less of it, because the relationship between the local authority and the school is different from an academy chain. There are lots of things going on in academy chains that I think this Committee would be very interested in.

**Chris Keates:** I would say there is some of it but there is less of it. In the academy chains, the emerging concerns we have are about what the Government said it was trying to get away from, and that is a standardisation across the board of behaviour policies, of teaching and learning policies, of lesson planning and so on. So you look at a chain like EACT for example, and look at how they standardise across the board in things. So it is not the freedom within that. But I mean it is not a debate about academies or whether it is community schools or foundation schools. For us, the debate is about how we empower the professionals in the classroom, which is the Government's stated aim of its policy. How do we do that? In practice, that is not happening.

**Q262 Chair:** And the evidence you would give for that is your...?

**Chris Keates:** The evidence I would give for that is our surveys, but I would also invite the Committee to just go into any primary school, for example, and ask teachers to show you their lesson planning. Invariably they will bring you out a huge bureaucratic pile of lesson planning. Ask them then to show you what they use to support their teaching and learning in their lesson, and they will probably pull out a couple of sheets from that pile they have. That is the problem we are dealing with: if it is not written down, people do not believe it is happening, and that disempowers professionals.

**Chair:** Thank you.

**Q263 Craig Whittaker:** The final cat among the pigeons for me is: free schools policy of not needing to have a qualified QTS, love it or hate it?

**Malcolm Trobe:** We are not in favour of that. We believe that qualified teacher status is the way in which we expect all teachers in secondary schools to have QTLS, as will be appropriate to move in for certain subject areas, and we are quite clear on that. We would not want to see complete freedom of whoever teaches in a free school. There are cases when you would use unqualified teachers, as we do in maintained schools at the moment, but that would be relatively limited.

**Chris Keates:** From our point of view, we believe that qualified teacher status is part of the contract with the public and parents—that parents and the public have a right to expect that teachers are operating within a national framework of standards, nationally regulated, and therefore we are against removing that qualified teacher status, because we believe that undermines parents' and public confidence in the system.

**Q264 Chair:** No need to go on at length, but I assume both of you—

**Dr Bousted:** Yes, I would just like to add to what Chris has said. Free schools are not free. They are funded in the same way. In law they are academies.

**Q265 Craig Whittaker:** So like maintained schools, like local authority schools—none of them are free.

**Dr Bousted:** None of them are free. It is a complete misnomer. And children have rights beyond that which their parents deem for them. I believe that they have a right to a broad and balanced curriculum. We do not believe that there should be some schools that can go away from the national curriculum and others that do not. We believe that children have rights more than that, and they have a right to be taught by qualified teachers.

**Q266 Craig Whittaker:** So one size fits all?

**Chris Keates:** It is not one size fits all.

**Dr Bousted:** It is not like that, is it? We have a diversity of routes into teacher training. We have a diversity of schools. But there is a bottom guarantee.

**Chris Keates:** It is frameworks and benchmarks. It is not about one size fits all; it is about your bottom-line guarantee to parents and the public, and we actually think QTS is one of those bottom-line guarantees.

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**Q267 Chair:** Do you disagree, Christine?

**Christine Blower:** No, but I have a slightly different point to make, which is that we have surveyed parents on this matter, and I am happy to send the results to the Committee. I am not going to hazard a guess at the figure because I cannot find it in my papers, but the vast majority said clearly they would want their children to be taught by a qualified teacher. Secondly, certainly when I asked the Secretary of State about this, his response about why we did not necessarily need QTS was, "Well, lots more schools should be teaching Mandarin, and we do not have enough qualified teachers of Mandarin." Now Malcolm made the point that at the moment it is actually possible in certain limited circumstances to employ people who do not have QTS for particular reasons. It might very well be that we would accept some particular reasons in some particular circumstances, but really it should not be a strategic approach, and it is actually about making sure that parents and society have people who have a proper qualification.

**Chris Keates:** That is only for a limited time.

**Christine Blower:** Yes, exactly.

**Chris Keates:** They are then on limited Qualified Teacher Status.

**Christine Blower:** And they should then become qualified teachers in Mandarin.

**Chris Keates:** Yes, absolutely.

**Q268 Chair:** And are you going to trust your members to use such a power in a free school? The whole point has been to shake up the system. You don't trust your members who would be leaders of those schools to use this power sensibly, in a proportionate way?

**Christine Blower:** Well there is a—

**Chair:** I am asking the question of Malcolm.

**Malcolm Trobe:** I expect that the majority would actually appoint people with Qualified Teacher Status.

**Christine Blower:** Is it not the case that increasingly in independent schools, where they do not actually have to have QTS, the vast majority of people who are employed do have QTS, and therefore there is not a model to which we can look and say, "This is obviously a good idea."

**Chair:** It is there for the exemptions, I suppose, the exceptions. But anyway I will come to Damian.

**Q269 Damian Hinds:** Sorry, I thought, from what you were saying, logically you were also implying that children at private schools are being deprived of their rights and therefore are disadvantaged relative to children at state schools.

**Christine Blower:** That is the view from the numbers. If you look at the numbers—I don't have them to hand, but they are very small, even in independent schools.

**Q270 Damian Hinds:** Yes, but it is not compulsory in free schools to not have QTS; that is the point. It is enabling the possibility, as it is in private schools, I think. Correct me if I am wrong.

**Dr Bousted:** The link I made was the link between free schools funded by the state. As a taxpayer I want to ensure that...

**Q271 Damian Hinds:** But just answer my question. Does that mean—sorry, forgive me; I don't mean to be rude.

**Dr Bousted:** Sorry, I thought I was.

**Q272 Damian Hinds:** I don't mean to be rude, but in free schools it is not compulsory not to have QTS. Similarly in private schools it is not compulsory not to have QTS. So I presume they are similar. They are parallel, aren't they?

**Chris Keates:** Yes, but the point we are making is we are talking about the state system and state-funded schools. We are not talking about privately funded schools. We are talking about state schools getting state money, and what the public's expectation should be.

**Q273 Damian Hinds:** I accept all that, and we don't need to dwell on the point too much. My point was just: by logic then, you are saying that children at private schools are being deprived of their rights.

**Dr Bousted:** No, I think I have given you—

**Chris Keates:** Parents are making that—

**Damian Hinds:** Sorry, forgive me, Chris. Mary?

**Dr Bousted:** I think I have given you the distinction, and the distinction is around state funding and what therefore the taxpayer should expect when their taxes go to fund a school. It should be Qualified Teacher Status.

**Q274 Tessa Munt:** Just a very quick question. I mean you very rightly talked about greater focus on outcomes and things being judged on outcomes. Does that also apply to this argument that the taxpayer should expect an excellent outcome from the school for which they are paying, and not get too hung up on the process by which that happens? So of course, from our free schools we should expect equal if not greater outcomes as we expect from other types of school, and not concentrate so much on how that is achieved, as I understand we said about practice in the classroom.

**Chair:** One quick answer from somebody on that.

**Dr Bousted:** The jury is out, isn't it?

**Q275 Chair:** Malcolm, you are representing leaders. You are the one expressing scepticism about the irresponsible use of such powers. You can answer.

**Malcolm Trobe:** We would expect appropriate outcomes from all schools, because essentially whatever school a youngster goes to, we want them to get the best possible education, because it is affecting their life chances.

**Q276 Damian Hinds:** Christine, all of us all the time use the phrase, "Teachers do a fantastic job," and we all believe that, and I am absolutely sure that is true for the vast majority of teachers. But I don't think anybody would seriously claim that means absolutely every single teacher does a great job. And teaching will not be for everybody. Like any occupation or any profession, people will drop out of it. I don't expect you will be able to give a precise number, but just give us an indication of what sort of proportion of teachers you think it would be right to have still in

the profession, say, 10 years after qualifying? I know you cannot give a number, but is it 100%, 0% or somewhere in between?

**Christine Blower:** There is clearly what the American system calls self-selecting outward migration. The fact is it is a very difficult job, teaching. It is a fantastic job, I should say—I did it for a very long time myself—but it is not a job that you would want to get up every morning and do if you actually found it a tremendous uphill struggle every single lesson. So there are clearly people who leave the profession because it frankly is not for them, and I think we would all agree that there are people for whom it is not appropriate.

I was interested in Sir Peter Lampl's response to a similar question from this body earlier, where he said that the vast majority of people, even if they are doing okay at the moment and who don't want to leave because actually they are happy with it, can be made into extremely good teachers. The issue that we have here is the amount of initial investment that we have, and the fact that is not matched, as you heard earlier, by the level of CPD that you need to refresh people's professional practice and so on. So I could not give you a number, but I would not seek to give you a number. What I would say is that, if what we are saying is it is important to build in insecurity—by saying to people, "We are going to look at trying to get out the bottom whatever percent"—I don't think that is a very good approach to the profession. We need to look at the professional practice of everyone who is in the profession, and make sure that they are afforded all of the opportunities that we think ought to be available in the profession in order that they can do the job as well as they possibly can.

**Q277 Damian Hinds:** Just to be clear, I don't know of anybody who recommends having a target percentage churn per year in order to create a threat. I don't know if that is something that you have some evidence of, but I don't think that would be a very sensible thing at all. Chris, can I ask you, in your written evidence, and you have talked about it again today, you say that about half of teachers are seriously considering leaving the profession. Can you just talk us through the source and methodology for that?

**Chris Keates:** Well the source and methodology we did was a comprehensive survey of teachers.

**Q278 Damian Hinds:** Of your members or of all teachers?

**Chris Keates:** Of our members, yes. We did an online survey, which asked a whole range of questions, and it included questions about job satisfaction, how people were feeling and also questions about whether they were content in the profession and whether they considered leaving the profession. We also asked questions such as whether they had considered changing their job, which is not the same as leaving the profession. We can provide all those data.

**Q279 Damian Hinds:** Can you let us know the number of people who were invited to take part and the response rate and the sample weighting you did?

**Chris Keates:** Well it was an open invitation to our membership in England and Wales, so it was an open invitation there. The response rate that we had was over 13,500, which by anybody's standards is a good sample.

**Q280 Damian Hinds:** 13,500 out of?

**Chris Keates:** Over a quarter of a million.

**Q281 Damian Hinds:** Okay. One could argue about whether that is a good response rate or not as opposed to a good response number.

**Chris Keates:** It is time limited as well. We time limited it over a particular period of time. But also, this Committee has taken evidence from Government surveys of over 400,000 teachers, and 1,500 is being used at the moment by the Government to promote a number and range of policies that they are actually doing, so I think we have to go by what is statistically viable evidence, and I think over 13,500 enables us to make the statement that we have actually made.

**Q282 Damian Hinds:** Chris, forgive me, it is the self-selection element that makes it, I am afraid, open to—at the very least—debate and question. If you are somebody who is very cheesed off in your occupation or profession, you are far more likely to answer a survey asking whether you are cheesed off in your profession or occupation.

**Chris Keates:** The survey did not ask that. We balanced the questions. We want results that we can put into an open forum and not have people say they are weighted results. There is no point to us basing our policies and our approach on that basis. We have shared all these statistics with the Government. We have also shared all of the questions so that they can see that what we tried to engender was a balanced response from people. It was not a weighted survey at all.

**Q283 Damian Hinds:** No, quite, and that is precisely the problem. Chris, sorry, forgive me; it is of course very useful evidence and it is useful to this Committee's deliberations, but one cannot extrapolate from those results to say approximately half of teachers are seriously considering leaving the profession. You just cannot do that. Can I ask, though, in terms of your own survey, what is the time series evidence? In other words, how have those results changed over time?

**Chris Keates:** Over time? The last time we did the survey was just before the General Election. Then the survey that I am just quoting to you was done at the beginning of this academic year.

**Q284 Damian Hinds:** And what is the difference in the results between the two?

**Chris Keates:** We used previously the job satisfaction surveys that were done by the Department, and so we compared our data with those, and this survey has shown poorer results in that short space of time.

**Q285 Damian Hinds:** Are the previous results also in the written evidence that we have received?



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**Chris Keates:** We have not put the previous results in, but that is a matter for the Department for Education. They have the previous results on job surveys.

**Q286 Damian Hinds:** Malcolm, can you talk us through, just in broad terms, how performance management works in schools today?

**Malcolm Trobe:** There is a new model policy due to come out at some time in the new year. But at the moment essentially there will be a process by which every teacher—and if we stick to teachers—is performance managed by someone who is directly linked to them in a line management capacity. In the process, they will do usually two observations, of a time limited to no more than three hours in total, over the year. They will conduct a performance management interview, usually done in September/October, I think, in most schools, after examination results, etc., are available and can be used. A performance management report will be written related to that, and there will usually be in most cases a half-year review—a sort of top-up process through there.

**Q287 Damian Hinds:** And when you say somebody connected to them in a line management-type relationship, do you mean their manager?

**Dr Bousted:** Their line manager.

**Malcolm Trobe:** In most cases. In large schools with very large departments, for example, you might have 10 or 12 English teachers, and the second in English may well do some of the performance management and the faculty leader will do some of the others, simply because the sheer number of handling 10 or a dozen or 15 performance management tasks would be a considerable load.

**Q288 Damian Hinds:** If there were concerns about the performance of a particular teacher, does the frequency and intensity of the performance management process turn up?

**Malcolm Trobe:** At the moment the situation is that there are clearly laid down rules and regulations as to how much observation can take place. If there are concerns about a teacher's performance, it would initially be marked up during the performance management process. If the concerns are significant, it may well then be appropriate to move into the capability proceedings that the individual school has. There are no national capability proceedings. There is guidance related to that. Most local authorities will have had their own capability proceedings, which will have been adopted by local authority schools.

**Q289 Damian Hinds:** The Chairman was talking earlier about a session we had some weeks ago, where we had a group of outstanding teachers come in and we divided up into little breakout groups. In one of the breakout groups we talked about performance management, and I asked the question, "Can you tell me about a time when you have experienced or known of a colleague teacher, another teacher in your school, who has been managed out of the profession?" Sadly that was the end of the conversation, because none of that group had ever known, or they could not say they

had ever known, of another teacher in their school being managed out. That may be because they are outstanding teachers from outstanding, brilliant schools, and all the other colleagues around are also outstandingly brilliant and so on and so on and so on. I accept all that possibility, but it did surprise me. In most walks of life, it is not right for everybody and some people are encouraged to go.

**Dr Bousted:** That is not our experience.

**Chris Keates:** It does not bear out our experience.

**Dr Bousted:** Our casework is heavily weighted towards teachers who are sometimes managed out properly, and sometimes managed out because they are the victim of bullying. There is an issue around this, just around all of this, which is for women teachers in their 50s—when teachers become expensive. But no, we certainly get lots of teachers who we are dealing with being managed out.

**Q290 Damian Hinds:** I am not going to ask about the bullying; maybe we will come to that later. But can I just ask Malcolm, from a school and college leaders' perspective, what is your impression of how easy or difficult it is when needed—and one hopes that the vast majority of times it is not needed—to manage people out of either that particular job in that school or out of the profession?

**Malcolm Trobe:** Processes are there, and they can be used. We find that what a number of members comment on is that it can be quite a long process, in terms of taking time, but it is wholly appropriate that someone who is in difficulties is given appropriate support. You have to build that into the process, so it can elongate a process. But people can work through there, and I know of many examples where people have been managed appropriately. In some cases they actually will make a decision themselves during the process. They realise that in fact they really need a move of job; it is not actually working out for them. But support is very important as part of that. There are issues you do get on occasions where you actually do bring people up to a reasonable standard and then you get a drift backwards again. That is something that we report on, but again, people will pick up and work on that.

It is more difficult to deal with, if I could say so, those teachers who are not at capability but require a significant amount of work to raise them up to be a good standard. That is also a priority, because you are not just focusing on teachers who are on capability proceedings; your aim in school is to try to get every teacher to be a good or an outstanding teacher. That is where professional development—an appropriate professional development programme for all your staff—is absolutely critical.

**Q291 Alex Cunningham:** Is everybody that carries out the performance management properly equipped and properly trained to carry out appropriate performance management, and then to provide the necessary support to teachers who need that helping hand? Is the training properly in place? Is there a formal system?

**Chris Keates:** Can I answer that one? First of all, in place in the regulations there is a very robust and

rigorous performance management system. But the question you touch on is an important one. Again, it goes back to the fragmentation of the system. When that was first introduced, there was a programme of training that supported the people both at school level and at head teacher level in terms of what was necessary. What was missing out of that process, because we often talk about managing teachers' performance, is issues about head teachers' performance and where the governors are in a position to do that. I have read some of the evidence you had in a previous session around that.

At the moment it is for us one of the key things that takes place in a school, because it is also access to training and development. Part of the regulation is to identify training and development. If we ask our members for their feedback, they will say the thing that is given the most lip service to in performance management is the discussion about what training and development they need, because that is often budget driven rather than need driven in terms of teachers. That is very poor for the profession and schools. It should be learning communities, and should actually be investing in training and development.

One of the things that I think is really poor about the education service is that new initiatives are introduced by Government, by local authorities, by schools themselves, and there is no investment quite often in training. It is just determined that teachers will be able to absorb these things and they will do them.

**Q292 Alex Cunningham:** Does that mean we have teachers who have been appraised or performance managed by people who don't actually know what they are doing.

**Chris Keates:** They may not have had the training, because there is not the consistency anymore. There was originally a programme of training. That has of course stopped with the change of Government, and if people now have a line management responsibility, there is no guarantee that they will have been trained in how to properly performance manage. We are very supportive of trying to get that process done professionally. It is supposed to be developmental and supportive. It is good for the teachers, and therefore it is good for the children and young people, if we can get that working properly.

**Charlotte Leslie:** Briefly on the performance management, is there a role and is it possible to look at teachers' performance by the performance of cohorts of children who they teach over time? Is that possible, and would it be in any way useful? If there is a teacher who repeatedly has a class with lower results than other classes, is that realistic?

**Dr Bousted:** That does play a part in most teachers' performance management, the results that they get, but those have to be benchmarked, of course, against similar results of children in similar circumstances. But data-driven evaluation is very important now in schools, and it does go right down to the level of the individual teacher. My view is we have far too much data and we are awash with data, and we have not yet decided as a system what key data we need to make proper judgments both at the individual level, at departmental and at school level. Of course, the other

issue, and Governments do not like to hear this—the last Government did not and this Coalition do not like to hear it—is that in-school variation between departments or between teachers is bigger than between-school variation, and that is why performance management is so important in-school. There is also something else that Governments do not like to hear: it is all about leadership. Actually the most important leadership is at departmental level or at phase level in-school, because it is the quality of teaching and learning where you get the greatest difference and the greatest results. All the evidence says that. Of course that then feeds into who goes into the school and what the teaching and learning strategies for that. Because the greatest variations between schools depend on the intake, but in-school variation, when you take away the intake—because the intake is the same for the whole school—is where you get the real difference.

**Q293 Chair:** Thank you. Malcolm?

**Malcolm Trobe:** In support of what Mary said, one of the first things I said about leadership was about distributed leadership, and it is about getting leadership down to departmental level. I disagree with Mary on in-school variation as one of the major areas that needs to be tackled—it has been identified. It is quite a difficult issue to tackle, but learning from the best departments within your own institution is an important strand of it.

On performance management, going back to what was said there, I have just finished a round of 10 conferences for our members around the country, and one of the things we have been saying to them very strongly is there is a new performance model/performance management policy coming out, and the importance of training your staff to in performance management—people taking away the fact that they do need to train staff in performance management. It is a key aspect of it. With new teacher standards coming in from next September, there is also the importance of applying the new teacher standards, which will be the benchmarks effectively for that performance management.

**Q294 Pat Glass:** I think we all recognise that you are defending your members, but equally I think we would all recognise that there is a small number of poor teachers in the system who simply get recirculated around the system. I think that is partly because the system that we have for managing under-performance is too brutal and has a massive impact on the rest of the school. Do we need a more humane system for supporting people and managing them out of the system?

**Christine Blower:** I think we need a system that everybody understands, which is that if there is someone who has areas for development or apparent weaknesses in their practice, there has to be a way of making sure there is support for that. I think in response to the previous question about performance management, one of the things that Chris said that is really important is that performance management does not give you access to CPD or other kinds of training necessarily, because it is budget-led rather than

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needs-led. So whilst you are absolutely right, Pat, that much of this approach is brutal, the fact is, if it is driven just by budget and it is cheaper to push someone through performance management or the capability procedures to try and get rid of them, than it is actually to support their practice, that is a significant problem.

The other thing is that I am not entirely sure that these people are being recycled round the system. There is no real way for doing that in the sense that, if someone leaves one school and applies for a job somewhere else—gone are the days when local authorities could easily move someone between schools.

**Q295 Pat Glass:** How about compromise agreements? They are rife within the sector.

**Chris Keates:** It does not necessarily mean the people are incompetent.

**Christine Blower:** No. And the other thing is that there are some teachers who are not especially successful in some settings who are much more successful in other settings, so in terms of the investment that we have made in making someone a teacher, it makes sense not to damage their entire future career just because they have been perhaps a little less successful in one school when they could be successful in other places. There will be ample evidence of people who do move from one setting to another. Equally, there are people who are very successful in one school who then move to another school and find actually it does not work for them; they are not so successful. It maybe the ethos, it may be the intake, it may be a whole lot of other things. So you are right; it must not be brutal, but also it must not just get rid of people from the system when they can do something very positive in different circumstances.

**Chair:** Thank you. That is enough of performance management.

**Q296 Pat Glass:** I just wanted to ask very quickly about the status of teaching. Craig and I met some young teachers and some young teenagers recently, and there was a clear difference between their views. The young people, young girls—they were all girls, weren't they?

**Craig Whittaker:** They were year 9.

**Pat Glass:** Year 9, yes. They felt their teachers got paid enough, and the young teachers saw salaries as a major issue. How important is status and how important are salaries within status?

**Chris Keates:** Well salaries are very important to the status of the profession. If somebody is a highly skilled professional, they want to attract pay levels that reward that highly skilled status. But it is not just pay; it is the point I made earlier about having robust regulatory bodies, because that builds confidence.

Remember we are operating in a climate where we want to build up and enhance the status of teaching, yet every day you open the paper and there is denigration of the profession and denigration of people who work in public services. That does not help to raise the status of any of those who work in public services, including teachers. I think the issue of professional autonomy and professional respect is

very important as well. I think there is a combination of things that enhance status, and pay is one of them.

**Dr Bousted:** I would just like to use the words from the Deputy Prime Minister, which are “heavy lifting”. It is certainly the case that teachers, along with other public sector workers, do feel they are doing the heavy lifting. One of the things we had in the noughties was significant catch-up increases in teachers’ pay to make it a profession where lots of people did want to apply and did want to train. The danger of a two-year pay freeze and a 1% pay cap, and that going on and on and on, with inflation as it currently is, is that for the numbers you need to recruit into teaching, it is perceived that, for a very difficult and demanding job, pay levels are poor. In our view, if you look to reasonable pay, so that teachers who are thinking of spending at least £9,000 more training not knowing what the bottom line of pay is going to be, you look to what happened to FE lecturers since college incorporation, and they are dropping their pay standards. There are all sorts of issues around teacher supply.

I am a union leader, so I would say that, wouldn't I? But one of the most important pieces of international evidence is the link between high-quality teaching and good rates of pay. That comes out as a significant factor.

I would just like to say one more thing about punitive. I would widen your sense of what is punitive in terms of managing people out, and tell this Committee that one of the really important things for you to do, or that we all need to do, is look at the unnecessarily punitive aspects of teachers’ everyday working lives, because many teachers find that, by the time they get to the end of a term, they are just exhausted. The daily grind of the workload on teachers is something that means these many very good teachers who could give much more to the profession, and this Committee is about teacher retention, end up being hollowed out and exhausted. We have to think much more carefully, both in schools and as a nation, about how we refresh teachers in their working lives, and stop them being utterly exhausted?

**Q297 Pat Glass:** Mary, on that point, we had an academy principal who came to see us who said that she had spoken to her teachers, and they had agreed that they would rather have additional money instead of professional time, PPS time. What do you think about that?

**Dr Bousted:** I don't think you should be asking them that; I think that is the wrong question. If you look at the top-performing countries, teachers think class size is very important but the evidence is that it is not. What is very important is the amount of time within the working week that teachers are given to plan and prepare their work and assess.

**Q298 Chair:** What about the time per week spent teaching? Do our teachers have to teach too much?

**Dr Bousted:** I think they do, yes.

**Christine Blower:** It certainly seems to me that, if you look at international comparisons, our teachers are teaching rather a lot.

**Q299 Damian Hinds:** Sorry to interrupt. What are the best sources for that research?

**Dr Bousted:** I have forgotten it, but I can get it.

**Q300 Damian Hinds:** Would you write to us? That would be very helpful, if that is alright.

**Chris Keates:** I think it is Korea, but I don't want to give you an easy answer; I can get it.

**Chair:** Chris can not only refer you to it but hand it to you.

**Chris Keates:** I brought it along just in case you had not got it.

**Craig Whittaker:** Do you have 10 copies?

**Q301 Chair:** Christine?

**Christine Blower:** It is not for me to ask the Committee questions, but I am intrigued to know that year 9 is some kind of benchmark for deciding how well teachers should be paid. That does seem to me to be a rather interesting way to approach it. I do want to respond, though, on Pat's question about time versus money. The point is that, if you ask a range of people whose domestic budgets are under pressure if they want more time or more money, they are likely to say, "I need more money." I am not surprised you would get that answer if you asked it at particular times, but on mature reflection the answer would be, "Actually, I need both."

**Chris Keates:** The response to that head teacher should have been, "Why have you given them that choice? Don't you want your teachers to be providing high-quality lessons and give them the time to do that?"

**Malcolm Trobe:** I was just going to say, as a school leader you have a duty of care to ensure that you are not putting too much workload on your staff, and therefore you are responsible for the teachers' work/life balance in many respects. So it is appropriate that they have the amount of "free" time to carry out their planning, preparation and other work.

**Chair:** One last question.

**Q302 Craig Whittaker:** Could I ask you all, if you have it, to send to the Panel information on how many of your members who are teachers are currently on capability assessments, and how many of your members/teachers leave the profession as a result of those? If you could send those through to us that would be helpful. My final question is do you believe there are suitable promotion opportunities for teachers, and particularly for those who don't want to leave the classroom, and how do we relate that into poor retention, etc.?

**Chris Keates:** One of the things we tried to do when we were doing the reforms of the pay system was to make sure that people who wanted to remain committed to the classroom could command high salaries without having to take on management responsibilities that took them away from the classroom. We were moving in that direction, and we were also, of course, doing a strive for excellence as well by putting in an excellent teacher scheme and the advanced skills teachers.

The problem with all of those is, first of all, the excellent teacher scheme did not get off the ground, and there are hardly any advanced skills teachers, particularly since the grant ran out from Government. What you then find is that you have a situation where you cannot say to heads how to spend their budget. So they are not rewarding, if you like, within that pay system. But basically we have more work to do on the pay system to make sure that it is rewarding those people who choose to stay in the classroom. There is a whole debate to be had about how administration in schools is done and who does that, and dividing that from teaching and learning.

**Q303 Craig Whittaker:** So the answer is no then. Does anyone want to add to that?

**Dr Bousted:** There are not career paths. The system just does not think about career paths for teachers who want to stay in the classroom, but you have to link that with CPD. You have to link that with the expert practitioner in the classroom and how you spread it. That links with in-school variation. E M Forster: "Only connect"—all those things need to connect.

**Christine Blower:** There is clearly much more of a career path in secondary than there is in primary, partly obviously given the matter of size. But of course one of the difficulties that we have is that people used to be able to be, if you like, promoted out of classrooms as good practitioners as local authority advisers, for example, but then come back in. As you get the fragmentation of the system, we have seen over a long time those sorts of opportunities were lost. They are actually very good for broadening experience across; to some extent that is covered by the advanced skills teacher, but it is really a rather different kind of model. The replication of that across the local authority levels would be a really good thing, because that would give you a very obvious career path.

**Malcolm Trobe:** There is further work to do. I will leave it at that.

**Chair:** Thank you.

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## Wednesday 25 January 2012

Members present:

Mr Graham Stuart (Chair)

Neil Carmichael  
Pat Glass  
Damian Hinds  
Charlotte Leslie

Ian Mearns  
Tessa Munt  
Lisa Nandy  
Craig Whittaker

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### Examination of Witnesses

*Witnesses:* **Professor Chris Robertson**, Head, Institute of Education, University of Worcester, and **Alison Kitson**, Institute of Education, University of London, gave evidence.

**Q304 Chair:** Good morning. Thank you both very much for coming in and joining us in the hot seats. We promise to treat you more kindly than the Murdochs. We are looking into attracting, training and retaining the best teachers, and this morning we are very much focusing on continuing professional development, so that we have the best possible teaching work force, and thus the best outcomes for children. Is CPD that important in delivering better outcomes for children?

**Professor Robertson:** I think the professional development of teachers is essential. I think that as a nation we need to invest more into the professional development of our teachers, because our children deserve the very best. All the evidence that we gather as an institution at Worcester, along with all of the national and international evidence, shows that it has a significant impact on teacher performance and on the classroom.

**Q305 Chair:** May I use first names? Alison, you cannot pin failures in CPD on any particular Government. Why have successive Governments in this country given CPD such short shrift?

**Alison Kitson:** It is a combination of factors. Funding is an obvious one. When the funding for CPD was devolved to schools, some schools were more proactive in ring-fencing that money than others. Schools with very committed heads have made sure that CPD for teachers remains high on the agenda, but there is no way of ensuring that that happens. When school budgets are strained, as they are at the moment, and you have a choice between hiring another teacher or funding someone to do a Master's or to bring someone in to run a session, that is a difficult decision for a headteacher to make.

**Q306 Chair:** But headteachers are highly trained, they are often leading quite large, complex organisations, and they have strong incentives to deliver quality outcomes for kids. If they do not see the purpose of spending their budget on it, does that suggest that perhaps it is not worth putting the money into it? If you cannot persuade headteachers, whom can you persuade?

**Professor Robertson:** Many heads do invest. The postgraduate professional development funding that was allocated to support teachers undertaking Master's-level study has been very effective. I know that the delivery of that scheme nationally has varied

in quality, as one would probably expect, but where it has been delivered effectively, it has had a really significant impact on the quality of teachers and also on the retention of teachers. I believe strongly that it also has enabled teachers to then encourage their own headteachers to support funding beyond perhaps the initial PG Cert that was supported through the process.

**Q307 Chair:** I am still struggling, though: if you have the positive feedback of better results feeding back to pressure on heads to invest more money, even from other budgets, we should have an upward virtuous circle of ever greater investment, higher quality teachers, but that is not the picture that your submissions paint. I am trying to get to the bottom of why, if CPD is seen by everybody as a good thing, it has not received the attention and support that it should have.

**Alison Kitson:** The two barriers to engaging in CPD that teachers often cite, and have cited for years, are time and money. People roll their eyes and think, "Not that again," but those are the two barriers. In England, unusually in Europe, our teachers have one of the heaviest teaching loads, so typically you might be teaching 22 hours out of 25 hours. If you add in the planning and the assessing, etc., it makes it quite difficult to find time to engage in things like a Master's programme and so on. That is one real barrier, and money is another.

If you want to engage in some really high-quality CPD, whether it is a Master's programme, attending a subject association conference, or whatever it is, that does cost money. NQTs in theory have some money set aside for their development in schools. No other teacher does. It is a real lottery as to who gets some funding and who does not. It is a very small part. I do not think that headteachers are wilfully saying, "We do not want to spend money on this." I think it is just that they have some really tough decisions to make, and there is not that ring-fenced budget, as there would have been when local authorities had it. I am not saying we should go back to that either, but something is not quite right.

In particular, in my opinion, what is really suffering at the moment is subject-specific CPD. Where is it? It is just not there. Typically, students who are on a PGCE programme will receive the best quality, subject-specific CPD they will have in their career. In their NQT year, they will receive virtually none, which is scandalous. There is a lot of generic CPD;

schools may run perfectly good sessions, but what is good questioning in a history lesson, and what is good questioning in a PE lesson, an art lesson and a science lesson are very different. For me, that is one of the big problems, and the problem that I encounter as a tutor at the Institute.

**Chair:** Thank you very much.

**Q308 Ian Mearns:** Good morning. I suppose it might seem an obvious question, but from your perspective, what are the incentives and the requirements for teachers to undertake continuing professional development?

**Professor Robertson:** In terms of incentives, that is where we have quite a gap. The Postgraduate Professional Development programme provided some subsidised funding for teachers to undertake Master's programmes, or at least a PG Cert. However, beyond that it is very difficult for teachers, and I think it will be increasingly difficult. When students are considering the debt with which they move into the profession, it will be even more difficult for them, perhaps setting up with a young family, to buy a home and personally invest in their own professional development. It is quite a challenge for the future, and we need to think very carefully about it.

Schools do invest in some CPD. At the moment, we are running about eight different Master's-level programmes that are located in schools, where all the teachers are enrolled by the school on a Master's-level programme. We have one focusing on coaching and mentoring in one cluster, and another cluster looking at different levels of leadership development, so schools are investing, and where that happens it has real benefit. Some headteachers are seeing it as a really important development, and something that is worth investing in. The bigger secondary schools are better placed to do that. In the small primaries, for example—in Worcestershire and Herefordshire we have some very small primary schools—it is very difficult for heads to make that kind of commitment when their budgets are small and the demands are great.

Teacher accountability is another barrier for a lot of teachers, and for a lot of headteachers in supporting further development, because teachers' time needs to be invested in looking very closely at the outcomes and achievements of testing within the school. That is another barrier, and a disincentive, if you like, for teachers to engage in more work.

**Q309 Ian Mearns:** Thank you. The Government have been in power now for just under 20 months. Do you feel that they have paid enough attention to CPD in terms of their policy thinking so far?

**Professor Robertson:** No.

**Alison Kitson:** No. There has been much more emphasis on ITT than CPD.

**Q310 Ian Mearns:** Right.

**Alison Kitson:** I think we all feel that ITT is obviously very important, but it is the beginning of a teacher's career. If you are not paying attention to the whole career development, what you gain in the ITT year can be lost.

**Q311 Ian Mearns:** Now, in terms of what we can learn from abroad, the world of education out there and overseas, can you focus on a couple of themes where you think we could learn from some good examples from abroad on CPD?

**Professor Robertson:** Do you want to say something about Finland?

**Alison Kitson:** Everyone always talks about Finland. I think everyone has been now.

**Q312 Ian Mearns:** Yes. We have been.

**Alison Kitson:** Yes. However, I think it is genuinely inspirational. It is difficult: it would require a massive culture shift to do here what happens in Finland. Going back to those two barriers of time and money, in Finland a teacher would teach roughly about half the teaching load of teachers here. They have a three-year minimum initial training programme. The vast majority of teachers in Finland have two Master's degrees, one in their subject and one in education. It is taken so seriously. There is an expectation that teachers are engaging in research: it is a research-based profession. If you are teaching half your time, you have the rest of the time to plan collaboratively with colleagues, whereas here it happens in isolation, to engage in research, to work with other colleagues, to develop other colleagues, to work more closely with parents. It is a wonderful system, I have to say.

**Q313 Ian Mearns:** Thank you. Do you agree with calls from the GTC for an entitlement to CPD for each and every teacher?

**Professor Robertson:** Yes.

**Q314 Ian Mearns:** Right.

**Professor Robertson:** I think that is very important. For teaching to be a Master's-level profession in this country, as it is in many other successful countries in the education field, would be a real investment in teachers.

**Alison Kitson:** As long as it is high-quality CPD. As long as it is not a, "Tick, I have done my 30 hours this year." As long as there is a kind of quality.

**Q315 Ian Mearns:** If ITT goes mainly away from the HE sector, do you think there are potentially implications for the research and development of the future of CPD and ITT?

**Alison Kitson:** Yes.

**Professor Robertson:** The integration of initial teacher training within universities and schools in the very exciting and dynamic partnerships that many universities have is really important. It is the meld between academic and practice. It is not one group providing academic and one group providing practice. The way we work with our partners at the University of Worcester, and many other university partnerships with schools, is a true partnership, where academic learning takes place in school as well as practical learning taking place in the university. It is not a location split. It is a true partnership. That is why particular providers achieve outstanding provision, because of that very important link.

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That is where the academic bit fits so closely with practice and enhances our students. For example, our retention is amongst the highest in the country for teachers after five years of qualification, because they already have professional understanding and a commitment to their own academic and professional learning to make a difference in the classroom.

**Q316 Neil Carmichael:** I want to test this a bit further, because we are obviously keen on the idea of more CPD, and both of you have touched on what the central issue is here. I will pose it in this way: we are thinking about having to reshape the timetable of the teacher, aren't we, to accommodate more time? Most teachers in my constituency would probably cheerfully say, "I would like to do that, but I just do not know when." Ian asked the question about international comparisons. You touched upon Finland, which is of course the really good flagship example, but I think most schools on the continent do have a different timetable arrangement from us. Do you think that is a helpful way towards encouraging CPD? How do you see that developing?

**Professor Robertson:** Having a lighter timetable?

**Neil Carmichael:** Yes.

**Chair:** Can we improve it without changing the timetable?

**Neil Carmichael:** Yes. At the end of the day, the amount of teaching time that teachers have adds up—the marking time and classroom time and the rest of it.

**Chair:** Shall we let them answer?

**Neil Carmichael:** Yes.

**Professor Robertson:** That is a really interesting question. In secondary schools in this country there is a little bit more flexibility in terms of teacher time, whereas in primary schools teachers have very little time off-timetable. The issues between primary and secondary as it currently sits are different. Obviously, in bigger secondary schools there is more flexibility because you have the capacity.

I think freeing people up to undertake high-quality CPD could be of great benefit, but as always we are balancing cost and benefit, and that is a very difficult thing in the current climate, when the economy is not in a good position.

**Neil Carmichael:** Thank you.

**Chair:** Alison, were you going to come in?

**Neil Carmichael:** Alison wants to add something

**Alison Kitson:** I think it would be absolutely wonderful to create more time for teachers, but I would not want to think that without that we cannot change the system. Ironically, there is a fairly recent policy in schools intended to address the workload issue, called the Rarely Cover policy. It has made headteachers understandably very reluctant to allow teachers out of school. That has meant that an awful lot of CPD is in-house. There is nothing wrong with some in-house CPD, but too much in-house CPD I do not think is very healthy. You will certainly not get that cutting-edge subject-specific CPD that I was talking about. There are policies working against each other there, and unintended consequences.

**Ian Mearns:** Chris, as part of your submission, you are quoted as saying, "accredited professional [CPD] at postgraduate level has more value than other

forms." That sounds self-evident, but do you have an evidence base to back that up?

**Professor Robertson:** We know, as I have said before, from our own evaluations of impact on our teachers and on schools, that high-quality CPD, accredited CPD, Master's-level work, where teachers are engaged in critical thinking and analysis, as Alison said, focusing on their subject or their subject strand, has a huge impact. For example, if their role is to lead on SEN, then actually engaging in Master's-level work on special needs makes a huge difference to the way they think, and the way they analyse data and their own practice. Teachers and headteachers tell us that. We run the national SENCo programme in Worcester, and our external evaluator has talked significantly about the impact that has had on practices in the schools. That is by talking with the headteachers and other members of staff, asking them what benefit there has been from a teacher doing the Government's SENCo funded programme.

**Q317 Ian Mearns:** So from your perspective, you feel as though you have done enough robust evaluation to say that solution is spot on?

**Professor Robertson:** Yes, I think so. We are constantly pushing the boundaries in terms of evaluating programmes. If you took the TDA's own evaluation of the postgraduate professional programme, one of the key pointers they made was that teachers really value Master's-level work, and they do not want professional development to lose that academic edge. That was one of their major findings of a major piece of evaluative work.

**Chair:** Thank you.

**Ian Mearns:** Thank you very much.

**Q318 Pat Glass:** What evidence is there, if any, that CPD or lack of it is a factor in students' deciding to choose teaching as a career, or in teachers leaving the profession?

**Alison Kitson:** Yes. That is a really difficult one. There is no definitive evidence that says, "Teachers would stay in the profession if they had lots of CPD." There are bits and pieces of research, so for example the PPD Report that Chris mentioned has some evidence that it encourages teachers to stay in the profession.

If you look at the Teach First programme, which has been very successful in recruiting very high-quality graduates into teaching, one of the things it does extremely well is to say to applicants, "Look, you will get two years' structured professional development with opportunities to engage in subsidised Master's programmes in leadership." Teach First is not aimed at everyone staying in the profession in the long term, but they have a fair retention rate of about 62%, given that is not its overall aim. Mainly it is anecdotal, but certainly, the fact that people have a two-year programme with a mentor for two years outside the school, with guaranteed professional development, with the Master's accreditation, I think is very attractive. Even if some of it is anecdotal, it is not unreasonable to say that if someone feels very well supported in their career, and feels like they are

making progress, it is likely to encourage them to stay in the profession.

**Professor Robertson:** We have had a system in place in my university where NQTs have been offered the opportunity, as a right, of moving on to Master's-level study, and we do that for our PGCE programme, our undergraduate students and our graduate teacher programme—across all of our provision, including our SCITT provision. All of those students can move on, and a large majority of them do. They feel that having Master's credits aligned to their NQT year takes their career forward. It is not just ticking off the induction year but contributing to their further development. What we find is that, once NQTs or teachers are hooked on postgraduate study, they carry on. Some 93% carry on to further Master's-level work once they have done a PG Cert. That is significant. That is within my institution.

We know that having that link, as Teach First has, so that students can see that being a teacher is not just about getting QTS but lifelong learning, means that they value that and take it very seriously. From when they begin the programme as undergraduates when they first come in at 18, we are talking to them about undertaking Master's-level work. We are talking to them about what that will mean for them as teachers, and the need for them to carry on learning beyond the programmes that they do as part of initial teacher training. It does have a difference. It changes people's mindset.

I can remember one of the Ofsted inspectors saying to us after our last "Outstanding" inspection that headteachers had told them that talking to our students was like talking to colleagues who had been in the profession for some time. It was not like talking to students but like talking to trained teachers, because they had a very professional understanding of their role.

**Q319 Pat Glass:** If that is the case, do you think there is any correlation—I have often felt that there is a correlation, with no evidence to back it up, but experience—between those teachers who undertake CPD, and those teachers who are creative and innovative in the classroom?

**Professor Robertson:** Is there a correlation? Yes.

**Q320 Pat Glass:** We are after good teachers, aren't we? Equally, my experience has been that if you see teachers who are not interested in CPD, want it during twilight so they do not have to stay after five o'clock, and are not interested in investing in it themselves, they tend to be the more tired teachers. Is there any evidence that sits behind that?

**Professor Robertson:** I am not sure whether there is any evidence behind it, but I think both Alison and I would probably agree with you.

**Alison Kitson:** Recognise it.

**Professor Robertson:** When we select our new trainees to come on to our ITE programmes, we are looking for students and for committed professionals who already show that creative energy and desire to move themselves forward. I think, going back to ITE, it is one of the characteristics that we are looking for

when we are selecting applicants for all our programmes.

**Q321 Pat Glass:** Do you think there is an ideal time for which teachers should stay within a school or a particular department? Does that have an impact on the quality of teaching?

**Alison Kitson:** Do you want to pick that one up?

**Professor Robertson:** Yes.

**Pat Glass:** Should we be moving teachers around, and not letting them stay 14 years in one school without any CPD, for instance?

**Alison Kitson:** Again, I do not know whether there is any evidence that that holds teachers back in their development. Maybe it relates back to this notion of whether CPD is entirely in-house or external. If you are in the same school for a very long time and you have no stimulus from outside the school, and no development from outside the school, there is a danger that you can become introspective and you do not get those new ideas, in your subject or in pedagogy or subject knowledge or whatever it is. Whether that is because they are in the same school for a long time, or whether it is because they are not getting that CPD, I would not like to say.

**Q322 Pat Glass:** Should we be developing separate career structures for teachers who decide to stay in the classroom? I know successive Governments have tinkered with this.

**Alison Kitson:** Yes.

**Professor Robertson:** I think that is really important. Even from my own personal experience, I did not want to become a headteacher, and yet I was a forward-looking, ambitious teacher wanting to make a real difference in the classroom. Finding routes, when I was a young teacher, was very difficult. I moved into the local authority, into advisory work, because that seemed to be a route that I could take and follow my passion for learning and teaching in the classroom. I know that a lot of young teachers feel that strongly, as well. A lot of experienced teachers also feel that strongly. Having a route for teachers, other than headship and management, is really important.

**Q323 Pat Glass:** How do we make that real? We have had Learning Teachers, and that has had variable success. We now have a situation in which headteachers are paid more than, say, Directors of Education or advisers, so financially the route has to be through becoming a head. How do you make that work? Is it about money? Is it about CPD? Is it a combination of both?

**Professor Robertson:** Do you want to pick that up first?

**Alison Kitson:** Yes. There has been a route for classroom teachers, which is the Advanced Skills Teacher route, which has been, I think, incredibly successful. I know a lot of people, personal friends, who have gone down the AST route. Why would they go down the AST route and not the headteacher route? They want to stay in the classroom, but they want to work with other colleagues and develop other colleagues, so they can widen their sphere of influence



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and share their expertise. Yes, they want to have a pay increase, because I think if you have a lifelong career, you want to be paid more as time goes on. I think that is reasonable. They have status, so the AST pay scale was the leadership pay scale. Some ASTs joined the leadership team in some schools.

I think the future of AST is extremely uncertain. There are virtually no local authorities that now fund it, so the principle of AST, which was four days per week in school and one day in other schools, has pretty much gone. Why would a head pay a teacher to spend a day per week in a different school? I am sorry to keep going on about the subject-specific, but again that means that ASTs are now working across all departments within the school, rather than sharing their expertise with other fellow subject teachers in other schools. That is another reason why subject-specific CPD is weakened.

We now have this new role called an SLE, Specialist Leader of Education, which is being run through the teaching schools, which has no link to pay. Whether they will be paid more or not by headteachers nobody knows, but there is no clear link to pay. We have the Master Teacher standards, which are currently being consulted on. They have no link to pay. I am struggling to see at the moment how SLEs or Master Teachers could be a credible alternative to ASTs for ambitious teachers who want to be fabulous teachers and share their expertise, but also want to make progression in their career. It is a real worry.

**Professor Robertson:** The range of roles that Alison has also outlined indicates that for a lot of teachers they are not sure which route to follow, because there is no clarity there. There is no established clarity. Sometimes, I know, current ASTs are worried about what will happen to their role. Will the position that they have achieved as Advanced Skills Teachers now be as nothing, and will Leaders of Learning or SLEs be more senior in terms of status within the school? Whatever we do, we need to be thinking about stability in the structures we create. It is not helpful to teachers when we change and bring in too many differences, and positions that have had some esteem and status are suddenly removed. I think it is unhelpful to teachers in planning their own careers.

**Q324 Chair:** We also need to know which structures and what CPD lead to better outcomes for young people. Do we have any evidence across all these acronyms as to which leads to better outcomes for children, which is the ultimate aim?

**Professor Robertson:** In terms of the roles, the research that has been done is not significant, because often the roles have changed over a fairly short time. Looking at the long-term impact of these roles on people's careers can be quite difficult, because the roles themselves disappear. To me, that is where we need longer term stability within the roles, so we can undertake that kind of work and see the difference it makes.

**Chair:** Yes.

**Alison Kitson:** Yes. There is a lot being made at the moment about parallels between education and medicine. Consultants do not stop teaching. They are still treating patients. They still have an obligation to

train new doctors and engage in research. There is no parallel to that in education at all.

**Q325 Neil Carmichael:** That is a really interesting point that you have just raised about the parallel between teachers and doctors, and indeed lawyers. The one thing that teachers do not have, which the others do have, is a professional body to represent them and effectively corral the very things you are talking about. Have either of you thought about the fact that the teaching profession might benefit from having an effective professional body looking at the issue of training and professionalism and career development on their behalf for them, rather than allowing teachers effectively to be subjected to a huge variety of options and possibilities, as currently happens?

**Alison Kitson:** We did have one; we had the General Teaching Council.

**Q326 Neil Carmichael:** No, that is not the same thing.

**Alison Kitson:** Okay. It was the nearest thing we have ever had to a professional—

**Q327 Neil Carmichael:** Yes, but it is not the same thing, is it?

**Alison Kitson:** It is not like the BMA—no, I understand.

**Q328 Neil Carmichael:** It is not the same thing. We are confusing two structures there. You mentioned the comparison between teachers and doctors, so let us develop it.

**Professor Robertson:** I think you are absolutely right, and Alison is right in saying that the GTC was the nearest we have ever come to something like that. This is my personal opinion: I think it would be a very useful development to have that kind of organisation. I would want to know what the organisation was going to be responsible for, and how controlling it was going to be, so I would have a lot of questions to ask about that, and in its development, but the notion could be a very important one to pursue.

**Q329 Neil Carmichael:** You are making the assumption that this would be something created by Government for teachers. It does not necessarily need to be, and perhaps should not be, created by Government. It should arise from teachers wanting to have a professional body to look after their profession, in their interests, and obviously, as Graham quite rightly pointed out, the interests of pupils too. Fundamentally, this is a question of how teachers themselves want to see things happen.

**Professor Robertson:** Yes.

**Alison Kitson:** Yes. I think that is right, but education is very politicised. There is no equivalent in medicine for the Government suddenly, through a body like the National College, creating a new role that is Specialist Leaders of Education. I do not think the Government would say to doctors, "We will create this." I do not know—I may be wrong—but there is a sense in which Government does exert a lot of control over those kinds of structures.

**Neil Carmichael:** Not the BMA, for example.

**Q330 Chair:** Is that because it is filling a vacuum? It could be a combination of Government stepping in, but also the main voices of teachers are often strident teaching unions rather than professional teachers coming together and representing themselves.

**Alison Kitson:** I am not disagreeing with you at all. I think you are absolutely right.

**Neil Carmichael:** Thank you.

**Q331 Charlotte Leslie:** Talking about the National College for School Leadership, do you think there is often not enough distinction drawn between managerial expertise and duties that teachers are increasingly being expected to take on because of the direction our education is going in, and actual professional development? If you go back to medicine, with the reforms going through you will have an increasing requirement for clinicians to have the managerial expertise. That is a very different skill from being an excellent professional. Do you think we need to divide those two things slightly more when we are talking about professional development—managerial—and expertise in your actual subject area or methods of teaching?

**Chair:** Who would like to go at that? Chris?

**Professor Robertson:** I think you are right in some respects, although most teaching roles do have an element of managerial work within them. However, I would say that developing leadership skills within the teaching profession is really important, and whether you are a subject leader or a manager, you need those leadership skills. We find that is something that schools are really focusing on, and have for some time—wanting to develop leadership within their schools, and capacity building, and sustainability. Separating out some of the roles, so that teachers are not expected to do everything, is really important. If you are dealing with a heavy management role, focusing on the development of your colleagues can be very difficult in terms of the time management. I think your point is a good one.

Could I just go back very briefly to Neil's point about the BMA? The BMA was actually started in Worcester. We are currently teaching in the very room where that happened. Maybe we need to get a group of teachers together in that room and maybe the magic of the room will inspire teachers to do that. To me it is a really important idea, and I think now we have an opportunity, as a profession, because in recent years—for many years now—teachers have been strategied out. They have had so many strategies placed on them that they have not been able to think about their own personal professional needs, and they have been responding to what has been imposed. I think it links with your point as well. This is a really good opportunity for us to help teachers seize the opportunity to think about what they want to do and where they see themselves going as professionals. I think it is a good point.

**Neil Carmichael:** Thank you.

**Q332 Tessa Munt:** I wanted to look a little bit at the potential for sabbaticals, and perhaps for charter status and any sort of advanced study. If I could start with sabbaticals, we are aware of the Australian long leave system, and other systems like that, and there has been discussion in previous Committee meetings about perhaps the chance for teachers to participate in inspection, to do with Ofsted or whatever, as part of a break from teaching. I think it was you, Chris, who said a sabbatical scheme might be looked at or offered for teachers to undertake further study and exchange, or a period in industry. Can you talk a little bit more about that, please?

**Professor Robertson:** In my mind, professional development for teachers is rather like a prism.

**Tessa Munt:** Can I ask you to speak up a little? Sorry.

**Professor Robertson:** In my opinion, professional development for teachers is rather like a prism. You have different faces to it, which would include Master's-level work, it would include network learning communities, and it would also include opportunities to look nationally and internationally to link up some of the activities that you have been doing in those other areas with organisations outside your own organisation.

Often, if you want to engage in some deeper understanding of the work of another country or another system, you need a longer period of time, rather than the tourist going in and just trying to catch the feel for something. You need a period of time for that deep understanding of the way things work. It might be because they want to do some research in a particular area, or it might be because they have identified leadership in another organisation that they would like to explore. I think those learning opportunities could also be built very well into a professional development package. However, they do need more time invested in them than just going on a day here and there, or a couple of days.

**Q333 Tessa Munt:** You are talking about a specific break?

**Professor Robertson:** Yes.

**Q334 Tessa Munt:** I think under the Australian system, as soon as you are salaried as a teacher, part of your salary is put aside for that break after seven or eight or 10 years, or whatever, so there is a three-month or a six-month period—

**Professor Robertson:** I would see that as being really helpful. I know in the past where we have had opportunities for teachers to engage in international visits over perhaps a few weeks, or to undertake industrial placements, those have not been well taken up. I know Graham will be asking, "What research and evidence do you have?" They were not well taken up, but I think they were set up at a time when teachers were also under the cosh in terms of all the strategy development.

Again, I think now is an opportunity for us to re-look at those opportunities, and I know that where our teachers engage in international experience, where they have opportunities to spend some time with organisations in small-scale research, it has an impact on their thinking. We run some clusters of groups of

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headteachers working together, where they come together to explore leadership and the challenges of being headteachers, and we do that as part of our CPD for headteachers.

**Q335 Tessa Munt:** Is that national or international?

**Professor Robertson:** No, this is local groups of headteachers coming together.

**Tessa Munt:** Right.

**Professor Robertson:** What we then do is to link the groups together. We have groups of teachers in this country working with groups of headteachers in Indonesia, and acting as supports for each other.

**Q336 Tessa Munt:** Why Indonesia?

**Professor Robertson:** Because we happened to have some contacts with training in Indonesia, so we had groups of headteachers there who similarly wanted to link with groups of teachers in the UK, so it was an opportunity to link. I think universities often have that opportunity of acting as the facilitators of these groups coming together. We are also linking groups of headteachers with whom we work in Somerset with groups of headteachers in Norfolk and in Hereford that we are working with. We can join people together so that headteachers—this is the level at which we are doing this at the moment—are able to share thinking, and to spend, even if it is three days together—

**Tessa Munt:** But that would strike me as just being good practice. If you were going to make a recommendation to the Committee about whatever it might say in its Report, what is different?

**Chair:** Briefly.

**Professor Robertson:** Those connections, we know, make a real difference to both sides of the partnership that engage together. Doing that for teachers would also have that same kind of benefit, and if teachers had longer periods of secondment to be able to go and explore models in Finland or wherever—

**Q337 Chair:** What does this look like? That is what Tessa is asking.

**Professor Robertson:** What does it look like?

**Chair:** Is it an entitlement, like Australia, built up over time? How does it work? What would the recommendation look like in a Report from this Committee?

**Professor Robertson:** I would like to see that kind of development embedded in things like the Master's standard, for example. That would be one place it could sit. Or it could be for teachers in challenging schools who have made particular achievements and developments that have been noted and noteworthy. It would be an opportunity for them to take their learning on to another level and stage. Often teachers in challenging schools do not get that kind of opportunity because they are so busy dealing with the challenges within the school

**Q338 Chair:** So it would not be universal; it would be an earned entitlement?

**Professor Robertson:** Yes. That is how I could see it working. Again, I am thinking about the economies of it.

**Q339 Tessa Munt:** There might also be conflict. If a headteacher of a very small school has somebody simply brilliant, it is better to just keep them quiet, otherwise they might be flying off and doing something elsewhere. I can see conflicts in that. Maybe you would like to write to the Committee a little bit more about that subject, because I think we are quite pressed for time, are we not?

**Chair:** We are.

**Professor Robertson:** Okay.

**Q340 Tessa Munt:** Alison, is there anything you want to say in 30 seconds about that?

**Alison Kitson:** No.

**Q341 Tessa Munt:** Fantastic, thank you. I just wanted to look at what your thoughts were on chartered teacher status generally, and whether it should be an overarching system, or whether it is something that should be opted into by individual teachers.

**Alison Kitson:** I have worked on chartered teacher status, on and off, for a number of years. I am not expert, as the people sitting behind me are. My concern about a chartered teacher scheme is if it were just added on to what already exists in terms of career paths and so on, because I think there is a real danger of confusion. My questions would be, if you are going to consider recommending a chartered teacher scheme: how will it relate to the Master Teacher standards? How will it relate to career progression? How will it relate to status and pay? Does it have a link with a licence to practice? If there is a requirement to engage in CPD, how are you going to ensure the quality of that CPD? I think that all of those can be resolved.

**Q342 Tessa Munt:** Those are questions I was going to ask you.

**Alison Kitson:** The answer is that, in my opinion, you would have to find ways of linking the chartered teacher scheme with the Master Teacher standards, as an obvious starting point. Otherwise you just have a parallel track. If the chartered teacher scheme can be a way, as it is with many other professions, of ensuring that teachers are engaging in an appropriate amount of an appropriate quality of CPD on a regular basis, in order to maintain their charteredness, that is a very good thing.

How exactly should the scheme look? There are so many different schemes. The scheme in Scotland has some very particular characteristics. You have chartered subject teacher schemes, which Professor Derek Bell can talk more about later. You have chartered assessors. There are lots of schemes already. Do you want lots of little schemes? Do you want an overall scheme that will build in with the standards? These are the questions. I used to work at TDA back in 2007. I wrote a report on this, saying exactly that, and nothing has really happened in the last five years to move that forward. I think it is great that you are talking about it today.

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**Q343 Tessa Munt:** So Master's or chartered teacher—

**Alison Kitson:** The Master Teacher standards. I do not know whether you have seen those yet, but they are still being consulted on, I think.

**Professor Robertson:** Yes, they are being consulted on. It is not a Master's. It is called the Master Teacher standard.

**Q344 Tessa Munt:** Oh, so it is not a Master's?

**Professor Robertson:** No.

**Alison Kitson:** No.

**Q345 Tessa Munt:** I am under time pressure. If we are going to go down this route, which route is your preference? What should we do? Do we go to the Master's, or a Master Teacher, or—

**Professor Robertson:** I think we ought to be going for an academic Master's-level profession.

**Tessa Munt:** Yes.

**Professor Robertson:** Whatever scheme we put in place ought to have that embedded within it, whether

it be a charter scheme, whether it be the Master Standard that is being consulted on at the moment, or whatever it is. I think Master's-level qualifications ought to be embedded within that.

**Q346 Tessa Munt:** Is that linked to pay and conditions, status—all that sort of stuff?

**Alison Kitson:** Not necessarily.

**Tessa Munt:** Thank you.

**Professor Robertson:** But I think it should.

**Q347 Tessa Munt:** Yes. Sorry. Perhaps my question was too rhetorical. Do you think it should be linked?

**Alison Kitson:** Yes, I do.

**Tessa Munt:** Yes, you do.

**Professor Robertson:** I think it should be linked.

**Alison Kitson:** I think that comes back to rewarding classroom teachers for excellent practice, which is what charteredness ought to be about.

**Tessa Munt:** Thank you.

**Chair:** Thank you. Thank you both very much for giving evidence to us this morning.

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### Examination of Witnesses

*Witnesses:* **Mark Powell**, Executive Director, Product Development, Royal Institution of Chartered Surveyors, **Mark Protherough**, Executive Director, Learning & Professional Development, Institute of Chartered Accountants in England and Wales, and **Christine Williams**, Head, Global Membership, Chartered Institute of Personnel and Development, gave evidence.

**Q348 Chair:** Thank you very much for coming in to give evidence to us this morning. Obviously, your schemes will be very different from anything that would occur in the teaching profession, but I hope there are lessons to be learnt from the successes and challenges that have occurred in your own schemes. If this Committee were to recommend setting up a chartered teacher scheme, what one lesson might we learn from the world in which you work? I will start on the left, if I may.

**Mark Powell:** That is a really good question, Chair. One thing you might be able to learn from our institution, and from the others that are here today, is the link between the professionalism of a member of our institution and all the other things that we require the members to do in order to maintain that professionalism.

For us within the RICS, the value of a chartered surveyor is much more than about being a technical specialist and achieving academic qualification. It is a competency-based institution. The way we measure individual members of the institution is through their competencies, and how we encourage them throughout their careers and regulate them is around the competencies they demonstrate to the general public and the institutions they are working for. That would be the one thing that I would try to pass across to the Committee.

**Q349 Chair:** How important is your independence from Government to your ability to do that?

**Mark Powell:** Clearly we do have links to Government, because a lot of the standards that we encourage our members to work to are based on

legislation. Therefore our members will be advising different Government Departments and organisations on the development of legislation. Building control legislation is a good example of that, and our members consult on that, but we are not directly involved in putting that in place. We are a global institution, and we are working with institutions, banks, insurance companies and other Governments around the world, helping them to understand the standards and the implementation that the RICS members can bring, and how they can help in those different jurisdictions.

**Chair:** Thank you very much.

**Mark Protherough:** If you will let me, I will give you two very quick ones: the technical rigour of the qualification, and the standard of the qualification. We have heard already about Master's level. Ours goes up to Master's level. Secondly, there is the importance of mandatory continued professional development. It is essential that accountants, all professionals, keep themselves up to date.

**Chair:** Thank you very much.

**Christine Williams:** I am Christine Williams, of the CIPD—the Chartered Institute of Personnel and Development. I would agree that our professional-level qualification leading to chartered membership is pitched at Master's level. However, one of the lessons I would give to the Committee is that the focus is not just on what people know. The real focus is on “So what” do they do with it, how is it applied and used, to me that is a really important thing. It is based on a competence framework, but it is about the actual results that people deliver in the

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workplace for the customers, the clients, or the children. That is something I would say.

We have 135,000 members. We have a high proportion of chartered membership, and I think that has helped to re-position the profession as being regarded, perhaps, as having that credibility that previously people talking about old “personnel” maybe did not see. I think chartered status does help our position. In running a scheme, that is very important in terms of credibility.

**Chair:** Thank you.

**Q350 Tessa Munt:** Can I ask you one very quick question? I am not talking about people who have gained their chartered status here and then moved abroad, but do you have people from other countries applying for the chartered status of your bodies?

**Mark Powell:** We absolutely do. In fact, last year was the first year ever that we had more individuals come into chartered status membership outside the UK than we did inside the UK.

**Mark Protherough:** Some 25% of our student intake last year was from outside the UK.

**Christine Williams:** Yes. The majority of our international students still do come to the UK to qualify, but we are expanding globally. We have opened an office in Singapore and are now delivering outside the UK. Yes, the globe is looking to the UK for leadership in this area.

**Q351 Tessa Munt:** Right. Would that be the case for all of you: it makes people’s jobs more valuable in all parts of the world?

**Mark Protherough:** No, I would not say all parts of the world. There are recognitions of chartered status in many parts of the world, but not in all.

**Mark Powell:** We would be the same as the ICAEW as far as that is concerned.

**Q352 Tessa Munt:** That is interesting. Thank you. Can I ask you not about your specific disciplines but to outline the key components of your scheme: how people get there and how it might be adapted by other professions? Obviously we are talking about education here, but can I ask you for your comments on that, just quickly?

**Mark Powell:** Very quickly, to become a chartered member, a chartered surveyor, we have a range of feeder universities that have accredited qualifications. Some are degrees, and some are postgraduate qualifications. These feeder qualifications enable graduates then to find employment with firms that are in the space, and we work with the firm to have what is called a structured training agreement.

During a minimum two-year period, the individuals then develop a whole series of competencies, which we define, and the firm works with them. They will have other chartered members within the firm who will mentor them through that process, and then ultimately, at the end of a minimum of two years, they come forward for a structured interview. Three members sit in a room with them, go through their competencies, interview them, and at the end of that they are either judged to be competent and achieve

the competency to be a chartered surveyor, or they are referred.

**Q353 Tessa Munt:** How many referrals do you make?

**Mark Powell:** That is a good question. In the UK, at the moment, the pass rate is just under 70%.

**Tessa Munt:** Okay, fine. Thank you.

**Mark Protherough:** It is very similar. They get a job with an authorised employer. We authorise employers to train. They go through a three to five-year training period with a training agreement. They develop their workplace skills—we call them “skills” rather than “competencies”. The difference with us is that they have also to study academically. There are 15 papers that they have to sit and pass.

**Q354 Tessa Munt:** How many?

**Mark Protherough:** Fifteen. One-five.

**Q355 Tessa Munt:** That is over a period of three to five years?

**Mark Protherough:** Over a period of three to five years.

**Q356 Tessa Munt:** Okay, fine. And the failure rate?

**Mark Protherough:** The failure rate is relatively low. The reason for that is what is called an early hurdle: the students will sit an exam within three weeks, typically, of joining a firm. If they fail that exam badly, they will be terminated.

**Q357 Tessa Munt:** Is the exam set by you?

**Mark Protherough:** The exams are all set by us. That is a central control, which I think is very important.

**Q358 Tessa Munt:** How do you choose the firms that are good, and how often do you check the quality?

**Mark Protherough:** We go and visit them before they start training, to check their systems and their processes and the support they give to trainees, and we monitor them every three years. Every three years we go round to check with them. They are organisations like PwC, the National Audit Office, Barclays: a huge range of blue-chip employers.

**Q359 Tessa Munt:** What is the smallest size of firm that you are working with?

**Mark Protherough:** We work with sole practitioners, who will be one person who will have maybe five or six staff, and they will have a trainee.

**Q360 Tessa Munt:** How often do you check their quality?

**Mark Protherough:** We check them the same: every three years. If there is a doubt or concern about them, we will obviously visit them more often, but it is a standard procedure. It is a minimum of a three-yearly visit.

**Q361 Tessa Munt:** Okay, fine. Can I move to you, Christine?

**Christine Williams:** Yes. We have a set of professional standards that the Institute has set, which defines what a competent professional should be able

to do. There are three elements: their knowledge, so what they should know; their activities, so what they do; and quite importantly their behaviours—the way they operate in the workplace. The knowledge for chartered membership is set at a postgraduate level, so that is delivered through a range of universities, colleges and providers. Candidates are required to join the Institute initially as students whilst they are undertaking that Master's or postgraduate qualification. Quite often they achieve the Master's degree from the university as well as having the underpinning knowledge for chartered membership. However, it does not lead to chartered recognition simply on the basis of completion of that qualification. The charter is then awarded once they have been able to demonstrate the activities and their behaviour—the practice in the workplace. It is the role of the CIPD, as the professional body, to define those, to support people through that, and then to recognise and assess that when people have achieved it.

**Q362 Tessa Munt:** Measuring behaviour, that is quite an interesting one to try to do, isn't it?

*Christine Williams:* Yes.

**Q363 Tessa Munt:** How many challenges do you receive to judgments that are made on assessment of somebody's behaviour?

*Christine Williams:* The way that it is done is the core approaches that people have—some of the key, or people may call them “core”, competencies around the way people will demonstrate the courage to challenge, the way that they will be driven to deliver. We gather that from both the individual and two colleagues, so to be quite frank the evidence normally is sufficient. As long as we can give feedback as to the reasons for those decisions, there is very little challenge on the behavioural side, to be honest. If anything, the dispute tends to be around the activities, the level of accountability and responsibility that people feel they have, rather than on the behavioural side. It is the way that people approach it, not just whether they have the knowledge and whether they have the job. It is whether they do it in a professional manner.

**Q364 Tessa Munt:** Can I ask you for your referral rate, or your failure rate, or your retake rate, or whatever it is?

*Christine Williams:* On the qualifications and the examinations, I am afraid it really does vary, because 450 providers and universities, potentially, are offering those. As far as the progression into chartered membership goes, again it is relatively small. I would say it is around 5% of applicants. Again, the reason is that there is a lot of support and hurdles, pre-counselling, before people submit the final application. There is more support on the weaker candidates before they finally go through for assessment, rather than it being a high failure rate from people having a go when they are not ready.

*Mark Protherough:* Sorry, Tessa, I did not answer your question. About 80% of people who start with us complete. Our failure rate is about 20% overall.

**Tessa Munt:** Okay, fine.

**Q365 Chair:** Who are the 450 providers?

*Christine Williams:* They will be a range of universities—Westminster University, Kingston, local ones here—some further education colleges that do the lower level qualifications, and as I say, we are starting to make relationships with overseas universities as well.

**Chair:** Right. Thanks.

**Q366 Tessa Munt:** Could I ask you about how much it costs you, in time and money, to administer your chartered schemes, please?

*Mark Powell:* One of the benefits that we have is that our members are heavily involved in the operation of our organisation. We have over 1,000 active members involved in both sitting on panels and boards, and our assessment. The three individuals that I indicated would sit and run that final assessment are volunteers. They are members. We train them, absolutely we train them, and there is a Chair in there, but they will only have their expenses remunerated. This means our actual costs of administering the process are relatively low. Clearly we have to have a team that sits there and manages all the applications coming in. We have teams who make sure the competencies they are reviewing are up to date. The actual processing of the individuals coming through for the final assessment is more cost-effective than it would be if we had to run it on a full commercial basis.

**Q367 Tessa Munt:** Can you put a figure on it, though?

*Mark Powell:* An individual would pay £500 for their overall assessment programme, so an individual graduate coming forward would pay a proportion at the beginning and a proportion at the end, and that is the assessment fee that they would pay in total.

**Q368 Tessa Munt:** Does that have any relation to what it actually costs? Sorry, I am really trying to pin you down on the cost.

*Mark Powell:* It more or less washes its face.

**Q369 Tessa Munt:** Right. Thank you. Sorry, over how many people a year?

*Mark Powell:* In terms of the individuals coming forward?

**Q370 Tessa Munt:** No, how many people are attempting to gain—

*Mark Powell:* Yes. I will just reverse engineer that. Last year globally we had only 2,000 new members come through.

**Q371 Tessa Munt:** 2,000?

*Mark Powell:* 2,000.

**Tessa Munt:** Okay.

*Mark Powell:* Given our referral rates, that would be in the order of slightly under 3,000 individuals that are coming forward for assessment.

**Tessa Munt:** Okay, fine. Thank you.

*Mark Protherough:* There are about 100 people in the Learning and Professional Development team at the Institute. Speaking from memory, our expenditure is about £13 million and we receive about £11 million

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in income. The Institute overall has about £80 million, both expenditure and income, so we make a loss.

**Q372 Tessa Munt:** Yes. Of £2 million.

**Mark Protherough:** As my Chief Executive reminds me.

**Q373 Tessa Munt:** How does he feel about that? Or she?

**Mark Protherough:** He is relatively relaxed, because after all they then go into membership, and hopefully they do stay and continue with us for maybe 30 or 40 years.

**Q374 Tessa Munt:** Fine, very good. Can I ask you the same?

**Christine Williams:** Yes. Our premise is that it is a cost-neutral exercise. In terms of the accreditation of the providers of the Master's-level qualification, that is done on a cost-recovery basis. A provider would pay around £750 initially for their accreditation, plus a fee depending on the size of the cohorts, to be able to offer the programme. That covers the cost of our quality assurance of the programme. If the provider is doing their own examinations, there is no additional cost to the Institute. If we are setting the examinations, the candidates would pay a cost that would cover that for us.

**Q375 Tessa Munt:** How much is that for the candidate?

**Christine Williams:** The candidates would pay about £50 per examination, which would cover the cost of operating that scheme. For candidates who then progress, having gained those qualifications, and apply for chartered membership, at the moment the fee for moving into chartered membership is set at £60 for the application, but the assessment of those applications is done by trained and licensed volunteers, members of the Institute.

**Q376 Tessa Munt:** On a voluntary basis, again?

**Christine Williams:** Yes.

**Q377 Tessa Munt:** Okay, fine. Thank you very much indeed. Can I ask you to give one key strength and one key weakness of your organisation's chartered scheme, if we are looking at it from the point of view of the organisation, the individual member and the wider public?

**Mark Powell:** For us, a key strength is that we have member involvement all the way through, which means that when we assess individuals against their competencies, the three individuals they are meeting will be individuals from their same professional background or pathway and able to give a really good assessment of that individual, to make sure that they have met the competencies we expect, backed up by the support they have had from a member running through the time that they have been on that training activity.

The weakness for us is scalability. You have heard me talk about working outside the UK, and if you think about us working in areas where the RICS does not have a huge presence or a huge number of members,

our ability therefore to assess new members coming in is constrained by the voluntary resources we have in those territories.

**Q378 Tessa Munt:** Thank you. Can I just ask you one other thing? How many complaints are registered against members who are chartered every year?

**Mark Powell:** I do not know the answer to that question. I will have to come back to you on that.

**Q379 Tessa Munt:** I do not want to end on a negative note, but could I invite all three of you to submit that to the Chair? It would be very handy. Thank you very much indeed. Can I ask you the same question about your strengths and weaknesses?

**Mark Protherough:** The strength is the quality of the qualification programme. It is the perceived quality, as well. It is not just my own words but how it is seen by our employers, by the public, and by various aspects of Government. It is the quality. The downside or the weakness is that, allied to that, there is sometimes a perception that chartered accountants are elite, because they tend to have come through this programme, they tend to have come with good academic backgrounds and be holding good jobs. So there is possibly a perception that chartered accountants are in the elite of the accountancy world.

**Tessa Munt:** Thank you.

**Christine Williams:** A strength could also be an element of our weakness. The strength really is that the chartered recognition is not just on the basis of the acknowledgement of the qualification. It is on the applied practice in the workplace, so it delivers for the employers professionals who are able to do and know what they are doing.

The weakness in that is that the academic level of qualifications—so up until now, the recognition of somebody achieving that level—has in itself been seen as the pinnacle of what people have been striving for. We have had a challenge and a weakness, in that candidates will remain with our academic qualification, rather than perhaps progressing through to full chartered status. A weakness has been in terms of the employers valuing the academic qualification and not necessarily recognising the added value that the chartered status can have.

Candidates perhaps realise that the employers value that additional chartered status once they have left their qualifications, and they come back to us. I suppose the weakness is how we get them to really focus on that right from the beginning of their journey—that it is chartered status they are aiming for. I think their focus tends to be on getting the qualification, a sigh of relief, and then there is sometimes a bit of a hiatus in progressing to the chartered status.

**Chair:** Thank you very much.

**Q380 Craig Whittaker:** I fully understand that although you guys are involved in education, you are not involved with teachers and schools, etc. However, during the last session, I saw some of your heads nodding, and at some points shaking as well. You heard from the last panel some of the challenges and some of their advice on what chartered status would

bring—things like, “It should not just be another avenue; it should have strong links.” I think that was the advice given on how that linked in with the Master Teacher standard—whether it is linked to a licence to practice, and whether it is linked to pay and conditions and all those things. What advice could you give teachers on setting up a chartered status for their profession?

**Mark Powell:** I do not know too much about the teaching area, but having listened to what I have heard earlier today, and if I take CPD as a specific example of that, reflecting on the comments from the panel, CPD is massively important in terms of what we would expect the chartered surveyor to be able to do. However, we expect chartered surveyors to generate CPD on a whole range of different things. They will go to evening events, they will invest their own time, they will do their own research. It is not necessarily about going on training courses, or going on conferences. It is about getting coaching from colleagues.

Therefore, we would not necessarily expect a chartered surveyor to maintain their professionalism in that nine-to-five window that they are employed. It is about them being a professional, and how they behave, and how they would work through that. In some ways, if I try to compare and contrast what I have heard, and some of the constraints around teachers being able to have professionalism through CPD, it is not necessarily for a chartered surveyor being done in their normal working day. It is part of their being a professional and continuing to maintain their competency throughout their career.

**Mark Protherough:** Yes, I agree with that. It was interesting, because the Institute of Chartered Accountants in England and Wales was set up by practitioners in insolvency. They got together and said, “We need to improve the standards of the insolvency profession.” That is how they got together. They formed the Institute, and then it received its Royal Charter. It was a member-generated thing. The advantage of having a Royal Charter is that it sets out your aims, your objectives, and what you are supposed to be doing. Thinking about the teaching profession, I think they were talking about either an incremental add-on or an overarching structure. I would probably favour the overarching structure, because you can then have a holistic view of the qualification, the qualification standards leading to their Master’s, you have rules and regulations regarding the standard and behaviour of members, and you can look at the whole profession, rather than just, “Here is a sticking-plaster you put on.”

**Christine Williams:** I would agree with that. HR are very diverse in terms of the specialisms, with an overarching set of professional standards that govern the practice and define the standards for a professional in a range of specialist areas. I would definitely support that. Again, one of the things that I would say is that I heard quite a lot of focus on CPD, but very much around almost continuous education. One thing I would say is that it is about the professional practice, not just the focus on the continued knowledge. Knowledge is essential, but it is essential because it is translated and used, and I would put a

recommendation that the focus is very much on how that is put to use, rather than the simple acquisition of it.

**Q381 Craig Whittaker:** Let me go back to you, Mark, about what you said about the emphasis being on your candidates or your trainees to do a lot in their own time. How much time off from work would your individual professions give a trainee to go on and work within the chartered service?

**Mark Powell:** It would vary from firm to firm. We do not require, but we strongly advise any member that we would expect them to do a minimum of 20 hours per year of continuing professional development to maintain their competency. As to how they do it, some large firms, for example, will clearly have internal programmes of training and education and things that they are doing. Smaller firms will not have that; they will have to work through more informal structures. The RICS runs networking events, local events, across the country as a whole, but there are many, many other ways in which individuals can obtain their CPD without directly engaging with us as an organisation. Some will allow work time.

**Q382 Craig Whittaker:** Would you like to hazard a guess as to how much work time they would allow?

**Mark Powell:** It will vary very much from firm to firm, but as I said, the guidance from us is that it needs to be a minimum of 20 hours.

**Mark Protherough:** Did you say trainees, or members?

**Q383 Craig Whittaker:** Sorry, I was talking about trainees.

**Mark Protherough:** Trainees?

**Craig Whittaker:** Yes.

**Mark Protherough:** When our trainees go and get their job with an employer, typically over the three-to five-year period they will be given 23 weeks’ paid study leave to study for the 15 exams.

**Craig Whittaker:** Okay.

**Christine Williams:** As far as the candidates doing the qualifications, we do not have a requirement and do not know what the individual employers would give. Some of the qualifications would be up to two days or two half-days per week in terms of their study, but we do not really go into that. As far as the ongoing development into achieving chartered status, the CPD element, we do not have an hours requirement at all. It is very much about the output rather than the input of the hours. However, we do know from our research, our labour market outlook, that organisations who give time for training and development of their employees find that there is a much higher engagement. There is an essential link in organisations or schools that support employees in terms of giving them training and development, and ongoing CPD enhances that employer engagement, which I think is crucial.

**Q384 Craig Whittaker:** Did you want to update us on the “at least 20 hours per year”? What about the trainees?



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**Mark Powell:** Because we do not have an examination-based methodology, there is no reason for that. But what I would say is interesting, as I was pondering on that, is that the referral rate from the larger firms, which tend to have a much more structured training programme, tends to be much lower than those from the smaller organisations, and there could be some correlation within there around the training programmes that the major firms are able to put in place. The flipside of that is that it is recognised that individuals working for much smaller organisations tend to have a much richer experience, because they are involved in a much wider range of activities. Therefore, when they come forward for assessment, they are probably able to demonstrate a wider range of competencies.

**Q385 Craig Whittaker:** What about pay and conditions? How does having chartered status relate to that?

**Christine Williams:** There was a piece of research, which I guess my colleagues will know, by an organisation called CCPMO, which is a group of professional organisations. It said that over the course of a professional career, there is an average of about £152,000 that people will earn above those who do not have that chartered professional recognition. Certainly from the CIPD's point of view, a piece of research that we did last year showed that an average HR professional would be earning maybe £38,000 per year. Somebody who was a chartered member of the CIPD would, in contrast, be earning about £44,000. There is a financial differential.

**Q386 Chair:** For accountants, it is obviously a great deal more.

**Mark Protherough:** Yes it is, but I was not going to say that.

**Christine Williams:** Yes.

**Chair:** I thought I would.

**Mark Protherough:** There is a reason, also, because it is related to the type of student who joins, the type of firm that employs them and the type of job that they do. However, you are absolutely right: the average salary four years after qualification is about £48,000. After 20 years, the average salary for a chartered accountant is £84,000. I will let you do the maths as to how much that is likely to be worth over a lifetime.

**Mark Powell:** It is similar for us as well. Within the major firms, there will be individuals who are not chartered surveyors, and some that are. For those who are working their way through, the average salary uplift when they go from being a trainee to being qualified as a chartered surveyor is around 16% overall.

Clearly, as far as the employers are concerned, the moment they have a chartered surveyor on their books, as opposed to someone who is still a trainee, they can charge different charge-out rates for that individual, because they are at a different scale in their charge-out rates. The commercial firms are getting more benefit from having a chartered surveyor working for them, and the salaries are therefore reflected accordingly.

**Q387 Craig Whittaker:** What about mentoring? How much is it expected of your members to mentor others?

**Mark Powell:** For us there is quite a large expectation. I have already indicated that we have a structured training agreement, which is an agreement between us, the trainee and the firm. The individual has a supervisor and a counsellor. The counsellor will always be another chartered surveyor, and they will counsel them through that programme. The supervisor is typically their line manager. Additionally, we have an organisation called Matrics. Matrics is a group of individuals who are newly qualified chartered surveyors. Again, they are all volunteers. They act as buddies; they act as an informal support forum for individuals working their way through that programme.

**Q388 Craig Whittaker:** So quite a lot, really.

**Mark Powell:** Absolutely.

**Mark Protherough:** It is exactly the same. We have the same processes set in place to support our trainees in the workplace, and there is a passion among chartered accountants to support and bring into membership more chartered accountants.

**Christine Williams:** We do not have a formal requirement of mentoring. We do, however, encourage mentoring to happen on a more informal basis, and, referring to the previous conversation, that is a role that a professional body can play in terms of encouraging its existing members, as indeed part of their own professional development, to act as a mentor to the people coming through the profession and working towards their chartered status. Any mentoring is much more on an informal basis, by the profession for the profession, rather than being a formal requirement of the scheme.

**Q389 Craig Whittaker:** I know Mark mentioned earlier about being tied in to regulation and legislation. Do your organisations have a regulatory role, or one in licensing members to practise?

**Mark Powell:** We do not have a practising certificate as such, but all of our members globally are subject to RICS regulation—not only from a technical perspective but more importantly from a code of conduct, behaviour and ethics perspective. It is an important blend for us.

**Q390 Chair:** So how many get chucked out? That is your question.

**Mark Powell:** It is a relatively small number. We have a series of other activities that we would put in place, including fines and formal warnings, before we get to the final end. The number of chartered surveyors who are expunged every year is relatively small.

**Q391 Chair:** How many? Famously, the General Teaching Council was criticised—you read different numbers in different newspapers—as something like 17 teachers over 10 years were expunged, to use your word, from the profession. How does it work with you?

**Mark Powell:** It would be handfuls of members as opposed to more than that. I can confirm the exact numbers back to you.

**Mark Protherough:** Our members working in audit are under the supervision both of us and the FRC. The investment business is under the FSA and insolvency is under the Insolvency Service. We are subject to Government regulation, but we also monitor the work that our members do, and also our practising members, members giving advice to the public, have to have a practising certificate regime. Before you ask me, I do not know how many members have been disciplined. We will provide that evidence afterwards. There is a range of punishments. They are not necessarily expunged: they could be fined.

**Q392 Chair:** Your members handle money, so temptation can sometimes—

**Mark Protherough:** I know that the disciplinary page is the most widely read page on our members' magazine.

**Q393 Craig Whittaker:** Christine?

**Christine Williams:** The CIPD is not a licence to practise, but we do regulate our members through their membership, completion of the standards, and our code of professional conduct. We have recently updated our code of conduct and, indeed, are currently updating the disciplinary procedures that accompany that. I myself know of two members who, since the start of this financial year, which is 1 July, have been removed from membership, although neither of these were Chartered Members. However, I am sorry that I do not know the total figures.

Interestingly enough, one very hot debate at the moment for us as a professional body is how public we make the outcomes of those decisions where people are removed from membership, and how publicly that is known in terms of our own membership, let alone the wider public, and whether it is down to numbers, or indeed names and frequency. It is a very key issue at the moment as well.

**Craig Whittaker:** Thank you all very much.

**Q394 Chair:** Were any of your organisations prompted into being by any arm of Government or action by Government? That seems to be one of the most difficult things; it is an area dominated by the state. Employment is dominated by the state, and we have a lot of existing institutions and trade unions in the area. I am trying to understand how hard it is to allow the teaching profession to take ownership.

**Mark Protherough:** I think you are possibly comparing apples and pears. We were set up in 1880, 131 years ago. I think the world has changed slightly since then in terms of what Government does and what professional bodies do. Though we were set up by members, not by Government, I think it is a different situation now.

**Q395 Chair:** How important to the quality of what you do, and the value that your members and the public put on what you do, is your independence, do you think? How important is the fact that it is the profession that drives all these aspects? It is within a

legislative framework, but fundamentally within that framework it is driven by members rather than by Government.

**Mark Protherough:** I think it is central. That peer pressure is important, but as you say, we are also subject to oversight by various aspects of Government, which I think is important as well.

**Christine Williams:** The CIPD started 100 years ago, as the Welfare Workers' Association, so I suppose it started as a reaction to, but not as a direct start from, Government. One of the things that we use as a marketing selling point is the fact that, as a professional body, we are indeed independent. That is very important.

**Q396 Neil Carmichael:** I was going to ask a general question, which is basically this: do you think that by being professional bodies you enhance the reputation of those who are involved in your bodies, and overall you effectively encourage professionalism amongst your membership?

**Chair:** If anybody wants to say "No", I would be interested to hear it. Do you have any comment on that? What role do you play in public confidence? We are very interested in that. How do you raise the status of teachers with the public? Are there any lessons from what you do in terms of any programme going forward to raise the status and professional standing of teachers?

**Mark Protherough:** Certainly for us, the RICS stands for professionalism and trust. People go to a chartered surveyor because they trust the brand. Therefore, it is massively important that that independence, the trust, the qualifying, regulation, maintenance of professionalism, is all part of the bundle of the value for which people come to a chartered surveyor. For example, if you are a banking institution and you are looking for a valuation, a chartered surveyor will do it the same way, regardless of where you are in the world, and give you a standard consistency around that.

**Mark Protherough:** From our point of view, all that is true. In addition, we do a lot of public policy work. We try to respond to consultation documents. One of my other colleagues, the Executive Director, was here yesterday at a Select Committee. We try to represent the profession, and bear in mind that is the profession in the public interest, rather than just the interest of our members. That is a very important aspect of our work.

**Christine Williams:** Absolutely. I am afraid that I would agree that that is crucial. That is the role of the professional body: to raise the profile of HR and whatever profession you are representing. On that point around the public, I think the days of just saying, "Trust me, I am a professional," are long gone. The public are demanding and expecting. Therefore, on top of "I am a professional because I have achieved a qualification," that is a crucial role that professional bodies can offer, if you like, to their members, but also to the public—reassuring the public around that ongoing quality assurance that the chartered members and the professional members actually have, over those who do not belong to a professional body.

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**Q397 Chair:** Can I thank the three of you for coming in? It is very generous of you to give up your time this morning. We have really appreciated the evidence you have given us. Thank you very much.

### Examination of Witnesses

*Witnesses:* **Dr Raphael Wilkins**, President, College of Teachers, **Matthew Martin**, Chief Executive Officer and Registrar, College of Teachers, and **Professor Derek Bell**, Professor of Education, College of Teachers, gave evidence.

**Q398 Chair:** Good morning, gentlemen. Thank you very much for coming and giving evidence to us today. I know you have heard the evidence of the previous two panels. Do you feel the College has the same reputation and role as other Royal Chartered Institutes, and if not, why not? Who would like to start?

**Dr Wilkins:** Shall I begin with that, Chair, and then perhaps I could pass over to Matthew? Patently, at the moment, it does not. We are a very small organisation with an honourable history. We had a big role in the 19th century, and a much smaller role subsequently, with so many of the things within our core area having been taken over by Government and its agencies, and indeed university faculties of education. We have had a very small residual role, but of course with the capacity to occupy more space as Big Government recedes from certain areas of education. I believe that same comment applies to the many other professional bodies within education, including the subject associations.

**Q399 Chair:** Would we naturally look to an organisation that had been so effectively squeezed out? For such a venerable institution, you are looking pretty embryonic. We wonder whether you would have the dynamism and robustness to fight for space in a crowded landscape. The state may temporarily recede, but it tends to fill any known vacuum, given the chance.

**Matthew Martin:** Yes, I think we do. To echo a comment made by a previous witness, the College has been strategised out over the years. We work in 70 countries around the world. We offer courses of our own, and through commercial training providers, and through universities—joint qualifications as well as accrediting the qualifications that universities provide. I think, to answer your question, you come back to the original purpose of setting up the College, and the Royal Charter that it possesses from 1849. The reasons for that Charter being in existence are as valid today as they were then. This is a time of political instability in that sense, where there are strategies being taken away and others brought in. It is an ideal opportunity to provide some protected space for the profession to manage itself.

**Q400 Chair:** Do you have the dynamism to fill it? That was the other aspect of my question.

**Matthew Martin:** Me personally?

**Q401 Chair:** No, I meant the organisation—and you are representing it, so yes. I suppose you would not be here unless you were a pretty key component.

**Matthew Martin:** Absolutely. I personally have been talking about this with subject and phase associations for the four years I have been Chief Executive. I think it is fair to say—without their being here, of course—that there are six or seven subject associations at the moment that offer some form of chartered status for teachers. They all offer an industrial chartered status, and they, for their members, have seen the benefits in doing so. Collectively, yes, I think we do. We would only ever want to be the guiding body for such a status. We would not want to be the sole owner of it. That would be for the profession. Yes, I think we do have the energy and the dynamism to fulfil that role.

**Chair:** Thank you.

**Q402 Charlotte Leslie:** Could you give us a bit of background about the College now, how many members you have, and how people become members? What kinds of sections of the profession become members?

**Matthew Martin:** We have about 1,500 members, from associate through to full through to fellow member. We have student members in the order of about 55,000 currently. People within membership come from every area of teaching and training, but might well be state teachers in this country, or the equivalent overseas. It may well be industrial trainers, but we have a membership category for anybody who fulfils a training role.

**Q403 Charlotte Leslie:** What is the difference between an associate and a fellowship?

**Matthew Martin:** An associate member is someone who has an interest in education, so a parent might choose associate membership. A fellow member is a mature member of their profession, so we would expect them to have at least five years' worth of experience as a practitioner, and a Master's degree or equivalent of experience academically.

**Q404 Charlotte Leslie:** And you monitor that? You assess that and monitor it and then grant fellowship?

**Matthew Martin:** That is right.

**Q405 Charlotte Leslie:** Let us go back to the medical analogy of the role of Royal Colleges and their focus not on what the unions do very well, which is to represent the professional's individual interests, but on representing the professionalism and expertise of the area. Do you think such an organisation is best placed to provide chartered status? What do you see as the role of Government in that?

**Dr Wilkins:** Yes. The merit we see of chartered status is first of all that it is a permanent arrangement, a long-term arrangement. The recognition of a chartered

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teacher as a generic recognition would be something that people can plan around over a much longer period than Government schemes aimed at improving professional development, which come and go with changes of Government. Secondly, the point made by the previous witnesses about the independence and the ownership by the profession itself we see as an important energising and motivating factor. We also see, although I do not want to overplay this point, that at a time when a lot of professional development is needed, with very few resources to achieve that, the professional model using chartered status is a financially effective model of bringing that about.

As Matthew was saying, the generic chartered teacher model that we advocate would be a new development that would have numerous stakeholders, including the subject and phase associations, which we would wish to see co-designed, co-created, and co-owned. If we were facilitating that, obviously we would develop our constitution and arrangements to ensure that there was that broad ownership and fitness for purpose.

**Professor Bell:** If I could just come in on that, one of the things we need to understand is the landscape of organisations that teachers join. Subject associations are part of that, which goes back to Alison Kitson's point about the importance of subject in teachers' lives. If you take the number of subject associations—science, English, maths, across the piece—there is a significant number of members, all of whom are looking at professional development for themselves. With a couple of exceptions, which I can talk about, as individual units they have not been able to move down this track by themselves.

The College of Teachers provides the potential to bring that power together in one reasonably sensible scheme and framework, which takes things forward and again, going back to some of the earlier comments in previous sessions, it does not conflict with a lot of other developments. They could all be fitted in quite neatly using a charter status as an umbrella framework, which directs it all forward.

**Q406 Charlotte Leslie:** So in a sense the analogy would be something like the Royal College of Surgeons, where you have Cardiac, Orthopaedic, General—all of those specialties within the umbrella of a Royal College?

**Professor Bell:** You could have a situation where the College of Teachers holds the Charter and the ability to award the status, but some of these other bodies, with appropriate quality-assurance procedures, would be licensed to make the awards. You would have a chartered science teacher, chartered English teacher, or whatever, if that was what was required and appropriate.

**Matthew Martin:** There is a very important point there. A chartered status should be available to every member within the profession. That is fine if you happen to be a history teacher: the Historical Association is big enough to be able to get their own Royal Charter and their own status. The Royal Geographical Society, of course, already has an industrial status they can use. The same is true of the ASE and the Science Council. For the smaller subjects

or phase associations, however, that simply is not possible.

**Q407 Damian Hinds:** What proportion of teachers would that be, and which subjects are of the most concern?

**Professor Bell:** Sorry, can you just clarify your question?

**Q408 Damian Hinds:** You are saying that there are a number of subjects in which there is already some form of charter mark, so that is all fine. Then there are some others; I cannot remember how you described them—phase subjects—

**Matthew Martin:** Subject or phase associations.

**Damian Hinds:** Phase associations?

**Matthew Martin:** Yes. Representing primary or secondary, for example.

**Damian Hinds:** Okay, right.

**Matthew Martin:** To answer in a slightly roundabout way, mathematics have got together to do it. I think there are five individual organisations that have grouped together to develop the chartered—

**Q409 Damian Hinds:** Sorry, my question was coming from the other side. Apologies, Charlotte; I have cut right into your questioning. There are a number of subjects that do have some form of charter mark. Which are the ones that do not, and therefore roughly what proportion of teachers have no chance of achieving such a mark today?

**Professor Bell:** Science, geography and maths are basically the ones that do.

**Q410 Damian Hinds:** I thought you mentioned history and geography.

**Matthew Martin:** No, no. I was simply saying that the Historical Association is a very large subject association.

**Q411 Damian Hinds:** So they could?

**Matthew Martin:** They could.

**Professor Bell:** They could. They could do it under their own power, if you like. That is only three subject areas.

**Damian Hinds:** Right.

**Professor Bell:** Most of those focus on secondary rather than primary, so actually there is no clear obvious route for primary teachers, who generally do not have a subject specialism.

**Damian Hinds:** That is a very different question already for the universal teachers.

**Q412 Ian Mearns:** The idea is of the chartered status, once being achieved by an individual, being a permanent benchmark that they have achieved that status. However, a teacher could achieve chartered teacher status, say in their late 20s or early 30s, and still have 25 or 30 years of their career ahead of them. How can the College of Teachers ensure that the level they have achieved in the teaching profession is maintained over that 25- or 30-year period, having already achieved the status? There must be some requirement to continually undergo CPD to ensure

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that the chartered status attained by an individual is right up with that mettle from that perspective.

**Professor Bell:** I give you the example of a chartered science teacher, which is a chartered status that we set up when I was Chief Executive of the Association of Science Education. We set it up in partnership with The Science Council for various reasons. One of the important reasons for setting it up there was that it gave it an external benchmark. It was not something happening outside; it was a very clear benchmark of requirements. It was Master's level. Those were the sorts of requirements.

Building that in, once people have met the initial requirements, which are an element of academic demonstration of ability, competence, etc., they are now required to submit annually a record of their CPD. This is not a list of courses they have been on, or anything like that. Indeed, the requirement is much more a relatively short piece, which says, "I have done this." It might be, "I have attended a course," or "I coached one of my colleagues," or "I was coached by them," that sort of thing. "This is what happened. This is what it did to my teaching. This is how I changed my teaching, or I improved my teaching, or/and this is what happened to the performance of my pupils, or the way it helped one of my colleagues." I think it was Christine who said it is not just about having the knowledge. It is what you do with it, and how you develop that knowledge. This particular scheme is running on an annual basis at the moment.

**Q413 Ian Mearns:** Therein lie the capacity issues of any organisation taking over chartered status for teachers. In a massively expanded workforce, which we would all be aiming towards if we are going to improve the quality of teaching and learning in our classrooms, it would really be a fairly bureaucratic task to manage all that and make sure that each and every chartered status teacher was keeping on top of their game.

**Professor Bell:** It could be, but if you have the situation we described, where the awards are licensed to smaller bodies, who all have a very vested interest, you reduce some of that bureaucracy, and it is not simply about one central body. It is distributed throughout the profession. I think that is what we are all talking about. It is something that has to be distributed in the profession, and coming up as well as down, and people outside the profession can actually know. A parent can know that a teacher is good, not just because they say they are good but because there is external recognition by peers or whomever.

**Q414 Craig Whittaker:** Just a quick question. In a couple of comments, you have said we could have a chartered status for teachers, and I think, Raphael, you said, "If the College facilitated this." Why do you not just get on and do it?

**Dr Wilkins:** In a moment, I will pass to Matthew on a technical point, if I may. We would need an amendment to one of our by-laws, and for Privy Council to approve the wording of that amendment. We could not submit that to Privy Council with any hope of its being approved unless there was a weight

of national consensus behind this development. Fundamentally, one of the vital elements would be a letter from the Secretary of State.

**Q415 Chair:** That indicates national consensus, does it? Sorry, carry on.

**Dr Wilkins:** What I am saying is that it is not something one smallish organisation can just do in a way that does not have a weight of stakeholder engagement and a national will.

**Q416 Chair:** Do you have that? Sitting here, you have said you can do this overarching structure, but you will put it out there. Do you have the support of the major teacher unions, and the various others? There are a huge number of institutions in this educational landscape. Have you been out lobbying them? Are you signing them up? Are you doing a big launch one day, with a press conference, to show all these top people coming in to support you?

**Dr Wilkins:** There is a phasing to how that should be managed. Our main liaison work has been with the organisations who would be actively involved under the umbrella, as Derek was mentioning, as licensing bodies, and conversations such as this and with the Department. At a certain point, then, if this was something where there was clearly a national will to move forward in this way—for example, if this Committee were to recommend Government to think about this, for instance, as a way of accomplishing the objectives that would be the same as the Master Teacher criteria—and that were the chosen method of proceeding, what we are saying is that because the College currently holds the relevant Charter, there is no need for any new Charter. We are currently the holders of the Charter. We need to be part of the process of facilitating that implementation.

**Q417 Chair:** What support is there? Have you spoken to the National Association of Headteachers? Do they support you? Does the NUT support you, just to pick a couple of unions?

**Professor Bell:** Based on the evidence that you have had, my understanding is that those two organisations do in principle. In direct response to yours, we have gone out and done it, not through the College of Teachers specifically but through the chartered science teacher arrangement. That arose because there was not necessarily a demand but certainly a view that we ought to be moving in that direction.

**Q418 Craig Whittaker:** But with all due respect, we heard from the last panel that each individual profession has set up the standard, and yet in the teaching profession, which seems to be all over the place, there is a plethora of—

**Professor Bell:** Sorry, can I just carry on with—

**Craig Whittaker:** Yes.

**Professor Bell:** We actually got a long way, talking with all the subject associations, and there was a broad consensus across them, including the College of Teachers. We are talking now about 2005, where people wanted to move this forward. We started to move it forward. The ASE happened to be in a position where it could actually, in effect, pilot a

scheme, because we could do it through the various routes that were available to us. Then it hit the buffers, or at least got a knock back, because the then administration brought in their own teaching standards. They did not conflict with anything that we were saying, but they were perceived to, and the teaching profession became, if you like, over-regulated directly by the Government through the GTC. This move for a general chartered status was squeezed out by, in effect, Government action.

**Q419 Craig Whittaker:** So it was Ed Balls's fault, then?

**Professor Bell:** No. I am not saying it was his fault. I do not think it was. We are now seeing a situation where there is—going back to what Craig was saying about a vacuum—a space that we feel needs to be filled, and this particular approach could fill it, and fill it very effectively.

**Q420 Chair:** It is not just an approach, is it? Someone has to go out and sell this.

**Professor Bell:** Absolutely.

**Chair:** I asked that question, “Who is supporting you?” You need to come straight back and tell us exactly who. You need to line them up, surely, if you are going to fill it. Otherwise the Government will fill it.

**Damian Hinds:** What space are we trying to fill? Could someone explain that to me? What space is it?

**Chair:** My vacuum, but we will ask the witnesses, rather than me giving evidence to you.

**Q421 Damian Hinds:** It is a serious question. What space are we trying to fill? I understand the demand for better teaching. I understand the demand for more stretch. I understand the demand for better professional development. I understand all those things. I am yet to understand the problem that chartered status for teachers in general fills.

**Dr Wilkins:** Let me start off on that, if I may. The issue really is about whether and to what extent teaching is seen as a profession. The space to be filled is the professional organisation structure, which would help to give a clear signal to the general public, and to the profession itself: “Yes, it is a profession.” That is the space we are discussing filling.

**Q422 Damian Hinds:** What are we saying? Obviously, there are gradations within teaching, so you gain status from being a headteacher, or a head of department, or a head of year—all these sorts of things. Separately, there are people who want to stay as classroom teachers. I think it is a concern, and it is a concern that we have talked about in this Committee before, and you want great teachers to remain in the classroom being great teachers. Are we saying that what this chartered teacher status is supposed to do is to recognise teachers who do not take management routes and remain at the front line? Different sectors have different ways of doing it, but it is a different way of stretching out the career path, having something to aim for, and then ultimately something that you pay people more for, and so on?

**Dr Wilkins:** I will just come in on that before Matthew. That is not quite what we are saying. The generic chartered status we are suggesting is not linked either to any particular pay scale or job description or role. If I may use the example from the previous session, a chartered surveyor is a chartered surveyor whether they are very much on the ground for 100% of their work, or whether they are running a business of chartered surveyors and doing quite a lot of management and leadership in that; they are still a chartered surveyor. The same applies to other chartered professional areas. We would see that in time, as chartered teacher status catches on and develops, people would acquire it and retain it right through their career, and that it would be very natural to see most senior positions in education occupied by people with that status, just as it is in other professions.

The point I would like also to add, if I may, is that the professionalization of teaching may open up a little bit of debate about the nature of headship and the nature of management roles in teaching, and the different ways those roles can be conceived and carried out. For example, a headteacher who is very interested in, and very good at, pedagogy might distribute the leadership of some of the more administrative aspects of that role. We could be encouraging different understandings of what we mean by a leading educator that do not necessarily always equate that with the administrative management function.

**Q423 Charlotte Leslie:** Going back to the medical analogy yet again, do you think in that case there may be an analogy you would be happy with? We have teaching schools coming on board, with a specific role for teaching teachers. One of my concerns about a very generic chartered status that is rolled out and possibly monitored at a level within each individual school is that you might have quality issues, and the validity of the status itself may come into question.

If you had a layer above that, which was teachers teaching teachers, do you think that might be a mechanism of doing that? It would be a tiered process. Education is very different, because there are a lot of teachers. In surgery it is much simpler. If you have a surgeon who is not performing, and again and again the patient outcomes are not good, questions are asked. In teaching, that does not seem to happen. You could have teachers whose outcomes with children are not as good, but there is no mechanism to ask, and if they do, it tends to be Government that does. That does not hold very much respect, because Government are not teachers, and there is not that professional oversight. Would one of the main functions of the Royal College and chartered status be having very rigorous professional oversight as to standards, as opposed to governmental oversight, which tends to fall into targets and does not earn much respect from the profession?

**Dr Wilkins:** Absolutely.

**Charlotte Leslie:** Oh. Okay.

**Matthew Martin:** This would be the reason for our maintaining that generic status. But for the interaction of professionals, they would be involved with their subject or their phase associations, because it is very

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much about professional practice, and not so much about the academic level that is achieved.

**Dr Wilkins:** Can I come back again? Obviously, the criteria would be fully discussed with all of the relevant agencies, but one of the criteria we are suggesting for achieving chartered teacher status is demonstrable accomplishment in the leadership and supervision and development of the work of other teachers. That sort of role, which obviously is especially evident in teaching schools, but indeed in every other school to some extent, would be something we would be looking for.

**Q424 Charlotte Leslie:** I suppose one major thing about becoming a junior doctor and then going up through that is that one day you might become a consultant. Chartered status is great, in that it provides a baseline of recognition for all teachers, but what is the aspirational consultant level that you can offer that makes someone think, “I really want to get ahead. I am going to be a consultant one day”? What do they say if they are going to be a teacher?

**Professor Bell:** If they wish to stay in classroom, to use that as a phrase, the proposals for Master Teacher could well fill that role. The Master Teacher standards, which were published in December, state quite clearly it is not expected that all teachers would ever get to that. It is for the best. If you are thinking about teaching as a career progression, we have our phase of pre-service training, induction, and chartered, which you would expect everybody to get, or you should be able to get.

I have said it before, and I will say it again: if they cannot get the chartered requirements, and they are not prepared to maintain it, we have to consider whether they should be still in teaching at all. What you have then is an aspiration for those who really want to push on to become Master Teachers, with the slightly higher standards that would define that group of people, equivalent to your consultants. Then I think we have other issues about helping them to move back and to share that expertise with colleagues, as well as through the children.

**Q425 Chair:** It is not the same, but Threshold was designed to reward teachers who stayed. They would apply the threshold, and then I think 90% of applicants got Threshold, so it did not act as a quality bar at all. What is there about what you are proposing that would give us greater confidence that we would actually have a genuine quality bar that was respected by fellow professionals, and by parents and the public?

**Professor Bell:** One of the differences is that Threshold was only ever dealt with in individual schools. It was entirely down to the headteacher—and maybe the Governors, but it was essentially within a school, so you saw enormous variation. This is about the profession, whichever mechanism you use, which has peers from different places looking at the applications of the standards that are achieved, so you actually have some sort of bar, if you like, or benchmark that you can work against. Listening to the earlier conversations about the number of people who fail to become chartered surveyors, etc., if they are

looking at 70% to 80% success rate, which I think is not unreasonable, you would expect the same in teaching. Threshold was all about pay, and it was simply dealt with in the school.

**Matthew Martin:** There is also, of course, the issue that Threshold was a one-off event, five years after you initially qualified as a teacher. The whole point of a chartered status is that if you do not keep it up, you lose it. There is a constant renewal period, which seems to be between three and six years in most chartered professions, and you can access that when you see fit to access it. Twenty years into your career, you may well lose that status. Threshold was never put together on those lines.

**Q426 Charlotte Leslie:** Can I take a slightly different tack? If we are looking at the idea of the Royal College of Teaching and the chartered status of teachers, this Committee has already seen the rather unfortunate incident of the setting up of the Royal College of Social Workers, where there was much disagreement, Government had quite a big hand in it, and it did not seem a model of how to do things. From what you have seen of medical colleges, and from what you are, what do you think the best relationship with unions is for a Royal College? Is it a different function, or is it the same function?

**Dr Wilkins:** Someone has to risk saying something on this. We would see it as really quite separate. The emphasis of the function we envisage for an overarching professional body would be on standards, professional development and professional recognition. The professional life that we emphasise in our submission, being involved in researching and debating and thinking about practice, is a very different emphasis from a trade union function, which we think is best left to trade unions. We do not want to get into that at all.

**Q427 Charlotte Leslie:** Do you feel you could contribute to the trade unions’ effort to professionalise teaching in your role?

**Matthew Martin:** They could contribute to ours, certainly.

**Professor Bell:** If we were able to move forward with a chartered status, I would be very disappointed if we could not get the unions to work in partnership on that, recognising the distinctive roles that they have and the role that this would be developing.

**Q428 Charlotte Leslie:** And their concern to increase and improve teacher status?

**Professor Bell:** Very much so.

**Q429 Chair:** They are extremely powerful. If you were going to be leading on the professionalism of teachers from your angle, who would win if it became a tussle between the teaching unions and you?

**Matthew Martin:** I think the teachers would. Teachers join unions of their own free will, and they join their subject or phase associations at will. It is entirely down to the individual teacher as to whether, if there were a straight battle between becoming recognised professionally or not, they would take that choice. I cannot honestly believe that the majority of teachers

servicing in schools in this country would not wish to become recognised as more professional.

**Dr Wilkins:** May I add two comments? The kind of scheme we suggest would be a voluntary scheme. It would be for teachers to aspire to at their choice. It would be introduced, it would catch on, it would grow and it would become more popular. But as Derek has been reminding us, there are already chartered status schemes within teaching. Normally it is a fairly safe assumption that people who have those designations are also in membership of one of the teachers' unions, because most teachers are. There is not a fundamental bridge of principle that needs to be crossed here. We are talking about the expansion and development of something where the matter in principle is already resolved.

**Q430 Chair:** The point is not about in principle; it is in reality, isn't it? The GTC arguably clashed with the unions and was restricted as a result, which may have contributed to its ultimate fate, and indeed the College of Social Workers came to us looking to do a deal with the largest union, because they obviously thought they would struggle to get the numbers without the blessing of the largest union.

**Neil Carmichael:** That is not a good example, as Charlotte has quite rightly pointed out.

**Charlotte Leslie:** That is with Government steering as well, so that puts a slightly different premise on things. But there is the BMA and the Royal Colleges, and many members of Royal Colleges in medicine are also members of the BMA. They do not always agree with everything the BMA says, but the BMA performs a function for them, and then they have a Royal College life as well.

**Matthew Martin:** Absolutely. Yes.

**Neil Carmichael:** We seem to be heading in the right direction, because there is a strong consensus developing that we do need to go down a professional approach to teaching, and a professional body to represent teachers. It would be best if that were organic through teachers.

**Pat Glass:** There is?

**Ian Mearns:** A one-man unilateral consensus.

**Neil Carmichael:** We will discuss that one later.

**Chair:** Pursue your consensual approach, Neil.

**Q431 Neil Carmichael:** It is interesting; this Committee is coming up with something that could be quite a significant policy initiative, so let us develop it. You are really saying, from your point of view of the chartering approach, that that could become a kernel to the process, if you like. I think you said that it was 1,500 teachers and 55,000 student members. There are in fact 460,000 teachers in England, as far as I know. That is quite a big number that we have to get involved in this process. I think Graham has asked the question already, but I will ask it: how do you think we can move in the direction, if this is the direction that we want to move in, to get those 460,000 involved in a professional body?

**Matthew Martin:** Do bear in mind what we are proposing here. It is not that we are proposing anything new. We are proposing to tie together what is already there, and widen participation within it.

There may well be only 55,000 teachers in membership of the College, but there are far more in membership of subject and phase associations. All added together, that is an enormous number. We are here today because this is not something that we would want to own and to drive. All we would want to do is to maintain the code of practice for the profession, and to develop and maintain the requirements for the chartered status that would be taken by each of those organisations, subject to the appropriate vetting procedures. That would be something for them to work on with their members.

**Q432 Neil Carmichael:** Who should own and drive it?

**Matthew Martin:** Organisationally, we should, along with any subject and phase associations appropriate to—

**Q433 Chair:** You just said you did not want to. That is a bit of a problem, isn't it?

**Matthew Martin:** There will be cases, I am sure, where teachers would want to have a generic status, rather than one that is linked to a specific subject. There would be a role for the College, not only as the provider of the status under the Charter, but also as the provider of a generic chartered status to teachers directly.

**Professor Bell:** Having experienced going through and doing my relatively small scheme, if you like, previously, that did not happen overnight. It will take time—not necessarily a long time, but a time. There was a lot of negotiation going on, because in the science world you have the Association for Science Education, which is the only association specifically for science teachers and education. In addition, you have some big boys like the Institute of Physics, the Royal Society of Chemistry, the Royal Society, etc., who all have a legitimate and strong interest in education. In order to get that agreed, we had to get all of those people on board, all of whom supported it in the end, and still do. However, we had to go through that negotiation. It is scaling that up.

There is a lot of work. As Matthew said, in one sense, ultimately, you would want the thing to be effectively driving itself, but the leadership for that has to come from the College in order to do those negotiations with all the different organisations. Some of that has already gone on, and it is something that I have worked on for probably 10 years now. It is something that I will keep working on in the way it is possible within the scope. If this Committee came out with a green light and said, "We think it should happen," there is plenty of enthusiasm to start making it work and doing some of those negotiations with the unions and everybody else alongside.

**Q434 Neil Carmichael:** I was going to ask one other question. Of course the Government, at the other end of the scale, is thinking that teachers who are not really up to the job should be able to be removed from the school, or whatever, and about the empowerment of headteachers. What do you think of that policy direction, and how does it fit in with your vision of the charter?



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**Professor Bell:** Can I jump in, because in a way I can speak slightly independently? In the same way as the chartered surveyors, the actual contract of employment lies with the school or the local authority or whoever, specifically, so direct issues around performance in relation to employment rest with the employer. In that sense, the chartered status does not directly impinge on that. However, if someone has chartered status and is not performing, you would expect the employer to take their role as an employer seriously, and decide that they are not doing the job. They would also inform the charter body, who would remove that person from the register, therefore publicly making a statement, “This person is not meeting the requirements.” You have, in fact, a two-track way of dealing with it, which is not in conflict and should work together very strongly. Issues around employment are with employers. As I said earlier, if people are not up to scratch, they should not be left in the classroom.

**Neil Carmichael:** Absolutely.

**Q435 Craig Whittaker:** Very briefly, how much time do you need? You said before that you have been at it since 2005, and I know you had the hurdle. Sitting here as an outsider, it sounds as though there does not appear to be a will to get this going. At the end of the day, it is about the teaching profession, and the quality of the teaching profession, and how that sits within the general public. I understand there are the individual ones, but if we are talking about a profession overall, then surely somebody has to take the lead. I am not convinced Government is that body. I think it should be the profession themselves. Why is there not this role? I cannot grasp why there does not appear to be this role for somebody to grasp it, run with it, and as the Chair said earlier, sell it, get in, get people in, because that would not happen in the real world out there. Seven years to get a charter set up for a profession to me just seems unbelievable.

**Dr Wilkins:** Should I come in to begin with?

**Chair:** Perhaps you could reflect on lessons from the Chartered London Teacher scheme, because having done that in London, you would think there would be lessons from that, and you would be ready to roll out.

**Dr Wilkins:** That is certainly the case. However, given where we are and where we need to get to, there would need to be a certain amount of national initiative involving Government in this area. Indeed, if we look at other recent developments, such as the establishment of the Chartered Institution of Educational Assessors, which was triggered in that way, they can happen very quickly. In our case, we already have our Charter. We do not need one of those, but we would need some official endorsement to the Privy Council to make the change of wording to our by-law that would enable us to move into the phase of some sort of proper timed and resourced project plan, doing that work with the other bodies that we need liaise with.

**Q436 Chair:** In a sense, this Committee would be in a far better position to make such a recommendation if you were able to show us that you have created and could demonstrate a consensus, or at least a very wide body of opinion pushing for this. Then we would simply be saying, “Of course, you must recognise there is clear demand from the profession,” and get this Privy Council rule changed. It is not a big deal. At the moment—I can only speak for myself on the Committee—one would hesitate. You have not demonstrated that you actually have the people you need behind you to do it.

**Dr Wilkins:** If I can answer that one, it would be wonderful if it were that easy. If it were that easy, it would suggest the profession is already professionalised, and perhaps we do not need to do this. It is because it is not that we need to build knowledge of, support for, involvement in such a scheme, and it will take a number of years to do that. There will be early adopters, and it will gradually catch on as its benefits are seen. However, we fully acknowledge that we are starting from a point where those employed in teaching are simply not used to thinking in these sorts of terms. It is not part of their daily life, and we want to change that.

**Chair:** Thank you all very much for giving evidence to us this morning.

## Wednesday 22 February 2012

Members present:

Mr Graham Stuart (Chair)

Neil Carmichael  
Alex Cunningham  
Damian Hinds

Ian Mearns  
Tessa Munt  
Craig Whittaker

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### Examination of Witnesses

*Witnesses:* **Alan Meyrick**, Chief Executive, General Teaching Council for England, and **Tony Finn**, Chief Executive, General Teaching Council for Scotland, gave evidence.

**Q437 Chair:** Good morning, gentlemen. Thank you very much for joining us today and bringing your expertise to the table. We are moving vaguely towards the end of our Inquiry into attracting, training and retaining the best teachers because, as McKinsey and many others have said, no system can be better than the quality of the teaching workforce within it. We are extremely pleased to have you with us today. As you know, what we do is we conduct inquiries into things we think are important. We then write reports with recommendations to Government and then they are obliged to respond. That is a key part of what we do. If you could pick one thing we could do to improve the overall quality of the teaching profession going forward, what would it be? Alan is looking at the ceiling, so I'll cruelly turn on you, Tony.

**Tony Finn:** Far be it for someone who works in a delegated organisation in Scotland to tell our colleagues in England what to do, but I think if the success of what has happened in Scotland is anyway to learn from, then it is to ensure that there are high standards of teaching, and that these high standards of teaching are set both in an understanding of the knowledge that someone is seeking to communicate, and in a detailed understanding of the pedagogy associated with that transfer. That would lead logically to a need to have high professional standards, not just at the beginning of a career but throughout a career. The second part of that is the part that the Committee may want to focus on most closely, because we know broadly what it is that is necessary at the start of a career, and we are not as good, in any of our jurisdictions, at plotting across a career. I am happy to talk about what I might mean by that at a later stage.

**Q438 Chair:** So a focus on attracting the best and the brightest and training then up initially is, in fact, not the most important thing. It is about getting the best out of those you have got right through your career, if you wanted a priority.

**Tony Finn:** I would not say not getting the best at the start.

**Q439 Chair:** Sorry; I hope I did not say that. I did not mean to suggest that. I am saying that a priority is focusing more on the continuing development of the workforce you have as opposed to thinking that the solution is entirely to be found at the beginning.

**Tony Finn:** It is both. The solution is required at the beginning, because we need to have high enough standards. The emphasis that I am putting, on the basis

of an assumption that we have those high standards at the beginning, is on continuing, developing and improving.

**Alan Meyrick:** If you attract people who have the right qualities, who have the potential to develop, and then you ensure that you focus on developing them against a clear set of standards throughout their careers, you will start to work towards success. You do need the good structure of the standards to work towards, and you need to ensure that you are recruiting people who are well motivated, who are likely to be able to evidence, at that point of recruitment and then further on through their careers, that they have the right mindset, the right skillset and the right attitude to teaching as well.

**Q440 Chair:** Obviously my question was about what one thing we could most change. I was picking out from Tony's words that the priority should be on getting a decent development and pedagogical improvement throughout their career.

**Alan Meyrick:** I think I would support that.

**Q441 Chair:** That is certainly not to undermine what you do at the beginning, but in our system that would seem to be the area where we could make the biggest difference. Would you agree with that in terms of emphasis?

**Alan Meyrick:** Yes, I would.

**Q442 Chair:** The one thing that we could do most to improve the quality of teaching in this country is to be found there. It is better CPD, to put it crudely.

**Tony Finn:** It is not just CPD. CPD is a process. I think it has to be associated with what that CPD process is aiming to produce. In my view, it is not enough just to throw teachers in the direction of courses; it is about finding ways to meet the development needs of each individual teacher, and doing that in a sustained way across their career, and making it an expectation that teachers do that, and also setting professional standards as benchmarks across a teacher's career. That would be an organisational way and also a personal development response to ensure that teachers keep improving and there is a methodology.

**Q443 Chair:** What does that look like? If you ask people what they do now, they would say that that is what they were trying to do. That is the difficulty when we are coming to recommendations that lead to

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not a change in the rhetoric, because nothing you have said is controversial; nothing is particularly topical there. If we had asked people 15 years ago, they would have sat there and said, “Yes, let us attract the best in and have a rounded, full, comprehensive understanding, with high standards throughout the whole process.” You could have said it at any time, but we are not very good at doing it. When I am pushing you for recommendations, it is to move away from the apple-pie-and-ice-cream statements. I am not trying to suggest there was anything trite about what you were saying. I am just saying it is very hard for us to understand what changes can be made that make that more likely.

**Tony Finn:** We are putting in place a scheme in Scotland called Professional Update. That is a scheme that starts from the assumption that teachers want to improve in the course of their career. The expectation is that, every five years, teachers will show us that they are keeping those skills up to date. Now, it is a supportive and challenging process, but it is not a threatening process. We are trying to work a system that will be seen to be supportive of teachers’ development, but will also be something that focuses on the needs of that teacher and the needs of the profession but, most importantly, the needs of our children. This will be compulsory in order to retain their registration status with the General Teaching Council for Scotland.

**Q444 Chair:** Supportive and challenging, but not threatening, but you have to do it. I do not really—

**Tony Finn:** The threat will come from: we have standards of—

**Chair:** So there is a threat.

**Tony Finn:** The threat does not come from this process. If a teacher is not performing satisfactorily that is an issue that we expect the headteacher to pick up. If the identification of that comes through the professional review and development process, which will be a key element of our Professional Update programme, then it would then transfer into our national environment. By that, I mean Scotland’s national standards for competence framework. That is already established; it is understood there are mechanisms for handling it within the General Teaching Council and within each authority, so that these are parallel but different processes. That is what I meant: the process for Professional Update is challenging but not threatening. If you are looking for the threat, if a teacher is underperforming significantly, that then transfers into this other process.

**Q445 Craig Whittaker:** Can I just challenge what you just said about the five-year process, because one of the things that I struggle to get my head around is that the assessment process of teachers is totally off the scale compared to what happens in business, for example. Almost a generation of kids could go through the system with a teacher who just wants to stay mediocre.

**Tony Finn:** With respect, I think you are approaching this from the assumption that a teacher who was underperforming would only be identified every five years. What I am saying is that the process of us

testing that somebody is keeping their skills up to date happens every five years, but the process of identifying whether a teacher is performing satisfactorily happens every day, every month, every year. It is the headteacher’s responsibility to address it.

**Q446 Craig Whittaker:** Don’t the two things work hand in hand? Shouldn’t that process you have just mentioned, taking place every five years, be an integral part of the assessment process of teachers?

**Tony Finn:** We are trying to avoid having the Professional Update process as the only and unique performance management system. We think performance management should be done by a headteacher on a routine basis, and what we are asking headteachers to do is to offer support and guidance to teachers, in our Professional Update process, while also getting to know each of their teachers well, thoroughly and, where appropriate, taking those teachers who are underperforming through the competence procedure. We see them as quite separate.

**Q447 Chair:** Alan, how does what Tony is describing in Scotland differ from what we are doing in England?

**Alan Meyrick:** This Government is not, at the moment, looking at having a model that sees any requirement on teachers to have that linked to any registration going forward. On the other hand, the code of conduct that we in the General Teaching Council have put in place does require that teachers pay attention to their own development needs, and are part of the performance management framework. Tony is absolutely right when he says that the performance management system needs to be an ongoing one, which operates throughout the teacher’s career, is a regular process in which people are reviewed against a set of clear standards. The need to continue to be updating yourself is a responsibility on the individual, but also needs to be a responsibility on the employer to ensure there is access to that system.

**Q448 Chair:** Are there benefits to having this five-year cycle? It sounds rather like, again, it is a general expression that everyone should and you ought to include it in your performance management but, if there are no triggers, if there are no cycles to go through, is it less likely that people will do it and, therefore, could we benefit by following the Scottish model?

**Alan Meyrick:** It is certainly the direction that other regulators have gone in. Some have gone down the model of simply wanting to have a number of hours of CPD. I do not think that necessarily works, because you need to ensure that the sort of quality is right of the CPD that teachers are engaging in. Certainly we have evidence that shows the sort of CPD that best supports improved teaching practice and best supports learning of pupils. If you look at where the General Medical Council has got to, it is about to implement a model of revalidation, which includes in part a requirement to regularly evidence that you are updating your skillset. It sits alongside a performance management framework, so that it does not simply

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become something that is dipped into every five years. The five-year piece is part of the agreement, I guess, between the individual as a professional and the system as a whole to say that that requirement to update your skills and to continue to be on top of your game sits both with the employer and with the individual professional.

**Q449 Chair:** It sounds like we in England are falling behind in the education sphere.

**Alan Meyrick:** We are putting in place a model that will give more structure around professional development, but we are not choosing at the moment to use the lever of making that a requirement to be able to continue to practise as a professional.

**Q450 Ian Mearns:** Graham has already started off on this question but, apart from the fact that you cover territory north and south of the Tweed, your relative organisations, what other major similarities or differences do you think there are between the two organisations?

**Alan Meyrick:** The similarities at the moment are that we both register teachers according to qualification, so that you can only practise in a maintained school in England if you hold qualified teacher status and successfully complete an induction period. We both currently have responsibility for regulating both conduct and competence across the profession, and we both are involved in setting out a framework for a code of conduct and practice that starts to look at some of the ethical behaviours and some of the values that teachers should uphold. Those are some of the key similarities at the moment, and those sit with the profession, in partnership with a range of different stakeholders, which have governance and accountability for ensuring that elements of delivering those responsibilities are given properly.

**Tony Finn:** Our structures are quite different—the way people are elected, appointed and nominated. The General Teaching Council was established by the Teaching Council (Scotland) Act 1965, so it has a long history. It is therefore possibly more accepted than GTC England was. Our responsibility is much wider in professional terms. We accredit all courses of teacher education. We set the entry standards for teaching at the point when someone goes into a faculty of education. We also declare what is the expectation of professional standards at different points of a teacher's career, including standard for headship, standard for initial teacher education and standard for full registration. We are responsible for the teacher induction scheme in Scotland, which OECD described as "world leading"; and, as of 2 April, we become a fully independent body, which is quite separate from Government but which will be required to work closely with all partners in a consensus body.

**Ian Mearns:** It is topical theme north of the border, isn't it?

**Tony Finn:** It is a different type of independence. An important difference also to point out is that, from 1966, when the first Council took up its position after the Act was brought in, the Scottish Teaching Council has been paid for directly by teachers. There is no

public funding, so it has been quasi-independent in financial terms, and almost independent. As time has gone on that independence has grown. If we look at the accreditation of courses and entry standards, we set these standards at the moment normally in conjunction with Government but, by and large, Government never questions what we have done. From 2 April, we are freed from this responsibility in one or two of these areas—specifically accreditation of courses and the standard for headship—of deferring to Government to get that stamp of approval.

**Q451 Ian Mearns:** It seems that you are actually travelling in quite different directions in terms of independence from Government. Do you think there is a particular rationale for the divergence of approaches, and is either of you envious of the other from that perspective?

**Alan Meyrick:** Some of it is historical, so when we were created under the 1998 Teaching and Higher Education Act, there already existed a Teacher Training Agency that had been given responsibility, by Government, for accrediting teacher training and teacher education provision. When we were created, that was not something that, at that point, was given to the General Teaching Council to have responsibility for. Had we been created at a different time that might have been the case, but you are created at a moment in time; structures exist already. We were given the responsibility for establishing that register, for providing policy advice to Government on a range of professional issues and for regulating the profession. We have looked across the border and have drawn, over the years, some of the best practice that we have observed within Scotland.

**Q452 Chair:** What do you most envy, apart from remaining independent?

**Alan Meyrick:** Apart from the fact that he is still going to be there on 1 April and we are not, the piece about the time is interesting. It has, without doubt, been quite difficult, with a registered population of some 585,000 teachers in England, to establish ourselves as the professional body, as the regulator, in only 10 years. That has been a real challenge and, with a group of people so large to communicate with, and a relatively small body to do so—a relatively small organisation to do that—that has certainly been a challenge. The benefits of having been around for 40 years have been evident. Similarly if you look at the General Medical Council, it has been around for 150 years. It is even further ingrained.

**Q453 Ian Mearns:** With the loss of independence from your perspective, Alan, are you concerned that you might just become part of a DfE-based executive agency?

**Alan Meyrick:** That is what is happening. On 1 April, the responsibility for setting the standards for entry into the profession and the regulation of the teaching profession will fall to the executive agency and the Secretary of State.

**Q454 Ian Mearns:** I suppose it is a funny sort of question but, if you both had a blank sheet of paper

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and were able to redesign your perfect model from your own perspective, what would you change?

**Alan Meyrick:** I think the interesting piece is that there are a lot of different models out there. If one looks at the Law Society for example, and the way that it has changed, you now have the Law Society responsible for promoting the role of the solicitor and the values of that as a profession, and then you have the regulation authority for prosecuting solicitors where there has been poor conduct, and you have the adjudication piece separately. You still embrace all of those responsibilities within the arc of the profession, but you have different governance for different pieces of those. Probably, looking back at the way the General Teaching Council was originally constructed, there have been some challenges by having those responsibilities all placed and seated within the one organisation. That is something that, if I had a blank piece of paper, I would want to look again at: how you could continue to ensure that the profession and the public were jointly engaged in setting those standards and assuring those standards, setting the expectations around what standards teachers should be modelling and exemplifying, but finding a way of giving those responsibilities and the actual delivery of them perhaps in a slightly differently governed way. That would be one piece.

**Tony Finn:** Firstly, I do not cast any envious glances towards my colleagues in the South, although I do have a lot of respect for them and I would want that to be stated. We have had an opportunity in Scotland, over the last two to three years, to begin to influence Scottish Government in respect of the shape that it is giving us from 2 April. Perhaps two issues I would suggest are worthy of consideration. One of which we are already on the way to delivering is a change of emphasis on what the General Teaching Council for Scotland is about. When it was established, it was very clearly a regulatory body and it still is a regulatory body, but the emphasis I have been placing during my tenure in the post, and that the General Teaching Council is now stressing in all of its documentation, is that, given our wide responsibility for professional standards, in effect it is a professional body. What I would like to do is secure that understanding, not just in the educational community but across the Scottish community of General Teaching Council for Scotland being a professional body.

Perhaps the second area about which I would hope to be able to make a change is that, in Scotland, every teacher who works in any school in Scotland must be registered with the General Teaching Council and must have met our standards, with two exceptions. The first exception is in the independent sector. There is significant movement between the independent and state sectors in Scotland, so we have a protocol established with the Scottish Council of Independent Schools, and we now have up to 87% of teachers in independent schools in Scotland registered. I would like to think that, because there is a professional status accorded to being registered with the General Teaching Council, we can convince independent schools that, in the future, from an agreed date, the protocol will be that everybody who comes into those

schools will have to be registered. Obviously there are people currently working there who have employment rights and we just have to accept that. From an agreed date, I would like to see that happen.

The other area about which I would like to see development is in respect of further education. In England and Wales, the Institute for Education requires registration, and interestingly accepts registration with the GTC for Scotland as being part of its essential transferability criteria but, surprisingly, in Scotland, we do not yet require all teachers in further education to be registered. A lot of them are and a lot of them are working well, but have just, because of that, allowed their registration to slip. Some perhaps might need to do some additional work to gain our registration status. Really, in terms of a professional body, it seems to me that a professional body sets standards that apply to everybody, both in professional matters and also in respect of conduct and competence. Those would be the areas that I would want to see developed.

**Q455 Neil Carmichael:** Just before the recess, the Secretary of State for Education was answering some of our questions and, while he was doing so, he was talking about basically treating the profession of education in one seamless line from nursery to the top end of universities. That was really in response to some probing about the professional body issue. In thinking of that vision, how do you think your organisations would fit into that and do you actually agree with the general thrust that actually we should be thinking in terms of one big professional body representing teaching, nursery, academics, the lot?

**Tony Finn:** Yes, I do agree. It is important firstly to emphasise that it is not about representing teachers, because there are other bodies that represent teachers and their interests; it is about representing teaching. It is also about promoting teaching and the quality of teaching. These are important distinctions. If you have a professional body, the standards expected of that professional body should apply across all teachers, regardless of where they teach. In universities in Scotland, teachers who are involved in the preparation of student teachers are registered with the General Teaching Council, and we always have that complete spread that you have described. The weakness in Scotland would be the further education sector and the independent sector, because there will be movement between and across the different sectors. The weakness in England, if I am allowed to comment without any political comment, is that, with free schools and academies not being subjected to the standards that are going to be introduced from September, there is a difference of approach. It will be more difficult for our colleagues in England to have a professional body that only applied to state and maintained schools.

**Alan Meyrick:** That is what we have had up to now—the General Teaching Council applying to maintained and state schools. If you are going to have a professional body that embraces all of that community of education right through, you do need to have a clear understanding of what it is that entitles you to be a member of that body. Is that a qualification piece or

is it about what you do? How are you going to ensure that people who are part of that professional body can operate to a set of standards that is also meaningful to all of those people, at different stages in their careers? That would be quite a challenge to achieve that, because clearly in further education you have a very different set of requirements and a different skillset, perhaps, to some extent.

The focus is absolutely, as Tony said, on teaching but, by its nature, a professional body needs to have some form of governance or control over who can practise under the name of teaching. In England at the moment we can say that the qualified teacher status is there for teachers in maintained schools and non-maintained special schools. As Tony has already said, there are increasing flexibilities now available to some parts of the maintained sector to have people who do not have those qualifications. If you want those people to be part of that professional body, there is quite a lot of thinking that needs to be done about how it is that, when they are part of the professional body, they work to those standards and how you continue to assess their practice against that framework of standards as well. For that framework of standards, if you have a person working at nursery education and a person working in university education, they could look and feel quite different. There is a risk that it simply looks very bland and does not ever really address the specific needs of those settings. You would need to do some quite careful work around that, but the principle and thinking of having those who are focused on delivering good teaching, as part of a single body, would be—

**Chair:** I am afraid we have limited time.

**Q456 Tessa Munt:** How many of the teachers in the independent sector in England are registered in some way?

**Alan Meyrick:** With the General Teaching Council for England?

**Tessa Munt:** Yes.

**Alan Meyrick:** I think the figure is about 12,000, but I could come back.

**Q457 Tessa Munt:** Can you give me that as a proportion, because you were saying 87% of...?

**Alan Meyrick:** 12,000 of about 588,000 of those who are qualified.

**Chair:** 87% of independent school teachers are registered in Scotland.

**Alan Meyrick:** 12,000 would be about 25%.

**Q458 Tessa Munt:** Can I just check with you? I think I understood that you were saying it was about flipping back and forth between the independent and state sectors that has caused quite a lot of those teachers to be registered. Do independent teachers register of their own volition?

**Tony Finn:** Up until relatively recently it was left to the individual teacher to make that decision, except in those independent schools where they declared otherwise. What we have been suggesting is that we need to have an understanding with the whole sector that leads to automatic registration. Now, one of the advantages of the Scottish system is that we can, as a

General Teaching Council, require employers to deduct salary at source of those who are registered. Once we know that someone is registered, if that individual moves from a state school to an independent school, we can require an independent school employer to continue the payment of the fee, unless the individual teacher exercises his or her right not to renew their registration. The difficulty for us is to try to ensure that that flipping, as you described it, between sectors is continuing in registration with the General Teaching Council. That would mean that people could move easily between sectors without any difficulty. At the moment, the 13% who have not registered in independent schools would have to apply for registration in order to come and work in a state school. For many of them that might not be a big problem; for some of them it would, because some of them do not have teaching qualifications; some of them do not have sufficient experience or have come through rather unusual routes. That is not to criticise them; it is just a statement of fact. For a lot of them, we think we could find accommodations to allow them to register but, for those who have employment rights, we would simply leave them there.

**Chair:** Can I ask both questioners and the questioned if we can get through as quickly as we can?

**Q459 Tessa Munt:** I am particularly interested in raising the status, and so I was going to ask you—the National Association of Schoolmasters Union of Women Teachers, NASUWT, has said that it might help raise public confidence and trust in teachers if there was a professional body for teachers. What do you feel about that? I am going to ask you, Alan, particularly.

**Alan Meyrick:** I would agree and support that statement. Again, it does come down to what it is that you expect that professional body to do. What functions are you going to give to that professional body? We have a professional body for teachers in England that is responsible for registering, regulating and providing advice. I think it would be fair to say that the NASUWT has not always seen eye to eye with us on some elements of our work in some of those areas. They have been critical of some of our policy advice. They have been very supportive of our regulation work and our work in registration. But I would support the view that there should be a professional body for teachers.

**Q460 Tessa Munt:** You are of the view then that public confidence and trust in teachers needs to be raised.

**Alan Meyrick:** I do not think that having a professional body for teachers raises public confidence and trust just purely by itself, but it is the case that, when people look across professional bodies and look at those, they commonly see, sitting behind them, a professional body with responsibility for setting the standards of entry and regulating those who can and cannot be part of that profession. That is part of the general fabric of being in a profession for such a body to exist.

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**Q461 Tessa Munt:** The DfE is on record that teaching is a lower-status profession in the UK. Is that right?

**Alan Meyrick:** I do not think that the evidence shows that. If you look at the MORI polls, teachers come out very highly in terms of the confidence, support and trust that parents have particularly. If you look at the evidence, parents have a huge amount of trust and confidence in the teachers at their own schools, the teacher of their own child particularly. If anything, there is a slight diminution of that when you start looking at the profession as a whole but, generally speaking, teachers remain in the top sector of trust by the public.

**Tony Finn:** In Scotland, the teaching profession I think does have higher status. It may or may not be linked to the professional body which, as I described earlier, has much wider powers than was the case in England. We are also working to try to enhance that professional status through the follow-up to a report published by Graham Donaldson last year on ‘Teaching Scotland’s Future’—that is what it is called—in which we are trying to raise the status and expectations of Scottish teachers. Lastly, to turn briefly and only briefly, to the NASUWT—

**Tessa Munt:** Can you say that again, sorry? I missed that.

**Tony Finn:** We are trying in Scotland to raise the status of Scottish teachers and to raise the standards of Scottish teachers, some of which is borrowed from McKinsey; other parts of Donaldson’s research were based on his understanding of what was happening in other countries, Europe and the States. He was arguing that we need to consolidate what he thought was an already good status for teachers by taking it forward in the future. I would suggest that, perhaps in Scotland, it is not a low-status profession. It may not be as high-status as it might be, but we are working to try to make it so. If I could briefly say something about the NASUWT, a very small organisation in Scotland, they support the General Teaching Council and did so in the response that they made to the consultation document on the future status of the General Teaching Council for Scotland.

**Q462 Tessa Munt:** If other countries appear to place greater value, what might you propose? How do we approach that in England specifically?

**Alan Meyrick:** I think it is also about the standing. There is a distinction between the status of the profession and the standing of the profession. Some of the pieces that we have already been talking about are about a profession that very clearly and evidently takes responsibility for its own professional development, a profession that takes responsibility for the standards, for attracting the right people into the profession and then supporting them through their development through that profession. All of those things will enhance the status and standing of teaching in England. I do not think that having a professional body is a panacea to that. On the other hand, I think, by that having a body that is focusing on supporting those pieces, it would have a good chance of success.

**Q463 Tessa Munt:** What do you think are the key things that actually affect the profession’s public image? Can I go to you first, Tony?

**Tony Finn:** It depends what you mean by ‘professionalism’. That is the definition that is central to this. In a piece to be published later this year, I have tried to define what I think professionalism is. It is based largely on some work that was done in Australia. Basically it was that professionals all have certain categories or features. They are special knowledge; they have a special knowledge and skills. They have education and training at quite a high level, and they operate in the interests of the public. Those are the three principal areas. In a piece that myself and a colleague are going to have published later this year, what we have tried to suggest is that teaching as a profession should be exemplified by the following features. If you do not mind, I will just tell you what they are: clearly defined practical and theoretical knowledge; professional autonomy and accountability; certification of qualification and standard; a commitment to the service to others before financial benefit; a commitment to keep learning and improving across their career; aspiration towards what I have rather grandly called “optimal performance”, or doing your best as a teacher; and last but by no means least, collaboration with other professionals. If we can deliver a profession that is geared to those key elements, then we deliver a profession; it is not simply a group of people who are conducting the practice of teaching within a school context. These are the guiding sets of principles that we are using in the General Teaching Council for Scotland.

**Q464 Tessa Munt:** Very quickly, Alan, do you feel there is a difference in England?

**Alan Meyrick:** I think all of those things we articulated in the Code of Professional Conduct and Practice that we developed with both teachers and key stakeholders, including children and parents. Absolutely all of those principles were captured as what we believed would bring high status, standing and professionalism to teaching in England.

**Q465 Tessa Munt:** Lastly I want to look at career progression and talking about attracting the top graduates into teaching. Do you agree with Mary Boustead that the system “does not think about career paths for teachers who want to stay in the classroom”?

**Tony Finn:** No, I do not agree. Again in Scotland, we have had a system in place to try to protect those who did not wish, as I did, to become a headteacher; who wished to remain good teachers. That system was called the Chartered Teacher Programme in Scotland. It is currently being revised, and we are looking at bringing it up to date, focusing it perhaps more on masters units as well as a masters qualification, which was associated with the Chartered Teacher Programme. We are looking to focus it much more on practice as well as the academic performance that would be required to attain a masters. We are looking at different words to describe what this would mean. The word we are currently using is “accomplished”. We are talking about a new standard for accomplished teaching. What we are thinking about is the vast

majority of very good teachers might never have thought, “How do I keep improving?” We are trying to put something in place to make sure that they do.

**Alan Meyrick:** The General Teaching Council has also advocated that teachers who wish to stay in practice should be enabled to do so. We had a teacher learning academy that provided opportunities for those people who really wanted to engage in research and practice, sharing that with other colleagues, around what it means to be able to teach effectively in the classroom. There was a range of stages to that. It was evidence-based. We had a significant amount of interest in that, and that was exactly about a mechanism by which you can enable people to feel that they are developing, to be absolutely consciously developing and enhancing their practice, but without necessarily going into the routes of senior management.

**Q466 Tessa Munt:** Can I just ask you as a very final question—my final final question—with a yes-or-no answer, if that is possible: should we develop something along the Singaporean style career progression thing, where you have different routes for leaders, for classroom teachers and for specialists?

**Tony Finn:** In England?

**Tessa Munt:** Actually you can say Scotland if you like.

**Tony Finn:** I think plausibly that is a sound thing to do, yes.

**Alan Meyrick:** Yes, I think that there are teachers who will want to ensure that their careers are developed with a classroom focus. Others will want to develop their career with a management focus. It is right to provide paths for those and opportunities for those people to do that.

**Q467 Chair:** Is it true that we do not at the moment? Basically they try to have clarity. There are three pathways, so every teacher, at the beginning, is told these are options; you can move between them, but there is clarity about the progression you can follow and there is a clear sense of how you can achieve that progression, as well as linking into pay and conditions as well. Are we on the right path in that respect, in this country at the moment? If not, do we need to follow something, albeit tailored to our own needs and situation?

**Alan Meyrick:** I suspect that there is not enough clarity on how one would go down those individual routes, and then how one would move between them at a later stage, if that was something you felt you wanted to do.

**Tony Finn:** My own advice would be that I never set out, as a classroom teacher, to end up doing the job I am doing. That is a good illustration of the fact that you change your mind. At the point where I was simply—and I use that word advisedly—a classroom teacher, then all I ever wanted to do was be a classroom teacher, so I think we should have systems that allow different routes of progression, which are not exclusive one to the other, and allow people to move between pathways. That is important but, notwithstanding that, it is also important that people

can see career routes ahead of them at the point that they are in their profession.

**Q468 Craig Whittaker:** Alan, Chris Keates told us that the “major problem” with the General Teaching Council in England is that it does “not regulate entry into the profession”. Do you agree with her assessment and how do you think that the situation with regards to regulation will change when you join the Teaching Agency?

**Alan Meyrick:** I do not think that not being given the power to regulate entry was the major barrier to the success of the General Teaching Council. I do think that, had we been given that power at the beginning, there would have been more coherence around the way in which we were able to both look at those standards for those people coming into the profession, and then continue to judge people against those standards as they continued through their profession. It would have given us a greater sense of coherence to that piece as well. In terms of my move into the Teaching Agency from 1 April, the Teaching Agency should bring some of that together because, within the Teaching Agency, the responsibility for both attracting into the profession, for assuring of the standards for those people who enter the profession around the qualified teacher status, and then the regulation of the teaching profession, will all sit in one place, with the Secretary of State having control of all those matters. There will be greater coherence. It will not be professionally-led coherence. I do not say that as a criticism necessarily, just as a statement of fact.

**Q469 Craig Whittaker:** So a good thing or a bad thing?

**Alan Meyrick:** I do not think I can really comment on that.

**Craig Whittaker:** But you are the professional; surely you have a view.

**Alan Meyrick:** I am the professional in as much as, at the moment, I am the Chief Executive of the General Teaching Council, and I can see that, had we been given greater powers, our work might have been more coherent. As a future civil servant who will be going into the Department, I can see that having all of those things together in a single Teaching Agency will bring some of that coherence into one place. It does not bring with it the direct professional influence that currently is there and which is reflected in other professions.

**Q470 Craig Whittaker:** So a good move then?

**Alan Meyrick:** A different move—a different way of constructing it with a different set of accountabilities, not a set of accountabilities that sees the profession leading on it, but a set of accountabilities that sees Ministers taking that accountability directly with Parliament.

**Q471 Craig Whittaker:** So not a good move then?

**Alan Meyrick:** I am not saying it is a good move or a bad. I really do not want to be drawn on that. I think that is a really difficult question for me to answer.



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**Q472 Craig Whittaker:** Okay, so we will leave it to the ebbs of time to determine whether it is a good move or not then.

**Alan Meyrick:** Yes.

**Q473 Craig Whittaker:** Can you both confirm to me how many teachers you have had to debar from the profession in the past five years, both on a permanent basis and also a temporary or limited period?

**Alan Meyrick:** Over the past five years?

**Craig Whittaker:** Yes.

**Alan Meyrick:** I can do, if I am just given a moment, yes.

**Tony Finn:** We remove teachers who are subject to convictions in courts. We remove teachers who have been involved in misconduct, short of conviction in court, and we remove teachers on grounds of competence. The figures in the last five years exclude those who have been on the disqualified from working with children list, because we remove them automatically. Of the ones that we have done through our own processes, in 2009–10, which are the latest figures that I have, there were 17. The year before that it was 15. The year before that it was 10. The year before that it was 8. The year before that it was 13. Now, we are talking about a workforce of 53,000, and 78,000 registered teachers in total. Short of removal, we also have a number of teachers who have been given other sanctions—conditions, reprimands. I can give you details of the number of cases, how they have been disposed of and worked through. If you wish the Committee secretary to get that detail from me, I am happy to provide that.

**Craig Whittaker:** That would be great if you could, yes.

**Alan Meyrick:** I can give you the figures since the Council started operating. Since the Council started operating, we have prohibited 210 teachers. We have issued 163 suspension orders, and 50 suspension orders with conditions. So that is 410-plus. On the competence side, we have prohibited 16, given two suspension orders, and 12 suspension orders with conditions.

**Craig Whittaker:** That is over 10 years.

**Alan Meyrick:** That is over the 10 years.

**Craig Whittaker:** It is an average, therefore, of about 20—

**Alan Meyrick:** In the early years, the figures were relatively low. In terms of the total number of hearings, in our first year of operating, 2001–02, we only did 3 hearings, because of our nature. In 2010–11, we actually had 213 hearings. In 2011–12, we had concluded 260 hearings by the end of the year.

**Q474 Craig Whittaker:** Can I just ask then why the number is so low? Is it because your organisations only see the most serious cases or is it because teachers generally do have a high professional standard?

**Alan Meyrick:** I think it is a combination of both of those answers. Over the years, we have had a total of 6,600 referrals to us. About 3,000 of those referrals are for minor criminal convictions, so one-off drink-driving convictions. We issue letters to those teachers, but do not take them forward to a full

hearing. Of the 3,000 that remain, about a third of those go forward to a hearing. You have heard the sort of numbers that end up being prohibited, suspended, etc. We also give conditional registration orders and reprimands to teachers. Occasionally of course, there is a no finding, because you would be surprised if you only found cases to be, in a sense, guilty, because that would suggest that you were only looking at the easy wins. I think it is important, in the public interest, that you look at cases where there appears to be a case to answer as well.

**Q475 Craig Whittaker:** Just so I am clear in my mind then, did you say 3,000 cases in the last 10 years, in total?

**Alan Meyrick:** If you take away the 3,000 minor convictions, then about 3,300 cases have been referred to us over that 10-year period.

**Q476 Craig Whittaker:** In total then, because they are cases you are looking at, you are talking about 6,300 over a 10-year period.

**Alan Meyrick:** 6,600, yes.

**Craig Whittaker:** On average, 6 a year.

**Alan Meyrick:** No, 660.

**Craig Whittaker:** 660 a year.

**Alan Meyrick:** Yes.

**Tony Finn:** We proportionately have a higher number of cases that we are dealing with. To go back to your question, I would say that the high standard of professional competence of Scottish teachers does have a bearing on the number that we see through to the end; so too do the processes we use, short of removal of the teacher, and indeed there are some loopholes. These loopholes are progressively being plugged, and some of them are being removed as we move into independence by the new statute. If I give you the figures from 2010–11, there were 269 cases; most of them were dealt with administratively. By “administratively”, that might mean that somebody might get a letter indicating that we have noted a particular issue, but we are not taking it further at this time. From that group, quite a large number went to our investigating sub-committee to be discussed. Following that, something like 25, which is roughly one in 10 of the cases referred to us, went to the final stage disciplinary committee. That led to 17 being removed from the register. There were also in that year a further three who removed from the register because they had been listed with—

**Chair:** Can we move out of this disciplinary numeric morass?

**Q477 Craig Whittaker:** Tony, can I just ask you then, on average, how long does it take the Scottish section to deal with a case?

**Tony Finn:** We try to deal with it within two to three months, but it would be unrealistic to say that we always do.

**Q478 Craig Whittaker:** What is the timescale, the average time?

**Tony Finn:** The average case is dealt with within a few months, but those cases where there is a complication with the legal system or a complication

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with the health of the individual teacher can take a long time.

**Q479 Craig Whittaker:** Sure, but what is the average time then in Scotland?

**Tony Finn:** I am guessing that the average time was six months.

**Q480 Craig Whittaker:** Can I ask you then, Alan, why it takes over a year in England to do the same?

**Alan Meyrick:** It takes slightly under a year now, and in part that is because we allow timeframes for people to respond to the allegations, which themselves build a certain period of time into the framework, and then there are other factors in terms of availability of witnesses.

**Q481 Chair:** It does not happen like that in Scotland though, Alan.

**Tony Finn:** These things happen in Scotland as well. We are talking about people's human rights, and so logically what will happen is that teachers will bring in lawyers, who will seek to try to identify a loophole.

**Q482 Chair:** We are interested in the differences and why, with exactly the same circumstances in both places, you do it in a matter of months, and it is taking over a year in England, on the latest figures.

**Alan Meyrick:** It is taking us a year for those cases that go forward and actually reach a hearing. We are able to deal with a significant number of our other cases much more quickly than that. I am only talking about a year where it goes right the way through to a full hearing and that hearing is followed to conclusion.

**Q483 Chair:** That is what Tony is talking about as well, and he is doing it in months and you are doing it over a year. It does not sound very good.

**Tony Finn:** You could find cases in Scotland where things last longer than a year as well.

**Chair:** We are talking on average, to be fair.

**Tony Finn:** I could perhaps give you some information about what we are going to do from 2 April, which might be useful to you going forward. When we become an independent body, we are going to try to streamline some of our processes, which we previously were not able to do because we were tied by statute. One of the things that we are going to do is introduce consensual resolutions so that, in those cases where a teacher knows that the conduct that he or she has committed is likely to lead to a finding, we will be offering the teacher the opportunity to accept a reprimand or to accept removal from the register without having to go through a full hearing. At the moment, in terms of national law, they have to do that. What we would do is still, in the public interest, bring it to the attention of a hearing that an agreement had been reached, but we are hoping that will speed up the process.

We are also looking at something at the very early stage, when we are investigating cases. Quite a number of cases that come to us from the public in particular, but not uniquely from the public, are trivial or vexatious. They would be an indication of somebody's frustration within the system, which is not

a professional frustration. So we have tried to streamline our process to handle that particular case. Lastly, we are streamlining our restrictions on those teachers who, at the outset of the case, we think could, if the evidence against the teacher is proven to be accurate, be a risk to pupils. In those cases, we are going to try to move very, very quickly to ensure that a teacher cannot be in front of a classroom. In most cases, we would have expected an employing authority to have taken that decision anyway, but we will take the decision.

**Q484 Craig Whittaker:** Alan, can I just quickly ask how many cases you expect to lose in the transfer over from where you are to the Teaching Agency?

**Alan Meyrick:** All of the cases where the judgment through a triage process that we have through—

**Q485 Craig Whittaker:** Sorry; I am talking about, in the move over, how many of those cases do you think will get lost and not be followed up?

**Alan Meyrick:** That is what I am trying to answer. We have put in place a triage process, whereby we are looking at cases to assess whether or not we believe they are likely to meet the new test of prohibition for the new Teaching Agency. Where those cases fall in there, they will transfer across. Serious cases will still simply transfer across to the new Teaching Agency. Where they are cases where we do not believe we will be able to complete those cases as the Council, but where we believe that the outcome would have been a reprimand or a conditional registration order, we are closing those cases down.

**Q486 Craig Whittaker:** As a percentage, how many of those—?

**Alan Meyrick:** Roughly speaking, 40% of our cases end up in prohibition or suspension order, and 60% of our cases around reprimand.

**Craig Whittaker:** It's 60% then.

**Alan Meyrick:** Roughly speaking that's the number that we're filtering out of the process.

**Chair:** I think we probably need to move on actually, Craig.

**Q487 Craig Whittaker:** Can I just ask you then quickly: do you believe the new teacher standards will contribute positively to strong performance management of teachers, or do you think there is too much room for interpretation?

**Alan Meyrick:** I think there is significant room for interpretation, and I think that headteachers and employers need to be very focused on ensuring that, as they use those standards in performance management, there is some consistency across the piece. At the moment, they are written in a way that allows for flexibility but, in having flexibility, inevitably there is going to be some risk of divergence of practice on their application.

**Q488 Craig Whittaker:** Do you think that currently the performance management is robust enough in schools to tackle teacher underperformance? Should heads have greater powers to deal with incompetence themselves?

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**Chair:** Short answers, please, to this final, final question.

**Alan Meyrick:** I think headteachers need to be operating performance management frameworks in a robust way, which ensures that they can identify where teachers appear to be falling behind, provide the necessary support quickly and rapidly. If it is not working, they need to—

**Q489 Chair:** Is what we have got good enough? The question is not what we should do; it is whether what we have got is good enough. Yes or no, are the new performance management measures brought in by Government fit for purpose? Are they good? Are they going to improve things? Are they going to make us world class, yea or nay? I know you are going to be a civil servant, Alan. It is rather invidious, but still Tony is free to say whatever he likes.

**Tony Finn:** I do not think so. I think that professional standards are limited in that they do not go right across the profession. They handle only the cases of teachers in state and maintained schools. Having been a secondary headteacher for 17 and a half years, I think a lot of headteachers are not sufficiently aware of what they need to do and how they need to do it in order to tackle those cases.

**Q490 Tessa Munt:** Very quickly, I would just like to ask you a couple of things about funding of teacher training firstly. That is: is there any evidence of which you are aware supporting the cessation of funding for teachers with lower second degrees in order to improve the quality of teaching?

**Tony Finn:** Sorry, I did not catch the question.

**Chair:** Degree class and quality of teaching, what is the link if there is one?

**Tony Finn:** Scotland is very strong on the need for not only a degree and a high standard of degree, but also a degree in the subject that you are going to teach. We actually give registration in the secondary sector in the specific subject area, rather than generic, which has been the case in England up to date. I would draw your attention to some research that has been done. There is a lot of qualitative research, including in the Donaldson report that I referred to earlier. In anticipation that you might ask me this question, I decided that I would have a look at our database of research last night, and thankfully I did. The US Congress, for example, has done a study on the work of what is called the National Board for Professional Teaching Standards, which is a body that certifies teachers at a higher standard and encourages them to attain that standard. They have found that there is significant evidence that teachers who are so certified have produced better gains for children.

**Q491 Tessa Munt:** Is it possible that you might send that to us?

**Tony Finn:** Yes, it is.

**Tessa Munt:** Would that be possible?

**Tony Finn:** Yes. I can give you two flavours of that information, but you might not have time to have it.

**Q492 Tessa Munt:** I am going to ask you if you would not mind sending it. You are very welcome to

send your commentary to us as well. That would be lovely. Thank you very much indeed. Alan, is there anything you want to add?

**Alan Meyrick:** Our reading of the evidence on that is that degree class can play a part in determining the outcome for the teachers, but it is not the only part. You need well motivated people. You need to ensure that they have the right and applicable training for them. Increasingly, 30% of teachers coming into teacher training are over the age of 30. You need to ensure the teacher training that you give them is adapted for that skill and experience that they bring with them. Of course degree class can play an important part, but you do need good subject knowledge. You do need to have the right mindset and the right other set of qualities to be a good teacher, and you need to be supported and given good development throughout.

**Q493 Tessa Munt:** If we go back to your submission, where you said, looking at the new bursary scheme, whether it meets your criteria of being “fair and equitable” and “based on more than just degree class”, can I ask you to comment? Do you feel that the new bursary scheme is or is not fair and equitable?

**Alan Meyrick:** The risks of it being based just on degree class potentially have some equality issues, in terms of its access to teachers from overseas, for example. I think that would be an area where we would have some concerns.

**Q494 Tessa Munt:** How important do you feel financial incentives are to potential teachers, knowing how much more one can get in the way of a bursary if you have a first-class degree?

**Tony Finn:** It is a difficult one to answer. I believe that good teachers should be driven by their interest in public learning and a wish to do things for individual children. Notwithstanding the salary I now have, I have never been driven by salary, and I would like to think that that is what we could do to incentivise our teachers to become better teachers. Notwithstanding that, I do also accept that, at different stages in teachers’ careers, we need to be paying the right amount of money, but that is not a General Teaching Council issue.

**Q495 Tessa Munt:** I am really focusing on the incentive for somebody to come towards teaching from their particular specialisation. Is that the right thing for us to do?

**Tony Finn:** It may depend on how much need you have for teachers. It is not a question for us in Scotland.

**Alan Meyrick:** I have not seen any evidence; therefore, I do not think I can comment on any evidence that shows that having those sorts of financial incentives to attract people for those sorts of things, at that particular point, is necessarily the key driver.

**Q496 Damian Hinds:** It does not have to be the key driver though, does it? It has to be a driver, and I would suggest the entire history of economics—

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**Alan Meyrick:** I suspect it is a driver, but I have not seen any evidence to look at that.

**Q497 Tessa Munt:** We might have to wait a bit for that. Looking at professional development, Alan, your submission calls for “teachers’ universal access” to CPD. You have made some comments about 100 hours. I think it was you who made some comments. Maybe it was not you; it was Tony. I heard some comments about maybe just 100 hours of CPD might not be the appropriate thing. Should there be an entitlement for each teacher? Should that be required?

**Alan Meyrick:** I think that there should be, but that is part of that agreement between the individual professional and the profession more widely that teachers need to be participating and, in order to participate, there needs to be some availability.

**Q498 Tessa Munt:** How would it work? What do we do? What do we say in terms of CPD for teachers?

**Alan Meyrick:** Again, it is about the type of CPD. Increasingly the evidence we have is that really effective CPD is not simply about going off on courses. I know everybody always says that, but there are ways and means of giving teachers opportunities to develop in their own classroom, in their school setting, working with other colleagues. You do need to create an entitlement to that, but alongside that entitlement comes part of the accountability of the individual professional to evidence that they are paying sufficient attention to their own development through effective participation in that. That all links back to a performance management scheme that is set against the standards that need to be in place. It is not simply about, if you give everybody 50 hours of CPD or 100 hours of CPD, you solve the problem. You need to have a structured approach to good quality CPD, evidence as to what it is makes a real difference. The evidence around that is that it makes a real difference if you are working alongside your colleagues, putting into place evidence, building on the research, sharing your knowledge and practice in the classroom with others, publicising that, etc. Those are all part of how you get to a point where teachers value the learning that comes through that, they improve their classroom practice, and their performance management against the standards is all one piece of that.

**Q499 Tessa Munt:** Do we actually need to allocate hours for teachers to go and watch somebody else in their school teaching or for them to learn in their own classroom? Surely that is happening every day of every week. Is it not and I am being naïve?

**Alan Meyrick:** I do not think it is happening consistently across every one of the 26,000 settings.

**Q500 Tessa Munt:** Why not?

**Alan Meyrick:** I am not sure I can answer the “why not?” There may be a number of reasons as to why it is not happening consistently.

**Q501 Tessa Munt:** That is about leadership in schools, isn’t it?

**Alan Meyrick:** It is about leadership in schools, yes.

**Q502 Tessa Munt:** I have to say I find it staggering that we should be requiring teachers to learn in their own setting, because they would; they just should. It should just be happening. I accept that there should be a requirement for a number of hours, perhaps, that might be out-of-school CPD that can be validated by whatever organisation.

**Alan Meyrick:** I am not sure I understand which bit you find astonishing at the moment.

**Q503 Tessa Munt:** I find it astonishing that you are saying to me that teachers might need to have time put aside so they can learn in their own classroom—I think they do that every day of every week—or that they should learn within their own school setting. If they are not watching what is going on in other teachers’ classrooms, if we do not have a sense within our own school teams of who—

**Chair:** Can we get evidence from the witnesses?

**Tessa Munt:** Sorry; go on, Tony.

**Tony Finn:** I am not convinced that a specific number of hours is required, but I am convinced that there is a need for maintenance and improvement of standards. I prefer to judge teachers’ progress against those standards. I think there is an entitlement; there is an entitlement to support. The entitlement is led by the teachers’ identification of his or her needs. We need to put that responsibility very firmly on the individual teacher to say that we expect teachers, throughout their career, to keep improving. Overwhelmingly, the vast majority of teachers want to do that and are looking for opportunities to do it.

You mentioned leadership. I think there is an issue in respect of current difficulties in schools, workload issues, budget, times, but I do not think the answer is in the allocation of a specific funding figure—so much against each teacher’s head of in-service training or whatever it might be—nor do I think it is about the number of hours. In Australia, they have done some work on that particular area, and what they have tended to do is fall back on hours, because they are the easiest methodology to put in place. More complicated but more qualitative is to try to make sure that teachers get the help that they actually need to suit their own individual circumstances. That might mean watching the teacher next door. It might well mean taking a leadership role within the school, as part of your development. It might mean going down the road to an adjacent school to see how someone teaches some other children. It might mean going on a course. The evaluation of such systems depends on how successfully they are leading to improvements in teaching and improvements, therefore, in learning. That is where our focus must be.

**Q504 Chair:** You are saying avoiding the hours, but all of those take timetabling. All of them mean that you need to be supported by those in leadership roles to take time out in order to do it. If you do not have an entitlement to certain hours, is there not a risk that there are no mechanics in place to support the identified needs of the teachers?

**Tony Finn:** It is difficult to say so, but every one of us has a set of responsibilities in the discharging of our work. Headteachers have a responsibility to

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ensure that the needs of their staff—all sorts of needs, but developmental needs—are met. In a system where there is an efficient and supportive form of professional review and development with a teacher, where they engage regularly, where there is discussion across a year, where the headteacher knows the qualities of their staff and is able to discuss those qualities, encouraging good progress, perhaps addressing areas of development, then that can happen. It can develop.

**Q505 Tessa Munt:** Can I just ask you very quickly then should CPD be delivered by professional and regulatory bodies? Should it be done by trade unions, by the companies, universities or in school?

**Tony Finn:** It depends on what it is you are looking for your CPD to deliver. If your CPD is about a school-based issue, then the headteacher and leadership team within a school are probably best placed to deliver it. If it is about a wider range of

responsibilities, it could be an outside organisation or a council's own local authority provision. I am not convinced that the regulatory body should deliver. We do some CPD for teachers, but I am not convinced that that should be part of the overall system, because there might come a point where the regulatory body has to decide whether other providers are actually providing something which is appropriate.

**Q506 Tessa Munt:** Okay, so no conflict. Can I just ask for your comments on exactly the same, please? Is there anything different you would say?

**Alan Meyrick:** No, as Tony says, it is about understanding what it is you want your CPD to deliver and ensuring you have the best providers to make that happen and to make the outcome successful.

**Chair:** Gentlemen, thank you very much indeed for giving evidence to us this morning. If we can switch to the next panel as quickly as possible, that would be great.

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### Examination of Witnesses

*Witnesses:* **Jean Humphrys**, Interim Director, Development, Education and Care, and **Angela Milner**, Principal Officer, Development, Initial Teacher Education, Ofsted, gave evidence.

**Chair:** Good morning, and thank you both for now joining us. Two ladies replace two gentlemen. We look forward to another productive session. Because time is short, if all my questioners can try to extract as much as they can from the witnesses and give as little evidence themselves as they can control themselves to do, I will invite Neil to start us straight off.

**Neil Carmichael:** Thank you very much, Graham. I will certainly lead the charge on being brief but to the point, which I think is important.

**Chair:** The chance would be a fine thing.

**Q507 Neil Carmichael:** Thank you, Graham. We are talking obviously about methodology in Ofsted, and what I would like to know, first of all, is really what kind of background you expect your Ofsted inspectors to have, especially if they are heading into a situation where you have teacher training underway.

**Jean Humphrys:** A mixed background. We have at the moment people who come from the ITE background themselves; they are seconded to Ofsted. We also have people who are experts, in that they have come from headship, teachers and subject leaders and so forth, and they are also involved in inspections. Our expectation is that we would have people with the right level of skills to evaluate what is going on in perhaps a higher education institution, but also what is going on in the classroom.

**Angela Milner:** I have very much the same point of view. I myself come from a provider background, as a substantial amount of our initial teacher training inspectors do. Some have come from perhaps not a trainer background, but have engaged in school-based partnership work, have acted as assessors on a GTP scheme or have been involved in some element of partnership and, when they have joined Ofsted, they have expressed a desire to develop that as part of their

skills and professional development. What we have at the moment is a specialist team of ITE inspectors, who work across either schools and QTS-type inspections or the further education learning and skills sectors, and we look at the teacher training aspect of that in our provision.

**Q508 Neil Carmichael:** We are looking at the two routes—university and school-centred. Is there a mixture between the two in terms of the role that Ofsted would have? Do university-trained teachers tend to be checked by Ofsted?

**Angela Milner:** It works in exactly the same way for every kind of provision, other than in the FE sector, where we look particularly at HEI-led provision rather than that provided by the awarding bodies.

**Q509 Neil Carmichael:** Jean, do you have any thoughts? Are you happy with that?

**Jean Humphrys:** No, that is exactly right. That is the process.

**Q510 Neil Carmichael:** If you were an Ofsted inspector making a judgment on a teacher, are you likely to be a serving teacher or at least a current teacher yourself?

**Jean Humphrys:** Almost inevitably you will have been. We have a number of people who are current teachers, a number of people who are headteachers currently and have been seconded to Ofsted and we also have people whose backgrounds have been in education. They are trained on a regular basis to make judgments about the quality of teaching, and they will be the people who make those judgments.

**Q511 Neil Carmichael:** How far do those judgments go through the school? Do they get to the heads of

department, the headteacher and, indeed, the governing body?

**Jean Humphrys:** Do you mean are the judgments passed on?

**Neil Carmichael:** Yes.

**Jean Humphrys:** Yes, the judgments will be shared with some of the people within the school, particularly the mentor, the headteacher and those responsible for trainees, but they are predominantly to look at the provision made by the provider of the initial teacher education and to make a judgment about the quality of support they are providing, through their use of the partnership.

**Q512 Neil Carmichael:** Does it get to the governors?

**Angela Milner:** It would depend very much on the school context. It would certainly be good practice for the governing body to be aware of what was going on in terms of initial teacher education in a school. Actually, one of the findings we have constantly talked about in terms of HMCI's report and in the evidence we have provided to you is that, sometimes, people's role in initial teacher education in schools is perhaps underplayed. They do not think about its significance and evaluate that perhaps as thoroughly as they might.

**Q513 Alex Cunningham:** I was just wondering about your passing information on to the governors. I agree that governors should be well equipped, but some governors are different from other governors. I just wonder what level of risk you think there is of detailed information on teacher ability passing through to all members of governing bodies.

**Jean Humphrys:** I think governors have a responsibility, ultimately, to oversee the quality of teaching in a school. If they are supporting a trainee programme, then they really should know what is happening. The children are there; they are being taught by trainees. Governors have an overall responsibility to ensure the quality of education, along with the headteacher, so I cannot see why they shouldn't want to know about those things.

**Q514 Alex Cunningham:** Do you see a risk in that?

**Jean Humphrys:** I see a risk in them not knowing.

**Neil Carmichael:** Absolutely right, because governors are holding the school to account, critical friends and all the rest, so they do need to know. What you have just said is absolutely right and proper, thank you.

**Q515 Chair:** Why does it not happen? Governors I speak to say they find it very hard to get out of headteachers, let alone Ofsted, data and information on the performance of individual teachers.

**Jean Humphrys:** Governing bodies have a legal responsibility to oversee performance management.

**Chair:** They do not have the information with which to do it, which is why so many of them are pretty hopeless and are not able to do it, if you have a powerful head who basically denies them the information they need to do their job.

**Q516 Neil Carmichael:** We are straying into an area, which is a great interest of mine, which is the role of the performance and recruitment of governors. That is more likely to be the answer to that question than the one you are going to give.

**Jean Humphrys:** Hence Sir Michael Wilshaw's announcement about his wish, from September, to start looking at the link between performance management and the quality of teaching within a school. It is primarily a responsibility of headteachers and governors to make sure that those links are clear and transparent.

**Q517 Chair:** Am I wrong in thinking that governors, all too often, do not have that information and therefore are unable?

**Jean Humphrys:** I do not think you are wrong; I think you are absolutely right. One of the things we tend to find with inspection is, if we focus on something and request particular amounts of information, then it focuses the mind of senior managers within the school.

**Q518 Damian Hinds:** Just to clarify, when you say governing bodies have a legal duty to oversee performance management, do they have a legal duty to oversee the fact that performance management is happening and happening well, or do they have a legal responsibility to do some performance management? Arguably, you do not need to know judgments on individual teachers to do the former. The private sector analogy would be a board of directors hires and fires the chief executive, but does not start second-guessing all the decisions they are making about their staff.

**Jean Humphrys:** I think you are absolutely right but, ultimately, you do have a responsibility as a governor to ensure that all children receive a very high quality of education. I do not think those two are separate. I think they are indistinguishable in many ways.

**Q519 Neil Carmichael:** Following on from Damian's question, what about the role of staff governors, if they are sitting on the governing body listening to all of this discussion? The more detail they get, potentially the more difficult the position would be for a staff governor.

**Jean Humphrys:** Indeed. The headteacher should be expected to provide a summary of information, not necessarily giving detailed information about individual teachers, but staff governors are there for a purpose. They are there not only to represent their colleagues but also to help ensure that the school does actually provide the best possible quality of education. They have a dual function in that.

**Q520 Alex Cunningham:** You appear to acknowledge that school governors are not getting the level of information you think they ought to have. What is Ofsted doing about that?

**Jean Humphrys:** Ofsted, I have said, has made some announcements about changes in inspection that it wishes to make. We have no evidence at the moment to suggest what governors do and do not get. From our early explorations, we think they probably do not

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get enough information to hold headteachers to account about the decisions that are being made. We are hoping that from September, post consultation, we will be able to have a much clearer view of whether that is the case or not.

**Q521 Alex Cunningham:** Is it not more important to perhaps get Ofsted to report directly to the whole governing body on what is the most important thing, the training of our teachers, so that they can then teach appropriately?

**Jean Humphrys:** Ofsted reports primarily, when it is evaluating teacher education, to the provider of that education. The school is in partnership. If the school is running the SCITT, then that would be a slightly different matter, but it is predominantly run by a partnership, led by higher education.

**Q522 Neil Carmichael:** That is quite an interesting exchange, actually, about governors, I must say. We could develop that more, but I think we had better instead talk about the changing methodology that Ofsted has, because it has changed a number of times. The first question is: how do you know you have the right one now?

**Angela Milner:** Traditionally, initial teacher education has often had a new methodology every three years. What we are doing at the moment is we are working through the fourth year of our existing framework to ensure that, when we bring a new framework in place in September, it matches the direction of travel of the implementation plan and links in with the new standards and changes that are happening, in terms of the landscape of partnership.

In terms of our own analysis of the frameworks, we undertake those every year, and we always feel we need to raise expectations and raise the bar. Where we think we have been successful with the current framework is moving away from looking at the quality of the provision in the provider to the difference it makes to the trainee. That has been a move forward. We want to retain that move forward, with the emphasis on trainee outcomes, to look specifically at the difference it makes to how well they teach—how well they teach as a trainee and how well they teach at the start of their profession. Where it has been less successful, I think, is we need to sharpen up our evaluation criteria, because the majority of providers are now currently graded good or outstanding. The use of the word “outstanding” means to me that you should stand out; you should be exceptional. We are doing a lot of work at the moment on that, if you like, grade 1/2 boundary, and similarly on the 2/3 boundary. We are currently piloting that on a number of inspections, at the present time.

**Q523 Neil Carmichael:** How can you be sure that an Ofsted inspector, who is a teacher perhaps, going through this methodology you have just described, is not really just comparing the experience that he or she has themselves and not actually being properly up to date with the new approach?

**Angela Milner:** All ITE inspections are led by HMI. We have a mixed team of people, not only specialists in the school, FE or ITE sector as part of those

schemes, but also a number of additional inspectors, who are provided by our inspection service providers. A key proportion of those are people working in the sector at the present time. That may be in schools; it may be in school-based ITE; it may be in a higher education institution. They are trained; they work to the same set of guidance that we work to, and they are led by an HMI, who is a specialist in that area, who quality assures the inspection work that goes on.

**Q524 Craig Whittaker:** We know that Ofsted inspects schools and teachers, and grades them from outstanding down to inadequate. What defines an outstanding teacher?

**Jean Humphrys:** An outstanding teacher generally has exceptionally strong subject knowledge and exceptionally good interactions with students and children, which will enable them to demonstrate their learning and build on their learning. They will challenge the youngster to extend their thinking to go way beyond the normal yes/no answer. They will be people who inspire, who develop a strong sense of what students can do and have no limits in terms of their expectations of students.

**Q525 Craig Whittaker:** It is subject knowledge and pedagogy.

**Jean Humphrys:** And really good pedagogy, yes—a very strong understanding of how children learn.

**Q526 Craig Whittaker:** On that note then, Ofsted has said that there is “no firm evidence” that “those with the highest degree classifications make the best teachers”. You have just said to us that an outstanding teacher is somebody who has outstanding subject knowledge. Why do you think the Government is advocating a cessation of funding for those below 2:2s?

**Jean Humphrys:** There is a combination of skills for outstanding teaching. Those who have outstanding subject knowledge alone are not necessarily the best teachers and vice versa. I think we have to get the balance right. Subject knowledge enables you to challenge and ask the right sorts of questions at the right time. It has to be extensive and strong enough to enable you to cope with the age range of students that you are working with.

**Q527 Craig Whittaker:** We have just visited Singapore as a group. What we have seen there is that the system expects that a mastery of the subject by staff is already a foregone conclusion. Is that not the same case with what the Government is advocating here?

**Jean Humphrys:** Whatever system the Government is proposing to put in place is something that we would inspect and make judgments about, once it is in place. It is very difficult to second-judge something until we actually see what is happening.

**Angela Milner:** Can I answer the other question you raised in terms of trainees? Clearly they are at the start of their learning journey of becoming teachers. We might inspect somebody in the November of a training year or somebody towards the end of that training year so, in initial teacher education, we develop a set of

what we call “trainee characteristics”. Here is a series of key things that we would expect to see if a trainee’s attainment against the standards was outstanding, if it was good, if it was satisfactory. That is another example of how we are quality assuring and making judgments. What we are trying to ensure is that the majority of people leaving that teacher training course are good or outstanding, in terms of their levels of teaching, rather than just meeting the minimum requirements.

**Q528 Craig Whittaker:** Would you not expect of somebody who has already been through a degree that actually the mastery level is already there? Surely your initial teacher training should concentrate not entirely on pedagogy, but surely the majority of it should be. Would you not expect that to be the case?

**Angela Milner:** It would depend very much on the background that people came from. There have been a variety of schemes to attract different people to represent the whole of society, in terms of the teaching workforce, and different people have had different opportunities. That is not necessarily encapsulated in having a 2:1 or a first-class honours degree. You need to be looking at more than that. There is no automatic translation of what you have gained, in terms of an academic qualification, to the classroom. It is part of a bigger picture.

**Q529 Craig Whittaker:** Can I ask you then why you think that HEI-led partnerships offering initial teacher training for the FE sector are so much worse at recruitment and selection than other providers? Does this translate to quality of teaching?

**Angela Milner:** If I can explain in terms of the context, Ofsted began looking at initial teacher education in the further education sector in 2004 to 2007, and looked at it in a different kind of way than we looked at QTS provision. Since 2008, we have looked at everybody in exactly the same way so, therefore, there has not been the constant inspection in that FE sector as there has been in the QTS sector. Since 1993 Ofsted has been going in and looking at teacher training, which has tended to drive out the weaker providers in terms of satisfactory. In the FE sector, you are working with a different group of people training to be teachers. There are people who are already employed—they are in-service teachers and trainers—and there is also a group of people who train post-degree, pre-service people. Often, they are people who are already employed by a college principal, who is then looking for a teacher training route for somebody who has already demonstrated skills to them. The recruitment and selection process has been rather different than it has been in terms of QTS.

**Q530 Craig Whittaker:** Does that mean better or worse teacher quality?

**Angela Milner:** In terms of our criteria at the present time, what we are actually seeing is the link between recruitment and selection, and completion and employability, is not as strong in FE, because they do not track the trainees through that kind of process in the same way that we can see in terms of QTS.

**Q531 Craig Whittaker:** Is that down to the tracking or is it just generally?

**Angela Milner:** It is a combination of the criteria that are used for selection; it is how they are tracked; and it is also to do with the monitoring of the completions and the employability, in a rather different context.

**Q532 Craig Whittaker:** So it is a poorer system then.

**Angela Milner:** They have not driven the system as quickly in that sector, I think is what we would say.

**Q533 Chair:** Was that a yes or a no? I found quite a lot of that quite hard to follow.

**Jean Humphrys:** It is less well developed.

**Angela Milner:** It is less well developed over time.

**Q534 Chair:** On the face of it, it does not look very good compared to teacher training for schools. There is a lot about monitoring, tracking and all sorts of other esoteric concepts that do not easily fit into whether or not the training is very good or not. I am struggling to understand what you are saying.

**Angela Milner:** We were asked a question about recruitment and selection. That is one of the judgments we make, and we also make judgments about the quality of training. What our evidence shows is that, because FE has been less subject to the same kind of rigorous inspection over time, it is further behind. It is lagging behind the system. It is beginning to move into it and it is beginning to move and catch up.

**Q535 Chair:** The other part of Craig’s question was, if that means that they are not doing a very good job about who they bring in and then what they do with them when they have them, then the really important part is: does that mean there are a lot of people going out to teach people in FE who are not very good at it.

**Angela Milner:** It means that they are not as good as in the QTS sector at the present time. What we are doing this year is we have a fourth year of inspection; we are going back to look at anybody who was judged to be satisfactory, which is quite a lot of FE provision that we are looking at, at the present time. A number of those have remained the same; they have kind of coasted. Some have improved and, in the occasional case, they have actually not become as good at training as they were three years ago. There is a little bit of a mixed picture, which we continue to work on.

**Q536 Craig Whittaker:** With all due respect, I think what you are saying to us is that actually it is the teacher’s fault and not the process. Is that right?

**Angela Milner:** No, I am not saying it is the teacher’s fault.

**Q537 Craig Whittaker:** We are not looking at the outcomes of what we physically do. What we are looking at is, actually, a process of checking along the way would fix the system. That just doesn’t ring—

**Angela Milner:** No, we measure four key outcomes in terms of the trainees. We have their attainment—how well they achieve in relation to the professional standards. Those professional standards are slightly



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different in the FE sector than in the QTS sector. We look at the progress they make, so an organisation will assess their potential at recruitment and selection. Do they meet their potential? Do they complete the course? Do they gain their QTLS, as it would be in the FE sector, and do they remain in employment? So there are all sorts of things that are involved in those trainee outcomes. What we are saying is that, in our future framework, we want to put more of the emphasis not only on those important things, but also on how well the trainees teach and how well they teach in schools.

**Q538 Craig Whittaker:** Surely a bigger part of that would be making sure the recruitment and selection process at the beginning is much more robust and rigorous than it currently is.

**Angela Milner:** It is. What you would see in our current inspection reports that come out is, particularly if you have a multi-phase provider, which might be doing this very well in the primary and secondary context, but not as well in the FE context, there are recommendations in the front about perhaps what they should do about that.

**Q539 Tessa Munt:** Please may I just ask one question? I am aware there are some FE colleges that provide a huge amount of, for example, prison education. Therefore, if a college loses a contract after three years or five years, then you strip out £35 million worth of everything, or more or less, but that would have a very dramatic effect on one of your criteria, which is to measure how long somebody stays teaching. If it is beyond their control, how do you adjust your figures to show that it is nothing to do with the system; it is to do with contracting?

**Angela Milner:** We would try to take that into account in terms of the judgments we make.

**Tessa Munt:** How do you do that?

**Angela Milner:** We work on national benchmark data, which are provided to us by the sector, and work continually with BIS and the various organisations in the FE world.

**Q540 Tessa Munt:** Effectively what you are saying is that for FE, regardless of the contracting arrangements, that is the situation.

**Angela Milner:** It is, and they also have longer to gain their QTLS. At the moment, they have a five-year period from the end of their training programme to gain their QTLS, which is called a period of professional formation, because of that employment context or part-time context that many of them work in.

**Q541 Chair:** FE too often is forgotten and insufficient attention is paid to its importance in the overall education system. We, as you know, conduct inquiries, write reports and make recommendations to Government. What areas should we be looking at in making recommendations and what recommendations might we make that could contribute to improvements in the FE sector in particular?

**Angela Milner:** If I can say, last week I was at the House of Lords giving evidence to an inquiry led by

Lord Lingfield, which is actually looking at the professionalism of the workforce in further education. There are a number of recommendations that I think will emanate from that inquiry. Very much the context was how we can bridge this gap in terms of the difference between what is going on in FE and the rest of the sector, in that sort of way. They are looking at, for example, professional standards; they are looking at qualifications. They are looking at the whole process of some of the things you have been talking to the GTC about, about registrations and completions. That work is going on in a separate way by that group, at the present.

**Jean Humphrys:** In our evidence, we would be saying much better recruitment, much more rigorous recruitment, higher qualifications and stronger attention on retention and support during that process.

**Q542 Chair:** On the recruitment front, is it not to an extent a function of who comes to you? What ability do they have to shape the quality of the people who apply? If you only get a certain quality of people applying, you can only raise the barrier in line with your ability to attract better qualified people to come to you.

**Jean Humphrys:** I think there is a limited field from which recruitment is drawn, and that obviously does have an impact.

**Q543 Chair:** I am just trying to tease out, in terms of it being a recommendation, what they need to do practically. What would it look like to do a better job of initial recruitment?

**Angela Milner:** Our inspections work in exactly the same way across the FE sector, and we are inspecting the HEI-type provision, so those are people who are going to be what is called a DTLLS. It is diploma level, the equivalent of PGCE level, so they are likely to be people who are already graduates coming into the system. There is no reason why they are not the same kind of characteristics you would be looking for in terms of recruitment and selection.

**Q544 Chair:** I am not necessarily all that much the wiser as to how they are in a position to shape who applies to them.

**Angela Milner:** It is to do with the provider and partnership colleges working together to ensure the process is as robust as it can be. Sometimes there is a difference between people recruited to the college and then people recruited to the programme. We need to make sure that they have the same kind of criteria that they are looking for in terms of future teachers.

**Q545 Craig Whittaker:** Do you think some of the Teach First competencies could be used more widely to attract the best trainee teachers?

**Jean Humphrys:** I would think they certainly could. Teach First, from our evaluation of the programme, seems to be quite successful. Trainees have quite a baptism of fire in terms of their experience of school placements, but they also find the programme invigorating and challenging, and they learn a great deal and give a great deal, so yes.

**Angela Milner:** For Teach First competencies, I was part of the inspection team last year that looked at this and helped produce our report, and they certainly are very effective for the group of people that they recruit. There are particular ones that are particularly relevant to the mission and ethos of that particular training programme, but there are also others that are of use to other people. For example, one of their key characteristics is resilience. That strikes me as a very important characteristic that you would have, not only as a potential manager of the future but as a teacher, so I think there is much to be learned from the work that they do, but it needs to be applied to the context of an individual provider, not just taking one model and transposing it.

**Q546 Craig Whittaker:** Is it fair to say that, from the discussion we have just had, the Teach First competencies will be a great way of raising the bar?

**Angela Milner:** Thinking about what are the key characteristics that would make a good teacher and what you are looking for to assess that potential, yes.

**Q547 Craig Whittaker:** Can I ask you then what evidence you have to support the Government's proposed pre-entry tests in literacy, numeracy and interpersonal skills?

**Angela Milner:** We are very much in favour of the move from exit-level tests to doing them as entry-level tests. The majority of providers will actually have their own tests in mind at the present time, and the majority of them test for literacy and numeracy. A variety of people have been experimenting with a whole range of interpersonal skills and a variety of things like the kind of management competencies that Teach First have, which would be useful. It is how that package is actually put together by an individual provider that we want to focus on, on our next inspection framework.

**Q548 Craig Whittaker:** Can I ask you both very quickly, if the current teachers in the system were to sit such a test to see whether they have a mastery level of particularly numeracy and literacy, what percentage do you think may fail?

**Angela Milner:** Nobody should because, to gain their QTS at the present time, since they have been introduced, they had to pass them.

**Q549 Craig Whittaker:** Nobody should but, just off the top of your head, do you have any idea of what that percentage may be?

**Angela Milner:** You would have to go back to pre that being an exit test. I do not know what volume of the teaching population would be there, but that has existed for the last 10 years, so we know that nobody could have gained their QTS if they had not passed those tests.

**Q550 Ian Mearns:** In its submission to this inquiry, Ofsted stated that it is clear that the range of routes into teaching is "one of the success stories of recent years" and claims that "different routes suit different types of applicants". What routes suit what type of applicant?

**Jean Humphrys:** We talked about Teach First. The young graduate who is very capable, resilient and keen for a challenge comes through that route extremely successfully, and actually a number of people stay in teaching who did not intend to. For people who work in schools and do not have those initial skills or even a degree, working through the systems that schools offer to enable them to develop teaching skills, working in supernumerary capacities, working in different capacities, also doing a degree alongside their school training and developing much more slowly, help those people to become stronger teachers, and then there are the traditional routes.

**Q551 Ian Mearns:** I know it is an odd question, because there are many different types of people who want to go into teaching for different reasons. It is not too long ago that Ofsted had judged 49% of HEI-led training as outstanding, compared to 36% of school-centred training. Given the outcomes from those inspections, do you therefore believe that the Government is misguided in its desire for more school-based teacher training, as opposed to HEI-based?

**Jean Humphrys:** The key thing is that partnerships work effectively. Higher education institutes have been able to manage those partnerships very successfully. They have a great deal of expertise in doing this. They have been doing it for many years. They also have a wide range of resources at their fingertips. Individual schools sometimes find it less easy to have access to that range of skills and resources. They have up-to-date information on research. They know about pedagogy. They have a wide range of sources for information, and they also have access to a wide range of schools, so that they can place their trainees in different contexts. Some schools will struggle to do that. It is not that the quality of what they provide is any better or worse; it is simply the much larger organisation with access to more resources that gives the edge. Schools that work together, and I know there are some chains of schools that are going to work together, may be able to replicate some of that themselves. I am absolutely sure that the partnership will be a crucial part of that nonetheless.

**Angela Milner:** There is a difference, if it helps, within the employment-based routes. In terms of providers of employment-based routes, the GTP schemes, the higher education provision that was GTP-led by the higher education institutions was of much higher quality than that led by private companies, charities, local authorities or schools. That was where we found the biggest difference, and it was often particularly to do in, for example, the area of secondary subjects and the amount of subject-specific feedback that they could have, because they did not have a community of practitioners in that subject to act as a peer network of support or specialists to help them develop.

**Q552 Ian Mearns:** It sounds like the answer to the question, in that case, is a qualified yes.

**Chair:** The Government is misguided to have this blind overall desire to see more school-based training.

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**Jean Humphrys:** Ofsted's role is to see, to evaluate and then to comment. We will continue to do that.

**Q553 Ian Mearns:** Ofsted must have a view, because one of the things that you talked about in answer to the question was the range of resources that are available to higher education institutions. Now, if all of the teacher training in the future starts being farmed out to school-based modes of initial teacher training, isn't there a danger that those quality resources that are currently available in the higher education sector would be diluted because they would not have the resource base with which to support them?

**Jean Humphrys:** I think that is where the partnership comes in. Although schools may take on more responsibility for trainees, I suspect that they will continue to hold partnerships with higher education institutions. I suspect it will simply be the way that partnership works that changes, rather than a particular change per se.

**Q554 Ian Mearns:** Who is going to conduct the research into the future of teacher training and into what needs to be done next and what experience we need to draw from other countries, for instance, if it is not going to be higher education institutions?

**Jean Humphrys:** Schools have got access to a reasonable amount of information now. Most people can get that from the internet. I think individuals can get that from the internet. If they are determined to make teacher training work, then they will need to do that. We need to find mechanisms to do that.

**Q555 Ian Mearns:** As a nation, we are going to rely on the internet to look at the future of—

**Jean Humphrys:** No, not necessarily. There are all sorts of ways, as well you know. Schools can link with other schools; they can link with other countries. They can link together across the country, link with higher education and use higher education for the sorts of information they require. They can outsource some of this. They can look at a range of options. I suspect that, as the school-based education systems develop, then you will see more and different ways of working. We cannot evaluate that until it happens.

**Q556 Ian Mearns:** Do you have any additional concerns about the expansion of school-based teacher training, including School Direct? Do you agree with the Institute of Education that we should be "training teachers for the system as a whole, not for specific schools"?

**Jean Humphrys:** It is important to train teachers to teach. Their prime job is to teach children—to teach them specific things. Schools differ enormously, and our experience and our evidence suggests that experiencing more than one school, particularly schools that are different and enable them to experience working with students from different backgrounds and with different abilities, is more likely to prepare trainees well for becoming a good teacher.

**Angela Milner:** Our only real concern about School Direct at the present time is to ensure that we can capture them, as they grow and develop, to make sure

that we look at them to assess the quality. I have regular meetings with colleagues in the DfE and what is currently the TDA to look at how that programme is developing, because we would not want that sector not looked at, in terms of Ofsted inspections, as it develops in the future.

**Q557 Ian Mearns:** In order to ensure that schools are better involved in HEI-led training, do you think it would be better if the funding for ITT was actually channelled through schools themselves?

**Angela Milner:** Funding is changing markedly in the sector at the present time. The TDA has a responsibility and will continue to have that, in the Teaching Agency, for the allocation of places, but the allocation of funding is not quite going with that in the same way anymore, because of changes in the higher education context.

**Q558 Tessa Munt:** I want to look at developing teachers and ask you, from your inspection of schools and teacher training, what is the main barrier to retaining teachers?

**Jean Humphrys:** After the NQT year, there is much less emphasis on continuous professional development. I do not think new teachers get as much support. I do not think they are as clear about the opportunities for development, and I suspect that, in many cases, they sometimes see more attractive careers elsewhere. Also, I think they find that the circumstances in which they are working are not as supportive as they might be.

**Angela Milner:** Where national data would show that there is a dip is at the end of the second and into the third year of teaching. That is where there is a retention issue, and that goes beyond the standard period of induction at the present time. We do not currently look, in terms of Ofsted inspections specifically, at what is going on in that area.

**Q559 Alex Cunningham:** Just on the comment about teachers not getting the support that they might have expected, where is the problem? Is that in schools? Is it governors? Is it the public at large? Is it the world that does not value teachers? Where is the problem? Why are they disillusioned and deciding to get out?

**Jean Humphrys:** It does vary enormously. Sometimes people who go into teaching want to do so for a short period of time, so have no intention of staying much beyond two to three years. Anecdotally, and I guess from our limited discussions with young teachers during our inspections, many of them will say that it is because of the school in which they work and the lack of support that they get. This again comes down to strong leadership and management, and a good strong focus on professional development. We have heard young teachers say, for example, that they do not have opportunities to develop their subject; they do not necessarily have opportunities to develop their pedagogy; there is a much stronger emphasis on perhaps some of the day-to-day routines and systems of the school than on learning and teaching.

**Q560 Alex Cunningham:** Do you have an idea of how big that is, how many teachers it actually affects?

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**Jean Humphrys:** At this stage, it would be very difficult for us to say that. We can only give you evidence from our inspection generally about the quality of leadership and management, and also the way in which teaching and learning develop across the country. We know, from our recent inspections, that we do have concerns that around 40% of our schools are no better than satisfactory. That is a term again that we are planning to remove, if we can, because we do not think that satisfactory education is good enough.

**Q561 Chair:** How wasteful is this? On an international comparison basis, are we peculiarly wasteful in the number of people we train who then leave the profession after two or three years because they are not getting the support they need? Can we quantify how much this is costing us?

**Jean Humphrys:** I do not know the answer to that but, in terms of other professions, it may not be dissimilar.

**Q562 Tessa Munt:** It is not a particular problem.

**Jean Humphrys:** From the information that I have, it may not be dissimilar.

**Q563 Tessa Munt:** From what you are saying about the lack of support stopping retention, are we just sort of plucking away at things? If we say “career progression”, “continuous professional development” and that sort of thing, is that just the fluff that might hold some people, but actually we need to get something much more fundamental?

**Jean Humphrys:** I think those things are extremely important to the quality of education that children receive. I suspect that, if those things were in place and they were working effectively, then we would have a stronger commitment from teachers at that stage in their career.

**Q564 Tessa Munt:** So your thoughts are CPD.

**Jean Humphrys:** CPD and really good, strong performance management.

**Q565 Tessa Munt:** Can I ask you about one of my passions? It was your Chief Inspector who referred to support for sabbaticals and secondments for teachers. I just wondered how you thought we might build these into the system. I think it is brilliant, but I am not allowed to say that.

**Chair:** Too late.

**Jean Humphrys:** I think there are lots of opportunities to do that. It is much more difficult for a small primary school to release teachers on that basis, but certainly larger secondary schools could do this relatively easily. If we looked, for example, at developing networks across schools, then it might be more possible. We might, for example, identify outstanding teachers across a range of schools in a local area, teachers who perhaps needed stronger professional development, and broker some arrangement so that they could work together, perhaps exchanging working in one another’s school. Actually moving into a different type of school with a different system of leadership and approach to education is probably quite a good sabbatical in many ways. There are also

the routes that are fairly traditional, in that teachers might want to take an area of study and look specifically at that in their own school, but without having the classroom responsibilities that they have currently. There are lots of opportunities there.

**Q566 Tessa Munt:** They could go and be Ofsted inspectors, couldn’t they?

**Jean Humphrys:** They could. They could absolutely come and join Ofsted.

**Q567 Tessa Munt:** Then we would never be in the situation where we have teachers who are out of the classroom for 20 years. I think we had one example.

**Jean Humphrys:** We have quite a lot of headteachers who are with us.

**Q568 Tessa Munt:** Not just headteachers though.

**Jean Humphrys:** And teachers, yes. I worked on an inspection just a couple of weeks ago, and there was a headteacher there whose school had been outstanding three times in a row. She felt that her work as an Ofsted inspector was absolutely fundamental to her ability to keep her school right at the top of the game.

**Q569 Tessa Munt:** Looking at the Australian long-leave system, which is one for which I am a particular fan, it is just an expectation after eight years. If there was a systemic “that is what you do”—if you become a teacher, in whatever field, at whatever age group, you know that, after 8 or 10 years’ service, you are going to get three months off—that would cure the rural primary and middle schools’ problem, wouldn’t it? If there is an expectation that that teacher is going to go away for three months, it also allows people to test-run school management and decide whether they want to go that way or not.

**Jean Humphrys:** You would have to test it out to see how effective it was. It is not simply a teacher being out of the classroom for three months. It is parents, children and what their views are of that, and how the small village school manages the change, and whether the person who replaces the person out on secondment is as good as the one there.

**Q570 Tessa Munt:** I will place that in the context of the lack of retention. If it is something that holds teachers in for another few years or whatever, it might be good. Lastly, I want to return to the Teach First side of things and look at the real retention rates for Teach First teachers and what your thoughts are on that. Are the reported rates of retention an accurate reflection, do you think?

**Jean Humphrys:** We have no reason to think otherwise.

**Angela Milner:** We found them to be so on the inspection we had last year. They did vary a little from region to region but, as the scheme has developed, there are more people who want to stay longer in the classroom, but there is also evidence that the people who leave actually return to some kind of role in education as well. Long term, it is sustainable, but there were perhaps some initial difficulties in terms of showing that retention, which have now been improved.

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**Q571 Tessa Munt:** Would that justify expansion of Teach First?

**Angela Milner:** It is difficult to say, because funding goes to one particular programme. It is used in a particular way and we have judged that to be outstanding. We judge other providers, which do not have the same kind of funding levels, to be outstanding against the same criteria.

**Q572 Tessa Munt:** I just wondered whether any particular routes or providers had particularly strong retention rates, if we move away from Teach First and look at the comparisons.

**Angela Milner:** The TDA has that data and it publishes it on an annual basis in terms of retention and employability. It varies a lot from year to year, from subject to subject, from age phase to age phase. We take that into account, both during our inspections and also in our risk assessment process, deciding on which inspections are more high priority than others.

**Q573 Tessa Munt:** When we look at retention rates, should we look at three years after training, five years after training or 10 years after training? What is realistic?

**Jean Humphrys:** It is very difficult to put a number on it, in that sense, because an outstanding teacher can make such a significant contribution in a very short space of time. Someone who is very unhappy and not teaching well can do a lot of damage in the same period of time, so it is quite difficult to give a hard and fast rule on time.

**Q574 Tessa Munt:** It is quite interesting, isn't it? If you qualify as a solicitor, train as a dentist, become a doctor or you are an accountant, that invariably—not exclusively but invariably—is a career of 40 or 50 years.

**Jean Humphrys:** I suspect you will find the same in education. Some people who are really strong classroom practitioners and do not want to leave the classroom will develop their skills in pedagogy. Those who are perhaps looking more towards management will move into management roles and so forth, but predominantly I am pretty sure that most teachers who start in education will remain in education, in some form or another.

**Q575 Chair:** We looked at Singapore; we were discussing with the earlier panel clarity over three distinct routes for teachers to be able to pursue. Do we provide enough for our ambition? Regardless of whether you want to go into management, good people are very often competitive. They want to rise up; they want to spread their wings. Do we have enough clarity and steps and options for people who want to stay in the classroom?

**Jean Humphrys:** I think there are a lot of assumptions about what teachers can and cannot do, and I think

clarity would help. It is quite important to set out what steps teachers might need to take to follow different routes, and I am not convinced that they are as clear as they could be.

**Q576 Chair:** You said you did not think that, comparatively, the early churn in teaching was particularly higher. I am struggling—I do not have the data to hand—but I cannot imagine that many doctors drop out. I cannot imagine that many engineers quit or accountants leave accountancy. Can you tell me if I am wrong? According to the *Good Teacher Training Guide 2011*, they say that our system is “very wasteful”. You guys inspect it. If you cannot tell us some objective idea about whether it is good or not, and our job is to inspect the Government—

**Jean Humphrys:** We look at retention in courses and those people who—

**Chair:** Sorry, I should have stopped speaking myself, when the bell came, to help the fine people from Hansard. Carry on.

**Jean Humphrys:** We focus on retention in courses when we are looking at ITE, and we can give you information around that. That is what we will be saying in terms of our retention: that it does not seem significantly different.

**Angela Milner:** The national benchmark data we have is, if you like, how many start a course, how many complete the course and get their qualification, and then how many move within a certain period to employment. We would compare that with national norms when we are looking at an individual provider.

**Q577 Tessa Munt:** Those national norms are not against accountants, doctors and dentists.

**Angela Milner:** No, they are against other teachers training in the same kind of way.

**Q578 Tessa Munt:** That is not very helpful, is it?

**Angela Milner:** That is the information that we have at the present time, which we can draw on.

**Q579 Chair:** Do we know how we compare internationally? The Government is very fond of international comparisons.

**Angela Milner:** There are not many systems that actually have initial teacher education inspections going on within them. The most comparable system to our own inspection is in Holland, in terms of initial teacher education. We can look into that and find out.

**Chair:** Will you write to us? Given the title of our inquiry and the limited public resource there is available, we need to find out whether this is a wasteful system and, if so, how we could make it less wasteful. If you guys who inspect and look over this system do not know, you are not asking the right questions. If you could write to us that would be very helpful. It might inform recommendations we make in our final report. Thank you both very much for coming along and giving evidence to us today.

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**Monday 5 March 2012**

Members present:

Mr Graham Stuart (Chair)

Pat Glass  
Damian Hinds

Ian Mearns  
Craig Whittaker

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**Examination of Witnesses**

*Witnesses:* **Trevor Burton**, Head, Millthorpe School, **Anna Cornhill**, Head, Scarcroft Primary School, **Richard Ludlow**, Head, Robert Wilkinson Primary School, and **Steve Smith**, Head, Fulford School, gave evidence.

**Q580 Chair:** Good afternoon. Welcome to this meeting of the Education Select Committee, which for us is being held in the unusual surroundings of York Guildhall. We normally sit in a pretty modern committee room in London, but, especially for me as a Yorkshire Member of Parliament, it is great to get out to Yorkshire to take evidence today. This is a hearing in our inquiry into attracting, training and retaining the best teachers. I am delighted that we are joined by four outstanding heads, who will give evidence to us today. Perhaps I may begin by asking you about Government policy, which wishes to see more school-led training of teachers. Do you feel that you have the capacity, or you could develop it, to take control of more teacher training in schools? Do you think that is a good approach to improving the quality of training of teachers? I will pick on one of the heads we have already visited today—Trevor.

**Trevor Burton:** The answer is a cautious yes. There are some schools that could do the job rather better than it is currently being done. In that move I would be frightened of losing the expertise that is within the universities. The balance is fairly good at the moment. If it swung all the way to school-based training, I think a lot would be lost. I would not want it to move any further away from the amount of school-based practice that there is.

**Chair:** I do not want to make unreasonable demands on you, but I am afraid we do not have a PA system. Can I ask you to project your voices as much as possible, because I see people at the back craning their necks to hear your answers?

**Steve Smith:** I would go along with that. At the moment, £60,000 is being put into the teaching schools. You will not do much with £60,000, especially if you are looking at the time and effort you want people to put in to run it. I do not mean just people like us as head teachers; it will involve other staff. They will be key staff who are really good teachers, and they will be taken out of the classroom in order to do that. It is a fine balance. There should be a balance between the two, but it needs to be better funded than is currently being suggested.

**Q581 Chair:** Richard, it needs more support for the schools to allow them to do it. We heard at lunch time from trainee teachers from three local universities that the quality of mentoring was absolutely critical to whether or not they wanted to stay in the profession. To an extent it was pot luck because teachers did not have enough time out of their schedule to do it; they

had to go above and beyond to provide that support, and they felt that classroom teachers, for instance, needed more time to provide support for trainee teachers in a school.

**Richard Ludlow:** When the Government look at school-led training, I would say that it starts with schools. I am working in partnership with York St John in developing a partnership approach. We are looking at some of the elements of the training. That links directly to mentoring, because we now provide some of the elements of the course within our base, so trainee teachers can see it in practice. I think that seeing it in practice is where the “school-led” aspect is really important. You can look at the theory of some aspects, but what makes the difference is seeing it in practice.

**Q582 Chair:** From a primary school perspective, what are your thoughts, Anna?

**Anna Cornhill:** I would concur with what Richard said. I would prefer it to be more of a partnership. I certainly would not want the responsibility of taking it on completely but would be keen to continue the kind of partnership work we have already done with St John’s, as Richard has. We have been doing some CPD this year without any funding. It is hugely demanding and it takes its toll on staff, but it is worth it when you get feedback from people that it is high quality and it has made a difference. Funding is an issue, but I would like to see it done in partnership with the universities with which we currently work.

**Q583 Damian Hinds:** Richard, what makes great teachers in your view, and how do you spot them before they become teachers?

**Richard Ludlow:** I am not too sure how you spot them before they become teachers. As to what makes a great teacher, it is a mixture of several elements. One of the most important is that they can engage with young people. By “engage”, I mean that they are creative in motivating and inspiring their learning. Knowledge is essential, not in terms of high academic knowledge but about those steps in learning. So on a primary scale I think that one of the best initiatives has been assessing pupils’ progress—APP—not necessarily for the assessment side but for teachers understanding the incremental steps in learning to enable them to pinpoint the learning for children.

**Q584 Damian Hinds:** Perhaps I can bring you back to teachers as individuals. You are saying that you are

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not sure how you would spot them before they become teachers. Clearly, this is a big challenge, because in the profession overall you need to be able to spot the people whom you want to attract to teaching, and when people apply to the profession, know which ones to prefer over others. How would you do that?

**Richard Ludlow:** One of the best ways of attracting good teachers is by having them in your setting. Sometimes one of the best ways of doing that is to have people volunteering to come into your setting. They are already doing work within the setting on a teaching assistant basis. You can spot them then. I can tell you of two potential teachers who are working in my setting now who came in as teaching assistants and have become higher level teaching assistants. They are cracking people. At the moment they will not go into the teaching profession because they do not have degrees. I can tell you that those two people could make the best teachers, because they are in the environment and are engaged.

**Q585 Damian Hinds:** Steve, do you think it should be compulsory for people to have spent time working in some capacity in a school before they decide that they should be a teacher, and also before the teaching profession decides that they are right for it?

**Steve Smith:** Not necessarily, but without a shadow of a doubt it gives people an advantage. We have had people at school doing a variety of jobs—teaching assistants, high-level teaching assistants, and even classroom supervisors—who have seen what teaching looks like and gained a greater insight into it, and have then gone on and got postings in other schools to become teachers.

**Q586 Damian Hinds:** What sort of proportion of the people you have seen coming into teaching have done that?

**Steve Smith:** It is a small but growing proportion; it has happened in the last few years. On the other hand, I have experience of some people who have gone into another profession and have then come into teaching. They vary. Some have gone into a profession for a short period and then come into teaching, and they have been absolutely excellent.

**Q587 Damian Hinds:** Just give us an idea of what that small proportion is. Is it 5% or 25%?

**Steve Smith:** It is 5% to 10%.

**Q588 Damian Hinds:** Does everybody else have a similar experience?

**Trevor Burton:** Yes.

**Anna Cornhill:** Increasingly, universities are demanding that of entrants to the profession. There is now an expectation, which I think is healthy.

**Q589 Damian Hinds:** But if it is only 5%, that means 95% are not.

**Anna Cornhill:** That is not what I have seen in primary. I would say the vast majority of people who are being accepted into PGCE places have already done a placement in school, even if it is just voluntary, for two or three weeks. To go back to what colleagues

have said, I have two teaching assistants, both of whom have applied to do PGCEs. I can tell you now that one is going to be hugely successful and the other is going to struggle, and it is about their personal qualities.

**Q590 Damian Hinds:** In the case of those two individuals, one of whom you think will be strong and the other will struggle, how formal an assessment are you asked to make?

**Anna Cornhill:** I was asked to make a very minimal reference.

**Q591 Damian Hinds:** Should there be more?

**Anna Cornhill:** I think there should be more. What it comes down to is classroom presence. You can tell straight away, even if somebody has worked with a small group of children, whether they have those personal skills, can manage children's behaviour, as well as the relationships, and be inspirational. They need to have a passion for it and to be committed, because they will have to work really hard. You can spot that quite quickly.

**Q592 Damian Hinds:** Before we came here we were in discussion with trainee teachers, some of whom are with us in the room. We were talking about how you can mimic, or do a scaled-down version of, observing teachers in action, ideally in front of a class of children, before they start their studies. How practical do you think it would be to have a compulsory period of actually teaching real children, even if it is only for a very short space of time, so you can test all of those things together? Trevor, what do you think about that?

**Trevor Burton:** That is really difficult. You would be asking me, for instance, to give time from some of my classes to somebody who might be totally useless just to find out they were totally useless. I am not too keen on that, to be frank. For a long time, one of the requirements before starting your formal PGCE course was that, if you were on a second degree, you would spend two weeks observing in a primary school. I remember my two weeks in a primary school; it was a bit of an eye opener, but it was not really a selection requirement for the course. Things have changed a lot since I entered the profession, but at that time I think the selection was very amateur, and it has tightened up a lot recently.

**Q593 Damian Hinds:** You said that you would not have much incentive to give up time to find that somebody might not be up to the job. I know that in your school you do not have a sixth form, but for those that do, what about suggesting to young people in the upper sixth who you think might have a flair for teaching that they have a week to go off and work in a local primary school to test themselves out and do some personal development? That would be the way you find out whether or not you are suited to that.

**Steve Smith:** You could look at that, but if you talk to most young people they cannot say what they want to do at that age. They cannot say that they are going into teaching or any other career.

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**Q594 Damian Hinds:** But if they are going to do a three or four-year teaching degree, they are going to have to decide pretty damn soon after that.

**Steve Smith:** Certainly, if they were going to go straight into a BS that is one of the things you could do. That could be a way of doing some of this self-selection beforehand.

**Trevor Burton:** I think it would be a mistake to plan people's lives for them. For instance, I had no idea that I would be a teacher until I had completed a year as a researcher in science. At that point I decided that I did not like being a researcher in science but I knew I loved science, so what should I do? At that point I thought that perhaps I could do what other people helped me to do: learn it. It is difficult to be prescriptive and say this is the best way to get people into teaching. People will come at it from all ways, but what you need to do is be very careful about who you let do such an important job.

**Q595 Damian Hinds:** I want to return to the academic hurdle that the Chairman mentioned earlier. We have taken evidence in this inquiry from a number of people, teachers and others, about whether it is right to have a 2.2, or even a 2.1, as a hurdle. Of course, the group splits into two. Funnily enough, those who have a 2.1 degree think it is a good idea; those who have a third-class degree do not think it is such a great idea, which probably should not come as a surprise to any of us. Among those who do think it is a good idea, one thing they talk about is not so much the fact that I have a 2.1 or a 2.2 in a subject makes me better at teaching it, but that by creating a hurdle you potentially enhance the status of teaching, because it is that bit harder to get into. A suggestion we heard from some of the student teachers we talked to earlier today was that in a secondary environment, where you might be teaching people up to the age of 18 at A-level and stretching them—some of whom might be going to elite universities—you do need a depth of subject knowledge, but if you are doing primary perhaps what is more important is breadth of knowledge. Therefore, being very good in primary in one or two subjects is pretty useless. What you want to be is at least good enough at eight subjects. Discuss.

**Anna Cornhill:** I find it difficult to take the idea that it might be more demanding to go into a secondary school.

**Q596 Damian Hinds:** I did not say that in the slightest. It is a question of breadth and depth.

**Anna Cornhill:** No, but I think that is how it might be perceived. I have taught in both and I agree there is a requirement for breadth and depth, but none of the primary teachers will arrive in the profession at day one with that level of knowledge. You just cannot. Part of that is about the training, the gathering of knowledge and the appropriateness of induction and how well it is done. With the greatest respect, I do not think the colleges can cover 13 subjects. I might add that it is a constantly growing number, which is a personal hobbyhorse.

**Chair:** Damian is five behind already.

**Anna Cornhill:** You cannot know it all with a large number of subjects from the word go. Clearly, you

must learn as you come into the profession. I would be less hung up on what grades they have and be more interested in whether they are the right people. I think it goes back to personal qualities and classroom presence to inspire, make things exciting and make children want to listen, and to have the ability to do it while you are managing the person on the back row who perhaps needs a bit of tweaking. For me, it is the personal qualities that are more important to me. I do not think the application process allows you to test that properly.

**Q597 Damian Hinds:** That was what we were talking about earlier. I suppose some might say that if you are not to use degree class as a hurdle for getting into teaching the next generation that subject, what is the point of having degree classes at all? Presumably, they will not be used for anything. Does anyone else have a strong view on the academic hurdle?

**Trevor Burton:** I would echo that. What is the point of having degree classes? Quite frankly, when I recruit to my school I look just as much at the place where they got their degrees as the class of the degree. I also know the very best teacher I ever worked with got a third-class degree. It was his personal qualities that made him outstanding, not his subject knowledge at the age of 21. His subject knowledge was very good but he had built it up in the work he had done in his career. I am not convinced about it. That is not to say there is not a link; there may well be, but my view, which concurs with Anna's, is that it is personal qualities that decide how good a teacher is.

**Richard Ludlow:** I think the science of teaching has changed over the last 10 or 20 years since I started teaching, and it is more in-depth. It is about knowledge of learning—the strategies and skills of teaching. That is a weakness in the PGCE course. I do not think we do enough in terms of the strategies and teaching styles element. The knowledge is there, but it is too quick. I am working with the college on student and trainee teachers knowing what some of those strategies are, why we do that and how we teach. It is the science of learning.

**Q598 Chair:** Perhaps I could ask you about some of the primary trainee teachers we met at lunch time. They said that the entry requirements were a little low; we heard separately that sometimes universities had quotas to fill and that there were people on their course who were not that committed, so they were coming in not very well qualified, specifically for primary, and going through it because it was an option they could take with the relatively low grades they had. Both of you as proud exponents of primary and its importance would say—you would have united support from this Committee—that is not a good situation. What can we do about it, and what should we be recommending to Government?

**Anna Cornhill:** I think a good interview process should be able to weed that out. Certainly, on the one occasion I went along to the interview process, it was clear that quotas got in the way. It is quite obvious that some who are accepted on to courses will not find it easy and may not be the right people. I think it goes back to the expectation that people should have spent



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some time in schools listening to schools' views at that point, before they are accepted on to the course. If there is an opportunity for a school to say that based on the two, three or four weeks it has worked alongside an individual, it can categorically recommend that person, or that it has sincere doubts, it would be a very powerful message to send.

**Q599 Ian Mearns:** That in itself seems to beg a question. Is it not a grand waste of everyone's time and effort to attract the wrong people into initial teacher training in the first place? If people are dropping out after one, two, or even three years on the longer courses, an awful lot of time and personal blood, sweat and tears goes into that. Do you think we have to find some way of avoiding that in the future?  
**Anna Cornhill:** I would agree with that. It is heartbreaking for somebody to reach the third year of their degree and come to me as their third placement and find they are not cut out for teaching, and it then becoming my responsibility to say that to the person and the tutors at the college. That person has wasted three years of their life, which is tragic. It is a huge responsibility on us as head teachers to be the ones giving that message. I think we could do better at identifying very early on that the person does not have what it takes and being honest with them, because honesty is constructive for that person.

**Ian Mearns:** Therefore, we need the institutions to be more honest about who they are accepting on their course.

**Chair:** Unusually, I am going to suspend the sitting for a few minutes. We do not have a PA system, and I am aware that people have come in and want to engage but cannot hear, which must be very frustrating. I am going to suspend the sitting for a few minutes and encourage people, preferably without a riot or any deaths from being crushed, to move chairs around the side and come much closer so they can hear what is going on.

*On resuming—*

**Chair:** I hope you will be able to hear more easily. Politicians are always loud, but it is somewhat harder to hear the experts.

**Q600 Ian Mearns:** What aspects of teaching as a career should be emphasised to attract the best applicants? What are the prime things that you think we should be emphasising and advertising in order to attract the best applicants?

**Anna Cornhill:** From my own point of view, what attracts them to teaching is that it is a job where you can make a difference. You make a difference to a series of generations that are passing through; you are sending them on to the next step in their life and you have had a massive impact on those children's growth. It is very rewarding. It has stresses and huge challenges, but when things are going well and you have seen somebody catch on to something with which they have been struggling, there is nothing more magical than that moment.

**Steve Smith:** I would go along with that. I have just been looking through some applications today. A number of people putting in their application for a science post have talked about teaching being a

vocation, and it is. That is what you have to get across to people. But it also it comes from you, and people above you, as leaders. I do not think it helps that teaching, especially in the state system, tends to be castigated. We all find criticism difficult, but when Michael Wilshaw comes out with the statement that 5,000 head teachers are underperforming and we have to get rid of them, I do not think that does anyone any favours whatsoever. I am sure that when David Cameron, Nick Clegg, Ed Miliband, etc, talk to you separately it is not being said that 25% of you are a load of rubbish and you need to go.

**Chair:** It is higher.

**Steve Smith:** I think that is a crucial part of it because we need people to stand up for us. We expect the press to have a go at times, because that is the nature of it; they have to sell papers, but we need people at the top to support us, not just say that some schools are doing well. There are schools in very challenging circumstances. With the recent changes, especially to the Ofsted framework, you wonder why people go to certain schools where they can see that shortly they could well be in special measures and could be losing their jobs. For head teachers it could be the football manager scenario, except that we do not have the same salary.

**Anna Cornhill:** Nobody will want to work in a profession where there is a feeling of low morale, and yet you have Michael Wilshaw saying in *The Guardian* that if people are telling you morale is low, as a head you know you are doing your job right. I am sorry; that is not what I signed up to this profession for, and I cannot imagine the next generation of teachers want to sign up to a profession where the chap at the top says that is what should be happening in schools. I find that deeply worrying.

**Q601 Chair:** In fairness, it may be worth correcting that, because in context he was talking about going into a failing school as a head and turning it round, and that low morale might be a necessary stage in turning it round. I wrote to him about it, and he replied to make it clear that the last thing he was saying was that he wanted to demoralise staff: quite the opposite.

**Anna Cornhill:** That is reassuring.

**Chair:** But a head turning round a school that is not working may have to go through that process. I say that just for the record. The press again and again tends to put the most negative gloss on it.

**Q602 Ian Mearns:** I am afraid to say that even *The Guardian* likes to get a headline. If you look at Parliamentlive.tv and the session we had with Michael Wilshaw last week, you will see that he did explain that in detail. It is worth a look. I thought that the session last week with the chief inspector was a very refreshing one. For anybody interested in education, it is worth looking at. It was a very interesting, open and frank session. Given the answers that you have given about the rewards in terms of fulfilment and making a difference, do you think that at the other end of the scale we should also try to focus to a certain extent on the more material rewards that are available to the teaching profession, or not?

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**Steve Smith:** No one will say no to more money, but it depends on how one looks at doing it. Often, one of the things that is done is giving extra money to teachers in certain areas—for example, there might be a shortage of modern languages teachers—but that can also be divisive, and it does not necessarily mean they will be good or outstanding teachers, whereas somebody else teaching another subject might be absolutely outstanding but would receive less because it is not a shortage subject. I admit that there is not an easy answer.

**Q603 Ian Mearns:** A teacher in Mr Burton's school said this morning that teachers were now better paid than, say, 10 or 15 years ago. I do not think many people would argue with that, but do you think there are other aspects of the job that you can market from that perspective?

**Trevor Burton:** It is fair to say it is a well-paid profession. What attracted me to it was neither the pay nor the holidays but the fact that I felt, as Anna said, that I would make a difference. At the time I was working to help make nuclear energy a little more efficient, so I saw my obituary as being, "He reduced the price of electricity by a penny a unit." I did not really want that; I wanted it to be to do with helping other people. There is a balance to be struck with the vocational aspects. Generally, what motivates people currently in the profession? The really great teachers walk home on a high, even when they have had a hard day, because they know they have done a good job. I think that is the best way to market it. If you do it the other way, you will get people who value the money but perhaps not the hard work, toil, resilience and persistence that must go into feeling good about their work on a Friday afternoon.

**Q604 Ian Mearns:** More specifically, as secondary heads, Steve and Trevor, do you find it more difficult or easier in some subject areas to recruit teachers in particular subjects? Where do you find particular problems?

**Trevor Burton:** For me, it is maths in particular, not so much in my current school but in schools I have worked in previously. Maths is a difficult area in which to recruit. It is also a difficult area because being a great mathematician does not make you a great maths teacher. The two are not necessarily linked. Secondly, science is difficult. Touch wood, I have found it relatively straightforward to recruit high quality modern language teachers. I know that is not the case across the country, but I have found that okay, so in my school the problem is maths and science.

**Steve Smith:** I would echo the problem with maths. We have just appointed a new head of maths. We got a very good appointment, but it was from a very small field. For an outstanding school in the city of York it is an attractive post, but we had very few applications. As for science, it varies, and depends on the time of year. We have gone out for this post very early. We had a large number of applications, and we will have a strong field next week. This is a post we have re-advertised, because last year the post came late and we could hardly appoint anyone; we had to do a temporary appointment.

**Q605 Ian Mearns:** The Government are apparently proposing pre-training tests for potential recruits, and those tests would be in literacy, numeracy and interpersonal skills. Do you think that is a good move?

**Anna Cornhill:** I think the interpersonal skills go back to what we said about identifying—

**Q606 Ian Mearns:** How would testing interpersonal skills work?

**Anna Cornhill:** I am really intrigued to hear about that. It depends on whether it is one of those questionnaires based on, "What would you do if?" If it was a real interpersonal test, it would tell you something about classroom skills.

**Q607 Ian Mearns:** I thought an interview was a test of interpersonal skills, but not to worry. Do you have anything to add to that, Steve?

**Steve Smith:** As to interpersonal skills, I would be interested to see how that is done. I assume it would take place in the form of an interview rather than just a cognitive-type test. I have taken some psychometric tests myself. When you see the answer, it does not tell you one thing or another.

**Richard Ludlow:** The idea that you can identify someone right at the beginning does worry me. There are some elements, but some people grow into it, and we should not forget that after a period of time, you can become that person. It is very difficult to say that prior to going on a course you can identify a good teacher. You can identify some potential, but you can also identify potential when they are in the course.

**Q608 Chair:** It has to be better to do literacy and numeracy at the beginning rather than the end, doesn't it? If they are not literate and numerate and they have undergone two years' training only to find out they cannot teach because of that, it would have been better to save everyone the trouble at the beginning.

**Richard Ludlow:** That is true, but isn't that the case at the moment? What we are talking about is the new strand of interpersonal skills.

**Q609 Chair:** And literacy and numeracy.

**Richard Ludlow:** I believe they are already tested on literacy and numeracy.

**Trevor Burton:** I do not understand. Every one of these PGCE candidates must have a GCSE in English and maths, yet I know that some who have come through are not literate and find it difficult to write reports in plain English. Sadly, a GCSE in English and maths is clearly not good enough. Therefore, we do need those tests.

As for interpersonal skills, I agree with Richard that it is very difficult. It is like the 11-plus. How can you tell at 11 what somebody deserves in terms of the way you want to develop them? But you can perhaps detect some attitudes that it might be useful for teachers to have in their bag, like resilience, persistence and a focus on outcomes for students rather than what they would do as a teacher. I think those kinds of things could be identified early, whereas interpersonal skills you would not.

**Chair:** It may be a cover-all for the fact that what some of the trainee teachers and some of your teachers

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today said is that you get people coming through who are clearly not fitted for teaching. It may be it is a 95% pass rate; if you save one in 20 from going down a path that is clearly not suited to them, perhaps it could be—

**Q610 Damian Hinds:** Are not the Teach First core competencies meant to isolate things like resilience and focus on outcomes? I am not particularly familiar with the full list and how it all works, but do you find those useful? If so, why are they not used more generally?

**Chair:** Are you aware of the list of competencies?

**Trevor Burton:** Yes. I have no experience of the Teach First programme.

**Richard Ludlow:** No.

**Q611 Craig Whittaker:** I do not particularly want to go down the castigation route. However, we hear more and more about young people who leave primary school and cannot read and write properly; employers talk to us as MPs about people not having social skills when they leave school. We have already heard about some teachers coming through who have taken GCSEs but clearly are not up to spec. We also heard today from student teachers on the undergraduate scheme that the system was not robust enough to weed out and to have consistency of teachers coming through. I want to ask you about the different routes in this country for people to become teachers. More and more that seems to us to be the key point in getting quality teachers. In your experience, which route did you individually pursue? Would you do the same again? Do you tend to recruit teachers from a specific training background?

**Steve Smith:** I went to university, got a degree in history and then did a PGCE. We do not look at that as being the particular route; we would look at a whole variety of things. Those we were looking at short-listing today include people who have done BED as well as PGCE and also someone who has done the graduate teacher programme. It depends on the quality of the latter and the application we receive, so I would not favour one over another.

**Q612 Chair:** Do you have any prejudice in favour or against any particular one? Do you treat them all entirely equally?

**Steve Smith:** Yes, as far as possible. We look at other things. Because we are a secondary school and take A-levels, we will look at people's A-level results; we will look at the full range of things.

**Anna Cornhill:** I am a graduate of the Royal College of Music. I went on to do a PGCE. I always intended to teach. I remember my dad's advice was to do the subject I was most passionate about for three years and then do the teacher training year. If I had felt at that point that there was a preference in the profession for one route as against another, I would have gone down the route that took me into teaching, because I had already made that commitment. For me, it was to take my own subject to a higher level and then do PGCE.

I do not have a preference when looking at applicants. If they have made a commitment to the profession at

that stage, I do not mind from which route they come, but if we as a profession were to say that four years is enough to get to grips with it, and you have to make your commitment at the beginning, although that is not the route I took I would support that. It would mean people would make that commitment; they would not be doing a degree and looking around thinking, "What shall I do? I might try teaching." It might take us back to what we talked about earlier in the day about status. This is a commitment to teaching, and we can get much further down into the nitty-gritty of how all of us as children and adults learn.

**Trevor Burton:** My route was PGCE. If I was starting out again, I would look quite closely at the GTP route. It is a very competitive route because it gives you a salary while you are training. It is very difficult for schools. I do not think I could contemplate offering that in my school, because the support needed to do it draws away from my mission to improve the school, so to make it work well it would need a back-up from, say, a teaching school or something like that.

I do not regard any of them as being better or worse, although I would have some worries about the BED route—being secondary. If you are teaching to A-level, you need to be sure there is sufficient knowledge. For instance, to get somebody through an entrance exam to Oxford or Cambridge, you need to be at the top, and I am not sure you can pick that up on a mixed course over three or four years. That would be a prejudice I would explore at interview; I would not discount somebody from a short list because of something like that.

**Richard Ludlow:** I did a four-year BEd course for primary. Which route do I prefer? I have no preference. I think it goes back to the person again. In my setting we have supported GTP, and it worked really well. Would I support someone just ad hoc? I do not think I would. The selection of the person is paramount because that person will have a greater impact. If you have PGCE students and students on other courses who are not so strong, the impact is such that you can manage it a little differently. GTP is a big investment for the school, so you have to recruit the right person.

**Q613 Craig Whittaker:** The Government have the very strong feeling that one of the reasons for our performance in the PISA tables, for example, is the quality of teachers coming through. One of the key areas is initial teacher training. We have heard today from some people that aspects of teacher training are not robust enough. I think Anna said earlier that sometimes too far down the line head teachers have to tell teachers that they are not good enough to do the course. Are the routes robust enough to make sure we get the best quality teachers through that system, and redirect or kick out those who are not good enough to become teachers?

**Chair:** Or do not try hard enough.

**Craig Whittaker:** Or do not try hard enough—because the kids get only one chance.

**Richard Ludlow:** I think we are developing the routes. The partnership model with universities is good. I think there is now more listening to practitioners.

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**Craig Whittaker:** What I am asking is: are the routes robust enough to ensure that the quality of teachers we get to teach our kids is at the level needed to take us as a country forward?

**Q614 Chair:** What we have heard today from students was that people just did not turn up for lectures. A trainee teacher said they thought it must be very hard to fail someone because universities seem to bend over backwards to keep somebody on a course and nurse them to the end, even though they are not turning up for lectures, they do not seem that bothered and they are not that interested. They felt they were drawing down the level and standard overall.

**Richard Ludlow:** That is the aspect of the course. When they are in school on their placement, it is probably more robust. You cannot fail to turn up at school. You are working with a colleague. I think the quality of teaching far surpasses what it was five or 10 years ago. It is now really good. Therefore, you get teachers who will not accept poor trainee teachers. I think it is robust within the setting. It might not be robust within the setting of the colleges, but that is another debate.

**Chair:** They will be here in 15 minutes or so.

**Trevor Burton:** I would agree with exactly that. I have been involved in education for over 20 years. In that time the quality of initial teacher training has gone up and up. As far as I can see, it is at an all-time high. We have excellent recruits coming in. The fact there are some poor quality graduates from the PGCE programme means they are not likely to get jobs, frankly. I would not give them a job. Some head teachers might not be in the fortunate position of being able to choose from a large field, but I disagree with the premise of your question, which was that if we are to get higher achievement, we need to have better entrants to the profession. We also need to get better teachers in service. It would take 20 years for the new entrants to the profession to replace the existing teacher work force. It is the existing teacher work force that we need to improve.

**Q615 Craig Whittaker:** We hear and see that, but, on the basis of what you have just said, if you are not giving those poorer teachers jobs in the better schools, they end up in the worst schools doing an even worse job.

**Trevor Burton:** Yes.

**Anna Cornhill:** What worries me is the labelling system. At the moment, it will be a brave person who applies for a job in a school that you know may, in six months to a year, be put into special measures, so you will not attract the right people for that reason. I am not sure I would want to apply to a school where I knew that was going to happen.

**Richard Ludlow:** I have a partnership school in Singapore, which is deemed to be one of the outstanding education systems. I think our teaching outstrips them by miles. The learning that goes on in our classrooms far surpasses that. They are good at exams.

**Q616 Pat Glass:** Trevor, you said it would take 20 years to replace the existing systems. I want to ask

about the training and development of the existing work force. The Committee has heard a lot of evidence to suggest that our system does not think about career paths for those teachers who are excellent and wish to stay in the classroom. How might we change the current career path? We went to Singapore recently and looked at their very clear ladder career structure, which was not just about leadership but also about master teachers in the classroom. Is that something you would find attractive and that we as a Committee need to recommend?

**Richard Ludlow:** We have done it before, haven't we? With our education system sometimes we change direction too often; in Singapore they do not—they build on their direction. What is happening to advanced skill teachers? Sometimes we have it, but we lose it because we change rather than build layers on top. In Singapore they also have the current estimated potential of each teacher. It is the leadership that decides whether you will be a potential leader or master teacher. It is a very clear structure, but it is about performance grading at school level. We tend not to do that other than individually; there is not a set system for doing it.

**Q617 Chair:** What would you like to see? If you were Secretary of State and looking down on it, how would you build on what we have?

**Richard Ludlow:** I like the idea of identifying potential, but good leaders in our schools probably do that in any case. There is no set system, but I can tell you that I appointed a GTP student last year. In my mind—unless he hears this or it is being recorded—I know he has potential to be a leader. I have seen him working; I have seen what he is doing. I think he has current potential, but until I give him some of that responsibility I do not know whether it will turn into reality. As leaders we can identify potential, but we need to create opportunities for that person to thrive and develop.

**Anna Cornhill:** That point came through from talking to some of my teachers earlier today. They are doing what they want to do. They do not have aspirations for leadership; they want to carry on being good classroom teachers, and that is where their hearts lie. The level of pay is significantly better than it has ever been in the profession, so they are able to reach a decent level of pay and stay in the classroom, which is brilliant. That is exactly where I want them and it is where the profession needs them. I would hate to see more things of the nature of Threshold, which was so wishy-washy that it made it impossible for head teachers to make decisions. We even got rid of the external validation of the whole process, and it made it very difficult, with the power of the unions, for that to be a meaningful process. I would be wary of anything that put heads in that very difficult position of having almost no say in whether or not somebody went through.

**Q618 Pat Glass:** But is there a general view that we need to go back to advanced skills teachers—dust it off, properly formalise it and stick with it?

**Richard Ludlow:** I think master teachers are a great idea. You need to create opportunities for people to

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see what route they would like. I have given senior people the opportunity to do leadership roles and they have decided they want to stay and be master teachers in our setting. I think that having some formalised routes would be good.

**Q619 Pat Glass:** Would that work equally well in secondary schools?

**Steve Smith:** It would, but when you look at anything like this you will need extra funding. If you are looking at people being master teachers, as advanced skills teachers used to work, there are a number in all our schools who can work with other teachers in those schools but also with teachers in other schools, but to do that they need time. With the advanced skills teachers, it was one or two days a week out of school, so you have to balance that. You have a really good teacher, and you will lose him or her for two days a week. You will then need to bring in somebody else to cover them while they are working developing other teachers. It is a very good thing, and there are certainly people who do not wish to take on leadership roles and remain in the classroom. Something like that could be a benefit to them and to education, but it is not something that will be sorted out very easily. I know that in this difficult economic climate it will need additional funding.

**Trevor Burton:** I would agree. The ASTs were a good thing to have. If we are to move forward into an education world where collaboration between schools is meant to be important, finding ways of sharing that teacher expertise is important. We heard last week that very few of the new academies had formally sponsored other schools. How many are working in partnership with other schools? Using an AST is a simple way of doing that and is easily transferable to the non-academy side of the system at the moment. I think that would work well.

I agree with Anna's remark about the wishy-washy nature of the teacher standards, but I would like to see continuing professional development where you could be rewarded for your own development. I cannot claim to have cracked this. I am listening very intently to what Richard is saying about people being involved in shaping their own development. My staff say to me that is what they enjoy most about the professional development we have started to do. They have had an opportunity to be involved in deciding their own development, and that is a principle to take forward.

**Q620 Pat Glass:** Moving on to CPD proper, we have heard evidence that there is a mismatch between the CPD that is provided and the CPD that is needed. I have spoken to head teachers over very many years. Every time I speak to good head teachers and ask them what they need, they say, "Behaviour is the biggest issue. What CPD are you putting in place?" That is always somebody else's job; it is for the LEA, the Government or whatever. Do we need a more formalised system that matches the needs of not just the individual but the school and the system to the CPD that is offered? Should we be offering 100 hours as they do in Singapore? Is there a better way of doing this?

**Anna Cornhill:** We were talking after you left. When you made that comment about 100 hours I felt myself go pale at the idea of having to fund it, but it depends on what you count as CPD. We have taken all our nitty-gritty procedural things out of staff training time so that weekly staff training is really tough and of high quality. As to the training days and courses we offer, we have a fantastic relationship with our local authority, which takes CPD very seriously and works closely with schools to make sure it meets the needs. Every time there is a new change, we have CPD offered by high-quality consultants, of whom schools think very highly, so what is on our doorstep already meets our needs, plus the things that we are providing within school, which, because we are talking to teachers about their needs, I would like to think is high quality.

**Richard Ludlow:** I think it is about what we class as CPD. Teachers learn from teachers, and some of the best CPD we do is in the form of teachers working together, doing team teaching approaches and learning from each other. The best training we have is teachers in our own setting taking a lead in that role.

**Q621 Pat Glass:** What do you think you have gained in your school from your exchange programme with Madrid and Singapore?

**Richard Ludlow:** I think, professional opportunities. One of the things I am very keen on is to create opportunities for members of staff to do research and develop their own practice. A couple of years ago some teachers went up to Gateshead to have a look at practice. We sent two teachers to Singapore, but not, as I call it, in the form of educational tourism. When I went to Singapore I was taken everywhere. We wanted a partnership where they worked as teams and they talked in the class, but it creates opportunities.

**Chair:** We did the tourism bit.

**Q622 Ian Mearns:** Was Gateshead better than Singapore?

**Richard Ludlow:** Definitely.

**Q623 Pat Glass:** Is there a role for sabbaticals? Can we build that into the system so teachers can periodically take some time out for their own development? Putting aside whether we can afford it, would that be a good idea?

**Anna Cornhill:** If we could afford it. As staff we have talked about other parts of the world where that does happen. After you have done a certain number of years in the profession, sometimes you need that time to refresh, have a chance to do research and look at other things going on in other parts of the country. To have that sanctioned as a good part of the profession would be fantastic. The opportunities would be amazing.

**Steve Smith:** "Afford" is the interesting word there. I have given sabbaticals to two of my staff at different times. They took it unpaid. They both went out for a full year; they wanted to travel round the world. I knew they were outstanding teachers and did not want to lose them, so I was happy for them to do that. The problem was how I managed that year when they were out and got in a replacement teacher. The replacement

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teacher was okay but not of their standard, and that is the problem when you come to a sabbatical.

**Q624 Pat Glass:** It is interesting that when we spoke to young people today they were very complimentary about teachers in their own schools, but they were most concerned about supply teachers, or people coming in for short periods of time.

**Trevor Burton:** I disagree. Within five miles of my school some astonishing teaching is going on. I would far rather my teachers had a look at that, which they can do almost any day of the teaching year, and work on a more local level than necessarily going global. That would be much better value for money.

**Q625 Damian Hinds:** In the evidence from the Department for Education to this Committee on retaining teachers they commented that only 73% of qualified teachers who stayed in the teaching profession were still working in the maintained sector five years later. I have always struggled with the word “only”. In years gone by most people started their careers at 16, 18 or 21 and stuck with it until they retired. In most sectors that has stopped. The assumption in teaching is that, other things being equal, that is what you are going to do for ever. What are your thoughts on teaching being a very high stakes profession in that way? You make a decision at 18 or 21 and are stuck with it. Does it mean that, firstly, potentially some really good people are put off but, secondly, some people who maybe are not particularly suited to the teaching profession are stuck in it once they get into it? Is it possible to have lower stakes entry routes into teaching as well? It is a long question, but a short answer would be great.

**Trevor Burton:** You are saying that we should have more people drop out because it might be a better way of getting good quality candidates.

**Q626 Damian Hinds:** I will give you an example. We talked briefly about Teach First. We do not have direct experience of it. Teach First, for example, is a way of saying, “You can do this on a much lower risk basis, because the expectation is that you will leave and do something else.” You might come back in, say, 10 years’ time and teach again but just because you start in it, you do not expect to go all the way through. I am not expressing an opinion but trying to find out what you think. Does it make sense to try to expand those lower stakes routes in?

**Steve Smith:** I think there is a danger with Teach First.

**Q627 Damian Hinds:** I deliberately did not refer specifically to Teach First; I said things like Teach First.

**Steve Smith:** As an example, on Sunday I had a conversation with people with whom I was at university. The daughter of one of them is working in a school in London on Teach First. She has a law degree and went into teaching through Teach First. She is in her second year. She is making a decision today about whether she wants to be head of English with a law degree. She is an outstanding teacher. That

school offered her, first, head of English and maths, then head of English or inclusion and now it is just head of English. She is only in her second year of teaching and she has been offered that. There is no one at that school, apart from the head, who is over 35. I do not think that can be a good thing for schools like that. Part of the issue is that it is a school in challenging circumstances. It is good to have that movement in certain places, but if you have a school with that degree of churn, it will create problems.

**Q628 Chair:** Are there any other strong views not specifically on Teach First but on different routes in?

**Trevor Burton:** I personally welcome different routes in. What is important is whether they have the right attitude and they can be shaped. Is the subject knowledge there to build on, even if it is not perfect at the beginning? I do not mind if that comes via a different route.

**Damian Hinds:** At the opposite end of the scale, when was the last time you managed somebody out of a school, without going into the details of any specific case? Can you give me a rough time frame?

**Chair:** It is more difficult with a primary school; you are practically naming them.

**Damian Hinds:** That is a fair point, Chairman. I am not trying to ask a question that would be tricky in that sense.

**Chair:** Do you have observations on managing people who need to be managed out?

**Q629 Damian Hinds:** Can you speak about other head teachers with whom you are familiar in your area?

**Trevor Burton:** I think the most likely route is that once you have begun that kind of procedure, circumstances take over. There might be early retirement, an opportunity for voluntary redundancy or some other route. It is relatively rare that it proceeds down all the formal procedures to that point.

**Q630 Damian Hinds:** If you manage somebody out well, arguably, you never get to a third written warning, and so on. In an earlier session of this inquiry we heard from some teachers who were identified as particularly good teachers, and we asked them to talk to us about anybody they had ever known in teaching who had been managed out. They said they really had never come across that. Is it fair to say that there is not much of a managing-out process when it is required? I know that it exists in theory.

**Steve Smith:** I would say it is still there, but the reason other people would not necessarily know that is because of the way it is managed. Therefore, people would not necessarily be aware of what had happened behind the scenes. They just think somebody has left for various reasons. They have been managed out, but other staff at the school would not necessarily be aware of that. It is usually done in a very sensitive and confidential way.

**Chair:** Thank you very much indeed for giving evidence to us this afternoon, and for hosting us this morning.

### Examination of Witnesses

*Witnesses:* **Mike Hickman**, Head of ITE, York St John University, **Paula Mountford**, Director of ITT, York University, and **Sarah Trussler**, Head of Primary Education, Leeds Trinity University College, gave evidence.

**Q631 Chair:** Thank you very much for joining us in the second session of our inquiry this afternoon.

Do you get the quality of recruits that is required? If so, why do so many drop out? Why do your students tell us that they think some of their fellow students are not up to it and are not really into it?

**Mike Hickman:** I have the microphone so I will start, but Paula and Sarah can jump in. In terms of quality of recruits, from the position of York St John the outcomes for trainees across a three-year period and beyond have increased against the Ofsted grading guidance, for example, and outcomes academically, for example BA (Hons). We want people going into teaching with good degrees, so the outcomes of people who are gaining a degree and training to be teachers have also improved. That is at the same time as interview procedures have been overhauled and we have looked again at the qualities we want from our trainees, not just following the Ofsted guidance but also our own vision and values as an institution. From our perspective that has increased over time.

**Q632 Chair:** My question was not about your direction of travel but whether the quality was high enough.

**Mike Hickman:** We would say so. You talked about withdrawals. Of course, there are withdrawals from programmes for individual reasons, and occasionally people fail. Clearly, a robust interview and application process would result in people successfully passing their teacher training. If we take any one of our programmes, for example PG in the last year, the majority of the withdrawals are to do with personal issues. There is a lower rate of withdrawals than the previous year. It is clearly something we take seriously, and you do not interview someone for them not to become a successful and, hopefully, outstanding teacher.

**Paula Mountford:** I lead a secondary PGC programme. The University of York recruits very high quality candidates in a range of categories academically—we look at their ability and aptitude—and I would say that has been maintained over a number of years and is echoed by the gradings from two recent Ofsted inspections. We were graded as outstanding, and you cannot get that grade without the quality of your candidates, and then your trainees and the finished products at the end of that year.

I would say that the standard is high, but it is a lot more complex than that. Once high-quality people begin training in a demanding professional arena, now at master's level, the demands upon them are huge. Therefore, part-way through the course and at different stages sometimes decisions have to be made that they are not suitable for teaching, or they are choosing not to have this work and lifestyle. There is an unbelievably high quality of candidate out there, and we are certainly selecting them at York.

**Q633 Chair:** So we have the best candidates we have ever had and 90% of initial teacher training provision is found to be outstanding or good, and yet when we

go to the classroom we find that only 60% of teaching is found to be of that quality. How does that match up?

**Paula Mountford:** You are judging when they have become teachers. You will remember that PGCE is a nine-month course at secondary level. We are taking people from the age of 21 up to the late 50s and introducing them to a whole range of professional skills to go on to become NQTs. I think it takes three to five years to develop a great teacher. Part of what we have to be judging is the move from having a half-timetable, where they build up to a PGC, to literally a full timetable, or just a little bit off, often with a tutor group and all the other demands on teaching. The move from a trainee to an NQT is quite a difficult judgment, and it needs time and support to develop trainees even further.

**Sarah Trussler:** Currently, I run an undergraduate four-year programme, which will be a three-year programme from September, and also a PGCE, which will soon be a SCITT. It is very difficult to judge somebody at 18 as a potential teacher or professional, which is what we are looking for. We have 1,100 applicants for 150 places. Using groups of children for interviewing just is not practicable. We have to think of ways within a group interview or within audits to try to narrow down those 1,100. Basically, one in eight will get a place. I think it is quite special that we take 150 students, of whom 136 will graduate, to take normal figures, and of those, 60%-odd will be outstanding before they have even entered the classroom. On their behalf, they are working extremely hard. Nobody ever pretends to them—I am sure my colleagues agree—that it is an easy profession to go into. We never make any bones about the fact that PGCE and undergraduate programmes are extremely tough. Effectively, for an undergraduate programme you are doing a full-time degree as well as training to be a teacher, so they are taking on a huge load and doing very well.

**Q634 Chair:** You have eight applications for each position. Is that the same for the other witnesses?

**Mike Hickman:** Yes, or more.

**Paula Mountford:** It depends at secondary. I see some people in the audience here who we trained at York, where for 12 or 13 history places we had 270 applications. For some subjects like English and history we select; for other subjects like modern foreign languages, sciences and maths we recruit, so there is a difference at secondary level.

**Q635 Ian Mearns:** You are all here representing three distinctly different institutions but they are all relatively local. What do you consider the strongest or unique elements of your own provision?

**Sarah Trussler:** I think that being a Catholic institution provides a certain ethos within our university college. We are a small institution with about 3,700 students in total, which means we can offer a very personalised agenda for our students. We know them by name and know their strengths and challenges. We offer a progress tutor system that

engages with each student as an individual, and all of them have action plans and targets that are set around their strengths and weaknesses. Coming out of that, we had 97% recruitment last year, so they get jobs. What teachers and certainly head teachers say is that it is the professionalism that gets them the jobs. They have the skills, but you would not expect anybody from our courses not to have that; it is that overall air of professionalism that makes a difference.

**Paula Mountford:** Firstly, the University of York attracts top quality candidates; secondly, we work in partnership with 50 schools and colleges. We have a very special relationship with York local authority with things like the Science Learning Centre, museums and galleries. Part of what makes us an effective HEI that is leading and facilitating teacher training is that partnership working is at the core of what we do. We work with all the York schools but also with schools from Doncaster up to Middlesbrough, from the coast over to Harrogate. It is the quality of the experiences and opportunities to work with schools, together with the trust and relationships built up over time, which is common to all HEI teacher training, but for us we are particularly blessed with the way we work with our schools.

**Mike Hickman:** I would echo various things that Sarah and Paula have said. From the perspective of York St John, it is a small institution compared with others, but with some very effective ways of working with, for example, settings other than schools, which members of staff at York St John have developed over a number of years. This microphone is very frustrating—I do apologise.

**Ian Mearns:** You do a very good Norman Collier impersonation.

**Mike Hickman:** I know. We have relationships with 450 schools across 15 local authorities, museums, galleries and education centres across the north of England and into Europe, with international experiences. York St John, as recognised by Ofsted and others, has some distinct things to offer in terms of enrichment of experience.

**Ian Mearns:** Do you know how to recharge batteries?

**Mike Hickman:** Not this one.

**Chair:** I think it might be best just to put the microphone down.

**Mike Hickman:** It is very silly.

**Chair:** Can most people hear pretty well anyway?

**Mike Hickman:** We can project, as teachers.

**Q636 Ian Mearns:** Of course you can. There have been some potential changes in policy towards teacher training indicated by the Government. Do you envisage any drastic changes to your provision as a result of changes of Government policy regarding teacher training or education policy more widely, or do you see some opportunities there?

**Mike Hickman:** We see lots of opportunities. In common with all HE institutions, we are regularly validating and revalidating programmes and looking for new directions in which to work. I mentioned settings other than schools—looking at new opportunities to enrich programmes. Working with partners and schools in different ways, including those who are interested in teaching school status for

example, need not be something that is problematic for universities if they are developing and working on good strong partnership relations anyway.

We are not about sitting still. The revalidation we are looking at currently for all our programmes encompasses different ways of working. Indeed, when I took on the role relatively recently, that came about by looking at whether we could deliver more in schools, for example teaching in school. How can we develop our staff team? We are now taking people on secondment, which is very popular with students—some of the tutors have come in on that—and looking at opportunities for our staff to go out and work in schools in a reciprocal way. I see lots of opportunities here.

What is really important is that there is a discussion, as we have with our partners but also with other institutions nationally, about how teacher education can be taken forward. The most important thing is that we produce outstanding teachers.

**Sarah Trussler:** We are looking for enabling partnerships at the moment. We got an outstanding grading from Ofsted on partnerships. Therefore, that is something we can gift to a school. We have been approached to sponsor academies, for example, but do not really see it as our remit to go in and take over in any way. That is not what we do best. What we do best is work in partnership with schools, because ultimately all of us are worried about the children. We can work in partnership with a school that does not want to take on the whole load of initial teacher training; they do not want the administration, the quality assurance, or the assessment load, which is huge. Together we could improve initial teacher education, but even more importantly, could offer CPD by working in partnership, with our trainees going to help the pupil/staff ratio and us then helping the staff themselves. Everybody benefits that way.

**Paula Mountford:** I think it is a combined issue. There are lots of opportunities, as colleagues have stated. I have had more conversations in the past year at head level than for the previous eight years. I do not say that as a criticism; I think that is a really exciting part, because heads have been able to give that role to their professional tutors in schools. All of a sudden, it is right at the top of the agenda. Heads, who will drive and facilitate that change in that partnership, are at the forefront of those conversations with us. I think examples like that are really positive and exciting.

For me there is a worry. We have had very few cuts at York over the past two years to allocated numbers, because they have protected the grade 1 institutions. What does worry me is that other institutions have taken some quite sizeable cuts. HEIs cannot sustain courses, or sections of courses, at secondary. Horse trading has gone on; people have swapped, and there are issues we need to think about. In a region like Hull there might be some teacher recruitment issues that we do not have somewhere like York. For example, losing certain teachers and teacher training might be a cost to the system as a whole. We need to be engaged in this kind of dialogue through things like UCET, where we are talking and working towards a



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solution that is good for the nation as a whole, not just a grade 1 institution.

**Chair:** We have a limited number of minutes left, so short questions and answers please.

**Q637 Craig Whittaker:** Mike, you mentioned in your evidence that you had reviewed not just the Ofsted criteria but had added your own stuff.

**Mike Hickman:** Yes.

**Q638 Craig Whittaker:** What do you look at when assessing potential applicants?

**Mike Hickman:** Obviously, we are interested in academic achievement. We are looking at undergraduate versus postgraduate. As to postgraduates, we have always looked at degree classification—subjects studied, etc—now with a view towards firsts and 2.1s, as stated. That has changed the lens slightly. Such is the competition for places that it was always thus. The people going for places tend to be those with the best profile.

As to undergraduates, you are looking for people who address the UCAS tariff requirements and have the required English, maths and science, but also have a real breadth of subject experience and demonstrated interest and involvement in education, in so far as possible, in the lead-up to a degree. For secondary RE, again there are subject knowledge requirements and also the wider picture. Beyond that, in interview we are looking for people who can demonstrate personal skills via group tasks and, increasingly, having revised the processes we use, can demonstrate teaching skills in interview and can work with a group and demonstrate that.

**Q639 Craig Whittaker:** But how do you, therefore, assess them through the course? This afternoon we have heard evidence from undergraduates going into primary schools that the standard of some colleagues is not up to scratch and they should not really be teaching.

**Chair:** In a small number of cases.

**Mike Hickman:** Their student teacher colleagues?

**Craig Whittaker:** Yes.

**Mike Hickman:** There will be such people, which is why we revise interview procedures.

**Q640 Craig Whittaker:** But how do you assess them and make sure that those poorer quality teachers do not get through the system?

**Mike Hickman:** We have cause-for-concern procedures—my colleagues in non-QTS courses are, I suppose, jealous of the procedures we have—and formal meeting procedures, without going into all the details of paperwork or bureaucracy, that allow us to fail students.

**Q641 Craig Whittaker:** How many do you kick off your course every year?

**Mike Hickman:** From the PG course we might lose three or four.

**Q642 Craig Whittaker:** Out of how many?

**Mike Hickman:** Out of 144 in a year group.

**Q643 Craig Whittaker:** Less than 2%.

**Mike Hickman:** Yes. People fail, but on some occasions it is to do with health or individual reasons, or mitigating circumstances where they cannot complete a placement, so there is a broad picture of different experiences. There are people who may go through to SE1 or SE2—first or second school experience—and have difficulties, which may be for a range of reasons.

**Q644 Craig Whittaker:** But that is not particularly because of an assessment process you put them through as a course provider.

**Mike Hickman:** They are assessed and appraised both with their mentors and in collaboration with link tutors and university staff in such a way that the ambition is that they do not get through to a final placement and then fail.

**Q645 Craig Whittaker:** Paula, is it any different for you?

**Paula Mountford:** We have a system similar to Teach First, so we have five criteria by which we select. We are looking for professional knowledge at selection. We look for organisation, communication, problem solving and reflection. Those are the five from which we would select. Throughout the course we have a higher withdrawal rate than that, so we have a low fail rate because we take these people on in September and work with them. It is very difficult if people get to the stage where they have been failed on something and we have built up that relationship, so we have a withdrawal rate where we help people and counsel them off the programme.

**Q646 Craig Whittaker:** What is the percentage?

**Paula Mountford:** That can be 10% or 12% a year of the people we take on. We stand by that in Ofsted, because sometimes people need to start the PGCE, and we select everyone by having a teacher from one of our partnership schools selecting with us, so we are not doing this on our own.

**Mike Hickman:** As we do.

**Paula Mountford:** That is very common practice. Sometimes people do not make it for all the reasons Mike gave, but also for the reason that people are just not cut out for the teaching profession. We also have to remember that when trainees are on placement at secondary, the school is in the driving seat in terms of making judgments that they are not passing. You cannot pass a PGCE unless you pass your school placements, and it is the schools that are in the driving seat in terms of passing, applying grades and making those decisions.

**Q647 Craig Whittaker:** Although we have heard evidence today from the head teachers that they should not be the ones to break the news to the trainees.

**Paula Mountford:** It is not about breaking the news; it is part of the whole picture. Remember that trainees do two placements and spend three quarters of the time with schools. No one person makes a decision, but a big chunk of the decision to pass somebody on a course is based upon school-based practice, even in

the present system before we bring in the changes. That is right and proper, and I am 100% behind that.

**Sarah Trussler:** As to who makes the final decision, if you have a partnership agreement everybody knows what their role is. Maybe the role for putting somebody forward for us to verify whether it is a fail or not is that of the school-based tutor or head, but we make the decision whether or not that person has failed based on the evidence we gather from the school-based tutor, the class teacher and perhaps the head.

**Q648 Craig Whittaker:** What is your drop-out rate?

**Sarah Trussler:** On the PGCE programme, I failed two out of 16. It is the first year that we have had a PGCE. From the undergraduate programme, we lose 15% in the first year through academic failure and slightly more due to school-based training; that is, "Oh, help—I didn't realise that teaching was like this." About 80% of them transfer to another course in the university, so we are not losing them to HE; we are just losing them to schools.

**Q649 Chair:** How many walk and how many are pushed?

**Sarah Trussler:** Probably four or five are counselled out.

**Q650 Chair:** Out of how many?

**Sarah Trussler:** Out of 150 each year.

**Mike Hickman:** If we take the undergraduate route, there might be on average two a year where we will make that decision and counsel them out.

**Sarah Trussler:** But if they fail one standard while they are in school—one out of the 32—they are automatically failed.

**Q651 Chair:** Is it half and half? I am trying to get a sense of the proportion. Of the people who quit, what proportion just say, "Hey, I'm out of here," and how many are counselled out?

**Mike Hickman:** It varies from year to year.

**Sarah Trussler:** I would say that slightly more make the decision themselves than we fail academically.

**Mike Hickman:** I think slightly more, yes.

**Q652 Damian Hinds:** To put a question for clarification to make sure we understand, you said two different things. First, you said that if you failed one of your school placements you could not pass, and later you said that the school placement was a big part of the overall result. Those two things are not the same thing.

**Paula Mountford:** No.

**Q653 Damian Hinds:** Which is the right one?

**Paula Mountford:** Let me clarify that. To pass the course you have to meet all the standards. If you meet all the standards, you will have passed your placements. No one partner makes that decision, but you cannot pass the course as a whole—

**Q654 Damian Hinds:** I am sorry; you have lost me again. It is one or the other, isn't it?

**Paula Mountford:** No, it is not. For your partnership working you need to pass all the components of the course.

**Q655 Damian Hinds:** But you then said that no one could make that decision.

**Paula Mountford:** But if you fail the school placement, it is very difficult to pass the PGCE.

**Q656 Damian Hinds:** It is difficult but not impossible, so it is not a gate.

**Paula Mountford:** We would have to leave room for mitigating circumstances. If you leave because you are pregnant, we will not fail you; we will give you a second placement chance, so it is not a 100% thing.

**Q657 Craig Whittaker:** How do you actively promote your establishments?

**Sarah Trussler:** We actively promote through the normal marketing routes, but also partly through the excellence we have built up with schools. An awful lot of ours is word of mouth; 75% of our graduates work in the Leeds and Bradford area, which is where we recruit most of our trainees. They are working in schools with our graduates, who are the heads, etc.

**Q658 Craig Whittaker:** How do you promote that? How do you make sure that Joe Bloggs coming through a school understands that your establishment is a great way to go and teaching is a great profession to be in?

**Sarah Trussler:** We do case studies that are clearly advertised on the website. For example, this person came through this route; this is what she is doing now. She is getting what she wanted out of teaching, which is making a difference to children's lives, and is enjoying the profession. Generally, we like to see somebody who is going places. Perhaps they have taken over a leadership role for a subject area, or they are developing expertise in a particular area, so it is the whole package.

**Q659 Craig Whittaker:** Do the other two witnesses do anything different?

**Mike Hickman:** In view of the developments in education and the White Paper and Green Paper, we have appointed a head of external relations on top of the things the university would ordinarily expect to be involved in: marketing and TDA events, for example Train to Teach last weekend, which we clearly wish to be involved in. The job of the head of external relations is to be out there engaging with schools, and working with one head teacher you spoke to earlier, about things like how we can be engaged in perhaps a teaching school bid or a cluster way of working. As part of that getting out to talk to heads and staff, clearly that raises the profile of what we do.

**Paula Mountford:** I want some York graduates as well, so we do a lot of internal marketing. I want those people who have already got into York with two As and a B at A-level and are on fantastic courses.

**Q660 Craig Whittaker:** Do you support the introduction of a pre-entry interpersonal skills test and

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making the literacy and numeracy tests pre-entry as well?

**Sarah Trussler:** The difficulty with undergraduates is that you are talking about two different levels of people. I support doing English and maths for postgraduates, because they have only nine months to get there. We do English audits as part of the interview procedure for undergraduates, and we have taken in people with a weakness in English who have been fine by the time they graduate four years later. There needs to be consideration of the difference between various courses. In part of the interview process we look at personal attributes and how they are engaging in conversations about teaching, using their experience, discussing children, etc. I think a test would be difficult. Asking us to consider ways in which we can involve that in our interview process would be fine.

**Q661 Craig Whittaker:** So your answer is no.

**Sarah Trussler:** Not a test, but I am happy to look at the attributes.

**Q662 Craig Whittaker:** Paula, do you feel any different?

**Paula Mountford:** We piloted some of the psychometric testing at York for the TDA. We would give it another go, but it did not over-impress me. I am very happy with having a pre-entry numeracy and literacy test.

**Mike Hickman:** We were also involved in the pilot. It seems to offer, if it works well, quite a lot of very useful things. Why would you ignore a very useful additional measure for people coming into teaching? The same goes for the QTS tests. Before training, I can see a very good rationale for that. I heard the point raised earlier about why you would go all the way through a PGCE only to find that you could not pass them. I think that is a very fair point.

**Q663 Craig Whittaker:** So, it is yes, yes and maybe.

**Sarah Trussler:** For undergraduate, no; for postgraduate, fine.

**Q664 Damian Hinds:** What are the main direct and indirect ways that the eventual outcomes of your students and their success as classroom teachers impact on the income of your institutions?

**Mike Hickman:** One way that we wish to enhance it that currently exists is through our recently renamed CPD department, which is part of the faculty of education and theology. It has just been renamed children, young people and education. We would like to see that grow so that more of our student teachers go through and work on master's level courses, for example, and work with us on CPD. That is one way that can be seen, though not hugely at the moment, but it is something that tying the two areas together and working much more closely together—even rebranding—aims to do.

**Q665 Damian Hinds:** I may not have asked the question very well. Eventually, your students will leave and, hopefully, become teachers; some of them will not. Of the ones who do become teachers, some will be great teachers, some will be good teachers and

some will be other teachers. How does the number of people who do not become teachers at all or who become outstanding teachers impact, directly or indirectly—it may be just indirectly—on your income as an institution?

**Mike Hickman:** Another direct impact, if I am following the question, is the number who continue to work with us, or go on to work with us, as mentors and support our students year on year after they have trained with us. That has a direct impact on our partnership.

**Q666 Damian Hinds:** I suppose what I am trying to get at is: over and above professional pride, which you will have—all of you want to produce excellent teachers—what incentives are there in the system for the teachers who come out of your system to be outstanding teachers?

**Paula Mountford:** I think there are at the present. Because under the present system we got grade 1s, we were not cut in a way that devastated us. For the past two years we have had only 7% cuts. We were protected because we got grade 1s. Grade 1s are based on outcomes for teachers. The basic outcomes are did we recruit, did they pass and did they get jobs? If you have achieved that under the present system in the past two years, you have kept your numbers buoyant. Therefore, that means I can keep my staffing and my projects working with schools, so there is an incentive in that way at present.

**Mike Hickman:** And a very direct one on allocations.

**Q667 Damian Hinds:** I guess that things like your position in the good teacher training guide will be one of the things people look at when looking for a course?

**Paula Mountford:** Certainly.

**Q668 Damian Hinds:** If hypothetically these incentives were made much sharper—for example that you got no money for training anybody who dropped out and did not become a teacher or who was not still teaching after two or three years, and even for those who did become teachers you had massively differential remuneration depending on whether they turn out to be outstanding teachers whom their students love and their colleagues look up to versus somebody who is just middle of the road—how would you change your recruitment and selection processes?

**Sarah Trussler:** I do not think we would. Our recruitment and selection is as good as it can be. We have group interviews and teaching sessions. You have to think before you do that about the context in which these people will work. You might be putting somebody in a very small school where it is very easy to get close community relationships, and therefore feel nurtured, have fantastic CPD and become a good jobbing teacher. Equally, you might go to a school where getting relationships with the community is extremely hard; the children come from a transient population, and the leadership of the school does not provide training. That is not a reflection on us as a training environment but on where they go.

**Chair:** After all, you have just said that you could not be any better.

**Q669 Damian Hinds:** For Paula and Mike, let me just make a suggestion and hang it out to dry to see what you think of it. One thing to come out of all those we have spoken to during the course of this inquiry is that you cannot tell from somebody's CV whether they will be a good teacher. In interview it is quite difficult, although very experienced head teachers might be able to do it instinctively. If you are to know whether somebody will be a good teacher, you have to see them teach. Therefore, the suggestion that I hang out to dry is that if you are to ratchet up the process even more, you will spend more time finding ways to observe people in teaching situations. Is that fair?

**Mike Hickman:** I agree with you. Our secondary programme, which is easier to do because it is a smaller one, allows for interview in school. There is direct involvement by school partners in that interview process.

**Q670 Damian Hinds:** Talk us through the format of that.

**Mike Hickman:** Rather than a university-based interview, they go into school, meet with and are questioned by members of staff who are very closely involved in the teaching of that subject area of RE—it can include children as well. They are given group tasks; they can be given more to do in terms of teaching. We have just done that with the PG primary course, where they now engage in a teaching activity as part of the interview. I would see it developing in that way.

We have taken the secondary programme with a small group, which is easier to do—it has had great success as an outstanding programme in terms of identifying students with potential—and are now moving that into PG primary and then the undergraduate programme. My answer to your original question is that we would look more at those teaching qualities within interview, which is something we are already doing.

**Q671 Pat Glass:** The evidence we have had so far suggests that higher education-led or school-led teaching looks very similar to students; they cannot tell the difference. The difference is where the money goes. We have also heard that employment-based ITT brings more men, and more people over 25, into primary. Is my first assumption right—that the difference between higher education and school-based or school-led ITT from the point of view of the student looks the same—and it is just about where the money goes? Secondly, is it not right that if we are bringing more men and people over 25 into primary, we would welcome a more diverse system?

**Mike Hickman:** In answer to your first question, my immediate thought is that they do not have to look the same, but if you have a school that is providing a school-based partnership with very good quality training, it would be doing and talking about many of the same things that good quality higher education training would be doing. They need not necessarily look the same, but I can see the point.

**Paula Mountford:** I think a variety of routes is good. A mixed economy is really healthy, because different people need different things, whether you are a career

changer or a 21-year-old. We are living in a world where perhaps we are telling school generations that they will have several jobs in their careers. We are back to the point about why people may enter the teaching profession for a period of time. If we can get different people from different backgrounds and walks of life, I am all for a mixed economy.

I am concerned about securing the HEI route and the work we contribute to the standard of trainees we are producing by working in partnership schools. Do not forget all the extra things we do by way of working with school staff and the kind of platform for CPD that we give school staff. We have seven school teachers from local schools working on the PGCE with us at this moment. It is a matter of remembering that the different routes can all bring something different, and you cannot measure each exactly one against the other, but a mixed economy has to be good for the modern world.

**Sarah Trussler:** I say the same. Currently, we are offering an undergraduate four-year, soon to be three-year, SCITT, a PGCE and we have students going through the assessment-only route. All of those are suitable for different people at different stages of their lives. As to comparing SCITT with PGCE, they are very different. They have different entry requirements; they have a different level of college input; and the application to the classroom is much quicker on the SCITT route. We are focusing on generating teachers for their community in their community, so I would say that our routes have very distinct features.

**Q672 Pat Glass:** If we go down the route of a more diverse ITT system, are there some universities and higher education ITT providers that will fare better than others? Without naming any, which ones do you think will fare badly? What would be the outcome of having more diversity?

**Sarah Trussler:** I think that if you have strong partnerships, you will be fine. If you are working with schools, you know how they are operating and they are comfortable working with you directly, there is no reason why your HEI should suffer.

**Mike Hickman:** And that is what we should be doing anyway.

**Paula Mountford:** In secondary, with the allocation of very small numbers to some HEIs across the country, institutions are already having to say that they are not economically viable. We are in danger of losing some expertise, so that makes me fear for some institutions.

**Q673 Pat Glass:** Is that in particular subjects, like music or RE?

**Paula Mountford:** At the moment, these are things outside the E-Bac. Obviously, it is right to protect teacher supply; I am all for that, but anybody can work out that allocating somebody four places cannot be economically viable.

**Q674 Pat Glass:** So there is a danger for particular subjects.

**Paula Mountford:** I fear that we will lose certain expertise that we have built up over time.

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**Q675 Ian Mearns:** Do you think there is anything we can do with CPD to make the profession more attractive to potential entrants?

**Paula Mountford:** I think there is. It is my personal belief that although a trainee leaves me after a nine-month or one-year course and goes into school, it takes three to five years. Some trainees need CPD that is about support and nurturing. Some are so fabulous and fantastic that they need CPD that is opportunity-based, and it is about giving them an opportunity to grow, flourish and take that on quite quickly. They need to be in schools where they will not be accused of being young upstarts because they need that opportunity, so it is about a culture of recognising those two avenues.

**Sarah Trussler:** Also, partly because our courses now offer master's credits, we are automatically moving them into CPD. For example, on our PGCE programme they do 60 credits of master's, 30 of which will be completed while they are in their NQT year. They are keeping in mind the idea that they have not finished anything when they have done their

degree; it is continual, and it would be nice to keep up a relationship with the HEI while they are doing that.

**Mike Hickman:** I echo that point and stress initial teacher education, or initial teacher training. They have slightly different meanings. We are at the start of a process throughout which student teachers who become NQTs need to be supported.

Earlier a point was made about outstanding. How can a certain percentage of outstanding student teachers translate into a lower percentage of outstanding teachers out there in school? Without going into the statistics, one point is that they are outstanding as student teachers, and that is how it should be recognised. An outstanding student teacher at the end of their training is not necessarily the outstanding person in the classroom. They need a continual challenge and push to make sure that because they are recognised in that way at the end of the training, they are not just told, "You're fine now; you don't need training."

**Chair:** I thank the three of you very much for giving evidence to us today.

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Wednesday 14 March 2012

Members present:

Mr Graham Stuart (Chair)

Neil Carmichael  
Alex Cunningham  
Pat Glass  
Damian Hinds

Charlotte Leslie  
Ian Mearns  
Lisa Nandy  
Craig Whittaker

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### Examination of Witness

*Witness:* **Mr Nick Gibb MP**, Minister of State for Schools, Department for Education, gave evidence.

**Q676 Chair:** Good morning, Minister, and welcome to this, our final session on attracting, training and retaining the best teachers. We have returned to this topic shortly after the predecessor Committee was looking at the issue of teacher training, and we are unapologetic about doing so because of the centrality of the quality of teaching to the system. How important is quality of teaching to educational standards and, indeed, the long-term economic interests of the country?

**Mr Gibb:** It is critical, and we do have a cohort of very able teachers in this country, but we are not keeping pace with those countries around the world that are improving their education systems. All the evidence suggests that the quality of the teacher is the most important factor in a child's education. We do have some very high-quality teachers, but we need to do everything we can as a Government to improve that still further.

**Q677 Chair:** Should the focus be to lift the standard of all a bit, or is it more about identifying those who are less good and either improving their performance or, indeed, removing them from the profession?

**Mr Gibb:** It is a range of things. It is about raising the bar for entry into teaching.

**Q678 Chair:** What is the evidence that raising the bar for entry into teaching leads to higher pupil achievement in the classroom?

**Mr Gibb:** There is quite a lot of evidence from around the world, for example Michael Barber's *How the world's best-performing school systems come out on top*. If you look at the high-performing countries such as Finland, they take their trainees from the top 10% of their graduates each year. It is very important. If you want to raise the status of the teaching profession, you need to raise the bar to entry.

But it is not just about that. It is also about CPD; continuing professional development is very important and what lies behind the policy of having Teaching Schools around the country. They are not just about initial teacher training; they are also about CPD. Of course, there is also the point you make about managing the performance of existing teachers. We want to make it easier for head teachers to manage that process and not have it tied up with too much red tape, and we have made reforms in that area, too. So it is a whole range of factors.

**Q679 Chair:** There has been a lot of research, though, hasn't there? As you said, there is a lot of research, among those teachers who are in the system, looking at correlation between prior attainment, whether they have a master's or not, degree class and then achievement in the classroom, and people have struggled to find any correlation. The predecessor Committee recommended raising the bar for entry. Could it be we are all barking up the wrong tree and that, although having higher quality people generally is going to help, there is a threshing mechanism and you cannot correlate directly prior attainment to whether you lead achievement in the classroom?

**Mr Gibb:** There is evidence of a link between retention within the profession and prior attainment, but if you simply look at the highest-performing school systems in the world, like Finland, Korea and Singapore, they do take their teachers from the top quartile or the top 10%.

**Q680 Chair:** Yes, but if they then analyse among those to see if a higher class master's, a higher first class degree, correlates to higher pupil achievement, there does not seem to be the correlation. We might be reading the wrong thing into the lessons to be gained from these jurisdictions.

**Mr Gibb:** That is not necessarily the right thing to do. The key thing is the status of the profession in those jurisdictions. In this country, in a 2005 survey, 90% of teachers believed that the status of the profession in this country is either medium or low. In fact, 47% thought it was medium and 43% of teachers felt that it was a profession with low status. What we want to do is raise that perception, and that is what all these measures are designed to achieve. If you have a profession that has a high regard for its own status, I think that will have an impact on the quality of teaching over the longer term.

**Q681 Chair:** What is the Government's rationale for expanding school-led training when Ofsted say that university-led training in general is more likely to be Outstanding? We have heard quite a lot of doubt as to capacity and willingness within the school sector to take on significantly more of the responsibility for leading the training.

**Mr Gibb:** Again, all of the evidence seems to suggest that peer-to-peer support is the most effective way of conducting CPD—that less observation and so on is the best approach. It is taking that then to the earlier step of initial teacher training. Those figures that

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people cite about Ofsted are true. Ofsted does regard universities and the education faculties within the universities as very high: 95% are either Good or Very Good. But if you also look at the school-led systems, 86% of school-centred initial teacher training is classed as Very Good or Good, and 83% of employment-based is Very Good.

**Q682 Chair:** But they are tiny. Certainly the school-led is tiny. We talk about the international evidence, which Ministers often quote, and then you look at the internal evidence and everything says what we have is Outstanding, world-class initial teacher training. So why are you messing with something that Ofsted and international comparisons tell you is excellent? If there is one thing people come from around the world to learn from us it is probably initial teacher training, and you are messing with it. I am trying to understand why.

**Mr Gibb:** Because, firstly, the point about peer to peer—having trainee teachers at the chalk face in schools, giving schools the ability to select their candidates. If you look at the system overall, although we have very good teachers, we have a very good school system, we have excellent universities and teacher training, as a whole we are falling behind our international competitors, so reform does have to happen.

**Q683 Chair:** There is a panic about overall performance, so you are picking on the one area where we are really excellent and messing with that, when in fact perhaps you should just be focusing your attention elsewhere. Internal and external evidence would tell you that ITT is pretty good. Maybe it should be lower down your priority list.

**Mr Gibb:** No, because we are not abandoning universities. They still have a crucial role to play in supporting schools in delivering initial teacher training. They award the PGCEs, they are accredited, they have very high-quality training and that will continue, but we want schools to have more say in the selection of candidates and to have more involvement in the training at the chalk face, so to speak, or the whiteboard face. But if you look at Alan Smithers' and Pamela Robinson's *Good Teacher Training Guide 2011*, they put a school-centred initial teacher training consortium, the Billericay Education Consortium, as No. 1, then Oxford University, then Cambridge, then the North East Partnership SCITT, then the University of Exeter, and then the Devon Primary SCITT group. So you can see, if you look, there is lots of school-centred initial teacher training at the top of the rankings of the best initial teacher training.

**Q684 Chair:** They are minuscule in comparison with Oxford and Cambridge, for instance, though.

**Mr Gibb:** But you were talking about quality. They are quality, and what we are trying to do is expand the number of school-centred courses and there are already 103 schools that are taking part in the School Direct scheme and 900 applicants. It is a very popular policy and we had more applicants for the initial round of School Direct trainees than we anticipated, which is why we had to increase it from 500 to nearer

to 1,000. It is a popular policy and it is the right policy, but universities will continue to play a crucial role in teacher training.

**Q685 Ian Mearns:** On the back of that, I am just wondering, Minister, do you see that playing out across the different sectors of education in terms of secondary, primary and special needs education? Do you see the same sort of rollout happening across those different sectors?

**Mr Gibb:** Yes, and if you look at the first 100 teaching schools that we have accredited, seven of those are special schools, so the same approach can apply to special schools as well as to primary and secondary schools.

**Q686 Ian Mearns:** I suppose the crucial question is: how soon do you see the model that you are trying to promote there having the capacity to meet the demand within the system in providing the numbers of teachers that we need for the future?

**Mr Gibb:** We are taking this very cautiously, which is why we are talking about 100 teaching schools this year, 100 next year and up to 500 by the end of the Parliament. We are not saying 500 this year or 1,000 next year; we are treading cautiously. It is a paced shift of emphasis towards schools, but universities will continue to be the major provider of new teachers into our system indefinitely. This is not radical, revolutionary change; it is a cautious approach to just shifting the balance slightly.

**Q687 Chair:** Is it confused? It looks like you wanted to go at a fast pace when you first came into Government, but then rather backed off once you looked at the proper evidence. Now you have messages to universities that they are less valued in the system, and then they are put in charge of new streams of training as well. It looks as if the Government are not quite sure what they want from initial teacher training.

**Mr Gibb:** No, we are very clear what we want, but I am just addressing Ian Mearns's comments about whether we are throwing the baby out with the bathwater. No, we are proceeding cautiously, and universities will continue to have an important role to play.

**Q688 Ian Mearns:** That was not me.

**Mr Gibb:** Sorry, it was you, Chair. My apologies.

**Chair:** Tar us all with the same brush.

**Ian Mearns:** We are all starting to look the same.

**Chair:** Shall we move on?

**Q689 Damian Hinds:** Minister, good morning. When Ofsted listed for us the qualities of outstanding teachers, they said, "An outstanding teacher generally has exceptionally strong subject knowledge and exceptionally good interactions with students and children, which will enable them to demonstrate their learning and build on their learning. They will challenge the youngster to extend their thinking to go way beyond the normal yes/no answer. They will be people who inspire, who develop a strong sense of what students can do, and have no limits in terms of

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their expectations of students.” Without expecting you to remember every word of that, would you differ markedly from that in your assessment of what makes a great teacher?

**Mr Gibb:** No, not in the least, and nothing in our policies would indicate that we differ from that. Although we are raising the bar in terms of academic qualifications to enter the profession, the selection process will still require good communication skills. All the empathy and all those issues that make a good teacher will still be very important when either schools or the universities are interviewing potential trainees for their courses.

**Q690 Damian Hinds:** When this inquiry was still on the drawing board, its working title was, “What makes a great teacher?” Obviously, when we came together as a Committee we turned it into a much longer thing about attracting, training and retaining and so on, but at the heart it is still about that simple question. We all say, when we discuss it, that we know what makes a great teacher because we have had one and you can spot it. You know it when you see it. If your children have one, you know it when you see it there. The problem is defining it in advance and spotting it in advance. Given that description that we had from Ofsted and your own thoughts as well, what do you think are the best ways to spot who is going to make a great teacher?

**Mr Gibb:** Well, I would not leave it to ministers to make all these decisions. I think it is a matter for the institutions, the universities, and schools are best placed. It is schools that are delivering our education system, which is why we want schools to have a greater say in the selection of candidates. That is what the School Direct policy is about: that they will select candidates who they will ultimately employ as teachers in their school. So connecting the ultimate employment back to the selection of students I think is an effective way of ensuring that schools are getting the kinds of candidates who they believe will make the best teachers for the future.

But I think subject knowledge is important, which is also in that quote from Ofsted. I think that a teacher who is comfortable in their subject will make a better teacher than somebody who is struggling. That is why we have schemes such as the National Scholarship Fund, which is awarding up to £3,500 to teachers to be able to indulge their subject knowledge—to go on courses towards a master’s qualification or, indeed, subject seminars, so they can enhance their subject knowledge and keep up to date with the latest developments. I think it is very important.

**Q691 Damian Hinds:** To come back to the Chairman’s questioning about degree class and correlation, would you say that subject knowledge and academic record are the be-all and end-all, one of a number of factors to be weighted, or a threshold that is necessary but not sufficient to be a great teacher?

**Mr Gibb:** I think it is one of the factors to be taken into account, and we are not excluding graduates with a degree class of less than 2:2 from entering the profession or getting themselves on a university

course. We are just using the bursary system to incentivise graduates with higher class degrees, and particularly in those subjects that schools tells us are in short supply, such as physics, chemistry, maths and modern languages.

**Q692 Damian Hinds:** If you are going to be a secondary school teacher, you might end up preparing children in the sixth form for entry into top universities, so you need a good degree yourself to be able to do that. If you are in a primary school, you are not going to find yourself in that situation, but you will find yourself covering a much wider range of subjects. Notwithstanding the course content of the BEd, do you think there is an argument for saying that for secondary teachers degree class is a very important factor, but for primary school teachers perhaps having GCSEs at B or A in a very wide range of subjects is more important?

**Mr Gibb:** Well, we are a country that has a graduate teaching profession. I think that is important.

**Damian Hinds:** Sorry, I did not mean only GCSEs; I meant as part of it.

**Mr Gibb:** Yes, sure. For the literacy and numeracy tests that all trainees are required to pass, we are limiting the number of retakes now. There are three attempts to take those tests now instead of an indefinite number, and from next year it will be a requirement to pass that test before starting the course. So we are emphasising those issues that you are talking about. But I do think also we are giving extra bursaries to those primary teacher trainees who have either a first or a 2:1, because we believe these issues are important. That does not mean to say that a teacher with a 2:2 or a third will not make a very good teacher in a primary school or, indeed, in a secondary school. We just want to, with the policy as a whole, push up the bar of entry into the profession.

**Q693 Damian Hinds:** Going beyond academic record again, one of the themes that we have heard repeatedly during this inquiry, most recently when we were in Yorkshire last week talking to teacher trainees and others, is that if you want to know if someone is going to be a good teacher, there is only one way to do it: put them in front of a roomful of children and watch them teach. Given that people commit in quite a high stakes way to training to be a teacher either at 21 or at 18, generally speaking before they have ever done that, how can you replicate or get closest to replicating the experience of observing somebody teaching before they make that high-stakes decision?

**Mr Gibb:** Before they apply?

**Damian Hinds:** For example, before you start a BEd, you are in the sixth form and you are thinking of being a teacher. You have a work experience programme in teaching in the lower sixth and the upper sixth, but rather than just being around a school, should we be saying, “Because you are interested in being a teacher, part of it is you will teach, obviously with a qualified teacher in the room with you at the time”?

**Mr Gibb:** It is an interesting concept. I visited a school in Surrey the week before last where some of the sixth formers were going into a secondary school and teaching some of the year 7 and 8 pupils in a



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subject that they were studying for A-level. I think those sixth formers will have benefited hugely from that experience as well as, of course, some of the year 7 and 8 pupils in the secondary school being taught by somebody much nearer their own age but very well versed in the subject matter. So I think there is something in what you argue for.

**Q694 Damian Hinds:** A lot of businesses, a lot of organisations, a lot of walks of life struggle with this. If you want to know if someone is going to make a good X, you can only really know after they have done it for a year or two years. But business struggles with this and knows that is a very wasteful way to employ people and so, over time, iteratively you strive towards replicating a series of tests, testing core competencies, different exercises and so on to know who will make a good bar manager, who will make a good store manager, whatever it is. With teachers, we do not really seem to have moved too far down that line. I know there are the literacy and numeracy and personal skills tests, but do you think there is more scope to develop that sort of HR science, if you like, in the way that Teach First seem to be trying to do?

**Mr Gibb:** I know HR disciplines are very popular, or not, but I think the closer you move recruitment to the school, the nearer you will get to that approach. Teach First are experts in their recruitment process. I have sat in on some of the processes and it is a very impressive process, and it is a process that results in a very effective outcome, with some very high-quality teachers who are not only high quality in terms of their academic record but also in how they approach teaching and how well they deal with children and interact in the classroom.

**Q695 Damian Hinds:** Finally from me, Minister, should it be an absolute gateway requirement of passing your PGCE that you “pass” your school placements?

**Mr Gibb:** Yes.

**Q696 Chair:** Just picking up on a point you made earlier, Minister, you said that people with a degree less than a 2:2 could not get a bursary and that was how they were affected. But in truth, the TDA will not pay for their teacher training. It is not primarily about the bursary, is it, unless I misunderstand?

**Mr Gibb:** No, that is not true. You can apply for all the student loans to pay tuition fees regardless of your degree class provided you have been accepted on to a course, so all that is available to all students regardless of whether you have a bursary or not. Also, the maintenance element, although means-tested for certain students, is available in the normal way.

**Q697 Chair:** Right, okay. We had the launch of National Numeracy recently, and they are an excellent new body emphasising the importance of mathematic teaching and early attainment to longer-term attainment. Would you like to see a maths graduate in every primary school?

**Mr Gibb:** Certainly maths specialists. I remember going to an independent primary school in Surrey the week before last, and in that school they were saying

they employ a maths graduate to teach maths, because some of their year 5 and 6 pupils were becoming very competent at mathematics and they felt they needed a maths graduate to teach those children. But I think we do need maths specialists, and this is something that we are looking at. At the moment, we have said in the Implementation Plan that we are looking to develop specialist primary teachers in certain specialist subjects, particularly maths and science, and already the TDA is giving some emphasis in the place allocations to those universities that do have a specialist maths or science element within their primary teacher training.

**Q698 Chair:** Just to return, if I may, to this issue of the training, and *Training our next generation of outstanding teachers—June 2011—an improvement strategy for discussion*. It says on page 5 how important it is: subject knowledge and “degree class is a good predictor of whether a trainee will complete their course”—not whether they will get achievement for their children in the classroom but let’s leave that aside—and “therefore, from September 2012, the Department for Education will fund only trainee teachers who hold a second class degree or higher.”

**Mr Gibb:** Yes, that is right—that is through the bursary scheme. We will only give bursaries to those with a 2:2 or higher. For example, we give a £20,000 bursary to those with a first in maths, physics, chemistry or a modern language, or £9,000 for those with a first going into primary or the other secondary priority specialisms; those with a 2:1 get £15,000 and £5,000 for primary; and those with a 2:2 in physics, maths, chemistry or a modern language get a £12,000 bursary. Those are the bursaries for 2012–13.

**Q699 Chair:** That is what that was referring to, I see, thank you. We were just talking about the importance of maths in primary school, and we all know that early attainment is the most important predictor of later attainment. Why is it that the bursary to go into secondary for a maths graduate is so much higher than if they went into primary, when it would appear that the impact on children and the longest-term benefit is to be found at primary level?

**Mr Gibb:** It is all to do with the difficulty of recruiting, and the hardest people to recruit are the maths, physics and chemistry graduates into secondary in those particular subjects. So it is a matter of priority; it is a matter of the numbers and the difficulty of recruitment.

**Q700 Neil Carmichael:** Nick, there is a constant recurring theme in this inquiry and that is—and it has been supported by the Secretary of State when he answered questions from our Committee a few weeks ago—that there is an appetite for a professional body for teachers. Do you agree that would be a good idea? Do you think that it should encompass all teachers from nursery to university and, critically to the theme of questioning I am going to be developing, do you think that would help to market teaching as a profession and encourage people to enter the profession?

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**Mr Gibb:** There are many hurdles you have to get over to become a teacher in this country: you need to be a graduate, you have to acquire qualified teacher status, you have to go through an induction. So to become a teacher in this country is a challenging process as it is. I think generally professional bodies are better if they emerge from within the profession—the royal colleges. My own professional body before I became a Member of Parliament, the Institute of Chartered Accountants, arose from within the profession itself. Should such a body arise from within the teaching profession, that can only be beneficial.

There are such awards within the subject specialist associations, who do grant that kind of recognition or award to teachers who are part of those associations. But I do not think having it imposed by Government top-down, like we saw with the General Teaching Council, is the most effective way to create a professional body.

**Q701 Neil Carmichael:** But you would welcome one if one emerged from within?

**Mr Gibb:** Yes.

**Q702 Neil Carmichael:** The point that Amanda Timberg was busy making to this Committee was that, if she goes to campuses, she is really confronted by a lot of alternative professions well represented; you have just named one—accountancy—but there are others, such as banking and so forth. Within that context, teaching is perhaps seen as a Cinderella option weighed against the might of the professional bodies that would also be at those campuses. Do you agree?

**Mr Gibb:** As I said earlier, the profession itself regards the teaching profession as having medium or low status, and that is something we are absolutely determined to change, but Teach First, which you have just cited, is the exception that proves the rule. That is one of the most popular graduate recruiters, and there are six or seven applicants for every place in Teach First, so that is a very successful professional body, if you like, that is doing a huge amount to recruit very high-quality graduates into the teaching profession.

**Q703 Neil Carmichael:** But do you think it should be augmented by, say, a Government campaign or marketing strategy to point out that teaching is a very worthwhile profession? We all know that, but we need to reach out to those people who might be considering a career.

**Mr Gibb:** Yes, and the TDA does have an advertising budget and uses it to try to attract graduates to enrol in teaching. Without those campaigns they would not be able to fulfil their targets, so yes, I agree with that.

**Q704 Neil Carmichael:** Has the Government been looking at reasons why people choose not to be teachers?

**Mr Gibb:** Yes. This is something that does concern us, and it appears that the evidence suggests that it is things like workload, and pupil behaviour is also an issue. To address both of those, we are doing a huge amount to strip away a lot of the bureaucratic burdens

that have been heaped upon teachers over recent decades. We have taken thousands and thousands of pages out of the guidance for schools, and a huge amount of work has taken place since we came into office to do that. We are looking at the data collections as well. Reducing bureaucratic burdens on teachers is very important and we are continuing with that work. We are drilling down to find out what it is a teacher has to cope with and what it is head teachers have to cope with every day from either local government or from the Department for Education or other Government Departments.

In terms of pupil behaviour, we are trying to shift the balance of authority back towards the teacher, away from the child to the adult in the classroom. That is what the powers we took in the Education Act are all about. For example, removing the legal requirement for 24 hours' written notice for a detention is just one small measure, but a significant one, to try to shift that balance. Pupil behaviour is a factor that is driving people out of the profession, and therefore you can assume it is something that deters people from going into the teaching profession.

**Q705 Chair:** What progress has been made on the central admissions system for teacher training?

**Mr Gibb:** UCAS are consulting on that at the moment. That consultation will close on 21 March and it is intended to be implemented in 2013 for 2014. The idea is that whatever you apply for, whether it is school-based teacher training through School Direct, either school-centred or employment-based, or a university or other provider, it will all be through a central system. You will have a first round and then a second round, and I think that will make it much easier for candidates applying.

**Q706 Chair:** When—where are we?

**Mr Gibb:** The consultation will close on 21 March this year and then we will respond to that consultation. Do not forget UCAS is an independent body from Government so it is conducting its own processes, but the idea is to implement that in 2013 for students starting in September 2014.

**Q707 Charlotte Leslie:** Nick, I would like to return to Neil's point of status for the profession, which is something I will be returning to later on. It strikes me that there are two basic reasons why the level of academic entry into the teaching profession has been upped: first, to attract more academically able teachers; but secondly, to send out a signal that this is a high status profession. I will be coming back to other mechanisms of doing that, like a royal college, later on. Do you think that the sacrifice made by narrowing your intake of students, with potentially good teachers with 2:2s not going into the profession because it is more difficult for them, is matched by the status increase that raising the bar of entry gives? I am thinking of Simon Burgess and Rebecca Allen, who say that teacher training ought to have a broader intake but tougher graduation.

**Mr Gibb:** The TDA research shows that the higher the bar, the more attractive the profession becomes for high performers, and that is what we are trying to

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achieve. We want it to be somewhere that high achievers want to get into. It was always a worry that I had that if we raised the bar we would suddenly find we did not have enough people to fill the places. It is always hard to find places for physics, maths and modern languages, but so far I think we are doing quite well. We are still quite early on in the year in terms of recruiting. Compared with this time last year, we are slightly down in some subjects and significantly down in some of the subjects we have given less priority to. But if you look at maths, it is just 4.7% down on this time last year; chemistry, though, is 8% up, physics is 4.7% up and French is 8.2% up compared with this time last year. So I am confident that the judgment that we took in raising the bar, albeit it will deter some, will encourage others to replace the ones who are deterred.

**Q708 Pat Glass:** I want to talk a little bit about putting policies into practice, but before I do that can I follow up on a couple of things that you said earlier? Given that my background is maths, I would be very interested to know what you think the difference is between a maths graduate and a maths specialist.

**Mr Gibb:** Well, we have yet to say more about what will constitute a maths specialist and we will be saying more about that shortly. I am not saying this is going to be the policy, but for example you could, for primary, require A-level maths. So you could say any degree, but A-level maths at a certain grade would enable you to then attend a course run by a university or a school-centred one that would then run a maths specialist primary course.

**Q709 Pat Glass:** Teach First has a very strong quality mark. It was created specifically for a purpose: it was to attract the highest graduates into teaching for a period of time, not necessarily with the intention of them remaining in teaching long term. Given this very strong quality mark that it has, do you have any fears that expanding Teach First will dilute its elite reputation?

**Mr Gibb:** That was always a factor that we took into account when discussing with Teach First expansion, and we would not have moved on that had we thought there was any possibility that they would be reducing the quality of entrants into teaching through the Teach First process. They are confident that doubling the numbers will not do that. They are getting six or seven applications for every place, and given their confidence that it will not result in a dilution of quality, I think we can be satisfied. But that is certainly why we are not going beyond the doubling initially.

If, in the future, we can be convinced that it will not result in dilution, we can look at that again, but for the moment we are absolutely convinced that it will not lead to a dilution.

**Q710 Pat Glass:** And scaling this up, is that not going to be more costly?

**Mr Gibb:** Yes, the Teach First process is costly, and Teach First are doing everything they can to ensure that all those costs are absolutely essential and looking for savings where they can be made, but it is a very

successful approach to attracting high quality candidates into teaching.

**Q711 Pat Glass:** In response to one of the Chairman's earlier questions, when we were talking about bursaries, you said that bursaries are offered if students with certain degree classes get on to PGCEs. But in practice what is happening is that students are being offered places on PGCEs subject to getting that 2:1, which is not what you intended. Were you aware that this was happening in practice? So anyone with less than a 2:1 is not only not getting a bursary but not getting a place on a course.

**Mr Gibb:** Well, we want to raise the bar for entry to the profession and that is what we are seeking to do. Ultimately, it is up to the universities who they recruit, and if they are able to fill their places with candidates with ever-higher degree classes, I think that will benefit the teaching profession.

**Q712 Pat Glass:** But if that is the case, why not just say you cannot get a place on a PGCE course without having a 2:1, because that is what is happening, and is that not distorting the system? There are many outstanding teachers and head teachers who do not have 2:1 degrees.

**Mr Gibb:** No, but that is not the policy. The policy is that we are giving priority to people with a 2:2 or higher, but we are not excluding candidates with other degree classes going to university. It is up to the universities who they recruit. To take your point, if those universities or, indeed, the schools who are recruiting themselves feel that a candidate with a different class of degree would make an exceptional teacher, they are free to recruit those students, those candidates, because that is essentially the policy. But taken as a whole, we just want to nudge, if you like, to use the jargon, to push up the bar of entry to the profession as a whole and what you are saying would seem to indicate that process is happening.

**Q713 Pat Glass:** But in a sense, in practice the policy is skewing the system and is closing the doors to people who probably could make good teachers.

Can I move on to another way in which I think the policy is skewing the system? The Committee have been told that some university provision and some subjects are at risk of disappearing from the curriculum altogether. Music and RE are two of them. So you have a combination, almost a supply and demand-side, push on these subjects—that is the EBac from the demand side and restrictions in quotas. Durham University was one that cited their music education. They were saying that they can no longer fill their music education course because it has been cut to eight and it makes it financially non-viable. Now, given that music, I think, is a very strong foundation for mathematics, and RE underpins many subjects, like philosophy and ethics, is the policy not skewing the system and driving some subjects off the curriculum?

**Mr Gibb:** I don't think it is. Places are allocated to universities and schools on the basis of a very carefully constructed formula that the TDA produce and targets set by the department which take account

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of teacher vacancies, changes to the curriculum and so on. If you look at places for 2012–13 compared with 2011–12 and take music, which you cited, in 2011–12 there were 390 places for music and that is now 380. Bear in mind that overall we are having a reduction in secondary school training places because of population changes in schools, so there is an increase in demand for primary teachers but there is a decrease slightly in secondary. The other subject you cited, RE—I will just find that—was 460 in 2011–12 albeit that 2011–12 was a reduction on 2010–11. In 2010–11 it was 655, in 2011–12 it was 460 and in 2012–13 it was 450. So there is a slight reduction, but it is not the dramatic story that is implicit in your—

**Q714 Pat Glass:** But that is a 50% reduction in RE over two years. It is not a small reduction. I think, Minister, my point is that is your policy, but in practice you may have offered places in your quota at Durham University, but they are not running the course, and if they are not running the course, other people will not be running the course. By cutting the quotas slightly you have made it uneconomic for them to run the course. There may be 380 places offered by the Department, but in fact a significantly smaller number will run.

**Mr Gibb:** Yes, but we cannot pay for courses to be run if the demand from schools is not there. Do not forget the population in secondary schools is in decline and will be until the increase in pupil numbers in primary feeds its way through to secondary.

**Q715 Pat Glass:** So it is okay with the DfE if music and RE disappear from the curriculum?

**Mr Gibb:** Well, the TDA seeks to allocate places as best it can to keep as many courses open as possible, but in a world where finances are constrained you cannot train more teachers in a certain subject than schools are demanding. Ultimately, we want teachers who are leaving to have jobs to go to.

**Q716 Pat Glass:** But as a Government, do you not think that music and RE are important parts of the curriculum?

**Mr Gibb:** They are very important, and the numbers taking RE at GCSE last year—

**Q717 Pat Glass:** And whatever the TDA say, you will do something about this—you will look at this?

**Mr Gibb:** We are always reviewing it, the whole time. The number of applicants into GCSE RE rose last year and we are still training significant numbers of RE teachers, 450 this year and 460 last year, at a time when secondary school teacher training places are in decline slightly because of falling pupil numbers. So I do not think the figures bear that out.

**Pat Glass:** I think a 50% drop in RE teaching over two years is a worry.

**Q718 Chair:** As a wider point, following on from Pat, Minister, are you confident that the system incentivises the strongest and best universities to stay within it and winnows out the weak, rather than the other way around? Are we going to see the stronger

getting stronger because they do high-quality provision?

**Mr Gibb:** The TDA will allocate places and it will take into account the quality of the provision in each university. So it will look at the Ofsted reports when it allocates places to different universities.

**Chair:** All of us, questioners and Minister, we have a fair amount additionally to get through, so if we could keep it short and sharp, that would be good.

**Q719 Ian Mearns:** In terms of the specialisms and the demand that you say is led by schools, and obviously there are forces driving schools in particular directions in terms of managing that demand from their own perspective, how closely are you monitoring the situation so that, as a Government, you can intervene and change things around in terms of the future intake into teacher training?

**Mr Gibb:** Can you just expand the point you are trying to make?

**Ian Mearns:** For instance, the introduction of the EBac is having an impact on the specialisms that schools are going to demand in terms of teaching specialisms. There is no doubt about that, so that is a force acting on schools, and then the schools in themselves are placing a demand upon the system in terms of the sorts of recruits that they want. That is kind of what I am saying.

**Mr Gibb:** Yes, and the TDA do take that into account when they are very carefully allocating places, not just between universities but also between subjects, and they look at curriculum changes. For example, as a consequence of implementing the English Baccalaureate policy, the proportion taking those subjects was 22% last year. For the current year 10 pupils, who made their options last year—the year 9 pupils last year—that is now 47%. So in one year it has gone from 22% to 47%, which we believe is welcome, because we are worried about the decline in the numbers taking foreign languages. We are concerned about the proportions taking history and geography, and all those have risen as a consequence of this policy. That, in turn, will have an impact on the demand for modern language teachers and history and geography teachers, and that will then feed through to the TDA allocations.

**Q720 Ian Mearns:** If there is to be this shift away from universities, to a certain extent, and into initial teacher training being provided by schools, do you have any concerns about the capacity of universities to do the necessary research into the future of teacher training if their economies of scale are being downgraded to that extent?

**Mr Gibb:** There are two points there. First of all, a lot of schools that are conducting their own teacher training will be doing so in collaboration or in partnership with a university. They need the university, as a minimum in some instances, for accreditation, but also for PGCE, but also for the courses and lectures that the university will hold. There is a great deal of collaboration between the two, so universities will continue to have the resources to do the research.

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Secondly, we want the universities to start to open university training schools along the lines of the Finnish model. So they will run their own school, which will be used then to enable not only trainees to have first-class training in connection with that university but also the other way round: the university will then be able to use the school as a way to monitor the effectiveness of the approach it is taking to pedagogy and so on and how teachers teach.

**Q721 Ian Mearns:** Do you have any significant evidence that heads of schools have either the capacity or the appetite to manage initial teacher training to the extent that you want them to?

**Mr Gibb:** Well, the School Direct policy has proven very popular. Already 103 schools are taking part in it starting this September. We initially wanted to start very cautiously with just 500 places, but the demand was so strong that we had to increase that to, I think, the over 900 places that are now happening in schools. So it is a popular policy and I think schools do want to participate in this. We have 100 teaching schools; there will be another 100 opening next year, and by the end of the Parliament we will have 500. So I think out there amongst schools there is an appetite to be more involved in teacher training.

**Q722 Ian Mearns:** You talked about the school and HE partnerships. Do you have any plans to strengthen the partnerships by securing a better balance of funding for those partnerships in the future?

**Mr Gibb:** I am not sure what you mean. Universities will be able to charge the same to postgraduate students going on to their teacher training courses as undergraduate courses. The loans system will be available to postgraduates as well as undergraduates, and we have a very generous system of bursaries for students. I am not sure what it is you are trying to say.

**Q723 Ian Mearns:** I am just trying to ensure that in the future, when the partnerships between HE and the school-based initial teacher training are becoming more widely spread, the balance of funding between the school and the HE institution is such that both partners are benefiting from the arrangement.

**Mr Gibb:** Yes, and that is meant to happen. The school will receive the initial funding, but if they are then going to buy in services from the university, whether it is accreditation only or whether it is courses and lectures, that fee between the two will be negotiated between the school and the university. That is inherent in the system. They will share the tuition fee between the two institutions.

**Q724 Ian Mearns:** You talked earlier about your hopes and aspirations in terms of school-based initial teacher training by the end of the Parliament. Could we just flesh that out again? What targets do you have for this increase in school-led training, and what percentage of all training do you envisage being school-led by the end of the Parliament? I think you mentioned a number of school-based schemes, but what percentage of the overall field would you see that being?

**Mr Gibb:** We do not really have targets. We are trying to get away from that approach to policymaking. What we have said is that we want there to be up to 500, but again we will not abandon quality to deliver 500. If we are not getting the applications of the right quality, we will not insist on reaching 500, but the aim is to have 500 teaching schools by the end of the Parliament. We do not have a target for the number of School Direct participants; we will see what applications come in.

**Q725 Ian Mearns:** Do you agree with the Institute of Education that we should be training teachers for the whole system, not for specific schools, and will School Direct make the opposite of that statement true?

**Mr Gibb:** I don't think it will. We are making it more flexible in how trainee teachers gain their teaching experience, so we are allowing induction to happen in a wider range of schools than in the past in order to ensure they have a diverse range of experiences. So I don't think we are training teachers for specific schools. The fact that we are saying to the School Direct process, "You are expected to employ the trainee that you take on and train at the end of the process," I don't think is geared to just training that teacher for that particular school. They will still need to obtain a wide variety of experience before they gain qualified teacher status.

**Q726 Ian Mearns:** Can you explain the role of Teaching Schools and University Training Schools in your reformed ITT system?

**Mr Gibb:** University Training Schools are academies in status; they are free schools, if you like, run by the university that has—

**Q727 Ian Mearns:** Which are they? Are they free schools or are they academies?

**Mr Gibb:** They are the same. Free schools and academies are the same legal entity. A free school is a new school coming into the system, so if they have established a school from scratch, it is technically a free school, but it will be run by the university and it will be very connected with the education faculty of the university. A Teaching School is essentially a school that exists currently; it has to be rated Outstanding by Ofsted. That will acquire accreditation as a Teaching School, and one of the conditions is that it works in collaboration, or has worked in collaboration, with other schools in the locality to provide high-quality CPD and teacher training.

**Q728 Ian Mearns:** Do you think there is any contradiction between the creation of University Training Schools and your wish to see schools rather than universities in the lead in ITT?

**Mr Gibb:** No, because that is not the policy. We do not wish to see schools in the lead in ITT. We want there to be more involvement with schools in ITT, but it is not a contradiction. What the University Training Schools will show is the very best of teacher training. This will be the shop window of that university and how effective their teacher training is.

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**Q729 Ian Mearns:** Since a University Training School will be, in essence, a free school, is there also a contradiction that they can then appoint non-qualified teachers?

**Mr Gibb:** They have a freedom so to do, but they will not necessarily do so.

**Ian Mearns:** It would be unusual if they did, you would think—a University Training School appointing non-qualified teachers.

**Mr Gibb:** Well, I don't know. They have the freedom to do that if they wish.

**Q730 Chair:** Just on being Outstanding, I am imagining that a school really gets into this, it develops its teacher training, it is seen as Outstanding at it, but then its overall rating when Ofsted visit drops from Outstanding to Good with Outstanding Features. What is going to happen? Is it going to, just overnight, stop being able to train anyone?

**Mr Gibb:** That is my understanding, but I think I will just write to the Committee on that. I want to make sure we get the technicalities right about whether there is some phasing.

**Q731 Chair:** Because if that is the case—I do not know the detail of it—they could have invested, they could have built additional classrooms for it, they could have built a heck of a facility and then they lose their Outstanding status. And I think—you will know better than me, Minister—quite a large percentage of Outstanding schools when re-inspected cease to be Outstanding.

**Mr Gibb:** Yes.

**Chair:** It does not sound like it is injecting a lot of stability into a system for an increasingly important part of the teacher training. You have said in your paper that “over the current Parliament, we expect the growth of School Direct, the accreditation of more groups of schools as ITT providers and the expansion of other SCITT-style provision to lead to a significant increase in school-led teacher training”. When it is at 5%, that is one thing if it is a little unstable; if it becomes much more significant—and you have said you want it to be—then isn't that the sort of thing that you probably ought to know about?

**Mr Gibb:** Well, to become a School Direct or a Teaching School you have to be Outstanding and you have to be Outstanding in teaching and leadership and management. So I take your point, but to become a Teaching School you have to go through—

**Q732 Chair:** No, I am clear on that. So there they are: they stay Outstanding for quite a while, they invest a lot, they become rather good at it, and then, for whatever reason, they drop to being Good with Outstanding Features—not exactly a disaster—and technically, on the face of it, your policy is that they immediately stop. They mothball these rooms and do not use them any more.

**Mr Gibb:** Well, we do want to ensure that the schools that are Teaching Schools are Outstanding, and if they are not Outstanding, that would be a concern, but I think I will write to you.

**Chair:** I will look forward to that. It gives you time for reflection, Minister. That sounds like it will be very helpful. Excellent.

**Q733 Pat Glass:** Minister, we have been told, and there is lots of evidence to support it, that the system of initial teacher training in this country is regarded internationally as outstanding, and the Chairman spoke about that earlier. Certainly, we want to have the best initial teacher training systems that we can have, but given that Ofsted say that much of our higher education ITT system-led teacher training is Good or Outstanding, and that internationally we are regarded, whether it is school-based or higher education-based, as being one of the leaders in the world, can I bring you back to just what is the Government's problem with teacher training in universities?

**Mr Gibb:** We don't have a problem. As I said before, we do have very high quality universities in this country, but we also have very high quality school-led provision. You are right to cite Ofsted: 95% of higher educational provision is Very Good or Good; 86% of school-centred initial teacher training is also Good or Very Good. So we are fortunate to have very good quality in both sectors.

What we are saying is that we have to look at the international evidence, and the greater involvement of professional teachers in both CPD and initial teacher training is an effective way of raising standards of teaching across the system. Universities have a very important role to play. They will continue to have a hugely important role to play in our future vision of teacher training, but we want schools to have an increasing role as well. That is all the policy amounts to.

**Q734 Pat Glass:** The Committee last year visited Finland and, at the request of the Secretary of State, visited Singapore earlier this year. I did not go to Finland, but we saw lots that was good, but we also saw—

**Chair:** We certainly did not go there at the behest of the Secretary of State, Pat.

**Pat Glass:** No, sorry; he suggested it. He strongly suggested that we should go.

**Chair:** He did indeed suggest it, and we were going.

**Pat Glass:** Certainly I went to Singapore and I saw much that I thought was good about the system, but I think all of us would have things that we found very uncomfortable and gave us concern. So I think it might be useful for Ministers to sit down, because we are being told about Finland and Singapore all the time, to talk about the experiences that we had. I am really looking to find out why the DfE chose some countries and not others when it talks about learning from other countries. One of the things that we did do was meet with almost the equivalent of this Committee in Singapore, and we asked them at the end, “What can we do to raise the status of teachers in Britain? What would you recommend?” They said that we need to stop teacher-bashing, basically. As a Government, we need to stop bashing our teachers.

**Mr Gibb:** Yes, I agree with that. We make speeches and, if you read either the Secretary of State's

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speeches or, if you can bear it, my speeches, you will see passages that explain and set out what a very high-quality teaching profession we have. We then go on to explain why it is we are taking certain measures of reform, and we explain that we are concerned about the proportion of boys leaving primary school still struggling with reading or a reading age of seven, and that is the bit the media will over-focus on and the other bit is ignored. So we have a difficult task to both explain why we are engaged in quite significant reform to our education system at the same time as pointing out that we have a very, very good education system that is widely regarded.

**Q735 Neil Carmichael:** According to the *Good Teacher Training Guide 2011*, 62% of trainees end up in teaching the following year, from any year, which seems a remarkably wasteful way of training. Do you think that can be improved, and how?

**Mr Gibb:** Yes, I think it is a concern. 10% do not go into teaching after they complete, and only 73% remain in teaching after five years, which is where some of those figures will come from. It is a concern. There is a link between class of degree and retention, which I think is important, but we also have to do more to raise the status of teaching. That is our aim, and we need to tackle things like the burgeoning amount of bureaucracy that has been imposed on teachers over the years. It does put off dedicated teachers when they have to deal with 500 pages of guidance on behaviour policy and so on. I know teachers and people thinking about going into teaching are very worried about standards of behaviour in schools, and it is a concern for parents too. That has been a major objective of the Government—to tackle poor behaviour in schools.

**Q736 Neil Carmichael:** On the question of bureaucracy and regulation, you are absolutely right. It must be daunting for any teacher to think of all the forms and processes they have to go through, but that applies to quite a lot of professions as well, and they do not seem to have the same degree of difficulty in recruitment and retention. I just make that point, because it is absolutely right to focus on that and deal with it, but I do not think it is exclusive to the teaching profession.

Anyway, my next question is really about retention and turnover. The staff turnover is a good measure of how any organisation is doing, because if people are going out the door as quickly as they come in, clearly you have a problem. You need to have a reasonable turnover, but one that is too great is obviously destabilising and signals significant problems in an organisation; I encountered that personally at a school of which I was a governor. So what do you think is a reasonable level of turnover?

**Mr Gibb:** I don't have a figure in mind, but I take your point. When you visit schools and you ask, "How long have you been here?" and a maths teacher says, "15 years" or "10 years", that is a sign that there is something good in the school. When everybody you meet has only been there 18 months, you do begin to worry, unless, of course, it is a new head teacher who is trying to deal with an underperforming school. So

I do take your point. We don't have targets; we don't have a figure. One thing that worries me is that I think in 2009–10 a quarter of people leaving the teaching profession did so because they were retiring. That concerns me, because it implies that three-quarters were leaving for reasons other than retirement, and I do think it is about workload, it is about bureaucracy, it is about student behaviour, and it is also about raising the status of the profession. People do like to be involved in something that is regarded as very prestigious. That is why, no doubt, everybody on this Committee came into politics initially. We don't want teachers to have the same reputation as politicians, but we do want the teaching profession to have the same reputation as—I was going to say lawyers—doctors, accountants and so on.

**Q737 Neil Carmichael:** Yes, it all depends if you have just had an accountancy bill. Anyway, the question of retention is an issue, and I was just thinking in terms of career pathways within a school and also the leadership and management of a school. I think they are bound to be factors in recruitment and retention.

**Mr Gibb:** Yes, you are right, and I think one of Michael Barber's reports pointed out that lack of opportunities is also a factor for why people may not go into teaching. I think we do need to promote those teachers who show early signs of potential. They need to be promoted rapidly, and there are schemes—Future Leaders, Teaching Leaders—that are designed to bring very able teachers up through the system into early leadership positions, and I think that is a welcome factor.

**Q738 Neil Carmichael:** You mentioned earlier the question of some teachers retiring, and that there were other reasons for teachers leaving the profession. Have you been talking to teachers to find out what those reasons are?

**Mr Gibb:** As I say, the surveys and all the evidence seem to reflect those things that I mentioned to do with workload, bureaucracy and student behaviour, and we are determined to tackle each of those.

**Neil Carmichael:** Perhaps this Committee should do some research itself on that subject.

**Q739 Chair:** What about pay, Minister? Perhaps the last Government's lasting contribution to education was raising the pay of teachers, which has perhaps contributed to attracting higher-calibre people into the profession. Do you think that is true?

**Mr Gibb:** I think pay is important, but I also think that teachers' pay and head teacher pay over recent years has improved considerably. We have had to reform the teachers' pension scheme along with all the public sector pension schemes, but I think that the reformed teachers' pension scheme still means that teachers have one of the best pensions available when compared with many pension schemes in the private sector. I do speak to teachers about this—obviously one needs to keep one's eye on this.

**Q740 Chair:** Arne Duncan in the United States said he would like to see teachers' pay doubled. If you

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look at the linkage between good teaching, achievement and economic lifetime earnings, every bit of research suggests that there is a clear correlation and that the numeric impacts on the individual and then on the collective and the nation are enormous. Given the economic impact and importance, he would like to see pay doubled. There is also a lot of talk about getting pay to reflect the achievement in the classroom rather than just a threshold now—everybody gets it regardless of whether they are any good or not. What are you going to do about that?

**Mr Gibb:** Certainly we want there to be more links between pay and performance, and we have asked the School Teachers' Review Body to look at how to link increases in pay rates to the performance of teachers. Patricia Hodgson, the Chair of the School Teachers' Review Body, will be looking at that in her remit at the moment.

**Q741 Alex Cunningham:** On the opportunity for development of teachers, I find this quite an interesting topic, particularly these days, as it has been for many years, as schools hire their own staff and fire their own staff, and often people are waiting for dead men's shoes—or dead person's shoes—for career progression. What could we do as a Government to encourage greater development for teachers, and not have them boxed into one school but given the opportunity to be able to move with security? At the moment they feel that if they have a job, they stick with the job, but the opportunity to develop might not be there.

**Mr Gibb:** The head teacher vacancy rate is under 1%, but we are concerned that one in four will be retiring in the next three to four years, and if you look at the re-advertising rate for primary heads, it is something like 38%, so there will be and are plenty of opportunities for teachers to take leadership roles. But I do think schemes like Future Leaders are very important in trying to encourage teachers who are ambitious, capable and able to take early—

**Q742 Alex Cunningham:** No, I am thinking more in terms of secondary school teachers who come in and want to go through a system, but the opportunity to move on within a school is not there, never mind the top jobs—it is just the progression jobs: the head of faculty, head of department, etc.

**Mr Gibb:** You don't have to stay within the same school to take up an opportunity as head of department in a different school, but I do think we need to bring on young talent as soon as possible. I think it is very important. One considers what the age is that typically you achieve a headship, and you compare it with the age that, say, a person in an international law firm might become a partner, and you are significantly older in teaching before you become a head compared with becoming a partner in a law firm.

**Q743 Charlotte Leslie:** I would like to return to the idea of a royal college of teaching and an analogy that we made earlier about medicine, because I think doctors and teachers is quite a good analogy if you are looking at professional status. It strikes me, and I

wonder what you think, that there is no equivalent of, say, a consultant surgeon—a consultant teacher—and one of the issues that has been raised is of teachers not having a clear progression path. There are a lot of schemes, but they are not publicly recognised. People in the outside world do not recognise all these schemes for recognising teacher excellence that are out there. Also, a lot of it falls into leadership, so you get the problem that, if you have a really excellent teacher, their career path progression means that they get further away from the classroom, more into leadership and management courses, rather than teaching excellence. Do you think that a royal college, which could oversee something like a chartered status or a consultant teacher in the medical sense, may go some way to solving that issue?

**Mr Gibb:** As I said earlier, possibly, but that would have to come from within the profession. There is a College of Teachers already in existence and, who knows, that may be a kernel of something in the future. But we have already taken steps to address these issues ourselves. We asked Sally Coates, who is the Principal of Burlington Danes Academy, a very high-performing secondary school in west London, and her committee of head teachers and teachers has produced a very high-quality report revising the teaching standards. But also, a second report they produced recommended the introduction of a master teacher concept. So I think that is very important, and it sets out the standards you need to meet to be able to become a master teacher.

We have also introduced the concept of a specialist leader of education. We had the concept of a national leader of education and a local leader of education allocated by the National College for School Leadership. These are outstanding head teachers who will spend a proportion of their time helping other head teachers in other schools. Why not apply the same approach to outstanding teachers lower down the career progression who are heads of department or specialist teachers in their subject and encourage those people to then take that specialism and to nurture other specialists in other schools? I think that is something we are very keen on promoting.

**Q744 Charlotte Leslie:** We have already said earlier that in terms of CPD peer-to-peer support and mentoring is the most effective way to do it, because, quite rightly, teachers do not trust politicians to lead their professional development. Sorry, I have lost my train of thought. One of the issues with setting up a royal college of teaching, which may be able to oversee that kind of CPD, is that unlike medicine when the royal colleges were being set up, it is now a very state-crowded landscape. So whilst there may be great need for an acorn from which an oak tree may spring, it is far more difficult for that to grow because of all the state bodies that are there. If there was willingness for a royal college, in what way do you think the Government could help and facilitate by, in many ways, getting out of the way or smoothing down the landscape so it is easier for a professional body to spring up?

**Mr Gibb:** Certainly the direction of travel for Government is to not only raise the status of the



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teaching profession but enable it to be more autonomous. That is really what lies behind the academies movement. We want professionals to have more autonomy over the conduct of their schools and careers. Getting rid of things like the national strategies, which told teachers precisely how to teach, and getting rid of the reams of lever arch files that were sent to schools on a fortnightly basis, is all about empowering teachers to be in charge of their own profession. I hope that will constitute sufficiently getting out of the way to enable such bodies to spring up, if that is what the profession wants.

**Q745 Ian Mearns:** Is that happening, Minister? I am still a school governor and I am afraid that teachers are telling me that there has not been a massive reduction in terms of the output.

**Mr Gibb:** Yes, and we continue to, if you like, drill down. We have officials spending significant amounts of time with teachers so we can find out precisely what the burdens are, but we have halved the amount of guidance going into schools. We have reduced the missives that come from the Department for Education, so we have now a termly summary of what has happened. So we are not deluging schools with missives and instructions and guidance and advice from the Department for Education. We want to know what more we can do. We are an open door when it comes to taking away the bureaucratic burdens on schools, and we are just trying to find out as much as we can. We are devoting an enormous amount of time and effort to discovering and then tackling it. It does take time. We have been in office 22 months; we have achieved a lot, but we know we want to do more to relieve these burdens.

**Q746 Craig Whittaker:** Good morning, Minister. In a previous life, when I was a retail manager and a school governor, it never ceased to amaze me how the performance management of the two sectors was worlds apart. We also had, I think, David Blunkett, a previous Secretary of State, say that we had something like 15,000 failing teachers. Bearing in mind that performance management is a tool not particularly to get rid of those teachers but to progress them, how do you respond to the ASCL's concern relating to the Teachers' Standards that "a document which specifies only the minimum could have the perverse effect of lowering teacher aspiration, ambition or vision"?

**Mr Gibb:** We consulted widely on the Teachers' Standards and I think this is a remarkably good document. This is a committee of Outstanding head teachers and people experienced in the teacher training sector, chaired by Sally Coates, who herself is an outstanding principal of an Outstanding school. I think if you were to read page 9, 10 and 11 of the committee's report and look at what are now the teaching standards, you will see that it is far more succinct and it relates far more to the profession of teaching, and it replaces reams of previous standards. So I think it is far better and far more focused than the previous version, which was a huge amount of words, and I am not sure what relation some of those words had to the reality of being a teacher.

We have reformed the Performance Management Regulations. We have got it back to the ACAS Code of Conduct, so it is now possible for a headteacher to counsel out, if you like, an underperforming teacher within a term if the underperformance is that significant to a school. Of course, all good managers of schools want to bring on teachers and want to help teachers to address any shortcomings they have in their approach, but where that fails we do need to help head teachers do what is best for their school and for the education of the children.

**Q747 Craig Whittaker:** Do you believe then that the performance management is robust enough to achieve what it needs to achieve and, similarly, do you disagree with the ASCL's reasoning around them believing the Standards are going to have a perverse effect?

**Mr Gibb:** I do disagree with that point. My understanding is that the head teacher unions are supportive of the reforms to the Performance Management Regulations, but I feel very strongly that these Standards, as revised, are far more effective in enabling a head teacher to monitor the performance of a teacher.

**Q748 Craig Whittaker:** Can you clarify to us what the new Teaching Agency's role will be in the registration, regulation and dismissal of teachers?

**Mr Gibb:** Yes. One of the issues we were concerned about was that it used to be the case that, if you had concerns about the competence of a teacher and you went through the capability procedures and went right through to the end, and the teacher was dismissed as a consequence of those procedures, you then had a requirement to report that to the General Teaching Council for England. That was a deterrent, frankly, because although you may not be happy with the performance of that teacher, you may not feel as a head teacher that their career should be terminated. That teacher simply may not have been suitable for your school, and they may well have performed perfectly well in a different kind of school.

That was a deterrent to head teachers from using that procedure, so we changed the system so that only gross misconduct would be reported to the new Teaching Agency, which takes effect on 1 April, not competence. I think that is a far better approach to the regulation of teachers. We will have a list; the Secretary has said there will be a list of people who have got QTS and there will also be a list maintained by the Secretary of State, which is then delegated to the Teaching Agency, of those teachers who are prohibited from teaching because of a hearing that found serious misconduct.

**Q749 Craig Whittaker:** Could you tell us which functions of the GTCE will be lost under the new Agency?

**Mr Gibb:** There will no longer be a requirement for teachers to register with the GTCE with an annual fee, and the Agency will no longer be looking at issues of competence. That is an issue that we believe should be dealt with locally by the school and not by a national body.

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**Q750 Craig Whittaker:** So it is more of a cost-cutting measure then, because my understanding is that the fee paid was heavily subsidised by Government. Is that correct?

**Mr Gibb:** Yes. It will save some millions of pounds a year, but the principal reason for moving from the GTCE, which was an arm's length body, to the Teaching Agency, which is an executive agency, is part of the overall cross-government approach to non-departmental public bodies, which is that where it is essentially an administrative function or a policy function, it should be within the Department itself or, if there does need to be some degree of separation, through an executive agency. Only the purely regulatory arm's length bodies like Ofqual or Ofsted or Ofcom should remain as non-departmental bodies. All the other bodies, administrative, policymaking and so on, should be within the Department or in an executive agency.

**Q751 Craig Whittaker:** Finally from me, could you just tell us why you chose to go down this route rather than doing what the GTC in Scotland have done and go more down an independent route?

**Mr Gibb:** First of all, to comply with that cross-governmental policy. Although there is an issue of regulating serious misconduct, that will be handled at arm's length from the Secretary of State by the Teaching Agency, and we have independent panels that will hear cases where there is serious misconduct. Other than that, it does not need to be in an arm's length body. It needs to be, we believe, in an executive agency more accountable to Parliament through the Secretary of State.

**Q752 Lisa Nandy:** When we visited Finland last year they told us that teacher pay and, more importantly, conditions were absolutely crucial in attracting and retaining a high-quality teaching work force and therefore crucial to their success. Do you think your policy of allowing academy and free school heads to lower terms and conditions of staff is at odds with that?

**Mr Gibb:** I am not sure that academies are lowering pay in order to attract the best teachers. They have the freedom to pay more, and my understanding is that is the freedom that they need to attract the best teachers.

**Q753 Lisa Nandy:** I am just a little confused about it, Minister, because you said earlier in answer to Graham that you believed that pay was very important. The OECD came out this week with a report that said that pay was crucial in terms of improving performance, and yet Lord Hill, your colleague, wrote to schools that were considering converting to academy status in December 2010, specifically telling them not to enter into agreements to protect national pay and conditions. The letter says that the Secretary of State would be minded not to allow an academy conversion if they entered into that agreement. Why is that, if you believe that pay is important to raising the quality of teaching?

**Mr Gibb:** Because we believe very strongly in the autonomy of academies and action that constrained that autonomy would act against autonomy. So we

don't want schools to be entering into things that fettered their own discretion.

**Q754 Ian Mearns:** I am sorry, Minister; that is counterintuitive. It would be completely autonomous for them to enter into whatever agreement they wanted.

**Mr Gibb:** Yes, and they are free to do that once they become an academy. What we did not want was for schools to feel obliged and pressured into entering into—

**Ian Mearns:** So that is why Lord Hill wrote them a letter.

**Mr Gibb:** Yes, to try to counter that pressure.

**Q755 Lisa Nandy:** So you believe that lowering pay and conditions can be an effective way to raise the status of the teaching profession?

**Mr Gibb:** No, I think academies have the freedom to pay whatever they need to to attract high-quality teachers into those schools. That is what it is about, and I think the experience is that is what is happening: that academies, in order to get the best teachers, are using their discretion to improve conditions, not to reduce conditions.

**Q756 Lisa Nandy:** Is the policy of allowing unqualified teachers to teach in free schools consistent with the efforts to raise the status of teaching? Isn't there a contradiction between allowing unqualified teachers to teach and insisting on a 2:1 degree or above to qualify for bursaries?

**Mr Gibb:** Again, it is about freedom and autonomy for those schools. We want them to have the same freedom and autonomy as independent schools. There may well be a very highly qualified teacher from an independent school who does not have QTS status but may well be the best teacher of French in the country, and we want to give free schools the freedom to be able to employ that person.

**Q757 Lisa Nandy:** Again, Minister, I am just a bit confused about that, because if you are, on the one hand, saying that you want to attract ever-higher classes of degree and more qualified people into the profession, why are you then also trying to encourage schools to recruit people who are not qualified?

**Mr Gibb:** It is not encouraging or prescribing; it is permissive. It is giving those schools the freedom. If you are setting up a free school, you have to compete for pupils and parents. You are new to the area. You are trying to encourage parents to trust you with their children and to educate them and, as a consequence, you will be doing everything you can to demonstrate that you have a very highly qualified staff and you can deliver a very high quality of education. All we are saying is that, if you want to recruit somebody from the independent sector who has a proven track record in delivering very high-quality science lessons or modern language lessons, you will have the freedom to recruit that person.

**Q758 Lisa Nandy:** When we had the session with the Secretary of State at the end of January, we were overwhelmed with Twitter responses; we had about

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5,000 from members of the public. A number of them came from the teaching profession. They accused the Government of misunderstanding teachers, viewing them as the enemy, undervaluing them and conducting an unrelenting attack on the profession. Why do you think this is?

**Mr Gibb:** As I said earlier, have a look at the Secretary of State's speeches and you will see that they pay huge tribute to the very highly professional and competent teaching profession that we have in this country, and we are very lucky to have such a profession. But of course when you are explaining why you are reforming, and you have to say you are addressing this problem and that problem—"we are addressing reading, we are addressing maths, we are addressing the concerns of universities about undergraduates coming into university" or "of employers about literacy and numeracy for certain school leavers"—that can be interpreted as an attack on existing teachers.

What we are saying is we have very high-quality teachers. We have some teachers who are underperforming, as there will be in any profession, and we are making it easier for head teachers to tackle that. We are trying to improve the status of the teaching profession, and we are improving the curriculum and we are improving the exam system. That can be blown up by the media to be interpreted as an attack about the teaching profession, and it is that media that teachers read. With the best will in the world, people don't read politicians' speeches.

**Q759 Lisa Nandy:** Just to clarify, your position is that you are getting the policy right, but you are communicating it badly.

**Mr Gibb:** Well, I think if you look at what we are saying in our communication strategy, you would approve of everything we say. The problem is, we

don't control the press and we don't want to control the press; they report what they want to report, and then that is read by teachers. We are doing our best to redress that, but it is not always possible.

**Q760 Craig Whittaker:** Having checked with all my academy conversions locally, every one of them has increased the pay and conditions of teachers. I wonder whether the Government have any solid examples of that happening or, indeed, where pay and conditions have been lowered around the country.

**Mr Gibb:** I think it is something we should do. Thank you for doing your bit of research. I think it is something we ought to do, and we ought to improve our communication strategy and get that message across, but I think it is something we will do.

**Q761 Chair:** Minister, thank you very much indeed. Professor Hanushek from America was giving a lecture last night, and, of a class of 30, he suggested that a teacher at the 90th percentile in one year's teaching adds lifetime earnings to that classroom of \$800,000 cumulative each year, and by exact reflection, sadly, those at the 10th percentile have a negative impact of minus \$800,000 a year. Do you think we need to be able to give conversions like that, so that people understand with greater clarity the impact of teacher quality on the lives and prospects of children?

**Mr Gibb:** Well, you have done so very effectively and I thank you for that. There are similar pieces of research that show that a high-quality teacher can have the impact of one grade on a GCSE in a year on a pupil, and that is the kind of research we need to do more to publicise.

**Chair:** Thank you very much indeed for appearing before us this morning.

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# Written evidence

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## Written evidence submitted by the Department for Education

### THE CASE FOR CHANGE

1. No education system can be better than the quality of its teachers. As explained in the Schools White Paper, *The Importance of Teaching*, teaching standards have increased in this country in recent years and the current cohort of trainees is one of our best ever. In 2009, 24,000 full and part-time newly-qualified teachers (NQTs) joined a profession of around 450,000 teachers.<sup>1</sup> The qualifications of candidates being accepted onto initial teacher training (ITT) courses have improved over recent years, with more candidates entering ITT with either good degrees or better UCAS tariff scores (see *Annex A*).

2. The overall effectiveness of ITT education programmes is high, with 90% of provision rated by Ofsted, in 2009–10, as “good” or “outstanding” (30% outstanding and 60% good).<sup>2</sup> Satisfaction with ITT amongst senior leaders and NQTs is also high. Between 2007 and 2010, research found that nearly three quarters of senior leaders were satisfied or very satisfied with the choice of NQTs and over 75% of NQTs rated the effectiveness of the preparation ITT gave them for the role as good or very good.<sup>3</sup>

3. But we could do better: In 2009–10, Ofsted found that in 50% of secondary schools and 43% of primary schools, teaching is no better than satisfactory.<sup>4</sup> Internationally we are not keeping up with the top performing countries and we are falling behind faster improving countries. The qualification levels of our teachers remain behind the highest performing countries. Internationally, the world’s best systems place importance on the level of education of their teachers, drawing them from the highest achieving third of graduates.<sup>5</sup> In this country, 2% of first class honours graduates from Russell Group universities choose to teach after graduating.<sup>6</sup>

4. The failure to attract the most talented graduates into ITT is caused partly by the relatively low status of teaching compared to other occupations and by perceptions of feeling unsafe in the classroom,<sup>7</sup> slow career progression and limited promotion opportunities.<sup>8</sup> Countries with the highest performing school systems have succeeded in making teaching one of the pre-eminent professions, respected throughout society and attractive to the highest achievers. For example, in Finland more than a quarter of young people describe teaching as their number one career choice.<sup>9</sup> This high social status leads in turn to strong competition for entry into teacher education.<sup>10</sup> In the UK the perceived status of teaching is low amongst both teachers and graduates. In 2005, 90% of teachers rated the status of teaching as medium (47%) to low (43%)<sup>11</sup> and in 2010, graduates rated the profession towards the bottom in terms of career progression.<sup>12</sup>

5. ITT has a critical role to play in improving the quality of teaching in schools. Not only does it supply the next generation of teachers but outstanding new teachers can also influence the quality of other teachers by sharing their latest know-how or knowledge in educational trends.

6. Yet ITT remains weak in some key areas of teaching. For example, 58% of primary trainees rated their preparation to teach reading, including the use of systematic synthetic phonics, as good or better compared with 87% rating their training overall as good or better.<sup>13</sup>

7. Retention of teachers is low. The latest available data show over 10% of those gaining Qualified Teacher Status (QTS) do not enter teaching and, of those who are employed in the maintained sector in the first year after qualifying, only 73% were still teaching in the maintained sector five years later. In 2008–09, about a quarter of those leaving teaching did so for retirement.<sup>14</sup> There is no single reason teachers give for leaving the profession but workload<sup>15</sup> and pupil behaviour<sup>16</sup> have been shown to have an impact.

8. Teachers and schools are prevented from innovating by unnecessary and sometimes unhelpful central guidance and burdens. There is a range of evidence that shows that countries which give the most autonomy to head teachers and teachers are the ones that do best.

9. We therefore need to improve both the intake of trainees to ITT and the quality of ITT they receive. We also need to make training more relevant to the conditions trainees will face in schools and enable teachers to continue to develop throughout their career. Schools need to be given the freedom to innovate, manage behaviour and their pupils in the ways most suited to them and to work together to generate a self-improving school system.

### IMPROVING THE QUALITY OF ITT CANDIDATES

#### *Tightening entry requirements*

10. A high quality teacher can add nearly half a GCSE point to a pupil’s results.<sup>17</sup> Evidence suggests that good qualifications<sup>18</sup> and subject knowledge<sup>19</sup> link to improved teacher quality and, in turn, improved pupil performance.

11. Analysis also shows that degree class is a good predictor of whether a trainee will complete their course and achieve QTS.<sup>20</sup> It is for these reasons and the impact on status that is discussed in paragraph 13 that we are strengthening the entry requirements for ITT courses and from September 2012 will only provide PGCE

bursaries for trainees with a second class degree or higher. We are also introducing targeted bursaries of up to £20,000 to attract candidates with good qualifications in subjects where it is more difficult to recruit.

12. We are tightening up the assessment of a candidate's suitability to be a teacher through improved literacy and numeracy tests. Alongside a commitment to teaching, resilience, perseverance and high levels of motivation, good teachers tend to have high overall levels of literacy and numeracy and strong interpersonal and communication skills.<sup>21</sup> Literacy and numeracy tests will therefore become an upfront requirement of entry to ITT, with a move from unlimited re-sits to a maximum of three, from September 2012. ITT providers will also be expected to assess candidates' interpersonal skills before accepting them onto training.

#### *Attracting good candidates*

13. We want to raise the status of teaching. Barber and Mourshed (2007) argue that by tightening entry requirements and making teacher training more selective it will become more attractive to high performers. Alongside this, a revised marketing campaign, led by the Training and Development Agency for Schools (TDA) will target high quality candidates, with the media strategy and messages designed to raise the status of teaching as a career choice.

14. We are expanding ITT that is proving effective in attracting the best candidates. Teach First has been shown to attract the highest performers. In the five years to 2009–10, 25% of Teach First students had a first class degree, compared with 9% of all teacher trainees.<sup>22</sup> We are expanding Teach First across the country and to primary schools.

15. Good and outstanding candidates are more likely to find teaching an attractive career option if there are well established talent identification schemes and a clearly identified route through to leadership. Teach First is leading a scheme for young professionals, Teach Next, to attract them into teaching with an accelerated route to leadership. Teach First is working closely with the Armed Forces to attract highly talented Service leavers into teaching through this scheme as part of the Troops to Teachers programme. Other leadership schemes for talented teachers such as Teaching Leaders and Future Leaders are discussed in paragraph 38.

16. McKinsey (2010)<sup>23</sup> noted that all high performing education systems emphasise the importance of developing talented individuals to ensure the supply of good leaders. This means proactively guiding the careers of potential leaders from an early stage so that they progressively gain greater leadership experience. The new national network of teaching schools (see paragraph 29) provides the opportunity for schools to work together to develop the talent of teachers right from the start of their careers.

17. Finally, the TDA is improving the services it offers to potential applicant. The applications process is being streamlined, making it less difficult to navigate and a single system for applications is being explored. Support systems such as the teaching information line and school experience programmes have been reshaped so that they focus on supporting high quality candidates, especially in the subjects where the candidate pool is the shallowest.

#### IMPROVING THE QUALITY AND RELEVANCE OF ITT

18. All ITT routes have the potential to attract outstanding candidates. In 2011 the top ten providers, taking into account quality of training, entry qualifications and employment data, included a mix of different types of provision (four school-centred providers (SCITTs), four university providers and two employment-based providers (EBITTs)).<sup>24</sup> Barber and Mourshed (2007) observed that different routes into teaching allows trainees to take the path which best suited their needs.

19. We will retain different routes into teaching but focus on improving overall quality through allocating more places to higher quality providers. The TDA (and from April 2012 the Teaching Agency) will accept or reject bids for places taking into account factors such as the provider's Ofsted inspection grade and employability record.

#### *Greater school involvement and partnerships*

20. To ensure that ITT fully prepares trainees for the classroom and that the supply of new teachers meets the needs of schools as employers, we are enabling schools to play a greater role. Musset *et al* (2010)<sup>25</sup> found that where ITT programmes were linked to specific school needs, especially to activities based on demonstration and peer review, they were more effective.

21. Some schools are already very involved in ITT offering GTP places and hosting large numbers of trainees. Some schools and universities are already seeing the benefits of shared responsibility for ITT and are hosting joint staff appointments and secondments to facilitate better partnerships.

22. The new national network of teaching schools is helping to increase the involvement of schools and the quality of teacher training in the schools across their alliances. We are encouraging them to focus on the quality of placements and mentors for trainees which are both critical in setting a high early standard. The TDA is working with newly designated teaching schools to explore ways of enhancing the quality of ITT in priority areas.

23. Our initiative School Direct will give groups of schools such as teaching schools and academy chains greater ownership of ITT. The scheme will enable them to recruit and select trainees and train them to become qualified teachers.

24. Some schools also provide their own ITT as an accredited EBITT or SCITT. As teaching schools gather momentum and chains of academies look to improve their training, we will enable them to enter the ITT market if they wish, accrediting them as new providers if they demonstrate the required standards.

25. We will also encourage our best HE providers to develop University Training Schools. Based on a Finnish model, these schools are dedicated to integrated teacher training where the trainees have real access to the best university subject faculties and expertise in teacher education.

26. We are improving the training of key teaching skills, such as early reading and mathematics, managing behaviour and responding to pupils with special educational needs. TDA has developed a new package of materials to support provision. The new Teachers' Standards for QTS—which will come into effect in England from September 2012—have a stronger focus on these areas to ensure that teachers focus on them throughout their teaching career.

#### RETAINING THE BEST TEACHERS

##### *Freeing up schools*

27. We are devolving as much power as possible to schools. There is a range of evidence that shows that countries which give the most autonomy to head teachers and teachers are the ones that do best. We are freeing up schools, removing the unnecessary barriers that prevent innovation and put people off teaching and encouraging schools to work together to develop and sustain change themselves. Our aim is to support the school system to become more effective at self-improvement with our best teachers and head teachers taking the lead.

28. Hargreaves (2011)<sup>26</sup> argues that in a fully self-improving system the best professional development is a collaborative process of joint practice development between outstanding teachers and their colleagues both in their own school and across an alliance of schools working together.

29. The new national network of teaching schools being established by the National College and TDA is giving outstanding schools and school leaders a much greater role in the delivery of professional development and training for teachers. Teaching schools will play a fundamental role in ITT, CPD, leadership development and talent management in this country.

##### *Assessment*

30. Whilst autonomy is important, it is necessary that there are standards that all teachers have to meet to ensure a minimum level of competence across schools. These need to be clear and easy to understand and used for performance management purposes. Ongoing, regular performance management alongside high levels of lesson observation are a feature of the most successful education systems.<sup>27</sup> Effective performance management is an important factor in ensuring that teachers develop and make positive changes to their teaching practices as well as increasing teachers' job satisfaction.<sup>28</sup>

31. To support managers in schools to assess teachers we are making the Teacher Standards clearer and more focussed on the key elements of effective teaching. We have asked the Teachers' Standards Review Group (TSRG) led by Sally Coates, principal of Burlington Danes Academy, to establish clear and rigorous standards of competence, ethics and behaviour that reflect the trust and professionalism we should be able to expect from our teachers. Phase 1 of the review is now complete and new Teachers' Standards will come into force on 1 September 2012, replacing the existing standards for QTS and the core professional standards. The new standards will apply to all teachers throughout their career, defining the minimum level of practice expected of teachers from the point of being awarded QTS onwards. The TSRG is now considering the existing higher level standards: threshold, Advanced Skills Teachers and Excellent Teachers.

32. We also plan to revise the 2006 Performance Management Regulations in order to make them shorter and simpler to understand, removing unnecessary prescription, giving schools more flexibility and making it easier for schools to deal with cases of persistent and entrenched underperformance. We have recently consulted on changes to the regulations and on a "model policy" that combines arrangements for dealing with appraisal and lack of capability, which is intended to replace the current model policies on performance management and capability.

##### *Reward*

33. Whilst there is a freeze on teachers' pay it is important that good teachers are properly rewarded and that they have access to a good quality pension scheme. We want to ensure that continues to be the case through current reforms of public sector pensions and we will increase the level of pay flexibilities available to schools. Academy schools already have these flexibilities and we will ask the School Teachers' Review Body to examine the scope for, and make recommendations on, the introduction of greater freedoms and flexibilities for maintained schools at the end of the current pay freeze.

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*Teachers' development*

34. Teachers' development is best decided at school and individual teacher level. Research shows that teachers learn best from other professionals and that observing teaching and being observed and receiving feedback from peers are the most effective forms of continuing professional development (CPD). Collaborative CPD, where teachers work together and learn from each other, seems to produce a greater impact on a range of outcomes.<sup>29</sup> We are supporting this by stripping back the bureaucracy around performance management, induction and lesson observation limits and introducing new opportunities for development through a new Scholarship Fund.

35. We will remove bureaucracy in a number of areas to allow teachers to better manage their own development. As set out above, the TSRG will simplify teaching standards, helping teachers to reflect on their own progress against these and identify development needs. We are also consulting on a number of proposals to improve and update the current induction arrangements and make these arrangements easier for teachers and schools to operate. We have proposed to remove the "three hour limit" on lesson observation as part of our proposals on performance management, so that there will no limit on the amount of time a teacher can be observed by their managers or peers, allowing teachers to make better use of the positive impacts of observation.

36. A new competitive Scholarship Fund will provide opportunities for teachers to deepen and enhance their subject knowledge, as well as help increase the intellectual standing of teachers. In its initial year the scheme will focus on priority subjects (maths, English and science) and specialisms such as SEN.

37. Good leaders can motivate, develop and bring out the best in classroom teachers. Many of our best head teachers have become National and Local Leaders of Education, supporting other schools to improve by spreading good practice. We are now introducing a similar designation—Specialist Leader of Education (SLE)—at senior/middle leadership level. Teaching schools will designate the most outstanding leaders below head teacher such as assistant heads, subject leaders and school business managers as SLEs in a range of specialist areas and deploy them across their alliances.

38. Finally, we will continue to support efforts to build the leadership capacity of schools. Through the network of teaching schools, we expect the National College to enable more clusters of schools to offer their own high quality "middle leader" development programmes. We will also continue to support third sector organisations to expand the availability of their programmes examples of which include *Future Leaders*, a three-year programme to support highly talented teachers to progress quickly to leadership positions in challenging schools and *Teaching Leaders*, a two-year programme designed to support the development of outstanding subject or middle leaders in challenging schools. In addition, the National College is reviewing the National Professional Qualification for Headship to ensure it reflects the modern demands of headship.

Table 1

PROPORTIONS OF POSTGRADUATE ENTRANTS TO INITIAL TEACHER TRAINING WITH SECOND-CLASS DEGREES AND ABOVE, BY TYPE OF COURSE AND PHASE 1998-99 TO 2009-10 ACADEMIC YEARS: ENGLAND

POSTGRADUATE MAINSTREAM COURSES

Phase	Degree class	Academic year of entry											
		1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Primary	2:1 and above	54%	53%	53%	55%	56%	57%	58%	60%	61%	63%	63%	64%
	2:2 and above	92%	92%	92%	92%	94%	94%	93%	94%	95%	96%	96%	95%
Secondary (including KS2/3)	2:1 and above	50%	51%	52%	52%	54%	56%	57%	58%	58%	57%	59%	62%
	2:2 and above	86%	87%	87%	88%	89%	90%	90%	90%	91%	89%	91%	91%
Primary and Secondary	2:1 and above	51%	51%	52%	53%	55%	56%	58%	59%	59%	59%	61%	63%
	2:2 and above	88%	89%	89%	90%	91%	91%	91%	91%	93%	92%	93%	93%

POSTGRADUATE EMPLOYMENT-BASED ROUTES

Phase	Degree class	Academic year of entry									
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	
Primary	2:1 and above	35%	46%	46%	50%	52%	55%	57%	57%	61%	
	2:2 and above	66%	83%	84%	86%	86%	89%	91%	91%	91%	
Secondary (including KS2/3)	2:1 and above	41%	49%	48%	49%	53%	58%	57%	61%	62%	
	2:2 and above	69%	79%	82%	83%	87%	88%	89%	91%	91%	
Primary and Secondary	2:1 and above	39%	48%	47%	49%	53%	57%	57%	60%	62%	
	2:2 and above	68%	80%	83%	84%	87%	89%	90%	91%	91%	



## ALL POSTGRADUATE ROUTES

Phase	Degree class	Academic year of entry									
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	
Primary	2:1 and above	52%	55%	55%	56%	59%	60%	62%	62%	63%	
	2:2 and above	89%	92%	92%	92%	93%	94%	95%	95%	94%	
Secondary (including KS2/3)	2:1 and above	51%	54%	54%	56%	57%	58%	57%	60%	62%	
	2:2 and above	86%	87%	89%	89%	89%	91%	89%	91%	91%	
Primary and Secondary	2:1 and above	51%	54%	55%	56%	58%	58%	59%	61%	62%	
	2:2 and above	87%	89%	90%	90%	91%	92%	91%	92%	92%	

Source: TDA Performance Profiles

Notes

1 Includes those with a UK degree on entry. Secondary ITT courses include Key Stage

2 2/3

3 The denominator includes those whose degree class is unknown or undefined

Table 2

PERCENTAGE OF APPLICANTS AND ACCEPTANCES VIA GTTR WITH AN UPPER SECOND DEGREE CLASS OR ABOVE IN MAINSTREAM POSTGRADUATE ROUTES. (SOURCE: GTTR)

	Applications		Acceptances	
	2011	2010	2011	2010
Primary	55%	50%	66%	61%
Secondary	56%	51%	62%	58%
Overall	56%	50%	63%	59%

**NB.** This is a running total and not the final position. These numbers represent the year to date and may change once the census is taken in October.

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**Written evidence submitted by Professor Chris Robertson, Institute for Education,  
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QUESTION 1

*What evidence is available to help identify the sorts of applicants who become the most effective teachers, and the strategies known to be effective in attracting these applicants?*

1.1 We identify best applicants through a process of careful scrutiny of applications and a selection process.

1.2 Data collected in recent years provides some evidence for the sorts of applicants who become the most effective teachers:

- the most successful applicants have some experience in schools and, therefore, a good understanding and prior knowledge of what it means to be a teacher;
- applicants who apply early in the year generally have a stronger commitment and sense of vocation to completing the training year and a higher success rate than those who are late applicants;
- degree classification is not necessarily linked to success in becoming an effective teacher or to achievement on the course but it may be a criterion for selection where courses are “oversubscribed”. Interpersonal skills and an ability to communicate well with and motivate children is as equally important as having the academic ability, as is a real enthusiasm for the profession and the phase/subject they are training to teach;
- female applicants tend to be more successful in completing the training than males in Secondary but not primary; and
- Secondary applicants who have previous experience as STEM Ambassadors are also better informed/prepared for successful transition to working within teaching.

1.3 Effective recruitment strategies include:

- highlighting the high quality of provision and high levels of employability at UW;
- an outstanding reputation for producing excellent teachers in the region is a very powerful recruitment tool—“word of mouth” is a significant element here;
- open/taster events where potential applicants can talk to and question trainees or those who are now employed as teachers;
- taster courses which include school experience;

- well-structured and robust application and interview process;
- TDA “Train to Teach” events;
- University website;
- TDA national advertising in the media which both raises the profile of teaching as a career but also raises the profile of teaching as an important profession thus raising its status in society;
- using current students as ambassadors to visit schools, colleges and Universities to talk about the courses;
- using staff in local schools who have a high regard for the institution to give advice to prospective applicants. This is based on a reputation for high quality teacher training and education; and
- for secondary shortage subjects such as maths and science and MFL, recruitment is dependent in these subjects on increasing the number of students continuing to study them Post-16 and in HE.

## QUESTION 2

*Whether particular routes into teaching are more likely to attract high quality trainees, and whether the Government’s proposed changes to initial teacher training will help to recruit these trainees*

2.1 UW offers primary undergraduate ITT, Primary and Secondary PGCE, the GTP and the new Assessment Only route. The Secondary team also delivered the Teach First programme in its initial years. There is no evidence to indicate that any one of these routes attracts higher quality trainees than another. All routes are classed as “outstanding” by OFSTED and so by definition have some of the very best trainees. It is considered that all routes into teaching are demanding, but to attract the best applicants into teaching there needs to be incentives and trainees need to be supported to undertake ITT.

2.2 It is considered that more high quality trainees select the PGCE, usually because of the advice they have received—often from teachers themselves who value this programme greatly in comparison with other routes—and reinforcing that the PGCE route is highly respected..

2.3 We consider the PGCE to be a good balance between practical and principle-based training and that the opportunity to participate in masters level study, attracts high quality trainees.

2.4 Recruitment is not primarily about the value of the training, but it is rather about the profession itself. High quality trainees will be recruited when teaching is properly valued as a profession, with appropriate status given. Any declaration that teaching is not a “profession” but a “craft”, as well as being simply inaccurate, could do great damage to quality recruitment to any and all training routes.

2.5 Current financing arrangements are manipulative and it is obvious that trainees will be attracted towards school-based models which provide a salary and away from a more balanced training which does not, rather than applicants applying for the model/route most appropriate to their needs and experience to-date.

2.6 We welcome proposals to enhance selection to improve the quality of new teachers. The proposal to raise entry qualifications to a 2.2 degree classification will generally be positively accepted, although it is also important to note that having a first class honours degree does not necessarily equate to being a good teacher.

2.7 There appears little clarity in what is being proposed for undergraduate ITT routes in the paper.

2.8 Enhancing the rigour of the entry testing in the selection process should contribute to improvements in the quality of trainees undertaking training combined with the rigorous selection processes the best institutions already undertake.

2.9 We welcome the acknowledgement that a single gateway for these two routes could provide benefits and a more coherent approach. We would however caution that the two routes do not share the same characteristics by their very nature. The inherent differences will therefore need to be clearly addressed to avoid confusion.

## QUESTION 3

*What evidence is available about the type of training which produces the most effective teachers and whether the Government’s proposed changes to initial teacher training, particularly the focus on more school-led training, will help to increase the number of good teachers in our schools?*

3.1 Ofsted clearly shows that University based routes are more effective. The ITT teams at UW have substantial experience to draw from in working with GTP and PGCE trainees and Teach First participants over many years.

3.2 The model of schools leading recruitment is flawed and it is unlikely that it would increase the number of good teachers in our school. It would lead to a narrow and localised view of what range and capacity is required within the teaching profession, basing demand on a local subjective view rather than on a national or even regional objective view. The DfE should either engage in a “free market” approach removing all controls on numbers where everyone can compete on an equal playing field or maintain its control of trainee numbers nationally.

3.3 All research evidence stresses the importance of HEIs and schools working together in a close, equal and active partnership for the very best and outstanding training to occur regardless of training route. Some school—led training has brought about a concept of grow your own teachers and an introspective view of education, “enculturating” their trainees—which is not a positive move forward if education is to be “world-class” and if teachers are to gain the appropriate experience and understanding to move on to become effective leaders. School-based training works for some but for many it provides a narrow, local context in which trainees may or may not prosper but which will not prepare them for further development or work in other schools/future leadership roles.

#### QUESTION 4

*How best to assess and reward good teachers and whether the Government’s draft revised standards for teachers are a helpful tool*

4.1 The assessment of good, even outstanding teachers, in our experience is best achieved through a combination of school-based and university-based assessment. This assessment needs to be carried out by the school based mentor and the university tutor working together. This enables a powerful blend of practice and academic excellence to be achieved. In this way good teachers are enabled to demonstrate their abilities in a variety of different ways, thereby ensuring that they possess all the skills, knowledge and qualities required of a good teacher.

4.2 In general and in the short term, we agree that financial support for some routes may support additional recruitment particularly to the secondary shortage subjects which is to be welcomed. However, there may be some inherent issues which need further consideration. For example:

- (1) An applicant with a first class honours degree in Chemistry or Maths who wishes to teach in the primary phase would be treated as “other” (p9). However, the impact this person might have on primary children’s understanding of science might be significant and no less than at Secondary level. Does the proposal focus too much on Secondary provision?
- (2) International students will not have the anticipated degree classification. Although we understand NARIC is exploring how this might be managed, it will be essential that UK students/applicants do not perceive discrimination against themselves if the adopted system is one of “discretion” by providers, including schools, for international students but one of rigid compliance for home students.
- (3) Secondary biologists fall in to band three and should, we believe be located in at least medium priority specialisms. This is based on the fact the many biologists do have to be up-skilled during their training to ensure they can also teach Chemistry or Physics as required of scientists in most schools. We recruit Biologists with this in mind and look for a Secondary science specialism.

4.3 Potentially the Standards will be a helpful tool in the assessment of trainees and teachers. The fact that the standards are now shorter than those used up to 2011 will be welcomed by most members of the teaching profession. However there are some issues with the standards for QTS. For example, the standards would work well as a basis for performance management but are not so user-friendly for assessing trainees for QTS. This is because some of the Standards would be very hard to measure/assess, especially those written as negatives such as “not expressing personal beliefs”. It would also be difficult to assess “foster a love of learning ...” Also, there does not seem to be the important progression that we all strive for, given that the same Standards will also be used to assess trainees at the end of the NQT year. Similarly a lot of the ideas do not relate to the beginning teacher—they are about the progress of children not of trainees. Whilst the progress of children is extremely important the Standards make it quite difficult to measure trainee progress.

4.4 Furthermore, teaching is more complex than a competence-based model of Standards can provide and the draft revised Standards overall are no more helpful nor substantially different from the current ones. Performance descriptors more like the Ofsted characteristics for trainee teachers may be a more transparent and less subjective way of assessing teachers, although the gap between “core” and “expert” appears too great. There needs to be more rigorous and coherent support mechanisms for NQTs and early career teachers with assessment of progress and identification of needs. Also, there needs to be a greater choice of and support for different forms of CPD from which teachers can choose, but which should be sustained and in-depth, such as that provided at Masters level. Current assessment through performance management is thorough but not helped by changes in priority.

4.5 The best way of rewarding good teachers is through the respect afforded to the teaching professional by the government, DfE and society. However, practical ways of rewarding good teachers might be through a sabbatical scheme where leave is offered for teachers to undertake further study, an exchange or a period in industry to provide an opportunity to recharge and refresh. Also, enhancing the status, attractiveness and pay for teachers, whilst reducing the high levels of workload, will be helpful, as much evidence shows. Retention is a problem—staged rewards, rather than up-front “golden hellos” might be more effective. Middle Management (eg Head of core subjects in Secondary schools) is a key role, but brings with it a great amount of accountability—this is where funding should go, to give subject teachers who wish to remain teaching a reason for doing so.

#### QUESTION 5

*What contribution professional development makes to the retention of good teachers*

5.1 Evidence for the impact of professional development on teacher retention indicates that professional development alone does not ensure good retention, but that good professional development is one of the important factors which can contribute to good retention. There are several key points here:

- professional development needs to be high quality and to be perceived by the teachers as such;
- professional development also needs to be seen as of value in teachers' career development and in their work in the classroom;
- accredited professional level at postgraduate level has more value than other forms as it is academically challenging and professionally relevant, is transportable and progressive in its intellectual challenge;
- the role of the head teacher is crucial in encouraging and developing a culture of professional development in a school and encourages more staff to consider the value of professional development; and
- it is important for schools to stress the value that professional development can bring to an individual teacher and to a school.

5.2 At its best professional development can contribute to retention by providing teachers with a wealth of opportunities. For example it provides opportunities for:

- updating subject knowledge;
- investigating an area of interest in education;
- acquiring additional qualifications;
- updating of new developments;
- researching aspects of current practice;
- opportunities to work with colleagues in a different way and with different colleagues; and
- gaining a wider perspective than that of a single school or of a single individual.

5.3 Overall, evidence shows that workload issues, morale and job satisfaction are considered to be more significant influences on retention. However, engaging in high quality, sustained CPD is essential to ensure we have teachers who are motivated and lifelong learners themselves, which in turn brings benefits to our pupils. The focus should be centred around how we can make teaching a more attractive profession rather than how we can retain them at the moment in what is currently considered to be a fairly unattractive profession—yet one which is vital to the success of our country, social cohesion, well-being, etc. Feedback from teachers who have engaged in masters level CPD is very positive. Although retention is not mentioned *per se*, it is clear that all the benefits teachers highlight from masters level professional development should be key to their sense of commitment to the profession and lead to other positive aspects, such as retention and improved standards in schools, for example.

#### QUESTION 6

*How to ensure that good teachers are retained where they are most needed, particularly in schools in challenging circumstances.*

6.1 It is extremely important to retain good teachers in the profession, particularly in schools in challenging circumstances. However, mobility should also be encouraged, as it is counter-productive to retain teachers in the same school. Teachers and leaders later in their career become even better by varied experiences, so discouraging internal promotion—especially at senior levels—would be helpful, so that teachers do move on and gain greater experience—rather than becoming “encultured” and potentially “stagnant”. Differential pay arrangements based on school profiles would be advantageous to attract the best school teachers/leaders, especially in inner-city Secondary schools, although good teachers are obviously needed in all schools. Programmes targeted at recruitment and retention of teachers should not focus on particular categories of school/geographical areas, as this becomes “insular” rather than “outward-facing”. Rather, schools in challenging circumstances should receive support for all aspects of their operations to enable them to improve, thus attracting good teachers. Such support should facilitate reduced timetables and an acknowledgement that the job is more difficult in schools in challenging circumstances. All children should also be taught by qualified teachers, rather than associate staff, as is becoming an increasing trend in Secondary schools in challenging circumstances. Allowing more planning time and time for liaison with home and outside agencies could also be built into the work of these schools. Ways to elevate the status of teachers working in these schools also needs to be found. These schools can be some of the most rewarding to work in but the teachers working in these schools can become demoralised due to accountability measures which disadvantage them, such as performance in league tables. Allowing very good teachers from such schools to be the axis for teacher training as well as those from more successful schools is key—current criteria for Teaching Schools do not allow this and the Government is missing out on some excellent training grounds as a result.

6.2 Furthermore it needs to be acknowledged that NQTs and early career teachers will need additional mentoring and support to meet the challenges and develop their practice. Universities could support with this early professional development and support teachers to make a successful transition into the profession. Also, sabbaticals and career breaks may be attractive to some teachers to retain them in the longer-term. Finally, a more collective model of leadership might work—schools are highly dependent on the Head being “good”. As indicated above retention is a complex issue and one which merits additional research. Currently research has focussed on the relationship between retention and pre-service motivation and the importance of positive pre-service experiences in leading to better retention. Similarly there are important differences between men and women, working in the early stages of their teaching career, in terms of the ways in which they respond to challenges and adversity in the classroom, such as disruptive and disengaged students. This research indicates that women and men employ different strategies when faced with these challenges. For example, women often go to greater lengths and employ emotion tactics to re-engage students. This research highlights the importance of greater emphasis on preparing trainees for an understanding of the role of emotion in teaching.

Other key aspects of retention, particularly in challenging schools are:

- opportunities for staff development;
- opportunities for promotion;
- opportunities for additional responsibilities;
- strong support mechanisms for new teachers from more experienced colleagues;
- strong mentor support for new teachers;
- strong whole school leadership;
- balanced workload—Kyriacou and Kunc (2007) pointed out the most common negative factor cited in a sample of 28 students was workload and the most positive factor was pleasure of student success; and
- the need to retain the importance of theory in the early years as a new teacher.

*November 2011*

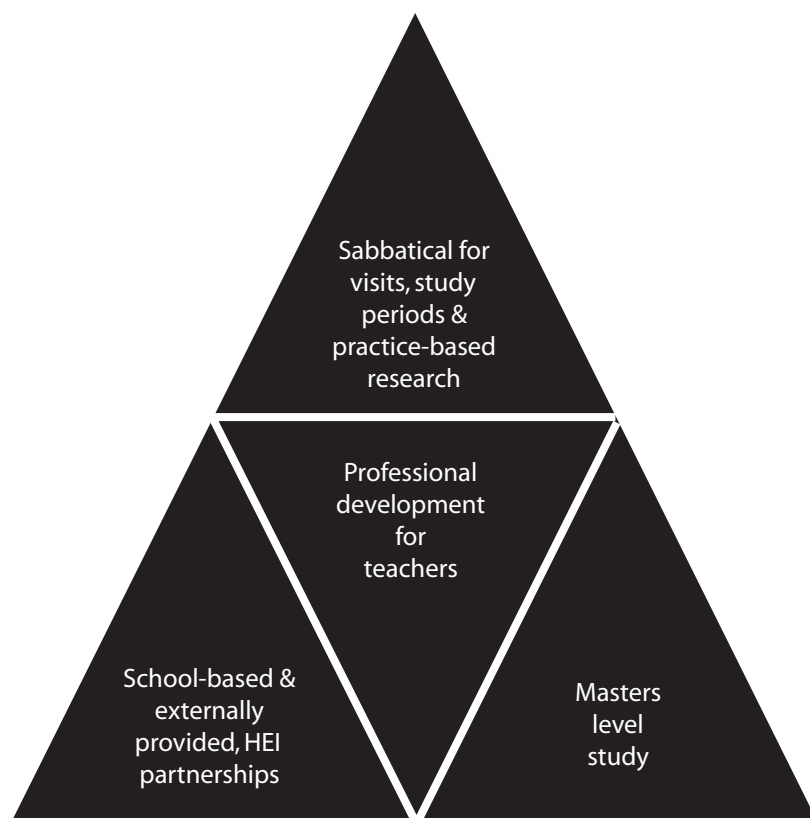
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**Further written evidence submitted by Professor Chris Robertson, Institute of Education, University of Worcester, following evidence session of Wednesday 25 January 2012**

Panel member, Tessa Munt, requested further written evidence in response to her questions around teachers potentially having a sabbatical period as part of their continuing professional development; how this might work and what it might look like.

A framework for teachers’ CPD would contain several inter-related elements which individually would have considerable impact but which, when taken as a whole package, would have considerably more. It would also provide teachers with a coherent and progressive programme of development which could be tailored to meet their individual profile of strengths and weaknesses as well as to those of the school and to the wider and ever evolving educational context. It is not linear or sequential but inter connected.

A 3D rather than 2D image would better reflect the model but the diagram below attempts to portray the model in response to the question “what does it look like?”.



The whole package would be an entitlement for all teachers. In order to work within current economic constraints, however, some elements such as sabbaticals could be phased according to a number of factors and/or achievements including for example:

- length of service;
- achieving and going beyond identified milestones, such as appraisal targets;
- significant achievements in terms of pupil learning/attainment, raising quality measures, or school development targets;
- recognising exceptional and/or innovative professional practice;
- contributing to deepening the knowledge-base in pedagogy or subject specialism;
- contributing to the future development of the profession—training new teachers, developing other teachers within or across schools;
- leading learning and progressing networked learning communities; and
- undertaking school based research at a level which would benefit from an opportunity to take to a higher level and develop further.

The length of the sabbatical request could also vary according to what was being proposed by the teacher: from a month, for example, to a year. This flexibility in the time requested would also enable head teachers to plan for such periods of leave with proposals being agreed potentially by December for implementation in the following school year. This would ensure appropriate planning and approval systems were put in place within schools to enable smooth transition of teaching duties. It would also enable longer term planning regarding which time of year might be the least disruptive to the effective working of the school whilst being of benefit to the individual teacher requesting a sabbatical. A specified entitlement for teachers to negotiate within would also be required to encourage all head teachers to support actively such a scheme.

In terms of the inter-relationship of sabbaticals with other elements in the professional development package, these may be accessed when a teacher or his/her line-manager identifies a key point where a period of more intense study or learning would benefit the individual's next phase of development. This may arise naturally through the appraisal and review process, through mentoring or it may be independent of existing processes and be determined through a competitive application process, or a mixture of both. However, an overarching entitlement would protect a teacher's right to access at some point during a given period of say three to five years.

Sabbaticals seen as periods of study leave or in-depth focused learning activities could enable a teacher who has, for example, accrued some masters credits (from their PGCE, then by undertaking a government funded postgraduate accredited programme such as the SENCO national award) to progress straight to the dissertation/research phase of a Masters—having a sabbatical at this point and in this way could enable achievement and



completion of a Masters. It could also take forward as the focus of the related research, some element identified by the school or the individual as a valuable contribution to professional knowledge in the school itself.

In addition, for teachers who already have a Masters, this could well be an opportunity to consider a doctoral study where a sabbatical would enable national or international comparative research to be undertaken to raise the level and quality of the research itself. Such support for PhD or EdD development would again raise the status and academic standing of the professional whilst providing teachers with opportunities to achieve increased understanding, knowledge and skills within their career progression. Its future impact on the profession and on pupils' learning and achievement in the UK would be evident, exemplified from existing practice and research in Australia, USA and Finland.

Another type of example of how a sabbatical period could be undertaken in this model would be by a teacher employed in a school which is in challenging circumstances where an opportunity to explore, in depth, good practice in a different school over a more prolonged period of time would be seen to have huge benefits for the school's continued improvement. Whilst teachers do sometimes have opportunities to "visit" other schools, these are often brief "tourist-type" visits with little opportunity to undertake deep or sustained learning during or after the experience, which in itself is usually very limited.

The inter-relationship in the elements of the model would be further enhanced by the teacher then, through the local networked communities and school-based CPD, disseminating the key learning taken from the experience, enabling further reflection on and embedding of the real learning achieved. In turn this might be the focus of Masters level accreditation or may contribute to further study and research, as well as improving the quality of teaching. Thus the model would be cyclical providing opportunities across and between elements in a coherent and meaningful way.

This model of professional development for teachers which reflects a close partnership model operating between schools and HEIs in a variety of forms is one which schools tell us that they want. As reflected in the TDA's evaluation of the Postgraduate Professional Development programme teachers value academic study and "would strongly resist any devaluation of standards" (TDA, September 2009).

Providing, through the opportunity of sabbaticals, some conferred space and time for teachers to study practice and theory, both at home and internationally, would create a change in culture for the profession and enable teachers to take the profession forward in the way in which we all aspire. This of course has to be alongside the financial investment and support to raise the profession to a Masters level profession, again evidenced in Europe and USA as an important quality marker for successful schools. Such investment as indicated above will indeed support the training and retaining of the best teachers. Our children deserve nothing less.

*February 2012*

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## **Written evidence submitted by the Universities' Council for the Education of Teachers (UCET)**

### **INTRODUCTION**

1. The Select Committee inquiry into attracting, training and retraining the best teachers is welcome and timely. As well as leading mainstream HEI-school partnerships, universities are closely involved with most school-based (SCITT) consortia, and with employment-based routes into teaching such as the Graduate Training Programme and Teach First.

2. Key facts include:

- OFSTED evidence and NQT survey results demonstrate the high quality of existing ITT provision.
- The distinction between university-based "theoretical" and school-based "practical" training is false. Trainees on HEI-led PGCE and undergraduate programmes receive up to two thirds of their training in the context of their school placement. Trainees on school-led programmes are entitled to centre-based training in addition to school-based experience. HEI tutors and teacher mentors collaborate and contribute to high quality provision across all routes.
- New teachers should have an entitlement to structured early professional development that builds on and complements their initial training. Progress should, over time, be made towards teaching becoming a master's qualified profession.
- Government should retain responsibility for ensuring a continued supply of qualified teachers and for regulating teacher education.
- The teaching standards should take account of the interpersonal skills that teachers need and be flexible enough to allow teachers to exercise professional autonomy.
- Teaching schools could prove extremely helpful in involving schools more closely in teacher education and CPD.
- New entry requirements for teacher training should be flexible enough to ensure that those with alternative evidence of high achievement and potential are not excluded from the profession.

- Processes for assessing the interpersonal skills of prospective teachers should be tailored to meet the needs of the profession.
- Employability data used to inform teacher training allocations should take account of: the number of NQTs entering the profession some time after training; the trade-off between entry qualifications, course quality and employability across different routes; and the likelihood that current employability rates for employment-based routes might not be sustained under any significant level of expansion.

#### PREAMBLE

3. Some 230 ITT providers currently provide initial teacher education for about 38,000<sup>1</sup> new student teachers each year. Four-fifths<sup>2</sup> of new teachers are trained in mainstream university-school partnerships, while the remainder are trained through either school-based (SCITT) consortia or employment-based routes (GTP, Teach First, the Overseas Teacher Training Programme and the Registered Training Programme). The PGCE route<sup>3</sup> supplies the vast majority of teachers for secondary schools and about 60% of those for primary schools. The remaining primary school teachers are trained through 3- or 4-year undergraduate programmes. Undergraduate programmes recruit well, achieve the same quality ratings as PGCEs, are cost effective,<sup>4</sup> popular with schools<sup>5</sup> and allow more time to be spent in school and on key areas such as SEN, behaviour and early reading.

4. The distinction between university, school-led and employment-based routes is misleading. Schools are closely involved in traditional university-led programmes, while universities are involved (often as managing bodies) in SCITTs and GTP and are partners in Teach First programmes. There is one teacher training sector encompassing a number of overlapping forms that meet the needs of particular localities, schools and prospective teachers. All routes are subject to robust quality assurance processes and to OFSTED inspection.

5. All objective quality indicators suggest that the quality of ITT is good. The November 2010 report from HMCI<sup>6</sup> found that:

- 94% of HEI led ITE programmes are good or better;
- 47% are outstanding, compared to just 26% of school-based routes;
- that partnerships that exist between universities and schools are strong; and
- employment-based routes that have links with universities provide better training than those which do not.

6. Newly qualified teachers themselves also express positive views. Each year, the TDA conducts a survey of NQTs. This is undertaken after they have been in a teaching post for six months. It attracts 14,000 responses. The 2011 survey<sup>7</sup> found that 87% reported their training as being either “good” or “very good”, a 3% increase over the previous year.

7. Some issues do however need to be addressed. PGCE programmes only last for nine-months and, however good they are, only so much can be achieved in the time available. The early professional development that new teachers receive varies and depends on the policies and practices of the schools and local authorities they work in. There is no entitlement to structured early professional development that builds on and complements a teacher’s initial training. This should be addressed. Such training could be provided through master’s level programmes designed and delivered in partnership between schools and universities, and built around the needs of the schools and teachers concerned. Evidence demonstrates that such programmes have a demonstrable impact on teachers’ classroom performance and aid retention.<sup>8</sup> The programmes can also build on the 60 master’s-level credits that most teachers qualifying through the postgraduate route receive as part of their qualification. The achievement of a relevant master’s degree might lead to the award of “Chartered Teacher” status. To maintain that status teachers might be expected to demonstrate a commitment to their own professional development and to that of their colleagues.

8. There is, secondly, more work to be done on engaging schools in ITT and CPD. ITT providers can sometimes find it difficult to find suitable placements for their students. Some schools are unable, for good reason, to participate in teacher education. The government’s teaching school initiative,<sup>9</sup> which we support, should help schools engage more. Teaching schools will work in partnership with universities and other accredited providers. They will have an active role in the management, design and delivery of teacher education and in the recruitment and assessment of trainees. They will have to demonstrate a commitment to giving serving teachers the opportunity to undertake robust and relevant continuing professional development. This is

<sup>1</sup> Intakes to ITE programmes (38,429 according to the Good Teacher Training Guide). The actual number of student teachers will be higher because of those on three and four year undergraduate programmes.

<sup>2</sup> Good Teacher Training Guide, 2011

<sup>3</sup> Offered through all university led programmes, most SCITTs, all Teach First and many GTP routes.

<sup>4</sup> Undergraduate trainees will not, unlike those of PGCEs, attract bursaries

<sup>5</sup> A 2009 TDA publication—“Research Bite-size”—reported that 70% of primary school leadership teams preferred teachers trained through the undergraduate route.

<sup>6</sup> OFSTED 2010

<sup>7</sup> TDA, 2011

<sup>8</sup> TDA PPD longitudinal study. Peter Seaborne, 2009

<sup>9</sup> Training our next generation of outstanding teachers: DFE 2011

what often happens in the best partnerships already, and using teaching school clusters to extend that practice is a welcome development.

#### RECRUITMENT TO TEACHER TRAINING (SELECT COMMITTEE QUESTIONS 1 AND 2)

9. Schools rely overwhelmingly on HEI-school partnerships for the supply of NQTs. When recruiting students, ITT providers take account of a range of factors including: academic qualifications; interpersonal and communication skills; relevant prior experience; commitment; and character. All applicants are subject to interviews which involve schools. All entrants have to meet the Secretary of State's minimum entry requirements.

10. The Government has proposed a number of changes to selection procedures. No public funding will be available to PGCE students with lower than a 2:2 degree. At present, 62% have degrees at 2:1 and above<sup>10</sup> and some 90% at 2:2 or higher.<sup>11</sup> Those entering through HEI routes tend to be better qualified than those on employment-based programmes.<sup>12</sup> We agree that, on average, the better qualified the teaching profession is the more effective it will be. The increase in status resulting from a highly qualified teaching force should also help with future recruitment. But some flexibility should be allowed. There will be some candidates without a 2:2 (eg more mature candidates, those with overseas degrees, those completing subject knowledge enhancement courses and those with higher degrees) who should not be barred entry into the profession. The importance of attracting teachers from a diverse range of backgrounds, and of widening participation, should also not be overlooked.

11. The Government has rightly acknowledged the importance of interpersonal skills as well as academic qualifications, and we are pleased that it recognises that a one-size-fits-all approach to assessing such skills would not be appropriate. Pilots of interpersonal skills tests have been conducted and we suggest that the Committee investigate the findings of these pilots. The Teach First model has also been extremely effective in recruiting highly qualified and talented people who also have strong interpersonal skills.<sup>13</sup> UCET will support its members, and the broader ITE sector, in developing assessment methods. Although off-the-shelf commercial models for assessing interpersonal skills are available, these tend to be designed to fit individuals to particular posts rather than to identify suitability for pre-service training. They might not always take account of the fact that pre-service training is in part designed to bring out and develop the personal qualities required by a particular profession, qualities that might not be apparent prior to training. Any models developed for the teaching profession will therefore have to be tailored and fit for purpose.

12. The proposed pre-entry tests in respect of literacy and numeracy are welcome in principle. It makes sense for these to be taken before training so that resources are not wasted on people who then go on to fail tests. The logistical and cost implications will however have to be carefully considered. Whether the tests are to be taken before or after ITT places are offered is a particularly important issue.

13. The proposed bursaries for PGCE students are welcome. If bursaries were not available, many prospective teachers would be either unwilling or unable to pay the higher fees that will now apply. The indicative range of bursaries suggested by the Government<sup>14</sup> range from £4,000 for a primary PGCE student with a 2:2 degree to £20,000 for a priority subject trainee with a first. We agree that the level of bursaries should reflect relative levels of demand for teachers in particular subjects, and differentiating rates by degree class could help attract high calibre candidates. But care should be taken to make sure that bursaries below fee levels do not inadvertently lead to supply difficulties in subjects and phases that have not so far experienced them. Careful modelling will be required. Consideration should also be given to holding some of the higher bursaries back until the students concerned have either entered the teaching profession or completed one year's service. This would reduce wastage and aid retention.

#### CONTENT & ORGANISATION OF TRAINING (SELECT COMMITTEE QUESTION 3)

14. The Government has said that it expects schools to take responsibility for managing the ITT system away from government over the next five to 10 years.<sup>15</sup> We take this to mean that, instead of government identifying national teacher supply needs and allocating training places and regulating the system, responsibility for these functions might instead be passed to schools.<sup>16</sup> We do not think that government should abrogate its responsibility for ensuring that national teacher supply needs are met and that the quality of provision is maintained. Devolving full responsibility, funding and accountability to schools could: destabilise existing provision; undermine quality; result in duplication and the loss of economies of scale; create local supply

<sup>10</sup> TDA data, quoted in TES 2 September 2011

<sup>11</sup> "Entrants to university courses, on average, are better qualified than those training in SCITTs and EBITTs": Good Teacher Training Guide 2011

<sup>12</sup> Good Teacher Training Guide 2011

<sup>13</sup> Teach First OFSTED report, 2011

<sup>14</sup> "Training our next generation of outstanding teachers

<sup>15</sup> We do not have any objection to the government's proposed 500 place "schools-direct" policy, under which a small number of places will be available for schools to recruit trainee teachers and then commission accredited ITT providers to train them, provided that: accredited providers are involved in the selection of the trainees; that the places involved do not represent more than a small proportion of the total available; and that places are in addition to mainstream allocations.

<sup>16</sup> The high turnover of SCITTs "suggests that many schools are not willing to take on the training responsibilities": Good Teacher Training Guide 2011

problems; threaten the supply of teachers to schools in more challenging circumstances; and place a burden on those schools that are involved. There is no evidence that schools have the appetite to assume responsibility for recruiting and training some 38,000 new teachers each year. Indeed, the rapid turnover in the number of SCITT providers suggests that they do not.<sup>17</sup> And HEIs would often be reluctant to accept trainees they have had no role in recruiting. Improvements in teacher education have been achieved through the development of a rigorous system of accountability over the last 20 years. The sector has demonstrated the capacity to adapt, and significant progress has been made in areas such as subject teaching, SEN, behaviour and systematic synthetic phonics. HEI-led provision will not be sustainable if it is expected to rely on a fluctuating pattern of demand from local schools for fragmented packages of support. There is a significant risk attached to destabilising the system.

15. Universities are well placed to recruit to PGCE programmes from a large and talented pool of undergraduates. Any marginalisation of the university role will make it more difficult to reach and nurture these potential teachers, and the loss of status resulting from any marginalisation of the university role could dissuade others from applying at all.

16. OFSTED evidence suggests that, on average, the training provided by mainstream HEI-school partnerships is better than that provided through other routes, and that those employment-based routes that have links with HEIs provide better training than those which do not. But many EBITT and SCITT routes are of good quality. As we suggest above, the distinctions between the different routes are becoming increasingly blurred. We have, in effect, one teacher education sector with a number of variants that meet the needs of particular localities, schools and trainees. Each route (or sub-sector) has its own strengths.

#### STANDARDS FOR TEACHERS (SELECT COMMITTEE QUESTION 4)

17. The Government's new draft teaching standards will be used to inform the content of ITT programmes and as a performance management tool by schools. ITT providers are confident that their programmes are designed so that trainees can not only meet the new standards but demonstrate strengths that go beyond them. The standards should be structured to help teachers to develop and grow as professionals and be flexible enough to allow them to exercise professional autonomy.

#### REWARDS AND RETENTION (SELECT COMMITTEE QUESTIONS 5 & 6)

18. Data on progression into teaching and retention is notoriously difficult to capture. We welcome the work carried out by the TDA in matching entrants with GTCE data on progression to assist with the understanding of the outcomes of different training routes. Reliance on outcomes after one term can skew perceptions as many NQTs find work after a period of searching or taking time-out before seeking a permanent position. Although some data show that employment-based routes into teaching are 16 points ahead of HEI providers in terms of employment one year after training, this narrows to 2.4<sup>18</sup> after four years because of the number of (on average younger) HEI qualified NQTs that take "time-out". The significant difference in the number of teachers qualifying through HEI and other routes (79% versus 21%) also mean that direct comparisons in terms of employability are potentially misleading. Any large scale expansion of employment-based routes would inevitably mean recruiting trainees who would otherwise have gone to a university and would share characteristics (in terms of age, outlook, medium and long term aspirations etc) of those currently training through university-led routes. Employability rates might therefore fall back to average levels as the employment-based sector's share of the total market increased. All those providers securing 95% employment rates represent small-scale and, to some extent, niche provision. Many qualified teachers also go into other parts of the education profession, while some 4.9% (quite appropriately) choose to work in the independent sector.

19. The retention of good teachers is going to be increasingly important as the country moves out of recession. Enhancing the status and kudos of teaching will help. Providing teachers with support and professional development, particularly in the early stages of their career (as in Finland), will also prevent wastage. To this end, we have been calling for teachers to have an entitlement to structured early professional development that is tailored to their needs and those of their employers and which builds on and complements their initial training. Such training might be provided at master's level and represent progress towards teaching becoming a master's qualified profession.

20. The postgraduate professional development programme supported master's programmes for some 25,000 serving teachers at a cost of some £25 million a year.<sup>19</sup> PPD programmes are designed and delivered in partnership between universities, schools, subject associations and others and, as a condition of funding, had impact on pupil progress at their core. The PPD programme has been subject to regular evaluations during its 10 year history.<sup>20</sup> It has repeatedly been found to have a positive impact in respect of classroom skills, confidence, subject & pedagogic knowledge and on retention. For example:

*"... there were many good examples of the impact of PPD on NQTs in helping them prepare for a career in teaching and particularly in helping them to reach the NQT standards and encourage continued*

<sup>17</sup> Good Teacher Training Guide 2011

<sup>18</sup> Good Teacher training Guide 2011

<sup>19</sup> Until money for new entrants ended earlier this year.

<sup>20</sup> Summarised in a 2008 report for TDA from Peter Seaborne.

*reflective practice. Increasingly, schools have recognised the value of early postgraduate study in developing NQTs' confidence, knowledge and insights in carrying out their professional duties".*

*"There was also some evidence to indicate that the availability of M-Level study in schools has aided both recruitment and retention, with examples of better fields of applicants for vacancies and teachers remaining in a school because of vibrant professional learning communities".*

21. Giving more teachers the opportunity to study on school-focussed master's programmes would, we think, be a good way to reward and retain highly performing staff. It would help to raise the status of teaching and so help with recruitment. On achieving relevant master's qualification, teachers might be awarded Chartered Teacher Status, the maintenance of which would depend on their continuing to demonstrate a commitment to their own professional development and that of their colleagues. Although public funding is, other than for the small scale National Scholarship Scheme, coming to an end we do think that it should be possible to stimulate demand for master's level training through the new teaching school clusters and by demonstrating to schools the impact that it can have on classroom performance and retention.

22. Other, non-financial ways of rewarding good teachers that have been effective include: helping teachers keep up with developments in their subject areas by facilitating links with HEIs, subject associations etc; and allowing flexible employment patterns (eg combining teaching with research, shared appointments between universities and schools and joint professorships).

23. The recruitment and retention of teachers for schools facing challenging circumstances can be difficult. These difficulties can be addressed through HEIs working in partnership with such schools on ITT and CPD, and by HEIs placing student teachers in challenging schools (some student teachers value this experience so much that they choose to remain in such schools after qualifying). Teach First has also been effective in placing talented teachers in challenging schools, and data from the Teach First 20011 OFSTED report suggests that the retention of these teachers is improving. These, and other, examples of existing best practice should be investigated and the lessons learnt promoted across the school sector.

November 2011

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**Written evidence submitted by Dr Beng Huat See and Professor Stephen Gorard, University of Birmingham**

**EXECUTIVE SUMMARY**

- This evidence uniquely considers the views of those who do not consider teaching as a career and those who do consider it but do not become teachers, in addition to those who intend to teach.
- What attract people into teaching are the things that they consider important in their career choice. For example, those intending to teach are attracted by intrinsic motivation such as the desire to give something back to society, to make a difference to a child's life. Non-teachers, on the other hand, are motivated by extrinsic motivation such as career advancements, intellectual stimulation and stimulation to ambition.
- The evidence also suggests that some were put off teaching by the perception of teaching as an unambitious and unchallenging vocation.
- Therefore, policies need to highlight the extrinsic rewards as well as the intrinsic aspects of teaching. Unless these people who would not normally consider teaching as a career perceive teaching as providing those factors they value in a career (such as good career advancements with potential for future developments), they are less likely to be attracted.
- The most widely-cited barrier to even considering teaching as a career was an individual's negative experience of school as a pupil themselves.
- Therefore, it is important that school teachers see themselves as ambassadors of their own profession and project a positive image of teaching.
- There is a limit to the number of potentially effective teachers that can be attracted into teaching because of the limited number of people taking up shortage subjects beyond compulsory schooling, limitations placed by the National Curriculum and the limitations placed on training places.
- To remedy this situation would require a revision of application guidelines for ITT, a review of ITT targets and a revision of the National Curriculum.
- There is inequity in the allocation of training places across teacher training institutions, the result of which is the inconsistency in the quality of trainees. Some rejected applicants may be better qualified than those accepted by other institutions.
- One recommendation is a central admissions system in allocating national training places on merit and a more rigorous moderation of subsequent qualification. Another recommendation is to have fewer but larger regional training centers. This ensures consistency in training quality and also greater efficiency in savings.

## SUBMITTERS

Stephen Gorard is Professor of Education Research at the University of Birmingham, Principal Methods Expert for the US government Institute of Education Science, a member of the ESRC Grants awarding Panel, and Academician of the Academy of Social Sciences. His work concerns the robust evaluation of education as a process from “cradle to grave”, focused on issues of equity and effectiveness. He is a widely read and cited methodologist, involved in international and regional capacity-building activities. He is used regularly as an adviser on the design of evaluations by central and local governments, NGOs and charities. He is currently an evaluator for the European Commission Directorate-General for Regional Policy, the Department of Work and Pensions, the Food Standards Agency, and the Educational Endowment Foundation. He is working on identifying the causal link between attitudes, behaviour and school attainment for the Joseph Rowntree Foundation, patterns of school intakes for the British Academy, and careers in Science and Maths for the HEFCE STEM Centre. He is author of nearly 1,000 books and papers.

Dr Beng Huat See is a research fellow in the School of Education, University of Birmingham. She’s actively involved in education research on a number of projects in a range of areas, such as the HEFCE-funded review of widening participation research: addressing the barriers to participation in higher education and a GTC (Wales)-commissioned study on the supply and retention of teachers in Wales. She is the author of a recently published book, entitled: *Understanding teacher supply*. She has submitted written evidence to the House of Commons Select Committee Inquiry into teacher retention. She has also written articles and letters to the press on the issue of teacher supply. She has conducted five large systematic reviews including widening participation and the factors that drive post-16 participation of ethnic minority groups, the impact of SES on participation and attainment in science education (commissioned by The Royal Society), review of international intervention studies and UK-based values and aspirations literature and the recently completed study on the causal impact of attitudes, aspirations and behaviour of children and their parents on educational attainment and post-compulsory education participation (commissioned by the Joseph Rowntree Foundation). She was also involved in the QCA project on the baseline evaluation of the 14–19 reform.

## A VIEW FROM THE “OTHER SIDE”

1. There is a major deficit in the academic evidence based on this topic. Almost all of the published evidence about teaching—why people become teachers, and what happens to them subsequently—is based on the views of teachers and trainee teachers. There is therefore very little systematic evidence on from people who do not consider teaching as a career, or on why people who do consider it do not become teachers. Thus, there is little evidence on what, if anything, might have attracted them to teaching. The evidence in this new memorandum to the Education Select Committee is mostly based on views from the “other side” contrasted with those who are already or are determined to become teachers. The results are instructive.

2. For example, teachers often complain of heavy workload and poor discipline among pupils, and trainee teachers suggest these as key reasons that may put people off being teachers. Some teachers suggest that the job is not a high status one, or not high status any longer. However, young people who have considered and rejected teaching as an option are far less likely to see teaching as low status or to be put off by workload or discipline. These views of non-teachers may or may not be realistic, but such evidence strongly suggests that attracting people currently not interested in teaching does not depend on changes in these areas.

3. The most widely-cited barrier to even considering teaching as a career was an individual’s negative experience of school as a pupil themselves. None of the teacher trainees reported having really or negative experiences of school. Those considering and rejecting teaching are also more likely to see it as a *dead-end job* with relatively poor *career prospects and promotion opportunities*, and *little intellectual stimulation and stimulus to ambition*.

4. Non-teachers are more likely than teachers to regard teachers’ pay as attractive as that of other vocations. Thus using financial strategies alone to deal with teacher supply may not be an effective solution.

5. Such correctives to prevailing views that extrinsic motivation is key, and to the rather misguided logic of basing attractors on what existing teachers say they want, could be important in both widening and improving the existing quality of the teaching workforce. This is the novel approach presented in this memorandum of evidence.

## WHAT MOTIVATES PEOPLE TO TEACH?

The answer, perhaps surprisingly to some commentators, is to do more with intrinsic (sense of commitment) than extrinsic motivation (pay and conditions).

6. Being able to do something of value and worthwhile are powerful motivators encouraging people to go into teaching. The satisfaction of being able to help children to understand, to empower them and to see the smile on their faces when they enjoyed lessons were reasons cited by teacher trainees for wanting to go into teaching. For example:

I think it’s being able to justify to yourself why you’re doing what you’re doing, and at the end of the day if you can look back at your life and say okay there’s only one person who can remember me as that one teacher who they thought was wonderful, that you know, that’s brilliant. I’m not just going to work

to make money for my bank and I'm not just going in to manage people and shuffle a bit of paper around, but I'm actually doing something which is really valuable, really worthwhile and you know, really important. [...] it sounds like a real cliché and really annoying, but the kind of worthiness of it and doing something which is going to make a difference to somebody and you know changing young lives, you know the kind of ideals you're going in with and probably within five years it'll be completely rubbed out. I think everyone has to have that little nugget of idealism when they start 'cos otherwise you wouldn't have that drive to do it.

7. Therefore policies to recruit and retain teachers could focus on encouraging such idealism. As one interviewee mentioned:

I think the government is going to have to do something about trying to maintain that because it's when that goes and when you no longer have that focus which helps you to get through the bad days or the piles of admin or the piles of marking that you say: "I've had enough, I'm not doing this anymore." And it is ...I don't know about you lot but when I've spoken to people who're sort of just on the brink of saying: "Not doing this anymore", that their idealism is gone [...]

Female (PGCE English)

8. The evidence from the study also suggests that those who have considered teaching, but rejected it or were undecided could be put off by the perception of teaching as an unambitious and unchallenging vocation.

9. Negative experience of school is another reason given by some for not wanting to teach. It is important that school teachers see themselves as ambassadors of their own profession and project a positive image of teaching. It is no good talking about improving the image of teachers if teachers themselves do not portray that image. Those who chose to teach reported having good and positive experiences of school as evidenced by comments from teacher trainees:

But that is the impression that people have of what teachers are like and also if people had bad experiences themselves at school, they had bad teachers or if they remember their school days inevitably which hell of a lot of people do, that immediately puts you off thinking oh I'm not going to go into that environment again... Yeah, I wasn't inspired but I enjoyed school. I got all these thoughts.

Carole (PGCE English)

I wouldn't say I was inspired to go into teaching by my teachers, but I certainly remember very good teachers who were inspiring in their subject.

Philippa (PGCE English)

I've got a really good school experience. I generally respect people who taught me stuff like that, er.... taught by, you know, generally working class rest of it...

Edward (PGCE English)

10. Recent advertisements highlighting the personal satisfaction of making a difference in a young child's life could be powerful in encouraging those who are inclined to teaching, but they are "preaching to the converted". To encourage those who have a strong desire to contribute to society, but also wanting something more, such messages alone may not be enough. Policies may need to highlight the extrinsic rewards as well as the intrinsic aspects of teaching. Unless these people who would not normally consider teaching as a career perceive teaching as providing those factors they value in a career (such as good career advancements with potential for future developments), they are less likely to be attracted.

11. However, there is a limit to the number of potentially effective teachers that can be attracted into teaching. One is the limited number of people pursuing shortage subjects beyond compulsory schooling. Another is the limitation imposed by the National Curriculum. Third, even if there were enough people with the required qualifications applying for ITT, not all would be accepted for training because of the limitations placed on training places. Some were rejected because they did not have suitable teaching subjects or experience. Some did not have good A-level results or a relevant curriculum subject.

12. This suggests a need to revise application guidelines for ITT and to review the ITT targets. Another solution is to increase the pool of graduates in shortage subjects by encouraging more students to continue to study these areas of the curriculum in post-sixteen and higher education. A more radical solution would be to revamp the curriculum. As maths and science were defined as core or foundation subjects, increased amount of curriculum time was demanded to teach a wider range of subjects to all pupils at each key stage to the compulsory school leaving age. This increased the need for more specialised teachers. Since not all students are going to be scientists or mathematicians or engineers, the curriculum could be revised to include topics that are relevant to daily adult life, requiring fewer or allowing redeployment of specialist teachers. Maths, technology and science are the most likely subjects for management by availability.

13. Of course there are other reasons why some people do not want to teach. Not wanting to teach young people was a reason given by many non-teachers for not choosing teaching as a career.

14. Also not everyone is suited to teaching as it's a profession that requires not only skills and knowledge but certain personality and temperament. Teaching is akin to performing. Most people may be able to act, but not everyone can be good actors. Among the many reasons given by non-teachers for not wanting to teach were, "*lack of confidence in self and in own knowledge*", "*do not consider myself inspirational or empathetic*",

*“I don’t think my personality would fit with the job”, “has never been my strong point explaining complicated subjects concisely”.*

15. Many non-teachers chose not to teach because they had other career options or ambition and teaching was not one of them. This was one of the most frequent responses given.

#### HOW TO ATTRACT HIGH QUALITY TRAINEES?

16. The number of people considering teaching as a career is not a major problem for teacher supply. Nearly half of all applicants to postgraduate initial teaching training (ITT) in the UK are rejected in a rather unsystematic way, dependent chiefly upon the local availability of funded places at individual institutions (White *et al.* 2006). One outcome is that some of those applicants rejected by some institutions are much better qualified than many of those accepted by others (and this anomaly is greater in the primary sector than secondary, and greater in some secondary subjects than others). A more centralised national system of allocating training places to applicants, rather than leaving so much of the decision in the hands of institutions, might overcome this variation in quality.

17. Few trainees fail, and the majority of those who do not complete the course do not cite financial factors or academic failure as the reason for their non-completion.

18. Students with poor entry qualifications, rated as poor at teaching by external inspections and trained in institutions judged by OFSTED (external inspections) as unable to make fair assessments of student quality, have as much chance of a qualification and a teaching post as everyone else (Smith and Gorard 2006a). If the quality of teachers is to be improved, as has been demanded in the USA, then such inequities need to be addressed first.

19. A central admissions system handling all applications and allocating national training places on merit, coupled with more rigorous moderation of subsequent qualification, would help. Perhaps, though, a more radical approach is possible. Why does teacher training have to be so widespread in comparison to other forms of professional training? It could take place in fewer but larger regional centres, emphasising the national structure of the profession, leading to efficiency savings, ensuring a higher level of consistency in outcomes, and making it easier to link high quality research activity with the training. Such an approach might even lead to an improvement in the quality and relevance of education research.

20. The study also reveals that current financial incentives to recruit better quality teachers have not been completely successful. They did not contribute significantly to people’s career decision, although some proved to be more effective with certain groups of students than others. These incentives were largely effective only in attracting those already interested in teaching, but had little influence on those already committed to other vocations or professions.

21. Training grants and exemption of fees were particularly effective in encouraging marginal teachers into teaching, with over three-quarters indicating that they could be persuaded into teaching by these incentives.

22. There appears to be a lack of publicity for these incentives. Although these incentives were given a high profile, many students were unaware of them, as illustrated by these comments from students:

Many of us have not heard of these incentives at all. We are not aware of their existence.

2nd year Language & Communication student

Throughout my degree course, no one actually came to persuade us to go into teaching.

3rd year Law student

I am interested in teaching but not sure how to get into it, whether my law degree is enough, and what kind of qualifications I would need.

3rd year Law student

I am undecided whether to go into teaching or not. The reason for my indecision is the lack of information available. I don’t have any clue of what to do.

2nd year Accountancy student



## Written evidence submitted by The Sutton Trust

### INTRODUCTION

This submission is based largely on the Sutton Trust's recent interim report *Improving the impact of teachers on pupil achievement in the UK*.<sup>21</sup> This work aims to develop proposals for improving the effectiveness of teachers in England, with a particular focus on teachers serving disadvantaged pupils.

The review of international research evidence and new research findings for the UK show that improving the effectiveness of teachers would have a major impact on the performance of the country's schools. Specifically, English schools could improve their low position in international league tables in Reading and Mathematics and become one of the top five education performers in the world within 10 years if the performance of the country's least effective teachers was brought up to the national average.

The report—and this submission—draws out some of the implications of the findings for workforce policies for the teaching profession in England,<sup>22</sup> from teacher training to the retention and promotion of highly effective teachers.

The research was undertaken by a group of leading education economists. We are particularly grateful to Richard Murphy from the Centre for Economic Performance at the London School of Economics, who worked in conjunction with Stephen Machin also at the CEP at the London School of Economics, with advice from Eric Hanushek, based at the Hoover Institution at Stanford University in the United States. The next stage of the project will be to develop and refine the policy proposals drafted by the Trust on the back of this evidence, through discussions with experts in the field and teachers before a final report is published.

*What strategies are known to be effective in attracting these applicants?*

*What evidence is available to help identify the sorts of applicants who become the most effective teachers?*

1. The international research evidence consistently shows that it is very difficult to predict how good a teacher will be without observing them in a classroom; paper qualifications and personal characteristics tell us very little. According to one paper, gender, race, teaching experience, undergraduate university attended, advanced degrees, teacher certification and tenure explain less than 8% of teacher quality.<sup>23</sup> While there are caveats to this research, it does suggest that observations in the classroom are the most powerful predictor of the future effectiveness of teachers.

2. There are some important exceptions to this general rule. In secondary teacher teaching specialist subjects such as maths or science there is evidence that degrees in relevant subjects improve teacher effectiveness.

3. There is evidence that a trainee teacher's performance during their first one to two years is predictive for their longer term effectiveness. Initial opinions based on interviews and mock classroom interactions of trainee teachers were more powerful predictors of future effectiveness than prior qualifications.

*What strategies are known to be effective in attracting these applicants?*

4. While not proven by the current research evidence, we believe that a new fast-track graduate entry route into teaching should be piloted in disadvantaged schools in particular with aspiring teachers assessed in a classroom—either in newly created summer schools for children at the most disadvantaged schools, or in the new cadre of teaching schools. Fast track teachers would receive extra pay incentives—perhaps £5k more than current starting salaries—after completing a year at school to gain Qualified Teaching Status and provided they continue to teach in a disadvantaged school.

5. We also believe that the profession could be made more attractive in general by introducing alternative “high stakes” pay and performance system coupled alongside genuine and sustained professional development. Teachers should be able to opt out of the standard promotion and pay system, and instead choose a more radical version which rewards high performers with extra pay and opportunities for faster career progression, but penalises under-performance. As well as improving the performance of the teachers, this would make the profession a more attractive option for talented graduates.

6. We are currently reviewing whether the professional development that is currently offered to teachers throughout their careers is fit for purpose for the profession.

*What particular routes into teaching are more likely to attract high quality trainees?*

7. Routes that are seen to be exclusive (Teach First, Teach America, and those in Finland, and Singapore) tend to attract higher calibre candidates. So it may be the case that simply by making the process more selective, with a higher failure rate, the numbers of high quality trainees could be increased. It is also the case that in Finland and Singapore there are relatively high starting salaries for teachers.

<sup>21</sup> See <http://www.suttontrust.com/news/news/improving-poor-teachers-would-transform-englands-education/>

<sup>22</sup> Although our policy recommendations focus on England, many of the measures we discuss could be effective elsewhere in the UK and overseas

<sup>23</sup> Aaronson et al., 2007; “teacher quality” refers to value added scores

*Will the Government's proposed changes to initial teacher training help to recruit these trainees?*

8. Some of the proposals in the recent Government White Paper, *The Importance of Teaching*, will help. In particular, we believe that making teaching more attractive to career changers, having trainee teachers spend more time in the classroom, and creating teaching schools to deliver initial and mid-career training would all go some way to address the challenges for the profession outlined here. However, we believe further reforms will be needed to attract more people to teaching, and to put in place effective mechanisms to select, reward, develop, and manage our teachers.

*What evidence is available about the type of training which produces the most effective teachers and whether the Government's proposed changes to initial teacher training, particularly the focus on more school-led training, will help to increase the number of good teachers in our schools?*

9. Research has found that there is little difference in the distributions of teacher ability after different training methods: in other words the model of training appears to have limited impact on teacher quality.<sup>24</sup> It is also shown that there is a large range of effectiveness among teachers within a particular scheme.

10. If Government changes lead to trainee teachers being assessed in the classroom, then this would be welcomed. However, the key issue is about recruiting people into teaching overall; there will always need to be different training routes to suit the needs of different people—what is needed is a structure to route candidates into the training model best for them, ensuring that each route includes adequate assessment in a classroom context.

*How best should we assess and reward good teachers?*

11. We believe that major reforms are needed to the performance and pay system for teachers, with assessment perhaps based on three core factors: improvement in results in the classroom, reviews by headteachers, and external appraisals. Other factors such as previous qualifications, previous experience, or years spent teaching should be given far less importance.

12. The research suggests that using teacher value added measures as a sole measure of teacher performance to reward them is fraught with dangers. Year on year measures are highly unstable, and encourage teaching to the test rather than learning itself. Identifying good teachers through personal evaluations (currently in the form of Performance Management) has advantages as it is hard to cheat on these measures, and heads can take into account more than just test results. However this would also require incentives for the heads (evaluators) to evaluate consistently and honestly.

13. While there is little research evidence available, many have suggested that there also needs to be better mechanisms to “help” teachers out of their job and the profession as a whole if they are consistently not doing well. Some claim there are deep cultural barriers among teachers to allow this “dignified exit” to occur when needed.

*What contribution does professional development make to the retention of good teachers?*

14. We believe that professional development is absolutely key to improving the performance of poorly performing teachers and retaining good teachers. We are currently reviewing evidence within the UK and overseas on what professional development approaches work best.

15. Whatever professional development system is in place, we believe school heads have a critical role to play. One suggestion is that school heads should be required to submit an annual report to Governors detailing the performance of their staff under this new performance and pay system, including their plans for professional development of teachers. Governors and inspectors need to ask how well heads have used their powers to reward excellence and address under-performance at the school—and this would play a key part in assessing the head's own performance and pay.

*How do we ensure that good teachers are retained where they are most needed, particularly in schools in challenging circumstances?*

16. As mentioned above we believe that a new fast-track graduate entry route into teaching should be piloted in disadvantaged schools in particular with aspiring teachers assessed in a classroom. Fast track teachers would receive extra pay incentives—perhaps £5k more than current starting salaries—after completing a year at school to gain Qualified Teaching Status and provided they continue to teach in a disadvantaged school.

November 2011

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<sup>24</sup> Kane, Rockoff & Staiger (2008)

## Written evidence submitted by Universities UK-GuildHE

### INTRODUCTION

1. The United Kingdom faces unprecedented economic and social challenges and the contribution that teachers make to basic education, skills development and life chances is among the key contributing factors to successfully overcoming these challenges. The Government, politicians, experts, business leaders, taxpayers and parents all have a right to be concerned about the quality of teachers and the quality of teaching. Higher education institutions are passionately committed to playing their role in continuing to train and develop high quality teachers.

2. Higher education institutions have an essential role to play in the development of excellent teachers. They:
- have demonstrated a strong track record of delivering initial teacher training (ITT) to a high standard;
  - have long standing, strong and supportive partnerships with schools, where all trainee teachers spend the majority of their time;
  - provide a wide range of services and resources to support the development of teachers and schools, helping to drive forward school improvement;
  - effectively and efficiently deliver the majority of teacher education provision and have been very flexible and responsive to developments in ITT provision;
  - provide the in-depth knowledge and understanding of subjects that are vital to effective teaching;
  - engage in practice-based research which drives the improvement of skills and practice;
  - play a major role in developing teaching as a key profession and enhancing the standing of teachers;
  - provide ongoing development that draws upon the high quality provision of ITT courses, the practice-focused research and the ongoing development of the subject to enable teachers to continually improve; and
  - manage and provide an efficient and effective recruitment process.

3. Universities UK (UUK) and GuildHE are delighted to contribute to the Select Committee inquiry into teacher training. UUK and GuildHE collaborate extensively in the area of teacher training through the Teacher Education Advisory Group (TEAG) which is chaired by Professor Sir Robert Burgess, Vice-Chancellor of the University of Leicester, and brings together vice-chancellors and principals to lead on issues of teacher education on behalf of the higher education sector. This response has been prepared by the Group.

### THE CONTRIBUTION OF HIGHER EDUCATION

#### *Quality*

4. The higher education sector is firmly committed to the delivery of high quality teacher training, as evidenced in the 2009–10 annual Ofsted report which indicated, that “*there was more outstanding initial teacher training (ITT) delivered by higher education-led partnerships than by any other route*”. Forty-seven% of total higher education-led provision was rated as “outstanding” in comparison to 26% rated “outstanding” in employment-based routes and 23% school-centred initial teacher training.<sup>25</sup> The report also noted that, “*there are many strong partnerships between universities, schools and colleges which are characterised by higher expectations of trainees’ achievement and good communication*”.<sup>26</sup>

5. Newly qualified teachers (NQTs) themselves also express positive views. Each year, the Training and Development Agency for Schools (TDA) conducts a survey of NQTs. This is undertaken after NQTs have been in a teaching post for six months. In 2011 the survey attracted around 13,000 responses. The 2011 survey found that 88% reported their training on higher education institution routes as being either “good” or “very good”, a 3% increase from the previous year.<sup>27</sup>

#### *School partnerships*

6. The current categorisation of teacher training routes into higher education institution, school or employment-based routes is an increasingly redundant one. For example, in line with the secretary of state’s requirements, two-thirds of a trainee’s time on a PGCE course is spent in a school.<sup>28</sup> In our view effective ITT comes from the partnership of the academic excellence, subject knowledge and development of professional competence that institutions provide, combined with the invaluable practical experience and engagement schools can provide. Partnership is about shared leadership of teacher training programmes where, for example, trainees are recruited and trained jointly by the institution and the school and there are jointly appointed staff as well as secondments between the partners.

<sup>25</sup> OFSTED (2009–10) *The Annual Report of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills* p 59.

<sup>26</sup> OFSTED (2009–10) *The Annual Report of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills* p 60.

<sup>27</sup> TDA (2011) *Results of the Newly Qualified Teacher Training Survey* p 17.

<sup>28</sup> ITT Standards guidance R2. 8, available at [http://www.tda.gov.uk/training-provider/itt/qts-standards-itt-requirements/guidance/itt-requirements/training-requirements/training/R2-8.aspx?\\_st=-1013241123](http://www.tda.gov.uk/training-provider/itt/qts-standards-itt-requirements/guidance/itt-requirements/training-requirements/training/R2-8.aspx?_st=-1013241123)

### *Services and resources*

7. Institutions provide a valuable resource centre for the training and development of teachers. The resources and expertise of institutions help develop flexible trainees who are able to apply different skills to different school needs; they encourage the development of an interest in and commitment to the profession of teaching and a keenness to continually learn and develop throughout their careers.

8. Institutions also work with schools to help them prepare for Ofsted visits and provide support for enhancement activities afterwards.

### *Delivery and flexibility*

9. Four-fifths of new teachers are trained in mainstream university-school partnerships.<sup>29</sup> The remainder are trained through either school-based (SCITT) consortia or employment-based routes (GTP, Teach First, the Overseas Teacher Training Programme and the Registered Training Programme) and all of these routes feature the active involvement of the higher education sector.

### *Subject knowledge*

10. Institutions provide both in-depth knowledge and long-standing experience of teaching effectiveness, and access to comprehensive and up-to-date subject knowledge.

11. They also provide subject enhancement courses in priority subjects.

### *Practice-based research*

12. As well as contributing to formal ITT programmes, institutions also conduct considerable practice-based research which enhances the development of pedagogical skills and promotes a deeper understanding of how to be an effective teacher.

### *Developing the profession*

13. As with other professions the crucial link with higher education supports both the status and the ongoing development of teaching as a key profession.

14. The dedication and professionalism of higher education tutors plays a key role in developing the profession and enhancing teacher training. The research-informed, evidenced-based practice of higher education tutors enriches the learning of trainees, and begins to establish in them habits of thinking about the development and review of practice which provide a foundation for improving and sustaining high quality teaching throughout a career.

### *Ongoing development*

15. Reports to the TDA reveal growing confidence among providers in testifying to the multitude of ways in which children and young people benefit directly and indirectly from their teachers' involvement in Masters-level study.<sup>30</sup> Giving teachers the opportunity to study on a school-focused Masters programme would be a very good way to reward and retain highly performing staff and would lead to school improvement.

### *Recruitment*

16. Institutions carefully and effectively manage over half a million applications for all of the subjects that they teach. It is a very effective use of public funds use the experience and infrastructure that institutions have to manage the recruitment process for teacher training, in close partnership with schools.

## RECRUITMENT

### *Where should the focus lie when recruiting?*

17. An effective recruitment process combines diversity and flexibility with the maintenance of high standards. It must be rigorous, and be based on a partnership between higher education and schools that takes into account qualifications, skills, attitude and potential. Higher education institutions already work closely with schools to identify candidates who are most likely to succeed as teachers. There are many joint appointments between higher education institutions and schools and this should become standard practice (similar to clinical teaching). The care and effectiveness demonstrated in the recruitment process helps to provide a foundation for the future retention of trained teachers.

18. The recruitment process needs to recognise the need for high quality candidates (using a variety of measures), ensure certain skill levels are met and identify individual characteristics that are likely to lead to the development of a successful teacher. Given the wide diversity of schools and the challenges that they face

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<sup>29</sup> TDA allocations version 3.

<sup>30</sup> TDA (2010) *A longitudinal review of the postgraduate professional development of teachers* p 12.

the recruitment process needs to ensure that there are a wide range of flexible, committed and professional teachers being trained.

19. Higher education institutions are committed to maintaining and increasing the standards of teacher training, including entry requirements. For example, the proportion of those with at least a 2:2 degree is already very high:

- 91% (15,077) of secondary school trainee teachers with a UK degree have 2:2 or better degree—up five percentage points since 1998–99.
- 95% (9,441) of primary school trainee teachers with a UK degree have a 2:2 or better degree—a three percentage point rise since 1998–99.<sup>31</sup>

20. Academic qualifications, including the degree result, are an important factor in wider recruitment policies that seek to draw in as many high quality candidates as possible. However, some degree of flexibility will need to be retained so that higher education institutions and schools can consider exceptional candidates with potential to be excellent teachers—for example mature entrants and career changers, including those from the armed forces, with valuable life and work experiences or professional qualifications.

21. Many other countries classify their degrees in different ways to the UK. Government proposals need to take careful account of this in order to avoid a negative impact on the recruitment of teachers, particularly, for example, in areas such as modern foreign languages.

22. In principle, TEAG welcomes the Government’s proposed pre-entry tests for literacy and numeracy. It is logical for candidates to sit the tests prior to training so that resources are not wasted on unsuccessful candidates. The logistical and cost implications will have to be carefully considered. This includes, for example, consideration of whether tests are to be taken before or after ITT places are offered.

## ROUTES

*Are particular routes more likely to attract high quality trainees?*

23. In order to secure the greatest possible range of high quality candidates with a wide range of experiences and talents we need to draw from as many different recruitment sources as possible. This also ensures the maximum possible benefit to the profession and schools, with their diverse circumstances and needs. It allows high quality candidates to choose the route which best suits their professional development needs, circumstances and ambitions. The most important factor, for delivering high quality teacher training through any route and ensuring standards of entry are maintained, is the effective partnership between institutions and schools.

24. Effective recruitment practices also require the provision of clear and comprehensive information to trainees and some degree of stability and certainty in terms of the availability of places and funding. All candidates are likely to be dissuaded from applying to the profession and taking up their training places if there is uncertainty about who the higher education provider will be and what school or schools they will be placed in, as well as delays or uncertainty about what bursaries they might receive and whether there is funding for the places they are applying for.

## THE GOVERNMENT’S PROPOSALS

25. TEAG firmly supports the Government’s commitment to high quality provision outlined in the ITT strategy. However, as stated above, institutions are keen to ensure that some flexibility remains concerning entry into undergraduate programmes. It is therefore vitally important, in order to ensure that the best potential teachers enter the profession, that both A-level scores and their equivalents are used, making full use of the UCAS tariff. We reiterate that the recruitment process must consider a wide range of holistic skills, in partnership with schools.

26. We support any measures to boost recruitment of good candidates to science, technology, engineering, and mathematics (STEM) subjects, and believe that the Government should consider extending these measures to cover other subjects and regions where there might be shortages.

27. We are concerned about the risk of financial support not reaching students with the greatest need, and the disincentive this would have in terms of widening participation.

28. TEAG believes that the distribution of bursaries needs careful consideration. The proposal for distributing large amounts, in some cases £20,000 for a priority subject to a candidate with a first-class degree, could be a blunt policy instrument. Care must be taken to ensure that it is clear what such bursaries are rewarding, what behaviour they might encourage and what future benefits and commitments are secured. The proposed approach to bursaries could lead to unfortunate impacts such as a psychology student with a first getting a higher bursary on a maths PGCE course than a mathematics student with an upper second. The differences in bursary levels could lead to significantly reduced applications to the lower bursary routes, such as the primary PGCE in the current model.

<sup>31</sup> “Teaching makes the grade for top graduates” 23 July 2010, available at <http://www.tda.gov.uk/about/media-relations/press-releases-2010/23-07-2010.aspx>

29. There is also an absence of emphasis on or reward for either successfully completing training or entering and remaining in the teaching profession—these aspects should be included in a successful incentives model. Consideration should be given to bursaries being distributed in a phased approach in consultation with schools. This could reduce wastage, aid retention and act as an incentive to trainee teachers.

#### TYPE OF TRAINING PRODUCING THE MOST EFFECTIVE TEACHERS

30. There are strong partnerships between higher education and schools in the delivery of all ITT and the amount of time spent by trainees in schools means that, in effect, all routes are employment-based routes.

31. The effectiveness of teachers is not solely determined by the type of training that they go through. Attention should be paid to the effectiveness of teachers throughout their career. It would be short-sighted and detrimental to the quality of teaching if the view was taken that the training and development of teachers ended with the qualifications they receive. Continuing professional development (CPD) is essential to the development of the most effective teachers. Newly qualified teachers need ongoing access to opportunities and support and need to be encouraged to see their own development as a natural part of being an effective teacher.

32. TEAG calls for newly qualified teachers to have structured early professional development that is tailored to their needs and the needs of schools, and which builds on and complements their ITT. Newly qualified teachers should aspire to continue to develop their skills, increase the quality of their teaching and their contribution to school effectiveness, and consider taking on leadership roles. Flexible Masters qualifications (and courses and modules which contribute to a Masters qualification), combining academic rigour with a focus on effective practice, provide the ideal vehicle to enable newly qualified teachers to develop their skills and knowledge. They would also provide an ongoing level of aspiration and challenge, contributing to increased professional recognition for teachers and raising the status of the profession overall. Higher education institutions work closely with schools to ensure that ongoing development is a priority and that Masters qualifications meet the needs of schools and newly qualified teachers.

#### SCHOOL-LED TRAINING

33. Effective partnerships involve both partners playing to their strengths, so there will be aspects of ITT programmes that both partners have particular responsibility for leading.

34. We have already stated that joint appointment of trainees by higher education institutions and schools should be standard practice. Higher education institutions bring many benefits to their involvement in recruitment:

- They have long-standing experience of effectively operating large-scale and complicated admissions processes.
- They have a breadth of experience in recruiting trainees to professions that seek to combine academic and professional or practical requirements (such as health and engineering).
- It is a very efficient use of resources to have higher education institutions managing recruitment given their experience, expertise and understanding.
- Making higher education institutions the focus of the recruitment effort enables them to be a clear point of information to students, to coordinate the recruitment process across a range of schools, and to minimise the burdens of the process on school time and budgets.

36. However, the Government's proposal that it expects to pass on responsibility for managing the ITT system to schools over the next five to 10 years needs to be clarified and met with caution. If the responsibility for handling over 67,000 graduate applications and recruiting over 26,000<sup>32</sup> new teachers was spread across 23,000 schools rather than circa 75 higher education institutions we see potential for increased confusion for applicants, significantly increased costs to schools and duplication of effort across schools. And all this at a time when school budgets need more than ever to be focused on delivery rather than administration.

#### PROFESSIONAL DEVELOPMENT

36. TEAG believes that effective CPD is essential to the retention of effective teachers, encouraging them to develop their skills and to aspire to leadership roles in schools.<sup>33</sup> We therefore argue that giving teachers the opportunity to study on a school-focused Masters programme would be a good way to reward and retain highly performing staff. Finland is a clear example of where a commitment to developing a Masters-based teaching workforce to higher education has led to a system that is seen as a world leader.<sup>34</sup>

37. We believe that teachers should be entitled to structured early professional development tailored both to their needs and to those of their employers. Consequently, this should be developed in partnership between higher education institutions and schools. However, identifying personal needs, setting and reviewing objectives, and matching study and learning experiences to evolving circumstances calls for institutions to

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<sup>32</sup> GTTR (2010) Annual Statistical Report p 5.

<sup>33</sup> TDA (2010) *A longitudinal review of the postgraduate professional development of teachers* p 12.

<sup>34</sup> OECD (2010) *Finland: slow and steady reform for consistently high results* p 125.

provide a well trained coach and mentor.<sup>35</sup> This person could provide a bridge between the academic tutor from the higher education institution and the practicalities of conducting fieldwork in the participant's classroom and school.

38. Institutions utilise their extensive links with schools in order to tackle problems associated with schools in challenging circumstances. This includes ensuring that the provision of CPD further supports teachers in raising attainment and providing information, advice and guidance about the higher education sector.

39. The recruitment and retention of effective teachers can be a difficult task. These difficulties can be addressed by higher education institutions working in partnership with schools on ITT and CPD. It is our view that ITT is more effective, better delivered and more beneficial for the trainee—and more sustainable—when both partners are fully involved and reach a mutual agreement on a trainee's potential to become an outstanding teacher. This partnership should extend from recruitment through to qualifying and beyond.

November 2011

### Written evidence submitted by the Faculty of Education, University of Cambridge

The University of Cambridge, Faculty of Education is committed to the highest standards of research and teaching and is a significant contributor to the improvement of educational policy and practice in partnership with schools, colleges and other educational agencies both in the UK and internationally. The Initial Teacher Education programme is consistently the top provider of teacher education in the UK, as judged by OfSTED.

This statement has been written by Elaine Wilson who, thanks to generous funding from the Gatsby Charitable Foundation, has been supporting new science teachers through and beyond initial teacher education.

#### SUMMARY

Good teacher education is a vital contributor to school standards and the work of the many thousands of excellent teachers doing an excellent job already ought to be celebrated. However there are still areas for improvement, and inner city schools pose a particular problem. A key factor in inner city schools is the lack of teacher continuity and low retention rates. The proposed system wide reform does not tackle this issue specifically and may indeed upset the equilibrium in other parts of the system which are functioning well. Careful attention to addressing teacher wastages would go some way to solving the inner city hard-to-staff school problems.

1. Recognition that excellent teachers make the most significant difference to a child's education confirm what we in teacher education have believed for a long time.[1] Consequently it is vital that all those involved in teacher education work together now to ensure that there are excellent professional teachers in every classroom and that these teachers have the full support of their schools, parents, community and government. However we must build on our strengths and celebrate the many thousands of excellent qualified teachers who on a daily basis make a significant difference to children's lives. We must draw on our combined expertise to work to address the significant problems that exist in many of our inner city schools. Therefore it is important that teacher education programmes and government work together to try to solve this problem. The solution may lie in retaining more of the well qualified trained teachers in these difficult-to-staff schools rather than engaging in system-wide reform which risks undermining the preparation of sufficient numbers of newly qualified teachers in this country.

2. *What evidence is available to help identify the sorts of applicants who become the most effective teachers, and the strategies known to be effective in attracting these applicants?*

2.1 There is considerable variation in the recruitment patterns and demand for teachers throughout the regions so it may not be helpful to base recruitment drives and policy changes upon what are largely urban trends and shortages. For example, recruitment in schools in Northern Ireland, Scotland and the NE of England is buoyant and retention rates are high. Consequently schools in these areas are populated with teams of experienced long serving teachers. Our own research with former students indicates that constant turnover of staff in inner city schools exacerbate the problem. Schools in disadvantaged areas need continuity of staffing to build relationships between teachers and students based upon trust. This is one of the main reasons for the lack of progress of learners in disadvantaged inner city schools.

2.2 Evidence from our own research conducted with colleagues in Monash University[2] shows that new teachers who are likely to be successful enter the profession for largely altruistic reasons. Our data suggest that the main drive in choosing a career in teaching is to be able to work with children, to help shape their lives, and to increase social equity through education. Frequently these new graduates have had to defend their choice of career to family members and peers and this negative image of teaching needs to be challenged much more explicitly.

<sup>35</sup> Seaborne PL (2010) *A longitudinal review of the postgraduate professional development of teachers* p 22.

2.3 Increasingly we are recruiting more mature career changers in science subjects who have been research scientists dependent on short-term grants. For this group teaching offers a rewarding career with job security. Our work has shown that this transition is not straightforward and requires careful support.[3]

2.4 The recent TDA recruitment campaign has been successful in bringing both new and mature graduates into our course and we have been working closely with other departments within the university, by inviting career changers to visit our local partner schools and by bringing back serving teacher alumni from our courses to talk to prospective applicants.

2.5 Furthermore, we have been working with undergraduates in our other university departments and have recently obtained generous financial support from the Ogden Trust[4] to support the transition process for excellent graduate physics career changers.

### 3. Which particular routes into teaching are more likely to attract high quality trainees?

3.1 University—school partnership courses educate the majority of the 30,000+ new teacher entrants into the profession each year. Independent inspections of these programmes by OfSTED consistently indicates that the Post Graduate Certificate in Education (PGCE) route via a university—school based partnership far exceeds the quality of other routes into teaching.[5] The model of university—school based partnership is mirrored in other countries such as Finland, Singapore and Sweden, reported to be the best performing countries in the world.[6] Indeed, all Finnish teachers complete a four year long university based Masters course before entering the profession and this is also the case in Singapore. However, both Finland and Singapore recruit much smaller numbers of new teachers each year and notably retention rates are also very high in both countries.

3.2 Whilst it is important to offer a variety of routes into the profession to prospective teachers, current funding arrangements mean that upfront payments make it more financially viable for career changes. For some mature students this may not be the most helpful route. As alluded to earlier, these highly qualified, experienced career changers need careful support during the transition period. Our experience shows that the progress that a novice makes on an Employment Based Initial Teacher Training (EBITT) course is determined by how good the school-based training programme is and retention is linked closely to how well supported the new teachers feel in their first few years in the profession. A number of our partner schools also train Graduate Teacher Programme (GTP) students alongside our PGCE students. The school based programme draws on experience of working with the university department and uses the same training programmes. This seems to work well with the GTP students finishing the course and taking up posts in schools. However for this to work well there is a critical mass of students that any school department can work with at any one time. We have found that too many novices in one department at any one time diminishes the experience for the novice and students in the classrooms. Equally for a novice to have an authentic experience in schools they must work alongside an expert actually doing the job in their own classroom. Having too many novices assigned to one expert teacher would distract the expert teacher away from their core activity of teaching students in their classrooms.

3.3 The main advantages of university—school based routes as perceived by schools and new teachers are that PGCE courses allow time to think away from the busy classroom and opportunity to engage in professional conversations with school based experts, university based educators and peers in others schools. Our research shows that what PGCE students value most is:

- provision for subject specialists to gain a deeper understanding of the complexities of the specific subject from the perspective of a young learner in a school;
- help and time to develop a sophisticated understanding about how students learn;
- time to update recent developments in subject knowledge;
- access to knowledge of and instruction in effective ways of teaching the subject to ALL learners in ALL classrooms;
- help and support to make thoughtful, deliberative judgements in response to all the unique classrooms new teachers are likely to work in the future;
- contrasting school experiences during Initial Teacher Education (ITE);
- access to supportive expert school based mentors who have been trained by the university;
- opportunity to work with internationally recognised teacher educators and researchers;
- sustained pastoral support during the first few, potentially difficult years, of teaching, beyond ITE;
- to be able to work within a collegial teacher learner community with support networks among peers, expert teachers and active subject lecturers;
- time to think about practice in authentic classrooms with the full support of both a school based mentor and university based lecturers;
- support from expert teachers in applying and preparing for interviews and first teaching posts and;
- a recognised Masters level qualification in addition to qualified teacher status.



4. *Whether the Government's proposed changes to initial teacher training will help to recruit these trainees*

There does not seem to be any evidence from any of the sources we have read or from our own experience in support of “making EBITT routes the default route” to teaching. Our main concern is that by shifting the centre of training into schools, novices will be dependent on schools providing all aspects of education needed to produce world class teachers.

A school's core activity is about educating the young learners in their care. It seems odd that all the burden of recruiting, educating and retaining novices be placed on already very busy schools when there are already dedicated effective systems in place for doing this.

5. *What evidence is available about the type of training which produces the most effective teachers and whether the Government's proposed changes to initial teacher training, particularly the focus on more school-led training, will help to increase the number of good teachers in our schools*

The most recent Ofsted annual report noted that the best teacher education takes place in university partnership courses. Indeed, our own recent inspection report concluded that our courses are examples of an:

*“outstanding well-established and collegial partnership based on positive relationships, mutual respect, high expectations, a pursuit for excellence and a detailed and up-to-date knowledge and understanding of the theory and practice of teaching.*

*.....the university's national and international reputation and its place at the forefront of many educational initiatives which ensure high quality training is immersed in research and current practice enabling trainees to become critically reflective practitioners and employable classroom teachers.”[7]*

Central to Ofsted's praise is the recognition that, like us, Finland, too forges close links between schools and universities. The overwhelming evidence from around the world is that for novice teachers to learn how to teach well they must spend time alongside expert practitioners in authentic classrooms but also have access to the intellectual stimulus gained through having close ties with a university department.

Our own experience is that we recruit outstanding, highly committed graduates, of whom around 30% are Cambridge graduates and Postdoctoral students, who expect sustained intellectual challenge and stimulation and opportunities to talk about their developing practice.

They spend 24 weeks of their 36 week PGCE course in partnership schools working alongside expert teachers, whilst also having time and opportunity to reflect on what they are learning as well as being updated about recent innovative approaches to teaching their subject and understanding how children learn through university input.

6. *How best to assess and reward good teachers and whether the Government's draft revised standards for teachers are a helpful tool*

A recent survey undertaken by the EU investigated the kinds of skills and key “competences” informing the curricula and other teacher education documents in EU countries, and the extent to which the teacher education curricula of these countries provide teachers with the knowledge, skills and competences. Three distinct models emerged from the survey.[8]

Model One: The competence requirements are prescribed in detail at national level by a government body; this is the case in 5 countries, namely: Cyprus, Estonia, Germany, Slovenia, *UK*.

Model Two: The competence requirements are set in outline at national level by a government agency, but are adapted or further defined at a lower level, eg by a Teacher Education Institution; this is the case in 18 countries, namely: Austria, Belgium, Bulgaria, Denmark, France, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Netherlands, Poland, Portugal, Romania, Slovakia, Spain, *Sweden*.

Model Three: The competence requirements are set at a lower level, eg by a Teacher Education Institution; this is the case in 4 countries; namely: the Czech Republic, *Finland*, Greece, Malta.

It is noteworthy that in Finland, University departments have a considerable input and have autonomy to set their own curriculum for individual local circumstances.

The Commission's communication “*Improving the quality of TE*”[9] summarised the proposals which, in their view, would support the work of improving the quality of teacher education. They concluded that the following condition would ensure that this would happen:

- The provision for teachers' education and professional development ought to be co-ordinated, coherent, and adequately resourced.
- That all teachers should possess the knowledge, attitudes and pedagogic skills that they require to be effective.
- The professionalisation of teaching should be supported.
- A culture of reflective practice and research within the teaching profession should be supported.
- The status and recognition of the profession should be promoted.

### 7. What contribution professional development makes to the retention of good teachers

There is considerable evidence from recent studies in the US and England about the importance of opportunities for continuing professional development [CPD] in sustaining teachers' growth throughout their career and in updating practice. Our research in the recent state of the nation review[10] and beyond,[11] when taken together, highlights the importance of effective CPD in sustaining quality teaching, teacher satisfaction and teacher retention. This research concludes that CPD needs to be tightly aligned to institutional and individual teachers' needs; to be intensively and contextually focused; to take account of teacher Pedagogical Content Knowledge and subject content knowledge; to engage school leaders in working closely with teachers and their practices; and to be aligned to targeted improvements in student learning outcomes.

### 8. How to ensure that good teachers are retained where they are most needed, particularly in schools in challenging circumstances

Our research shows that when job demands outweigh job resources then teachers either move from the school, or in many cases leave the profession.[12],[13] Job demands are primarily related to the exhaustion component of burn-out, whereas (lack of) job resources are primarily related to disengagement.[14] Job resources in teaching are linked to; having professional autonomy in how to manage and organise individual classrooms, having strong social support networks within and beyond the school and having positive constructive performance feedback. Job demands are linked to excessive workload, feeling incompetent, lack of support from colleagues and school leaders. Although bad behaviour of students is sometimes cited as a job demand our experience shows that in schools where a collegial, convivial environment prevails, challenging student behaviour is not perceived as a job demand.

The implications of this for schools are that reducing demands and increasing resources are likely to yield different effects. Reducing job demands would decrease levels of burn-out and also, indirectly, increase levels of commitment. On the other hand, increasing job resources would not only lead to more engagement but would also protect from burn-out. Therefore from a school management perspective, investing in job resources may pay off more than focusing on the reduction of job demands.

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### Written evidence submitted by Keele University

#### SUMMARY OF KEY POINTS

- The role of HEIs across a range of provision, not just “traditional mainstream”.
- The high quality of existing ITT, as evidenced by OfSTED Inspections and the TDA.
- Newly Qualified Teacher (NQT) survey.
- The importance and success of existing collaborative partnerships between HEIs and schools.
- The need to ensure that all early career teachers have an entitlement to receive high quality professional development.
- The importance of ensuring that proposed new entry requirements for ITT should be flexible enough to enable those with evidence of alternative high level qualifications and/or attainment and who have the potential to be effective teachers should not be excluded from the profession.
- The need to ensure that proposed changes do not destabilise teacher supply.
- The need to ensure that changes do not adversely affect regulatory frameworks.

#### INTRODUCTION

1. The quality of the teaching profession lies at the heart of economic and social advancement. They are one of, if not the, most significant of the factors making a difference to the learning of children. It is essential, therefore, that those with the greatest potential to be successful and effective in the classroom, and in the profession more generally, are attracted, and that policies and practice are effective in respect of both recruitment and retention. We are supportive of the Government’s wish to improve the quality of those entering the teaching profession. The Select Committee inquiry is, therefore, most welcome. This paper represents the formal response from Keele University, an institution that is a long established provider of high quality secondary ITT and one that has a history of innovation and collaboration in respect of developing ITT—related programmes to address the shortage of teachers, particularly in STEM subjects.

2. We believe that the increased diversity of routes that has developed over a number of years is the most effective way to enable those with the right attributes, but who come from different backgrounds and with different motivations to enter the profession. The Higher Education sector plays a significant role, not only in what has been seen as “traditional” HEI-school partnership Initial Teacher Training (ITT). Universities and other HEIs are involved with employment-based provision and with SCITTS (school-centred providers). A number of universities across England are closely involved in the management and delivery of the Teach First programme.

3. Diversity of routes into the profession has also been enhanced through the development of pre-ITT Subject Knowledge Enhancement (SKE) courses. These have proved to be invaluable in enabling the sector to respond to the shortage of subject specialist teachers in key strategic subjects—particularly Chemistry, Mathematics and Physics.

4. Whilst we are supportive of the current review of initial teacher training and continuing professional development, and of the need to develop stronger partnerships—with high-quality schools taking an increased role—we do believe that some of the assumptions of the review are based on a false premise of a divorce between HEI-based “theoretical” training and school-based “practical” professional development. Trainees already undertake up to two-thirds of their initial training within school-based placements. Trainee teachers on “school-based” programmes are entitled to 60 days of professional training, and much of this is delivered in partnership/by HEIs. Successful partnership ensures that there is already extensive collaboration between school-based mentors and HEI tutors in the development and delivery of the programmes (indeed, the effectiveness of partnership is a key focus of inspection by OfSTED).

5. Her Majesty’s Chief Inspector of Schools, in her annual report of November 2010, pointed out that 94% of training that was “mainstream” (HEI-led) ITT was good or better. This was a significantly higher figure than for employment-based routes. Further, the employment-based training routes that were of the highest quality were more often to be those where an HEI was the Designated Recommending Body or where there was strong HEI involvement.

6. Judgements that indicate that the quality of Initial Teacher training is already high are reinforced on an annual basis by the TDA Newly Qualified Teacher Survey. The 2011 TDA survey, for those NQTs who completed their ITT programme in 2010, indicated that 87 % of those who responded (50% of the cohort) felt that their initial training had been good or very good; this was an improvement of 3% on the previous year.

7. We do recognise that there are important issues to consider in respect of completion and retention, across all routes in to the profession, and these have important value for money implications. However, it is important

that the current and future direction of policy and practice ensures that the profession continues to be underpinned by successful partnerships, and enables providers to have some degree of flexibility in respect of recruitment—to ensure that those with outstanding potential and high achievement are not excluded from the profession as a result of new entry requirements.

8. We also recognise that there is an ongoing need to ensure that there is an effective approach to meeting the early professional development needs of teachers. Within a PGCE that is of 36 weeks' (Secondary) or 38 weeks' (primary) duration, there are limitations to what can be addressed. Beyond this initial training (which is carefully monitored both through the OfSTED Inspection process and through HEI Quality Assurance frameworks), the experience of newly-qualified and early-career teachers varies—in respect of both quality and access to professional development. Important advances have been made through the development of Master's Level credits within the PGCE; and retention in the profession, and enhancement of performance, could be achieved through an ongoing commitment to professional development on the part of teachers, supported by their school/Local Authority/employer.

Select Committee questions 1 and 2: (*recruitment to teacher training*)

9. The Coalition Government has proposed a number of changes to the recruitment and selection of teachers. We are supportive of moves that will enhance both the quality of teaching and learning and the status of the profession. There are already very clear expectations as to the criteria for selecting candidates (again, monitored by OfSTED through Inspection). These include academic attainment, relevant experience, effective communication and interpersonal skills, potential to be effective in the classroom and a clear commitment to the profession. Judgements are made in collaboration with school-based colleagues from partner institutions. In addition to this, all ITT providers have to ensure that any entrant to training meets the minimum requirements as set out by the Secretary of State.

10. The Government has proposed that, from 2012, those applicants who have a degree lower than a 2.2 will not be eligible for public funding support. In respect of the recruitment of high-quality trainees, we would strongly suggest a more circumspect approach to the relationship between degree classification and potential to be a teacher. High-quality subject knowledge, and the pedagogical understanding of subject, are absolutely central to effective teaching and learning; however, having a first-class honours degree does not automatically mean that you will be effective. Some of the highest-quality teachers that we have produced at Keele University have had degrees at 2.2 or lower. Some will have undertaken additional study; many bring to their initial training a wealth and breadth of experience in other sectors; and all of them have demonstrated the interpersonal and “softer” skills that make them effective communicators in the classroom, which in turn enables them to engage children in learning.

11. Higher entry qualifications will have a positive impact on status, and that in turn should have benefits for recruitment. However, we would wish to encourage some flexibility in respect of recruitment; without this, there is a danger that a number of potentially outstanding teachers will be lost to the profession, and that there will be a disproportionate impact on strategic shortage subjects. Mature students who have lower than a 2.2 but who have a range of professional experience and/or qualifications, those with nationally recognised degree-equivalent qualifications, those with overseas degrees and those with Higher Degrees (for example, HND + MA/MBA) will be lost to the profession unless there is provision for some flexibility.

12. For a number of years, the TDA has successfully worked with providers to deliver Subject Knowledge Enhancement courses, and a minority of participants have been those who have gained, at some point in the past, a degree below a 2.2 (many of these are career changers who bring a range of professional and other skills that are highly valuable in respect of teaching). These candidates have developed their subject knowledge in the pre-ITT year and have gone on to be highly successful during their PGCE year. Under Government proposals, these people will be not be eligible for funding support either for the SKE course or for the PGCE. Again, we would encourage some flexibility as these programmes are making a significant contribution to the supply of teachers in subjects such as Chemistry, Mathematics and Physics.

13. Consultation by the Government has rightly noted the importance of high-quality communication/social/interpersonal skills as a pre-requisite for entry to training. These are already key selection criteria for all providers and there are also some excellent examples of practice—for example, Teach First. It will be important, whatever is proposed under the new requirements, that there is some flexibility for institutions to design and implement practice, and that there is a recognition that assessment of interpersonal skills is an “end point”; the purpose of an Initial Teacher Training programme is, at least in part, to develop those very skills that will make the newly qualified teacher much more effective in the classroom and wider school settings.

14. The proposal to require literacy and numeracy judgements to be part of pre-entry selection is something that we can support in principle; the savings to the Exchequer cannot be ignored. However, there may be significant logistical challenges that may impact upon the management of recruitment targets. Further, there are a minority of applicants who may have specific learning impediments that have not been identified. It is only on their ITT programme that these are identified and addressed, thus enabling them to move forward successfully and become highly effective teachers.

15. In general, we welcome the proposed PGCE training bursaries. They will be important both in terms of recruitment and retention at a time when we move to a new fee regime for ITT from 2012, with providers

charging at or close to £9,000 as a consequence of the removal of the teaching grant. The proposed range of bursaries is £20,000–£4,000, depending upon subject and degree classification, with no funding support for those with a degree below a 2.2. Whilst we recognise the importance of a market dimension to the differentiated level of the bursaries, we believe that it will be important to monitor the impact both on supply in subjects that carry a lower bursary and completion rates within and across subjects and age phases.

Select Committee question 3: (*organisation, content and type of teacher training*)

16. The Government has indicated that it wishes to see the transfer of the management of ITT from Government to schools over a period of five to 10 years. We have concerns about this in respect of both the management of the national supply of teachers and the regulation and quality assurance of the system. We believe that it is essential to retain an overarching responsibility for the maintenance and management of supply. Without this, there is a danger that the current system could be destabilized which would result in a decline in quality, the loss of significant capacity, the reduction/disappearance of economies of scale and particular negative impacts on teacher supply which would be disproportionate for those schools that face challenging circumstances.

17. There is little or no evidence that schools have either the appetite or the capacity to take over the responsibility for the recruitment and training of teachers to meet the national labour supply needs. Nor would they be willing to take on the responsibility for public accountability and scrutiny (through inspection) that would be required.

18. The potential removal of funding from HEIs may well result in significant closures of Schools/Faculties of Education, and provision within HEI would not be sustainable if it is dependent upon potential demand for particular “offerings” in a piecemeal manner. Further, it is not likely that HEIs will want to take on responsibility for trainee teachers whom they have had little or no part in recruiting.

19. The great strength of current ITT provision is that there have been significant year-on-year improvements as a consequence of high levels of scrutiny and public accountability. These advances have also been achieved within a framework of extremely strong partnerships between HEIs and schools.

20. It is HEIs that are best placed to access the undergraduate market for trainee teachers (still by far the single most significant group of applicants to ITT). University provision and university awards carries status and this is a factor for many of those who apply to teacher training. Whilst employment-based ITT is attractive, relevant and meets individual requirements for some trainees, we have concerns that any significant reduction in the involvement of HEIs in ITT could impact upon the supply of applicants.

21. There is a danger that the changes could result in the marginalisation of the HE sector in ITT—in recruitment and selection, in training and in assessment and quality assurance, with the consequence that decisions are taken to close teacher education completely in many HEIs. Such an outcome would have important ramifications for other aspects of Government Education policy, which is seeking to encourage stronger collaboration between schools and HEIs.

22. As already noted (paragraph 5), the quality of training through HEI “mainstream” provision is higher than for other routes and the highest quality employment-based provision is delivered in partnership with HEIs. However, many SCITTs and EBITTs are excellent and play an important role in training entrants to the profession who would otherwise not consider coming in to teaching. When one considers other newly introduced routes, such as Teach First, it may be more appropriate to have an approach that recognises diversity within a “sector” which meets differing needs—schools, trainees, geographical locations, subjects—whilst at the same time recognising the important role that HEIs have, working in partnership, across this diverse provision.

Select Committee question 4: (*Teacher Professional Standards*)

23. It is not yet evident whether the new Professional Standards will make a difference to practice. Professional Standards have existed for Initial Teacher Training since 1992. It was only in 2007 that the profession had Standards that covered different stages of a teacher’s career:

Q—for initial training.

C—Core standards for all qualified teachers.

P—Post threshold standards.

24. In addition, there have been Standards for Advanced Skills Teachers and for Excellent Teachers. There is limited evidence that the profession has engaged with the Standards in a robust and effective way. There are some concerns that the use of Standards, in a consistent and effective manner, does not continue beyond the end of the initial training.

25. The new professional standards certainly have a “sharper focus” on the core elements of effective practice as a teacher in the classroom to achieve high level outcomes for all pupils. These Standards will be used by ITT providers, as they have in the past, to inform programme design in a manner that will enable trainees not only to meet the Standards but to demonstrate capabilities that go beyond these.

26. However, whilst the new Standards provide a strong baseline, there is still a need to look at how these can be used effectively to inform differentiated judgments. Only through so doing could one then start to consider using the Standards as a framework to inform any attempt to reward teachers on a “performance” basis. All of this is notwithstanding the fact that there has been resistance to any move towards performance-related pay from the professional associations (but again noting that there has already been change in schools who have, for example, achieved Academy status).

Select Committee questions 5 and 6: (*Rewards and Retention*)

27. Consultation on the future of Initial Teacher Education has placed emphasis on poor retention rates during initial training, in the NQT year and in the early years of teaching. Further, reference has been made to the difference in employment rates for different training routes. Data collected can distort the true picture, when it is gathered within six months of completing initial training. Many trainees take time before seeking and/or gaining a full-time position—having undertaken supply work and/or undertaken additional study to further enhance their capabilities.

28. Whilst evidence may indicate a higher employability rate from those who have undertaken employment-based training routes, the gap is significantly reduced about four years after qualifying. This should, in addition, be set against the different training costs, in order to establish an accurate picture in respect of value and cost.

29. Any move to change significantly the balance between HEI “mainstream and employment-based initial training would result in the recruitment of those who would have, in other circumstances, followed an HEI programme”. It would be expected, therefore, that employability associated with non-HEI routes would fall and be in line with other pathways.

30. In respect of retention in the profession, we believe that reasons for leaving the profession can only in part lie with the initial training experience. As already noted (paragraph 8), there are limits to what can be addressed in an initial training course (PGCE) that is of such a short duration; the initial training should be seen as the start of the professional development process which is built on as an NQT and beyond. Evidence from our own ITT partnership indicates that teachers look to leave the profession within three to five years of training due to a range of factors. These may include institution-specific cultural elements. However, the lack of support and high quality CPD is a theme that frequently is cited. We are concerned therefore that a change in the balance of initial training and CDP, with schools taking an increasing lead, will neither lead to an improvement in quality nor in levels of retention (notwithstanding the impact that high quality Teaching Schools can have to support improvements in quality).

31. The retention of excellent teachers is absolutely vital to the future economic and social development of the country. To support this retention, we believe that there should be an entitlement to high-quality professional development for all teachers. This should be tailored to individual need and should build on the initial training undertaken. Attainment could be reflected through the status of “chartered teacher”. The proposed requirement of having and renewing a “licence to teach” under the previous Government is something that may have ensured that there was that requirement to “upskill” and retain “currency and effectiveness”.

32. The development of teaching as a Master’s level profession is something that we believe will do much to enhance both the quality and the status of teachers. The introduction of the Master’s in Teaching and Learning (MTL) under the previous Government was an important initiative, notwithstanding some of the challenges around its introduction; and the removal of funding support is something that is to be regretted (the expense of the programme as originally structured is recognised and a number of HEI are working to reconfigure this programme to enable it to continue to be offered as part of the professional development portfolio available to teachers).

33. The loss of public funding to support professional development, other than through initiatives such as the National Scholarship Scheme, should not in itself be an insurmountable barrier to the ongoing provision of high quality CPD and Master-s level study and research. The role of Teaching Schools and the Teaching School alliances (which will include HEIs) can play an important role in promoting and facilitating Master’s level work through a focus on school improvement, learning and teaching, and on how advanced study has a direct impact upon personal professional practice and upon the retention of teachers.

34. In respect of retaining teachers and supporting their ongoing professional development—without resorting to financial incentivisation—there are already many excellent examples that we can learn from: joint appointments between HEIs and schools; secondments on a part- or full-time basis; supporting research in the classroom through HEI staff working alongside teachers.

35. A theme through this response has been the importance of existing HEI-school partnerships, and our concern that proposed changes may have an adverse impact on much that is already effective. Nowhere is this more evident than in the area of teacher supply and challenging schools. Our University, in common with its peers in the sector, works with a wide and diverse range of schools. Many of these are schools that face challenging circumstances—in both urban and rural settings. The labour-supply needs of these schools in respect of “mainscale” teachers are met, to a very significant degree, through working within ITT providers—trainees being appointed after a successful placement or another trainee from the programme being

recommended. As NQTs, these teachers develop, and many move on to promoted posts within the school—the teachers being supported through a partnership approach to CPD with the University.

*November 2011*

### Written evidence submitted by Teach First

#### INTRODUCTION

Teach First is an independent charity with a mission to address educational disadvantage by transforming exceptional graduates into effective, inspirational teachers and leaders in all fields. We have drawn on our own experiences of attracting, training and retaining teachers for this submission.

#### *Executive Summary*

- (i) Teach First has found that having an established presence on university campuses, and a targeted recruitment campaign, is key to identifying and attracting high quality applicants.
- (ii) Teach First has found that a rigorous, competency-based selection process ensures recruitment of high quality participants<sup>36</sup> for the two-year Leadership Development Programme (LDP).
- (iii) Teach First takes a good deal of care over selection and makes sure that a strong support system is in place for a participant before that individual is allowed to take sole control of a classroom. It is these factors that make the LDP effective and ensures the pupils in our partner schools receive the high-quality educational experience they deserve.

There are four key aspects to the training that Teach First provides, which we think are vital to developing participants as effective teachers and leaders, helping to ensure that they successfully complete the LDP:

- Working to ensure that the best quality candidates are attracted to the teaching profession.
  - Focusing on supporting our teachers to raise pupil achievement, aspiration and access to opportunities.
  - A strong mentoring provision.
  - Partnership with ITT training partners.
- (iv) We believe that Teach First, alongside government initiatives, has contributed to increasing the overall status of teaching, making it a career of choice for many of the UK's graduates. Further work and investment is needed to maintain and further elevate the status of teachers if the profession is to attract and retain the high quality trainees on the scale that is needed to raise the quality of education throughout the country.
  - (v) It is more likely that good teachers will be retained within the UK education system if teachers have the opportunity to continually develop their professional practice, are able to make a visible impact in their role and have a clear and manageable career pathway in place.

*What evidence is available to help identify the sorts of applicants who become the most effective teachers, and what are the strategies known to be effective in attracting these applicants?*

1. Teach First is currently the third largest graduate recruiter in the UK, number seven in the Times Top 100 list of graduate recruiters and was also named Graduate Employer of Choice in the Public Sector this year. Teach First's LDP attracts large number of applicants, for example in 2010–11 over 5,000 graduates applied for the 787 places in the 2011 cohort.

2. This year Teach First and its university training partners had their first ever full Ofsted inspection. The teacher training provision was rated "Outstanding" in all categories assessed. In particular the Ofsted report focused on the high quality of the Teach First participants, stating: "In all regions, the quality of the participants is exceptional, particularly their personal characteristics, personal attributes, self-motivation, critical reflection and their commitment to raising the aspirations and achievements of the students in their schools and addressing educational disadvantage."<sup>37</sup>

3. Much of our appeal to graduates is derived from our alternative nature, our high entry requirements and our focus on leadership development. With a mission to address educational disadvantage, we are, at heart, a movement for change and, in that sense, quite distinct from other training routes.

#### Criteria for effective teachers

4. The Government's own recent proposals for enhancing the selection of trainee teachers rightly reflect the importance of considering both the academic and personal qualities of individuals. Teach First's own very high standards for acceptance onto the LDP include a 2.1 degree or above, and 300 UCAS points.

<sup>36</sup> A Teach First "participant" is a participant of the two-year Teach First Leadership Development Programme.

<sup>37</sup> Ofsted, 2011.

5. As well as meeting certain academic criteria, Teach First candidates are assessed against eight areas of competency which demonstrate a candidate's potential to be an effective and inspirational teacher in a school in challenging circumstances. Those characteristics are:

- Humility, respect and empathy.
- Interaction.
- Knowledge.
- Leadership.
- Planning and organising.
- Problem-solving.
- Resilience.
- Self-evaluation.

#### Attraction

6. We are the only teacher training route that has an established presence on university campuses to attract trainees. It is on campus, at a wide range of universities, that students get the chance to learn what teaching in a school in challenging circumstances will involve. In this way, we are able to attract those high-calibre applicants who are well-suited to such an opportunity.

7. We visit over 60 UK universities and work with a diverse range of academics and student societies to find the right graduates to join Teach First. The attraction team works year round on our target campuses, building the brand and spreading the message of the impact graduates can have on the programme. Recent research from High Fliers found that 82% of final year job hunters from 30 universities, seeking employment in all sectors, had heard of Teach First.<sup>38</sup>

8. For graduates, Teach First is an attractive career proposition on two fronts: the LDP provides the opportunity to develop key skills (which enhance their employability both within education and in other sectors) *and* have an impact on the attainment, aspirations and access to opportunity of those pupils who stand to benefit the most from a great teacher.

#### Selection

9. The selection process is rigorous as we need to ensure we hire the right people for the programme. Candidates complete an online application form and the Selection team screens each application twice, ensuring it is given the correct level of attention. The form includes Positions of Responsibility and Competency Questions.

10. The second part of the Selection process is the Assessment Centre. This is a one-day event that incorporates a 30 minute one-on-one interview, a group exercise, a seven minute sample teaching lesson and self-evaluation. During the course of the day, the applicant will meet four assessors (at least one of whom will have QTS and at least one is a Teach First ambassador),<sup>39</sup> who will then make their hiring decisions at the end of the day. As part of the enrolment process candidates must pass the Subject Knowledge Audit, have their reference checked and complete one week's school observation. Their position on the programme is still dependable on successful completion of the Summer Institute.

11. The Selection process is centred on the eight Teach First competencies outlined above. These competencies are a pivotal focus for all of the Selection team's efforts and are thoroughly tested from the application form through to the end of the Assessment Centre. Teach First is a values-driven organisation and together with our competencies, we expect candidates to demonstrate these throughout the application process and thereafter.

*Are there particular routes into teaching that are more likely to attract high quality trainees, and will the Government's proposed changes to initial teacher training help to recruit these trainees?*

12. Teach First welcomes the strong focus on the importance of high-quality teachers in the Initial Teacher Training strategy paper. There is plenty of evidence showing that teacher quality is central to improving both education systems and the life chances of children from low socio-economic backgrounds.

13. We believe that the government's proposed changes towards a more highly competitive, funded, in school training programme, similar to Teach First, will attract more high quality trainees. From our own experience we have seen how this can be successful.

14. We invest in recruitment campaigns that appeal to a variety of motivations to encourage people to apply, and believe that this is a key to success. The Teach First University Campus Survey 2011, conducted online with 2,000 students studying at 31 leading universities in the UK, gives a useful insight in to the motivations

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<sup>38</sup> High Fliers, 2011.

<sup>39</sup> A Teach First "ambassador" is a graduate of the two-year Teach First Leadership Development Programme.



of graduates applying for Teach First. When asked “what key message would attract you to apply to Teach First” the top four answers were:

- Being considered to be an exceptional graduate.
- The fact that the Teach First LDP is a two-year commitment, allowing them to keep their options open.
- The desire to make a difference/working to address educational disadvantage/social inequality.
- The prestige of the organisation.<sup>40</sup>

15. It is also worth noting that Teach First provides guaranteed employment for participants who obtain their PGCE “on the job” for a minimum of two years (provided they meet the requirements of the programme), at the same time as earning a salary. This is not only attractive to undergraduates but also to career changers and, indeed, recent Government thinking highlights the value that this group brings to the classroom.

16. The Government has recently set out proposals to offer more financial support to trainees with good degrees and maths and science specialists. Teach First’s recent STEM undergraduate study—focused on providing insight into why STEM graduates are not choosing careers in teaching and particular STEM sectors—points to further factors, important to graduates, that should be considered alongside financial incentives.

The key findings of the research included:

- Motivations—“Personal satisfaction and fulfilment” was the most important characteristic influencing STEM graduates’ choice of their first job.
- Influencers—74% of the STEM respondents stated that the opinions of friends/family/lecturers affect their career choices.
- Competencies—STEM graduates are least confident in the competency areas of “leadership” and “self evaluation”. Confidence levels decrease significantly across all competencies in a high pressure situation such as a job interview. Graduates cited “extra-curricular activities” as the most influential factor outside of their degree in developing their competencies.<sup>41</sup>

17. Finally, we believe that Teach First alongside government initiatives, has contributed to increasing the overall status of teaching, making it a career of choice for many of the UK’s graduates. Further work and investment is needed to maintain and further elevate the status of teachers if the profession is to attract and retain the high quality trainees on the scale that is needed to raise the quality of education throughout the country.

*What evidence is available about the type of training which produces the most effective teachers and will the Government’s proposed changes to initial teacher training, particularly the focus on more school-led training, help to increase the number of good teachers in our schools?*

18. In collaboration with our university training partners, Teach First has been placing and training participants in schools since 2003 to great success. In July, the quality of the participants’ training—delivered by the network of higher education institutions with which we partner—was rated “outstanding” by Ofsted.<sup>42</sup> As outlined in our response to question one, the inspectors highlighted the quality of Teach First’s participants. Additionally, they highlighted the high quality of the training participants received and the high expectations Teach First has of them, stating: “As a result of the quality of the training they receive and their own ability to critically reflect, the overwhelming majority of participants make outstanding progress against highly challenging expectations, meeting or exceeding these expectations.”

19. An evaluation by the University of Manchester, completed in November 2010, found a significant correlation between those schools in challenging circumstances which partnered with Teach First and improved pupil achievement. The key findings included:

- A significant correlation between partnering with Teach First and improved pupil achievement, which appears one to two years following the first year of partnership with the school.
- Observations that the teaching practices of Teach First teachers in their first year are good to excellent—in international comparisons they were generally on a par with or ahead of more experienced teachers.
- Where significant, partnering with Teach First explains between 20% and 40% of the between-school variance in pupil performance at GCSE. This difference—the researchers estimate—equates to approximately a third of a GCSE per pupil per subject.<sup>43</sup>

20. It is important to note that Teach First’s LDP is highly supportive. It begins with an intensive six-week Summer Institute, which establishes their understanding of their role in the Teach First community, and prepares them to begin teaching in September.

<sup>40</sup> Teach First University Campus Survey, 2011.

<sup>41</sup> Teach First/Trendence, 2011.

<sup>42</sup> Ofsted, 2011.

<sup>43</sup> University of Manchester, 2010.

21. Once in their school participants have a strong support network. In addition to school-based subject and professional mentors, participants are also visited and observed frequently by university-based, subject and professional tutors. Participants are also attached to a Teach First Leadership Development Officer (LDO) whose focus in the first year is on the “leadership of learning”; participants value this and the way it helps ensure their attention to the learning of the students they teach.

22. While we are a school-based route, we work closely with HEIs who provide a vital contribution to participants’ training. The recent Ofsted inspection report described the network of partner schools, university training providers and Teach First employees that deliver the LDP as a powerful and successful partnership.<sup>44</sup>

23. While we support a shift to more school-based and school-led training, we find that most schools welcome the partnership and support we bring and would not want to or be able to do it alone.

24. Teach First’s rigorous recruitment process provides a crucial filtering system, ensuring that the participants are of a high enough quality to be able to benefit from learning on the job. This may not be a suitable training approach for all.

25. The Government has also proposed that trainees on the Graduate Teacher Programme (GTP) are no longer supernumerary. If this leads to them taking on more responsibility earlier in their training then the necessary selection and support processes need to be applied so that individuals who have that capacity to learn “on the job” are recruited and that they are supported effectively.

26. Finally, a high percentage (66% in 2010–11 academic year) of Teach First participants are graded as “outstanding” when they are recommended for qualified teacher status (QTS). Teach First is exploring the links between teacher quality and impact in the classroom and has commissioned work to look at this in-depth over the next three years. However, on an on-going basis (and sitting alongside studies of the cost of teacher education) Teach First feels it would be helpful to have regular insights into the degree to which different training routes contribute to excellence in the classroom beyond QTS. This could involve the Office for Standards in Education, Children’s Services and Skills (Ofsted) reviewing evidence from school inspections and publishing analyses and suggestions for improvement of initial teacher training (ITT).

*What methods are best to assess and reward good teachers and are the Government’s draft revised standards for teachers a helpful tool?*

27. Teach First’s Founder and CEO, Brett Wigdortz, was a member of the Teachers’ Standards Review Board. We reached out to participants, ambassadors, members of our Primary Advisory Group and representatives from our Regional Training Providers in order that their views were taken into account during the drafting of the revised standards.

28. It was felt that the feedback contributed to specific aspects of the new standards that could be construed as helpful to all teachers but particularly those working in challenging circumstances ie:

- Set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes by pupils.

Additionally, there are two sub-points in the standards which put a more explicit responsibility on all teachers to recognise and address educational disadvantage. These relate to aspiration—“[Teachers must] set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions”—and also attainment—“[Teachers must] have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.”

29. Furthermore, our feedback is reflected in the rationale for the way the new standards have been developed: ie more streamlined, clearly expressed and concerned with supporting the performance management of teachers and steering professional development.

30. Whilst the revised teaching standards are a useful tool, they must also be used effectively in schools to have real impact. For example:

- Through strong leadership and management in schools based on observation of classes by senior leaders and an all-school focus on staff development.
- Ensuring that there are strong performance measurement systems in place within a school.
- Ensuring that both teachers and leaders know what success looks like and how to effectively collect evidence regarding performance.

31. Finally, reward for high performing teachers can come in many forms, depending on the motivations of the individuals, but are bound to include: opportunities for increased positions of responsibility/influence within the school; ability to share their knowledge with others within and beyond the school; as well as more traditional financial/development incentives.

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<sup>44</sup> Ofsted, 2011.

*What contribution does professional development make to the retention of good teachers?*

32. It is more likely that good teachers will be retained within the UK education system if teachers have the opportunity to continually develop their professional practice, are able to make a visible impact in their role and have a clear and manageable career pathway in place.

33. A school showing genuine commitment to professional development is an attractive incentive for attracting and retaining high quality teachers and can instil a sense of being valued. As well as fostering a sense of career progression for the individual, benefits from CPD done well can lead to improvements in performance and contribute to a virtuous cycle of success and improvement. There is evidence of a plateau in teachers' subject knowledge and pedagogical skill following initial training, which can be countered by CPD. It should be noted however that CPD comes in a very wide variety of formats and quality. Teach First believes that the most effective professional development has three critical components: top quality knowledge/input grounded in evidence, followed by a period of practice and embedding, followed by an evaluation and review phase. This is the model we adopt most commonly through the Teach On initiatives. "Teach On" is Teach First's support network for those who have completed the two-year LDP and wish to continue leading improvements in challenging schools through teaching and leading.

34. Raising the status and quality of mentoring could transform the experience, retention, quality and effectiveness of all teachers. Advanced Skills Teachers, for example, who focus on developing the teaching and learning of their colleagues, can make a real impact. Becoming an Advanced Skills Teacher is also a viable alternative professional path to pursue instead of more formal school leadership roles. An equivalent role, focussed on mentoring, could do the same for this crucial area of school improvement.

35. In the second year of the Teach First LDP, there is a focus on mentoring our participants to develop their teaching practice through two key initiatives, supporting and challenging them to keep on making progress:

- Classroom Leadership Framework—The participant's LDO works with them to set ambitious visions and goals for the year, and then supports and challenges them to achieve these goals, ensuring that on-going barriers are revealed and addressed.
- Leading Learning Groups—led by an experienced facilitator, these participant discussion groups help participants to reflect on their teaching practice, consider how they will improve it and seek advice from their peers.

36. At present, Teach First is also looking to understand how our model will sit alongside teaching schools' vision for Initial Teacher Training. We believe that there may be good opportunities for our ambassadors, in working through alliances of teaching schools, to share continuing professional development activities and best practice across the teaching profession at school level.

*How can we ensure that good teachers are retained where they are most needed, particularly in schools in challenging circumstances?*

37. We have found that the following elements can influence retention of our participants and ambassadors within a school in challenging circumstances:

- The leadership of a school.
- Belief in the ethos of a school—in particular a focus and commitment to staff development and staff mentoring.
- Clarity on how the individual is part of the forward progress and development of the school.
- Opportunities to take on additional responsibility or positions of leadership (and creating the extra time, support and guidance for those who have been promoted to be able to adequately fulfil their new role).
- Being mindful of the additional pastoral role that teachers play within a school—providing support formally and informally to pupils—and providing additional support for this, so it does not become overwhelming.

*November 2011*

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#### **Written evidence submitted by NASUWT**

The NASUWT's submission sets out the Union's views on the key issues identified by the Committee in the terms of reference for the Inquiry. It is based upon the work of its representative committees and other structures made up of practicing teachers and lecturers, including teachers in training, recently qualified teachers and staff in schools responsible for supporting their professional development and their career and pay progression.

The NASUWT is the largest union representing teachers and headteachers in the UK, with over 280,000 serving teacher and school leader members.

#### EXECUTIVE SUMMARY

- The broad policy agenda of the Coalition Government as will undermine work to ensure that a high quality teaching workforce can continue to be recruited and retained.
- The undermining of the professionalism of teachers, their terms, conditions and security of employment and rising levels of occupational workload, risk making teaching an increasingly unattractive graduate career option.
- These dangers are highlighted by evidence confirming that approximately half of teachers are now seriously considering leaving the profession and that 84% of teachers feel professionally disempowered and unable to make effective use of their skills, knowledge and expertise to meet the learning needs of the children and young people they teach.
- It is appropriate that possession of a degree should remain a mandatory Initial Teacher Training (ITT) entry requirement.
- There is no objective justification for denying financial support to teachers in training who do not possess at least a lower second class honours degree.
- The literacy and numeracy skills tests for prospective teachers are unnecessary and should be discarded, as should plans to develop an interpersonal skills test for those seeking entry to a course of ITT.
- Given the status of teaching as a graduate profession, the negative impact of increased tuition fees on recruitment and the diversity of the workforce is likely to be significant.
- Proposals that levels of funding for teachers in training should be differentiated according to degree classification are inequitable and should be reconsidered.
- While it is critical that all teachers in training are given access to high-quality experiences of practice within schools, it is a matter of significant concern that the DfE continues to base its policy proposals in this area on the misconception that a significant proportion of higher education institution (HEI)-centred programmes of ITT do not allow for substantial periods of school-based training.
- There are legitimate grounds for concern that schools participating in Teaching School networks will experience pressures to divert resources away from other core areas of activity and will promote an approach to ITT that will marginalise HEI involvement.
- Reforms to performance management arrangements and systems of professional standards are likely to impact negatively on the legitimate professional pay and career progression expectations of teachers, rendering teaching a less attractive career option than other graduate level occupations.

#### BACKGROUND AND CONTEXT

1. The NASUWT welcomes the opportunity to submit evidence to the House of Commons Education Select Committee Inquiry into attracting, training and retaining the best teachers. The scope of issues highlighted in the terms of reference of the Inquiry is particularly wide ranging and merits extended further discussion and consideration. However, within the confines of the 3,000 word limit for submissions, the Union can only provide a brief overview of its views on the key areas of concern highlighted by the Committee.

##### *The impact of broader Coalition Government policy on the recruitment and retention of teachers*

2. The NASUWT notes the concern of the Committee to examine the most effective ways in which teachers can be retained in schools, particularly in schools facing challenging circumstances.

3. The Union is extremely concerned that the policies in respect of teacher and headteacher terms and conditions of employment being pursued by the Coalition Government will undermine work to ensure that a high quality teaching workforce can continue to be recruited and retained.

4. In particular, the undermining of the professionalism of teachers through, for example, the permission granted to free schools and academies to employ teachers without Qualified Teacher Status (QTS) is likely to act as a powerful disincentive to graduates to consider teaching as a career, given that many would have access to alternative occupational options with more secure prospects of working in a genuinely professional context is likely to be more assured.

5. The Union is also concerned by the impact that the denigration of national frameworks of terms and conditions of employment will have on recruitment and retention in the teaching profession. This framework of statutory and contractual rights and entitlements was developed to not only tackle excessive teacher and headteacher workload but also to remodel their work to ensure that they are better placed to concentrate on their core responsibilities for teaching and leading teaching and learning, thereby raising standards of educational achievement.

6. These positive provisions were rightly regarded as essential to addressing the causes of the recruitment and retention crisis that the teaching profession experienced during the 1990s and the beginning of the last decade. The actions of the Coalition Government in removing an increasing proportion of schools from the reach of these national frameworks, evident through expansion in the number of academies and free schools to which these frameworks do not apply, its determination to remove key statutory and contractual entitlements

and the encouragement it has given to schools to disregard existing provisions, risks a return of the barriers to effective recruitment and retention that these provisions sought to remove.

7. These concerns are compounded by the significant real terms reductions to school and local authority budgets being implemented by the Coalition Government alongside profound changes to the curriculum and qualifications frameworks, notably the introduction of the English Baccalaureate (EBacc), all of which have generated significant job insecurity and redundancies among specialist teachers and members of support staff critical to sustaining effective educational provision in schools.

8. There is credible and significant evidence of the negative impact that reductions in education-related expenditure and broader reforms are having on teacher and headteacher workload and thereby on the ability of the education system to recruit and retain qualified teachers. A survey of over 8,000 teachers and school leaders conducted by the NASUWT in March and April 2011 found that over three quarters of teachers cited excessive workload as a serious area of concern, with corresponding impacts on their morale and overall levels of job satisfaction.<sup>45</sup> Additional survey evidence makes clear that the intensification of bureaucracy associated with the school accountability regime, assessment and planning burdens and the administration of ineffective behaviour management systems in schools are key contributory factors to increases in workload burdens as is an escalation in the range and number of tasks teachers are required to undertake that do not make effective use of their skills, talents and expertise.<sup>46</sup>

9. As a result of this deteriorating environment within schools, evidence confirms that approximately half of teachers are now seriously considering leaving the profession and that 84% of teachers feel professionally disempowered and unable to make effective use of their skills, knowledge and expertise to meet the learning needs of the children and young people they teach.<sup>47</sup>

10. It is therefore clear that the impact of broader Coalition Government policy is placing the ability of the education system to recruit, retain and motivate its graduate workforce in serious jeopardy. Given the central focus of the Inquiry on these issues, the NASUWT would welcome the opportunity to share its survey evidence with the Committee in more detail and to explore further through oral evidence the policy implications of its findings.

#### *Processes for the identification and selection of trainee teachers*

11. The NASUWT is clear that in light of the demands that effective processes of teacher formation make on teachers in training, it is appropriate that possession of a degree should remain a mandatory Initial Teacher Training (ITT) entry requirement.

12. However, the proposal described in the Department for Education (DfE) consultation document, *Training Our Next Generation of Teachers: An improvement strategy for discussion*, published in June 2011, that public funding for ITT should only be available for entrants awarded at least a lower second class honours (2.2) first degree, on grounds that entrants with this level of qualification are likely to be more effective practitioners, does not withstand serious scrutiny.

13. Specifically, the assertion by the DfE that the performance of other education systems regarded by the Organisation for Economic Co-operation and Development (OECD) as particularly effective is related directly to the proportion of “highest-achieving” graduates entering the teaching profession is based on a partial and inaccurate interpretation of the available evidence. There is no valid and reliable evidence that graduate entrants into teaching in England are any less likely than those in other countries to develop the skills, knowledge and experience required to become effective practitioners.

14. As the OECD acknowledges, the apparent progress and achievement of any particular education system is the result of wide range of different factors and the inter-relationship between these factors in the specific context of that system. As a result, correlations drawn between a single aspect of an education system, such as the position of entrants into teaching on internal rankings of graduate performance, and the apparent success of that system cannot be regarded as credible.

15. It should also be noted that the system of degree classification in the UK is not subject to any national-level framework of moderation with common assessment standards. With reference to the proposals set out by the DfE, the implication of this system is that it is not possible to differentiate with a satisfactory degree of certainty the extent to which any prospective entrant into a programme of ITT with a 2.2 degree from a particular university or better is more or less capable of embarking successfully on such a programme than a graduate with a lower degree classification awarded by a different institution.

16. The NASUWT is further disappointed to note the proposals set out by the DfE to make successful completion of the literacy and numeracy skills tests currently administered by the Training and Development Agency for Schools (TDA) an additional requirement for entry onto a postgraduate programme of ITT. The NASUWT maintains that the requirement for entrants to ITT programmes to possess qualifications equivalent

<sup>45</sup> NASUWT (2011a) *The Big Question: An opinion survey of teachers and school leaders in the UK*. ([http://www.nasuwt.org.uk/TrainingEventsandPublications/NASUWTPublications/Publications/order/summary/index.htm?ContentID=NASUWT\\_008226](http://www.nasuwt.org.uk/TrainingEventsandPublications/NASUWTPublications/Publications/order/summary/index.htm?ContentID=NASUWT_008226)), retrieved on 21/9/11

<sup>46</sup> NASUWT (2011b) *The Importance of Teaching? The impact of cuts and reform on teachers' work*.

<sup>47</sup> NASUWT (2011a). *op. cit.*

to GCSE in English and mathematics at grades C or above ensures that prospective teachers possess literacy and numeracy skills sufficient to enable them to discharge the full range of responsibilities required of qualified teachers. The Committee should therefore make clear that the skills tests continue to serve no useful purpose and should be discontinued.

17. The Union is profoundly disappointed by the DfE's intention to continue to take forward work to develop and implement a test of interpersonal skills for teaching. The NASUWT notes that the DfE is unable to identify any concerns articulated on the part of ITT providers, employers of teachers or Ofsted in respect of the recruitment arrangements for programmes of ITT that the introduction of an interpersonal skills test would address.

#### *Financial support for teachers in training*

18. It is clear that the continued recruitment of high quality trainee teachers depends critically on the establishment and maintenance of effective arrangements for the financial support of trainees and of the programmes on which they are enrolled.

19. For this reason, the Union restates in the strongest possible terms its opposition to plans to increase annual undergraduate tuition fees to up to £9,000. Independent research confirms that these proposals are likely to have a powerful disincentive effect on those considering entry into higher education, particularly in relation to individuals from socioeconomically deprived backgrounds.<sup>48</sup> Given the status of teaching as a graduate profession, the negative impact of increased tuition fees on recruitment and the diversity of the workforce is likely to be significant.

20. The NASUWT is concerned by the DfE's proposal that levels of funding for teachers in training should be differentiated according to degree classification and, as referenced elsewhere in this evidence, withdrawn entirely for trainees without at least a lower second class honours degree. It is illogical to assert that there is a cut off point based on aptitude for teaching and then to allow others below this benchmark to teach. This illustrates that the DfE is insecure in its setting of such criteria. Further, the NASUWT continues to oppose proposals to differentiate levels of financial support to students according to their subject or phase specialism, given that all teachers make an equally important contribution to the educational development of pupils.

#### *Diversity of routes into teaching and a greater emphasis on school-centred Initial Teacher Training*

21. The NASUWT notes the interest of the Committee in the increased emphasis in Coalition Government policy on school-centred ITT. The NASUWT is clear that it is critical that all teachers in training are given access to high-quality experiences of practice within schools.

22. However, the Union is concerned that the DfE continues to base its policy proposals in this area on the misconception that a significant proportion of higher education institution (HEI)-centred programmes of ITT do not involve substantial periods of school-based training. It is essential that in developing its policy in this area, the DfE recognises that this is emphatically not the case. The TDA's requirements for ITT and the Ofsted inspection framework for providers both require that programmes of ITT, whether school-centred or HEI-centred, include extended periods of practical experience in schools.

23. There are in place currently a range of routes to ITT in which schools play a relatively more extensive role in the provision of ITT than is the case in traditional HEI-based programmes. Nevertheless, notwithstanding the additional financial support that has been available to date to support the operation of school centred programmes, it remains the case that workload and bureaucratic pressures on teaching staff with ITT-related responsibilities are often excessive.<sup>49</sup>

24. These concerns are likely to become more pronounced as school-centred models of ITT become increasingly prevalent across the system. These considerations are highlighted by proposals to establish approximately 500 Teaching School networks by 2014 with increasing responsibilities for the provision of school-centred ITT across the education system.

25. It is not apparent that DfE has taken any meaningful steps to establish whether the levels of support available to Teaching Schools will be sufficient to support the full range of activities intended for Teaching School networks. This gives rise to legitimate concerns that schools participating in such networks will experience pressures to divert resources away from other core areas of activity.

26. Other concerns in relation to the development of the Teaching Schools networks relate to the degree of involvement of HEIs in their activities envisaged by the DfE. While the Union notes the aspiration set out by the DfE that HEIs should continue to be involved actively in the provision of ITT, it has failed to set out any formal requirements in this respect.

<sup>48</sup> High Flyers Research (2011) *University Tuition Fees and the Graduates of 2011: Researching the views of final year students at England's leading universities on increase tuition fees*. High Flyers Research; London

<sup>49</sup> Evans, A, Hawksley, F, Holland, M, Wolstenholme, C and Willis, B (2007). "The role of the initial teacher training co-ordinator: secondary headteachers' and ITT co-ordinators' perspectives." *Annual Meeting of the Association of Teacher Education in Europe*, University of Wolverhampton, 25–29 August 2007.

27. This raises the prospect of HEIs becoming increasingly marginalised from the provision of school-centred ITT and, in some circumstances, excluded entirely from the process, with school consortia given the power to award QTS completely independently of HEIs. The NASUWT is concerned that the critical theoretical elements of ITT that HEI involvement secures would be diminished in programmes of ITT established on the basis proposed by the Coalition Government, undermining further the professional status of teaching.

*The role of professional standards and performance management in the recruitment and retention of teachers*

28. The NASUWT notes the specific concern of the Committee on the role of arrangements for managing the performance of teachers, professional development and standards for teachers in creating the conditions within which teachers can be attracted to and retained within the profession.

29. The Committee will be aware that professional standards, performance management arrangements and teachers' continuing professional development (CPD) were central to the New Professionalism agenda taken forward by the previous administration in partnership with the employers of teachers and headteachers, the NASUWT and other unions representing the majority of teachers and headteachers.

30. New Professionalism represented a clear, consistent and strategic approach to the development of a framework of pay and conditions to address longstanding concerns that teachers seeking to advance their pay and career prospects had little alternative option but to attempt to progress into management positions, impeding the ability of the education system to continue to benefit from their skills and expertise as practitioners.

31. These opportunities for career and pay progression, secured through the establishment of the Post Threshold Teacher, Excellent Teacher and Advanced Skills Teacher career stages, were supported by the development of accompanying professional standards, setting out the attributes, skills, knowledge and understanding associated with each career stage. Taken together, the standards have served to provide an effective framework that clarifies and supports the career and pay progression of teachers and therefore plays a powerful role in securing the highest possible rates of retention across the profession.

32. The NASUWT is concerned that the work currently being undertaken by the DfE-commissioned Teacher Standards Review Group points to the genuine possibility that this progressive framework of professional standards will be abolished. This would have profoundly negative consequences for the career and pay progression of teachers and consequently for the continued recruitment and retention of a high quality teaching force with serious impacts on the quality of the education system.

33. Alongside recognition of the need for effective arrangements for the career and pay progression of teachers, the New Professionalism agenda was underpinned by an understanding of the role that a progressive suite of professional standards plays in supporting their professional development and the nature of the relationship between these two critical objectives of teacher workforce policy.

34. The development of the framework of standards sought to address entrenched issues relating to the widespread inability of teachers to benefit from arrangements that ensure that their professional development needs are identified and addressed coherently and consistently. By setting out the attributes, knowledge, understanding and skills associated with each career stage, the professional standards introduced by the New Professionalism agenda have served to support the ability of teachers and their managers to undertake an informed consideration of their professional development needs.

35. Abolition of the higher-level professional standards would jeopardise significantly the ability of teachers and managers to identify and meet development needs in ways that support career and pay progression and the enhancement of professional expertise, thereby making teaching a significantly less attractive graduate-level occupational option.<sup>50</sup>

36. The ability of the higher-level standards to support career and pay progression and the establishment of effective approaches to professional development relates directly to statutory arrangements for the performance management of teachers. These arrangements have provided an open, fair and consistent context within which teachers could enter into informed discussions about their career and pay aspirations, professional development needs and the ways in which these might most effectively be addressed.

37. In this context, the professional standards provide a backdrop to this process, informing discussions about how a teachers' performance should be viewed in relation to their current career stage and the one they are approaching. Teachers aspiring to move to a higher career stage are able currently to use the relevant set of standards in this way through the performance management process to reflect upon and discuss the skills, knowledge and expertise they have developed to date and how these might best be built upon to secure their career and pay aspirations.

38. The Committee will be aware that between June and August 2011, the Department for Education (DfE) undertook a consultation on proposed changes to performance management and capability arrangements. In its response to the consultation, the NASUWT made clear its concern that the effect of the DfE's proposals would be to weaken the performance management regulations, reduce the extent and clarity of the performance

<sup>50</sup> Office for Standards in Education, Children's Services and Skills (Ofsted) (2006). *The Logical Chain: Continuing Professional Development in Effective Schools*. (<http://www.ofsted.gov.uk/resources/logical-chain-continuing-professional-development-effective-schools-0>)

management guidance and erode the important policy foundations of performance management in schools. In particular, rather than providing a supportive and development-focused context for performance management, the effect of the proposed changes, if implemented, would be to institute a more punitive system of scrutiny and monitoring of teachers, underpinned by a debilitating assumption that it is incumbent in the first instance on teachers and headteachers to prove that they are not incompetent. This would compound the impact of the revised QTS standards due to be introduced in September 2012 which not only fail to encompass references to critical aspects of professional practice and pedagogy but have also undermined the developmental nature of the previous standards through their incorporation with standards developed to replace those set out in the General Teaching Council for England (GTCE) *Code of Conduct for Teachers*.

39. It is therefore essential that in developing its recommendations to the DfE on the future role and purpose of professional standards, the Committee must emphasise their important contribution to the maintenance of equitable, supportive and development-focused arrangements for the performance management of teachers, securing the recruitment and retention of teachers with legitimate professional expectations about the way in which their performance and development is supported in practice.

November 2011

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### Written evidence submitted by the National Union of Teachers (NUT)

#### INTRODUCTION

1. The National Union of Teachers welcomes the opportunity to respond to the Select Committee Inquiry into *Attracting, Training and Retaining the Best Teachers*. Its response will address the main themes being considered by the Committee rather than addressing individual questions.

#### ATTRACTING THE MOST SUITABLE TRAINEES INTO TEACHING

2. The NUT believes that a good teacher needs a range of qualities upon which to call in the classroom. Good interpersonal skills and an ability to bring out the best in every pupil are critical alongside good pedagogical and subject knowledge. The acquisition of professional skills and the ability to apply them is also crucial, as without the ability to identify and apply the most appropriate pedagogical approaches for individual pupils and classes, even those teachers with the highest level of degree will be unable to engage pupils in their learning and support their progress.

3. The NUT welcomes the proposed increased emphasis by the Government on skills such as perseverance, resilience and motivation in the teacher training application and interview process. The NUT does not, however, agree with the Government view that students with the highest grades in their first degree necessarily make the best teachers.

4. The NUT believes that the Government proposal to fund only trainees who hold a second class degree or higher will have most impact on recruitment to maths and science PGCE courses, as a substantial proportion of candidates for these subjects hold lower second or third class degrees.

5. The NUT suggests that the most effective way of attracting high achieving students into teaching is for the Government to ensure that teachers have greater autonomy over their classrooms and working conditions. In addition pay and conditions in teaching should be commensurate to equivalent professions.

#### FUNDING TEACHER TRAINING

6. A fundamental issue for students considering teacher training will, in the current economic climate, be the level to which funding is available for training. The Higher Education White Paper proposals on funding will have a significant impact on the diversity and quality of the teaching profession.

7. As teaching requires four years of study, potentially costing £36,000, there will be few working class families that will countenance incurring such huge debt. Students from poorer backgrounds will be saddled with repaying more than they borrowed for the next 30 years while wealthy students could have the whole debt paid off immediately. This is not a level playing field and has serious implications for the profile of the teaching profession of the future. Higher Education based Initial Teacher Training (ITT) may well become a preserve of the wealthy, as only the affluent would be able to choose ITT based on their personal preference, rather than whether it offered a training salary.

#### DIFFERENT TRAINING ROUTES TO TEACHING

8. The NUT has consistently supported schools' involvement in Initial Teacher Education, as it believes that this can contribute to school improvement as part of a more general culture of the school as a learning institution and provides invaluable learning opportunities for trainee teachers. This does not mean, however, that it underestimates the contribution of high quality ITT provided by higher education institutions (HEIs), as some of the Government's pronouncements, not least in its education white paper, appeared to do.



9. As important as the employment-based routes to teaching are, a false dichotomy appears to have sprung up around reform of Initial Teacher Training; that practical training experience in the classroom is more important than “theory”. It is an absurd dichotomy. Both are needed, which is already reflected in the current requirement that secondary PGCE trainees, for instance, spend almost two-thirds of their time on school placements. Theoretical knowledge should, in fact, provide the research basis for effective pedagogy. An understanding of key research studies and methodology should be seen as essential equipment for teaching.

10. Teachers need a deep understanding of pedagogical practice and child development in order to recognise, analyse, make professional judgements and act proactively to meet the educational needs of their pupils. That theoretical base is best provided by HEIs, working in partnership with schools, to enable both trainee and serving teachers to put theory into practice and to reflect upon it.

11. Whilst the NUT agrees that schools should have greater involvement in the ITT system, it cannot agree with the proposal that over the next five to ten years, schools should take over Government’s responsibility for managing it. Not only are there issues about the practicalities of this, such as the capacity and ability of schools to do this, such an approach ignores the strategic oversight and planning needed to maintain a national system of ITT. It could also, particularly in a landscape of large academy chains and other private providers, lead to very specific ITT programmes which are more concerned with the needs of the individual school or group of schools than with those of the student or of the education system overall.

12. A key weakness of the current employment-based ITT routes is variation in the quality of experience provided for trainees, with some having very little exposure to practice beyond their host school. Trainee teachers need to be exposed to a range of different contexts, in order that they are well-prepared to teach in a variety of schools.

13. High quality ITT enables newly qualified teachers to apply their theoretical learning to real life and gives them the ability to select the most appropriate strategies for a given situation. That is unfortunately not the case for some employment-based provision, where the host school’s approach is seen as the “only” way to teach. As “The Good Teacher Training Guide 2010”, produced by Alan Smithers and Pamela Robinson of the University of Buckinghamshire says:

“Any shift to school based training should be undertaken cautiously. In 2008–09 for the secondary phase there were 20,004 final year trainees and 3,130 schools. For all entry to be employment based would mean that every school—good, bad or mediocre—would have to train on average 6.4 teachers a year”.

14. The decision by the Government to make the inclusion of an outstanding Ofsted grading as a requirement for becoming a teaching school may act as a barrier to many schools which could have something to offer to ITE or CPD, such as subject specific expertise.

15. Sir Alan Steer<sup>51</sup> emphasised the importance of BESD schools<sup>51</sup> with a record of success in behaviour management being able to become Teaching Schools or to work in partnership with a mainstream teaching school to offer a “behaviour management” specialism. This does not appear to have been considered by the Government as part of their Teaching Schools programme.

16. It is likely that the costs of delivering training adequately through the Teaching School model would in fact be higher than through HEIs. Financing must be made available for the provision of time and space for staff working at the school to take on active tutoring or mentoring roles, as well as supporting the co-ordination and administration of provision.

17. Teaching Schools will ask staff to take on additional and in some cases different roles and will in effect only receive additional funding for the initial start-up phase. The question then remains as to whether such a system is sustainable if in reality its future success will be reliant on staff goodwill within the designated Teaching Schools. A further concern is that any additional strain to head teachers’ budgets in schools will jeopardise the quality of the core provision on offer.

18. If the quality of provision in Teaching Schools and indeed their sustainability is open to question then it follows that the quality of training on offer to trainee teachers across the country may in the future be inconsistent in both its availability and quality.

19. Furthermore, the proposed model of Teaching Schools becoming, over time, the main provider of ITT is far removed from any systems known internationally. HEI involvement is a compulsory component in teacher training activity across the world. In the White Paper, where the Teaching Schools programme was first announced, the Government said that its policies were informed by “world class” systems such as Finland and Korea. In the OECD report, “*Strong Reforms and Successful Reforms in Education*”, however, teacher education in Finland was noted to have the following two distinguishing qualities:

— Research based. Teacher candidates are not only expected to become familiar with the knowledge base in education and human development, but they are required to write a research-based dissertation as the final requirement for the Masters degree. The rationale for requiring a research-based dissertation is that teachers are expected to engage in disciplined inquiry in the classroom throughout their teaching career.

<sup>51</sup> Sir Alan Steer (2009) *Learning Behaviour: Lessons Learned - A Review of Behaviour Standards and Practices in Our Schools* DCSF.

- Strong focus on developing pedagogical content knowledge. Traditional teacher preparation programmes too often treat good pedagogy as generic, assuming that good questioning skills, for example, are equally applicable to all subjects. Because teacher education in Finland is a shared responsibility between the teacher education faculty and the academic subject faculty, there is substantial attention to subject specific pedagogy for prospective teachers.

20. Both Finland and Korea have HEI-based, rather than employment-based ITE. Although teaching practice in schools forms part of their provision, it is not seen as more important than theoretical studies, which is felt to be essential for the profession. To enable sufficient balance to be achieved between the two aspects of ITE, courses last for four years in Finland and lead to a Masters level qualification. In Korea, the length of the course has recently been increased to six years.

21. The Teach First programme of recruiting trainees with good degrees from elite universities has been successful in recruiting subject specialists to work in challenging schools. The high quality and extent of support given to the trainees throughout their NQT year would indeed benefit all trainees. It comes, however, with a high cost attached. The cost of training a Teach First teacher is £38,500 compared to £25,000 for other employment based routes and £12,500 for a HE based PGCE.<sup>52</sup>

22. In terms of retention of trainees following this route, only around a half of those who have completed the two-year programme remain in teaching and there are wide variations between and within schools in the quality of subject training, according to Ofsted.<sup>53</sup> The evaluation by the University of Manchester<sup>54</sup> reported that Teach First teachers are generally weaker in promoting active learning and metacognitive skills, a finding which is particularly pertinent for its expansion into the primary sector. They generally recorded the lowest overall rating on the following measure: “*The teacher systematically uses material and examples from the students’ daily life to illustrate the course content*”, a crucial skill for engaging students, particularly those who may be in danger of becoming disaffected.

23. It is also important to remember that Teach First was originally designed for ITT in the secondary sector. Its expansion into primary schools, where there is less emphasis on subject specialism and potentially less capacity for in-school support, suggest that this is not a straightforward matter of replication. The drop-out rates also indicate that it may not in fact be providing the best value for money compared with other routes into teaching.

24. The NUT believes that the Government should expand this programme with caution as it cannot and should not replace training via the HEI route, particularly in the primary sector.

25. Given the substantial increase in the cost of ITT to trainees, it is very likely that the Graduate Training Programme will become a more popular route as it allows trainees to earn a salary whilst they train. The NUT believes, however, that the proposal to remove the requirement for trainees to be supernumerary to the school, in exchange for the school bearing more of the cost of trainees’ salary costs, would be catastrophic for the quality of the training experience if it was implemented.

26. It is clear from the findings of both NUT<sup>55</sup> and OFSTED<sup>56</sup> research that before the requirement was introduced, there was significant variation in the type, quality and organisation of training and support experienced by trainees on the GTP. There was certainly evidence to suggest that trainees’ professional knowledge and understanding was not always well developed.

27. A statutory minimum entitlement to guaranteed, protected time for training for all those who undertake employment-based ITT programmes, in the same way that newly qualified teachers in England have a statutory entitlement to a reduced teaching timetable, is essential for effective initial teacher education.

28. In the recent NUT<sup>57</sup> survey of teachers in their induction year many reported that they were not receiving their statutory entitlements to mentor support, a reduced timetable and appropriate access to training courses. One respondent said:

“It has got so bad and I’ve been so belittled and demeaned and depressed by the lack of positive support that I resigned yesterday even though I have no plans as to what I am going to do next”.

#### ASSESSING AND REWARDING TEACHERS

29. The current review of the Teacher Standards by the Department for Education sets out standards which appear to resemble more a broad set of criteria for performance management which is far removed from the original concept of informing teachers’ CPD and career development. The Standards proposed also allow too wide a measure of interpretation by school leaders which may lead to inconsistencies in teacher assessment.

<sup>52</sup> House of Commons Education Committee, *Minutes of Evidence: The Schools’ White Paper*, HMSO, 14 December 2010.

<sup>53</sup> *Rising to the Challenge: A Review of the Teach First Initial Teacher Training Programme*, Ofsted, January 2008.

<sup>54</sup> Muijs D. et al, *Maximum Impact Evaluation: The Impact of Teach First Teachers in Schools* Final Report, University of Manchester, 2010.

<sup>55</sup> National Union of Teachers, *The Graduate and Registered Teacher Programmes: National Union of Teachers’ Survey of Members*, NUT, 2003.

<sup>56</sup> OFSTED, *An Employment-Based Route into Teaching 2003–06*, HMI 2664, 2007.

<sup>57</sup> National Union of Teachers, *Newly Qualified Teachers’ Experience of Induction*, NUT, 2011.

30. Teachers view the current higher standards as forms of job description which have to be fulfilled if they are to achieve pay progression. These standards are statutory and must be met before a more senior role is taken up or access is granted to a higher pay scale. The NUT believes that the higher standards should therefore be separated from the framework of standards for teachers in order that those teachers wishing to apply to cross the threshold or take up a post as an AST or Excellent Teacher would be assessed against the appropriate criteria as part of the application process.

#### THE ROLE OF CONTINUING PROFESSIONAL DEVELOPMENT

31. Much of the Government's current focus on the [profession has centred around ITT. Support and development for serving teachers has been rarely discussed. The NUT therefore believes that an effective national strategy for CPD for teachers is long overdue. An integral part of the strategy would be for each teacher to receive a material entitlement to CPD. The strategy should focus on developing peer coaching and the ability of teachers with specific skills to train others. This would align well with the Teaching Schools model of training. In addition, guaranteed time during the school day should be introduced in order to enable teachers to share their practice with other teachers in the school.

32. The evidence from the NUTs own successful CPD programme is that CPD, valued and owned by teachers enhances professional confidence, morale and learning.

33. Ensuring that teachers have an on-going entitlement to high quality continuing professional development (CPD) is crucial to the retention of teachers in schools. The CPD must be of high quality and relevant to teachers' everyday practice and experience within the classroom. The NUTs own CPD courses relating to behaviour management, for example, are always over-subscribed and teachers, particularly those who are new to the profession, report that this is an element which is often missing from their initial teacher training.

34. Sir Alan Steer,<sup>58</sup> in his report to the Government on Behaviour in schools, recommended that continuing professional development strategies on behaviour management issues should take account of developing NQTs to have the confidence and skills to deal with more challenging behaviours.

#### RETENTION IN CHALLENGING SCHOOLS

35. The NUT proposes that retaining students on teacher training courses could be improved by the inclusion of school experience as part of the application process which would give potential candidates a more realistic picture of teachers' working lives before they commit to an ITT course.

36. Research<sup>59</sup> indicates that students are most likely to withdraw during or immediately after teaching practice, and that the main reasons given were a mismatch between expectations and reality, especially in relation to workload, perceived lack of support and financial difficulties.

37. In challenging schools it is hugely important that NQTs receive their entitlement to both the 10% reduced timetable for teaching and in addition their 10% planning, preparation and assessment time. From the evidence of casework the NUT has undertaken on NQTs receiving their entitlement to a 10% reduced timetable it is not lack of awareness which has denied some NQTs access to this entitlement but, often financial constraints on schools which have made it difficult to fund both PPA time and the reduced timetable. This can have a devastating effect on both the quality of support and their willingness to remain in the profession.

#### CONCLUSION

38. The NUT welcomes the Select Committee Inquiry into the important area of attracting, training and retaining teachers. The evidence gathered by the Select Committee will be important in countering the combination of political prejudice and money-saving schemes proposed by the Government for training the future generation of school teachers. The current proposals will reduce the level of ITT professional content, through increasingly school-based training routes and shift all responsibility, as well as financial costs onto schools, which are already stretched financially, and trainees. The effect will be enormous on the type and quality of teachers entering the profession.

The NUT therefore urges the Select Committee to recommend to the Government:

- that the most effective means of attracting high achieving students into teaching is to give teachers greater autonomy over their classrooms and working conditions;
- that pay and conditions, including pensions, should be commensurate to equivalent professions;
- the importance of the maintenance of affordable higher education based routes into teaching alongside well supported and funded school-based routes; and

<sup>58</sup> Sir Alan Steer (2009) *Learning Behaviour: Lessons Learned - A Review of Behaviour Standards and Practices in Our Schools* DCSF.

<sup>59</sup> Ross, A. and Hutchings, M., *Attracting, Developing and Retaining Effective Teachers in the United Kingdom of Great Britain and Northern Ireland: OECD Country Background Report*, London Metropolitan University: Institute for Policy Studies in Education, 2003.

- the necessity for an effective national strategy for continuing professional development for teachers which would include a material entitlement to CPD and the development of peer coaching opportunities.

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### **Written evidence submitted by the Association of Teachers and Lecturers (ATL)**

#### *1. ATL—leading education union*

ATL represents teachers, support staff, lecturers and leaders. We believe that teachers as professionals must be recognised for their knowledge, expertise and judgement, at the level of the individual pupil and in articulating the role of education in facilitating social justice. Schools should be supported to work collaboratively to offer excellent teaching and learning, and to support pupils' well-being, across a local area. Accountability mechanisms should be developed so that there is a proper balance of accountability to national government, parents and the local community, which supports collaboration rather than competition.

#### *2. Executive Summary*

- ATL knows that there is no rigid “good teacher” blueprint. Far more significant is applicants' motivation and the quality and relevance of their initial training, professional development and institutional support for their professionalism.
- Routes into teaching must recognise the diversity of those in profession and their needs and reflect the complex professional demands on teachers.
- Recruitment strategies need to be sensitive to the morale of existing professionals and to issues of equity between sectors/subject ranges.
- Higher education institutions (HEIs) should have a role in supporting initial teacher education and continuing professional development (CPD).
- ATL is concerned that the new professional standards are overly-prescriptive and undermine teacher autonomy.
- Teacher professionalism is not just about appropriate initial education and CPD; it is also about given proper autonomy, professional recognition and appropriate remuneration.

#### *3. Identifying the sorts of applicants who become the best teachers and strategies known to be effective in attracting these applicants*

Research and school-based evidence does not provide a simple blueprint of an applicant type; instead it shows us that it is intrinsic motivation and training and support at initial and continuing stages which is key to teachers feeling and being effective in their professional roles. Entrants into teaching who go on to feel passionate about and committed to education, and confident in their practice, are those who are motivated by aspects of the job itself:

“To work with children, the chance to be creative in my work daily, to make learning fun and interesting, to help children feel cared for and supported at school”. (ATL member survey, November 2010)

ATL believes the government to be misguided in its emphasis on degree classification in applicants as it undermines other, vital, measures in trainee teacher selection.

4. GTCE research in 2009 reported that the two motives cited as “strongly” attracting the largest percentage of their survey respondents to undertake ITT were the prospect of “helping young people to learn” (78%) and of “working with children or young people” (59%). However, extrinsic factors, while often not specific motivators, play a key role in individuals' decisions to join and to stay in the profession. ATL members often report this complex interplay of factors:

“Because I love children and am passionate about my subjects areas plus it afforded me holidays to be with my children and an excellent pension and benefits scheme—I would continue but these are the primary reasons”. (ATL member survey, November 2010).

5. Strategies to recruit individuals who will become the most effective and committed teachers need to recognise the motivation of these individuals and their economic realities. Studying is increasingly expensive and with a growing number of applicants coming through postgraduate routes, bursaries will prove a strong incentive to help people make the decision or enable them to afford this investment in their future career. Pay, benefits and pensions arrangements need to be sufficient to make that investment worthwhile and affordable throughout their careers.

6. Equality is important within professions as is recognition of expertise and useful experience. Therefore, it is vital that recruitment strategies are sensitive to the morale of those already within the profession. We need joined-up policy thinking with strategies on recruitment and retention that complement rather than damage each other. The General Teaching Council has reported on the number of complaints made by early-career teachers around recruitment packages that have been introduced a year too late for them to benefit; “the

experience of being less well rewarded than more inexperienced colleagues doing the same job has been demoralising, and may have an impact on retention”.<sup>60</sup>

7. Motivation and recruitment strategies are only part of the story of our best teachers; the quality of training and professional education they receive at initial and later stages of their careers is vital to their effectiveness and to their ongoing commitment to education.

8. *Particular routes into teacher attracting high-quality trainees and Government’s proposed changes to initial teacher training (ITT)*

One size doesn’t fit all in initial teacher education routes, both in terms of attracting students and in terms of meeting their training needs. We know from research that students pick training routes for a variety of reasons which include the following factors; the balance of school-based and theoretical elements within the course, financial considerations, geographical availability, course duration and a complex interplay of those factors with other personal considerations. GTCE has published a number of reports on initial teacher education which we recommend the Committee access as they capture the complexity of the issue; GTCE ITE Research Package Link.

9. The government-proposed bursaries will provide incentives but ATL is concerned about the huge variability in bursaries available, which not only favour particular shortage subject areas but also secondary strongly over primary. This is an unfortunate step at a time when early intervention and strong early education is identified as such a vital factor in dealing with a range of learning, behaviour and SEN challenges. The omission of undergraduate initial teacher training courses from the bursary system is questionable; it undermines the value of education as a discipline and indeed fits with the idea that teaching needs minimal pedagogical learning and that the emphasis should only be on subject knowledge and expertise. It will also have a disproportionate effect on the primary sector as the majority of undergraduate initial teacher training courses are in the primary and early years sectors. Degrees in areas such as Early Childhood Studies have also been omitted from the bursary list, which could have a negative impact on the Early Years sector.

10. The proposed change to the status of Graduate Teacher Programme (GTP) trainees from supernumerary status is also alarming, and fails to reflect the negative impact of excessive workload on the initial and early experiences of student teachers. It will also affect the workload of their teacher colleagues, thus limiting the amount of time and support that they will be able to give to trainees.

11. ATL members, particularly those in independent schools, would welcome a look into assessment-only routes to QTS; recognising the experience and expertise they gain throughout their careers in the independent sector. Up to now, the University of Gloucestershire has been the sole provider for this with limited places, thus restricting the availability of this option. We hope that this government will continue the work of the previous administration in reviewing this route with the view to expanding it to other providers and increasing the number of places available for experienced but hitherto non-QTS teachers working in the independent sector.

12. *Evidence on the type of training which produces the most effective teachers and whether the Government’s proposed changes to initial teacher training, particularly the focus on more school-led training, will help to increase the number of good teachers in our schools*

We know from research and member evidence that, with so many variables and the range of individuals with different needs within the teacher population, there is no one type of training that can be identified to produce the most effective teachers. School-led training has identified strengths of staff who are experienced in mentoring resulting in high levels of support for trainees. However, increasing the numbers of schools involved in school-led training will require a significant investment in professional development of staff mentors and in making workload adjustments to ensure that school staff have the time and opportunity to enhance their own professional development in order to better support the learning and experience of trainees.

13. ATL’s members are also concerned by the government’s significant investment in the expansion of Teach First, which while successful against some measures of achievement, is costly, resource-intensive and has low retention rates. What Teach First does show us is that extensive investment, with an intensive package of HEI support within schools from initial training into early professional development (EPD) and the opportunities for trainees/NQs to network and support each other are factors that increase chances of success.

14. HEI expertise is vital in ITT, whether as leader or partner within the training routes; Ofsted and HMCI have confirmed that HEI-linked programmes are generally of higher-quality. We know from member feedback and from the experience of members in schools that routes should provide strong grounding not only in subject pedagogy and child development, but also in understanding pupil behaviour and building strong and supportive relationships with pupils, SEN, earlier stage approaches (early years and primary, for example), assessment for learning etc. Schools cannot alone provide this range of knowledge, understanding nor access to extensive research.

<sup>60</sup> GTCE, “Recruiting and retaining the best teachers. Initial advice from the General Teaching Council”, June 2001, p.5.

15. The government's recent initial teacher training proposals<sup>61</sup> state the intention that over the next five to ten years schools should take on responsibility for ITT. However, ATL is concerned that the school system, as a whole, does not have the capacity and with increasing education cuts, is unlikely to have the resources to develop that capacity. There is also a concern about the impact that this will have on higher education institutions and on their role in initial training, and in supporting the profession as a whole, through high-quality education research.

16. Finally, research shows that initial teacher education routes that include an emphasis on interpersonal skills, development of understanding of pupil behaviour, organising workload, preparation for reflective practice, backed by strong partnerships between HEIs and schools and training for school mentors within ITE routes are key to producing effective teachers. While we welcome the lack of central prescription to high-quality providers on how to deliver better quality initial training on behaviour, we are concerned that, with the comparisons within their recent proposals to synthetic phonics, it is technique that is the focus rather than deeper understanding of pupil behaviour. Indeed, we would welcome an emphasis on child development and SEN throughout government's proposals on initial training, CPD and standards, as part of the focus on behaviour. Furthermore, we are concerned that government's focus on tackling behaviour through ITT, particularly in schools, will be undermined by the cessation of local behaviour support partnerships and a massive reduction in the capacity of local authorities and extended services to provide the essential support for schools in tackling the deeper issues behind pupil behaviour. This puts huge pressure on ITT as the way to tackle behaviour problems in schools, wrongly putting the responsibility on individual teachers rather than behaviour being faced as a broader school-wide, educational and community challenge.

17. SEN has long been acknowledged as a weakness in initial training and continuing professional development and the SEN Green Paper made a commitment to address this weakness. This is not reflected within the recent government ITT strategy and ATL hopes that further proposals and information will be forthcoming in relation to SEN and ITT. ATL believes that an imbalance in ITE provision towards classroom-based training will undermine any efforts to expand professional learning on child development and SEN which involves deeper-level theoretical understanding. Classroom-based training, without appropriate HEI input, will be limited to direct experience thus limiting students' range of learning, understanding and experience.

#### 18. *Assessing and rewarding good teachers and the use of Government's draft revised standards for teachers*

This inquiry asks about the use of the government's draft revised standards to which ATL responded on behalf of members; DfE Review of Teacher Standards: ATL Response. ATL is concerned that government proposals around ITT/CPD, teacher standards and the curriculum amongst others betray a vision of successful teaching as about no more than a set of techniques rather than use of professional judgement. Therefore, we believe that these standards are overly-prescriptive and detailed and will drive conformity and compliance with the ticking of those "technique boxes", undermining the professionalism of teachers and their ability and confidence to innovate in order to meet the needs of pupils.

19. Teachers' work needs to be recognised within proper structures of professional recognition with appropriate remuneration. They also need to be rewarded with proper professional autonomy; this links strongly with retention as research from the University of North London found that the most common reasons for leaving teaching are to seek more professional autonomy, and more opportunities for creativity.<sup>62</sup> The GTC also found that teachers have questioned "the balance between their significant professional responsibilities, and their opportunities to make decisions about how best to fulfil them", with teaching perceived as offering "fewer opportunities for the exercise of expert judgement than other professions". Teacher morale and retention will be supported through enabling teachers to apply what they know from their professional training and experience, to decisions about curriculum and pedagogy within a framework that ensures an entitlement for all pupils.<sup>63</sup>

#### 20. *The contribution of professional development to the retention of good teachers*

Professional autonomy which relates strongly to the retention of good teachers relies on teachers having the opportunities for professional reflection and development. Access to continuing professional development (CPD) is a vital part of professional retention as is recognition and career development. Teachers building their own knowledge, reflecting and growing in confidence in their practice is key to their enjoyment and levels of effectiveness. Research and member evidence shows that CPD which is "personalised, relevant, sustained and supported" is most likely to be effective, "critical to improving teaching quality and learning experiences and outcomes" for pupils.<sup>64</sup> For CPD to be most effective, it must be CPD that builds on the personal needs and wishes of teachers, rather than merely following policy diktat. Supportive school leadership is also vital to ensure that teachers have both access to CPD and the opportunity to sustain the learning through their practice, reflection and work with colleagues.

<sup>61</sup> DfE, "Training our next generation of outstanding teachers", 2011.

<sup>62</sup> GTC, Recruiting and retaining the best teachers, 2001.

<sup>63</sup> OECD Project: Attracting, developing and retaining effective teachers: country questionnaire.

<sup>64</sup> GTCE Evidence to the Select Committee, 2009.

### 21. *Retention of teachers across even the most challenging schools*

Job satisfaction for teachers is related to factors such as professional autonomy, role confidence, workload and work-life balance, access to high-quality CPD, career development and adequate remuneration. It also involves teachers feeling that they are realising the objectives which encouraged them to enter the profession in the first place; making a difference to the lives of children and young people, growing in their love and interest in their subjects, enjoyment of working with children and young people, job variety and challenge.

22. Issues of retention therefore not only need to address teachers' initial training and CPD, but also issues of professional autonomy and responsibility, particularly relating to curriculum and assessment and appropriate levels of accountability. The current excessive levels of accountability are a negative factor in teachers' motivation and retention levels.

23. Retention relates to teachers' professional confidence, not only in their subjects but also in building positive relationships with pupils, dealing with ranges of behaviour and of SEN. CPD can support the latter, but can only do so effectively within whole-school strategies of support and with access to external services and sources of expertise. Unfortunately the availability of these is being drastically cut.

24. In order for future school and profession needs to be met, it's vital that trends within the profession of retention are monitored, to ensure that personal and state investment in teacher training are well made. As diverse profiles of entrants emerge, it is important that the differing levels of retention are noted; for example, different levels of volatility amongst different groups has been noted, such as career changers, who are more likely to leave teaching than those who didn't change career to enter teaching. Research needs to be done to understand how the initial motivation that brought these individuals into teaching can be kept alive.

25. The Select Committee has specifically asked about retention in challenging schools. For teachers to avoid frustration and the damage it causes to morale, it is vital that challenging schools have the support they need to meet the often challenging needs of the children and young people with whom they work; the suitable professional training across the whole school workforce, the necessary in-house resources, access to relevant external services such as health and social care, and sufficient staffing numbers to avoid work overload and burnout.

26. The diversification of the school system, the emphasis on competition, the cuts to local authority funding and responsibilities, and the decline of support staff's training/CPD opportunities along with the decline in their numbers, will make the work of challenging schools more difficult as it is likely to result in an over-concentration of "challenging" pupils in these schools, less access to local support services, the undermining of school partnerships and the loss of in-school staff resources and expertise. Retention needs far more than quick-fix strategies; it involves a holistic approach to education and to the role of teachers and other education staff.

### 27. *Conclusion*

ATL welcomes this inquiry into attracting, training and retaining the best teachers. We know, backed by member and research evidence that this cannot be about finding the quick fix or easy answer; it isn't about identifying the "right" sort of person, the "right" sort of training route. Rather, it is about particular principles and features of professionalism and support across a diverse set of routes, across a diverse group of people, whose motivations relate to intrinsic rewards. Extrinsic rewards in terms of salary, pensions and holidays, while not key motivators, are vital in ensuring retention in the profession, reflecting the challenging work, the economic needs of teachers and their families and the professional responsibility they bear. Teachers value their professionalism; a professionalism that is based on proper autonomy and on the opportunity to continually learn and improve through reflection, innovation and creativity.

*November 2011*

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### **Written evidence submitted by the National Association of School Based Teacher Trainers**

The National Association of School Based Teacher Trainers was instituted to provide support for and to represent the views of those leading school based Initial Teacher Training. The training offered is limited to postgraduate initial teacher training, there is no undergraduate provision. This includes the mainstream programme (SCITT—School Centred Initial Teacher Training) and EBITT (Employment Based Initial Teacher Training)—through the Graduate Teacher Programme (GTP).

Whilst there is a sense in which all current teacher training can be said to be school based the underpinning philosophy encompassed by school based training providers is distinctive from the use of schools as training partners by Higher Education Institutions. The bedrock of this philosophy is an apprenticeship model, whereby a sustained relationship with an experienced practitioner is developed within close experience of the environment in which future employment will be undertaken. The experience gained of the "rhythms" of the school year is an effective induction into the early years of employment. Such apprenticeship models are and must continue to be underpinned by firm academic principles and practice and an openness to recent and

relevant research. Reflective practice is central to school based philosophy and by implication practice precedes reflection.

School-based training providers are typically organised and managed by those with recent and direct school experience. Higher level management follows the style of school management and benefits from experience of individual target setting and close monitoring of individual progress (with no excuses accepted in relation to large numbers of trainees). Management's closeness to school priorities ensures training is both current and relevant. It also provides managers and strategists with experience of the development of teachers' careers such that the expectations of early career development are well understood.

1. *What evidence is available to help identify the sorts of applicants who become the most effective teachers, and the strategies known to be effective in attracting these applicants?*

1.1 The experience of school-based providers suggests the key characteristics and strengths of good or effective teachers are not "made" exclusively during a one-year teacher training course. To a greater or lesser extent they must already be present before training commences and the training programme will highlight their importance and develop them by offering strategies to enable them to blossom. We need, therefore, to define what we mean by "effective" as this concept will determine the characteristics of the applicant being sought.

1.2 Crucially, we also need to determine at what point in the teacher's career we are determining their effectiveness as this will change the selection criteria adopted. Are we looking for "effective" at the point of QTS assessment, during the NQT year, at end of the first five years or perhaps even longer term and into promotion and management?

1.3 Finally, it is arguable that "effective" in this context is different for Early Years, Primary, Secondary and Post-16, with each sector requiring a different balance of the core skills and characteristics.

1.4 For the purpose of this response, NASBTT is working on the principle "effective" in terms of teacher training should apply to teachers over the long-term (five years+) period. (Anything significantly less than five years ignores the problems with retention and the crucial initial settling in period.)

1.5 Most providers take the Ofsted "outstanding" trainee criteria as a baseline for the potential to become an effective teacher. Many providers adding their own additional criteria based on the distinctive nature of their provision and the vision articulated through individual partnerships. The close and small scale nature of school centred provision makes it easier to agree, articulate, communicate and review this vision and its impact on the quality and effectiveness of trainee outcomes. There has been considerable research in to what makes an effective teacher in the past decade but until there is an agreed and understood national baseline beyond that offered by Ofsted this becomes a complex question to answer.

1.6 The following demonstrates that school-based providers have a strong track record in providing the most effective teachers for the profession:

- The Good Teacher Training Guide 2010 provides rankings for ITT providers. These are derived from combining the standardised scores for entry qualifications, Ofsted inspections and employment in teaching. A comparison of the top 10 universities and top 10 SCITTs shows that only two universities would have got into the listings of the top 10 SCITTs (pg. 3 chart 2.3 and pg.6 chart 2.8).
- The same publication also explores inspection grades providing some interesting data; eleven of the SCITTs obtained maximum grades from Ofsted in the year sampled compared with 13 university courses. Seven primary SCITTs achieved perfect scores as did four secondary SCITTs (five and eight universities).
- Chart 2.11 in this guide demonstrates that SCITTs achieve higher scores in relation to entry to teaching.
- Whilst NASBTT has concerns about reliance on the NQT survey in terms of the empirical satisfaction ratings in a particular year, the survey does provide useful inferences of trends. Data from the 2011 survey indicates that trainees satisfaction ratings of very good and good with their training in what might be regarded as fundamental aspects of effective teaching, such as behaviour, early reading, SEN and maths are around 10% above the average for the ITT sector as a whole.

1.7 Therefore the recruitment processes used by school-based providers are particularly successful in selecting those with the potential to become the most effective teachers. These processes are detailed and rigorous and draw upon the experience of partner schools of employing high quality staff. School based providers because of their scale and close involvement with schools, teachers and pupils have ample opportunity in the selection process to explore candidates' potential to become effective practitioners.

These procedures encompass best practice in terms of equality of opportunity and generally culminate in face to face assessment by senior school staff with experience both of observing good teaching and recognising the potential in individuals to perform well in the school environment.

1.8 In addition the close tracking of individual trainee progress which is a hallmark of school-based provision enables the effectiveness of the recruitment process to be analysed and appropriate adjustments made year on year.



Many providers have extensive tracking systems that often go well beyond the NQT year. They are able to track ex-trainees well into their careers and have examples of trainees who are now members of management teams and lead curriculum areas in schools. Many trainees go on to become mentors and see working with trainees as a key part of their ongoing professional development. If these factors are to be deemed criteria for an effective teacher then school centred provision had a good base of evidence on which to draw.

1.9 The correlation between quality of trainee and degree class has not been observed in practice. Prior to the Postgraduate Certificate in Education being genuinely postgraduate in nature, experience suggested that many applicants with third class degrees made successful teachers. There is also evidence that those with third class degrees found the masters level elements of the PGCE more challenging. In our experience there is little to suggest that a first class degree of itself leads to high quality teaching.

1.10 There is concern that the classification of degrees varies between institution and over time. There is therefore no confidence that the potential quality of applicants can be determined by degree classification alone. Further difficulties arise in relation to non-UK degrees and UK degrees that are not classified.

1.11 The recent government commitment to pre entry tests that explore criteria beyond the academic is welcome and of interest in light of the statements related to degree classification.

1.12 In terms of attracting those who will become effective teachers, experience from NASBTT members suggests the following essential criteria:

- Ensure the status of the selection process has a high profile with the full involvement of senior staff and that this is visible to applicants—potentially successful teachers will “read” the ethos and make their own decisions.
- Ensure the selection process fully involves the schools in partnership as they will identify and promote many of the best applicants.
- Ensure the applicants have full and good access to the selection criteria and accurate information about the training so they can prepare themselves for the selection process. Clear, detailed and up to date websites are required.
- Ensure that applicants experience a welcoming introduction to the provider—well informed staff on reception and a view that the provider wants to help applicants and wants applicants to apply—demonstration of value to customer!
- Publish, maintain and live a set of high expectations for learning, work, enjoyment and success in teaching.
- Allow for flexibility—not all applicants fit the mould exactly, and yet they may make successful teachers.

## *2. Are particular routes into teaching more likely to attract high quality trainees?*

2.1 The data described in 1.7 above demonstrates that over time school-based providers have routinely attracted high quality trainees.

2.2 Research by Musset et al demonstrates that trainees who have extensive training in schools perform better as teachers.<sup>1</sup>

2.3 School based provision by its very nature more easily facilitates whole school involvement in training. School based providers have alongside the schools they work with over time created a wide range of innovative ways of providing quality training in schools.

2.4 Provision is underpinned by a culture of school based professional learning activities which impact on trainees, teachers and pupils. Due to the small scale these programmes have the flexibility to quickly respond to change and new initiatives.

2.5 The provision engages all participants (trainees, teachers and trainers) with the notion of reflective practice underpinned by modelling effective practice, review and self assessment which in turn produces effective learning and teaching and therefore more effective teachers.

2.6 School-based providers work very closely with their local partnership. The relationship between the provider and schools is good, with ex-trainees populating the schools. The schools, in turn, offer back very good applicants for future training. The schools have a direct involvement in the selection of future trainees and subsequently in their training and employment. Schools within partnership have real ownership of the process and outcomes. The small scale of many school-based providers allows for better involvement, communication and ownership.

2.7 There is a strong argument to suggest the more mature applicant has a great deal to offer the profession and approaches learning with a more mature mindset. School-based provision tends to attract older trainees. This would show that those with experience of previous careers have an attraction to work environment-based training, even if they are not able to gain a place on the employment-based route.

3. *Will the Governments proposed changes to initial teacher training help to recruit these trainees?*

3.1 The increasing analysis of the effectiveness of school-based recruitment processes suggests recruiting trainees is as much an art as it is a science.

3.2 The experience of this organisation suggests that professional judgements, made following a comprehensive process investigating attitudes, knowledge (and most importantly) the potential to acquire skills, lead to the most effective outcomes. The alignment of that professional judgement to that used by senior school management experienced in recruiting school staff is of paramount importance, especially in drawing out key attitudes which signpost potential success.

3.3 In our view the proposed changes to ITT recruitment do not sufficiently support the identification of these attitudes.

3.4 There is concern that in placing the emphasis on the quality of degree classification (and particularly those with high honours) applicants might be more attracted to securing higher levels of academic achievement, such as would be recognised at a later time in other professional contexts, more than developing the skills that relate to effective classroom practice. Whilst we are totally committed to the view that postgraduate trainees should undertake sound academic development, particularly in relation to individual subject knowledge and the pedagogy of its delivery, we are not convinced that an emphasis on academic assignments (and particularly the demonstration through these of masters level criteria) should detract from carefully structured experiential learning in the school context. That is not to say that we devalue masters level criteria as important aspirations for the profession, simply that the principal focus of the training year should be the acquisition of the skills of delivery. In the absence of a study which quantifies the effectiveness of postgraduate level academic work before, with or after practical experience, there is anecdotal evidence amongst member providers that the emphasis on acquiring masters level units through a postgraduate certificate has diminished the time given to, and the quality of, trainees' outcomes in classroom practice.

3.5 There is a further concern that the DfE has chosen to allow Qualified Teacher Status to remain a status, rather than upgrading it to a qualification. Applicants will be attracted, especially in the new fee environment, to choose courses that lead to a recognised qualification. PGCE is a university based qualification recognised internationally. QTS as a status is only recognised fully in England. Applicants would prefer an internationally recognised qualification. Therefore SCITTs (and some GTP) courses make partnerships with universities to validate their provision. This essentially enables the universities to promote their more academic style of training, which as the Green Paper rightly mentions is not always that which trainees find most effective. That is not to say that as school based providers we do not endorse the necessity of secure academic underpinning and pedagogy in the education of teachers. However, in our view QTS should be made a qualification, the confusion over postgraduate and professional graduate certificates should be cleared up and the monopoly that universities hold over teacher training qualifications be removed. The flexibility of school-based providers to provide programmes aimed at individual needs is compromised by the fact that in order to give their trainees a qualification they must be constrained by the requirements of university validation.

4. *What evidence is available about the type of training which produces the most effective teachers?*

4.1 The evidence submitted in para 1.7 demonstrates school based training has a very good record of producing the most effective teachers.

4.2 Further evidence was submitted in paras 1.9 and 2.2.

4.3 The best training must also be responsive to the progress or otherwise of its ex-trainees over time. With small, local, school-based training, follow-up studies can produce a source of very rich improvement information which when coupled with the informal feedback within the partnership and when acted upon by the partnership and provider, leads to the most effective training *and in turn most effective teachers*.

4.4 Research case studies suggest that it is proven that teachers who have extensive training in schools have a higher retention rate than those who are trained on more traditional routes. (Fleener 1999) and that there is a considerable positive impact on the rate of beginning teachers who leave the profession (Macdonald 1999).

5. *Will the Governments proposed changes to initial teacher training, particularly the focus on school led training help to increase the number of good teachers in our schools?*

5.1 We naturally welcome the emphasis on training in schools building on the success of both the SCITT and GTP routes. In our view, much of this success derives from the school-based style of governance and management, particularly because in this environment a clear management focus on learning and teaching, meeting individual needs and measuring and monitoring progress against challenging targets have become second nature. However, whilst school-based providers can develop and change relatively quickly, proportional increases in numbers can be significant, and their initial small size is both a strength and limitation in the process of change. Care must be taken not to weaken obvious strengths during the period of change.

5.2 There is a clear need to ensure that quality assurance procedures are rigorous and sufficient. The present school based model is led, organised and managed not by the schools themselves but by the SCITT or EBITT management teams who sit at an appropriate distance from individual schools. Whilst individual school

members may sit on management committees they do not have the same responsibility or accountability for QA as the Training/Programme managers. The main focus of individual schools is pupil progress and teacher development. Whilst the new model suggest that ITT could come under the latter heading the demands of working with a diverse range of trainees in addition to pupils and established members of staff could lead to school senior management teams over stretched. In a worst case scenario QA processes may be less rigorous. Some clarification of the mechanisms that will ensure that the existing expertise and experience that underpins the present quality of school based programmes will be able to support and inform any new model is urgently required.

5.3 The present infrastructure has demonstrated a growing capacity for continuous improvement and development and is producing trainees who have the potential to be excellent practitioners, signalled by the number of trainees identified as outstanding in relation to the Ofsted criteria.

5.4 The proposals to include SCITTS in the fee regime operated by universities is understood, but would lead to significant reductions in current funding levels, which we would fear would be to the detriment of quality provision. Most SCITTs will be forced to charge fees of £9,000. There is concern that given the higher profile of university courses, trainees (and particularly their parents) will feel drawn towards well known established institutions when making such significant investment. We are also concerned about the effectiveness of attempts at centralised market management (ie through allocations) when direct government grants have been eliminated. It is not proven that the bursary regime proposed will prevent places being offered to individuals who are prepared to forgo the bursary.

5.5 The proposal to remove supernumerary status from the Graduate Teacher Programme would be felt to undo many of the advances in quality achieved on this route in the recent past. Similarly a reduction in salary grant would in our experience make it much more challenging to recruit the right schools (ie secure and experienced training environments) onto this route.

5.6 The five to 10 year strategy that will enable schools to take on responsibility for recruitment and training will need to be supported by a sufficient resource base both in terms of funding and personnel if the model is to be sustainable.

#### 6. *What is the best way to assess and reward good teachers? Are the revised standards a helpful tool?*

6.1 At a first reading the new standards seem to enshrine a clear, comprehensive yet concise exposition of the craft of teaching and its associated responsibilities, but closer scrutiny reveals that they are not, in their present form, fit for the purpose of assessing whether a trainee teacher should be awarded Qualified Teacher Status. Clear guidance is needed about how standards are to be demonstrated at particular milestones of a career path. Differentiation should then be by the degree of support and the breadth of context encompassed within the achievement. This might range from meeting key standards in a limited context (**Q**) through meeting standards required by the employment context with the support of an experienced colleague (**C**) meeting all standards required by the context consistently to a high standard without support (**P**) to meeting all standards at a level which enables support to be given to others (**E** and **A**).

#### 7. *What contribution does professional development make to the retention of good teachers?*

7.1 “Initial teacher education—although it is necessary and important that it should be of high quality—cannot by itself be expected to prepare entirely teachers in meeting the rapid changes that are undergoing schools”.<sup>65</sup>

7.2 “...you can train someone brilliantly but if they go into an environment that is not receptive to their skills what will be their skill level after three years?”<sup>66</sup>

7.3 “the professional development of teachers is a lifelong process which begins with the initial preparation that teachers receive and continues to retirement”.<sup>67</sup>

7.4 NASBTT takes the view that QTS is the beginning of the process and that we seek, as a nation, intelligent, questioning, learning teachers. Furthermore, qualities and routes within teaching develop over time with experience and further learning. Headteachers will often talk of their schools needing a balanced staff which can work at different levels and offer different skills—a school with too many NQTs or imminent retirees, has a problem. Professional development turns a static job, where the skills base is basically limited what is known up to QTS, into a full career with job satisfaction, challenges and routes to overcome them and invigorating career paths which require new skills and understandings.

7.5 Research outcomes reinforce that School based providers have a wide variety of ways of engaging school based partners in ITT and school based training. Evaluation and feedback data provides evidence of the impact of these ways of working on teachers own professional development.<sup>68</sup>

<sup>65</sup> Musset, P. (2010) Initial teacher training and continuing Training Polices in a Comparative Perspective. OCED Working Papers No 48, OCED Publishing, pg39.

<sup>66</sup> Behaviour and discipline in Schools inquiry 2011 para 77.

<sup>67</sup> (pg8) Villegas Reimes, 2003.

<sup>68</sup> Musset, P. (2010) Initial teacher training and continuing Training Polices in a Comparative Perspective. OCED Working Papers No 48, OCED Publishing, pg 9, 3.3.1.

8. *How can we ensure that good teachers are retained where they are most needed, particularly in schools with challenging circumstances?*

8.1 NASBTT considers that the following points would support recruitment and retention of good teachers in such schools:

- Extra support for training new teachers in these schools, ie recognising the difficult and different demands of training in these conditions.
- Government, media and Ofsted recognition of the wide vision for excellence in schools in challenging circumstances. It is difficult to let go of the same ambition as for those in more salubrious settings, but perhaps we do not service to the schools in challenging circumstances by assuming they are just the poor relations of the higher achieving schools.
- Good leadership and vision in the schools.
- Good professional development and support.
- Good community involvement and support—an element that should be build into the training.
- Ability and willingness to identify articulate and work to overcome the precursors to good achievement in such schools.
- Offer specific training and support for teacher trainers working in these schools.

#### REFERENCE

<sup>i</sup> Musset, P (2010). Initial teacher training and continuing Training Polices in a Comparative Perspective. OCED Working Papers No 48, OCED Publishing, pg39.

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### Written evidence submitted by the Association of School and College Leaders (ASCL)

#### A. INTRODUCTION

1. The Association of School and College Leaders (ASCL) represent more than 15,000 members of the leadership teams of maintained and independent schools and colleges throughout the UK. This places the association in a unique position to see this initiative from the viewpoint of the leaders of both secondary schools and colleges.

2. ASCL agrees strongly with the premise of the inquiry, and the white paper *The Importance of Teaching* (2010), that “the most important factor in determining the effectiveness of a school system is the quality of its teachers” (paragraph 2.1). School and college leaders also recognize the point made in paragraph 2.3 of the white paper, that the quality of new entrants to the teaching profession has become significantly stronger in recent years, and that the average degree class of those entrants is higher than it was a decade ago, and is now above the average of all graduates. In significant areas of work where there have been improvements in the quality of education provided in our maintained schools over the past decade, this has been possible because of the quality of those recruited into teaching during that period.

#### B. IDENTIFYING THE SORTS OF APPLICANTS WHO BECOME THE MOST EFFECTIVE TEACHERS, AND HOW TO ATTRACT THE APPLICANTS WITH THE GREATEST POTENTIAL

3. ASCL agrees with the stance given significant emphasis both in the white paper and in the direction of government policy on the importance of attracting graduates with strong academic backgrounds into teaching, and would like to see further strategies for interesting greater numbers of top performing graduates from Russell Group universities in a career in teaching.

4. However, this approach should not be emphasized to the exclusion of all others. A strong academic background is one of a number of essential prerequisites for a successful and effective teacher. Weight must also be given to factors such as aptitude for communication, personal resilience in the face of obstacles and setbacks, emotional stability, ability to empathize with young people, ability to think creatively and innovatively, a strong public service commitment, a willingness to serve in challenging contexts to make a difference to young people and communities, and an interest in the development of children and adolescents. Not all of these qualities are evidenced either by degree class or by academic background more widely, and some cannot be evidenced by traditional academic assessment at all. Moreover, while we are interested in international comparators, and keen to learn from them, we reject simplistic importing of individual policies or practices—divorced from their cultural and historical context, they are rarely likely to produce the same effect as in their country of origin.

5. The white paper raises the possibility of greater use of aptitude and personality tests to complement the academic gateway through which the government will require aspirant teachers to pass. In principle, such tests may provide further useful information in helping to select the teachers with greatest potential to make a difference, provided, once again, that they are not regarded as infallible, or as a panacea. On the issue of the basic skills tests, we believe that the aim should be for these to become redundant. If all new entrants to teaching are to be good graduates, we would want to move to a position of being able to trust universities to

produce such graduates with a sufficiently strong grasp of basic numeracy, literacy and ICT to undertake core functions associated with work as a teacher. The continued need for these basic tests into the long term would indicate a weakness in our university sector. If in the medium term some further screening for basic skills is deemed indispensable, it would be better to have it incorporated into a general aptitude test.

6. Alongside academic qualifications and aptitude tests, another very important factor in attracting potentially the strongest graduates into teaching is concerned with the messages which are projected about the profession, its demands, challenges, and rewards. These messages are projected in many ways, often subtle and subliminal. Clearly, targeted advertising campaigns have a role to play, but the political and professional leadership of education service are also very influential in shaping public views. Enthusiastic and aspirational graduates are more likely to be attracted by a working environment which is dynamic, well resourced, ambitious and full of opportunity, than by a system which is continually being characterised as complacent, or ineffective, or scarred by poor behaviour, or where there is a public perception that teachers have to struggle to do their job in the face of stringent downward pressure on resources. System leaders, and political leaders, have an important responsibility here.

7. Although it is essential first and foremost to project teaching as a career, even for some a vocation, which offers an opportunity to make a difference to the lives of young people and communities, it is also important to consider conditions of service. The increase in the quality of graduates attracted by and recruited into teaching in the past decade has coincided with significant improvements in teachers' pay and conditions, and the professionalism of their working environment. For example, the workforce agreements which enabled teachers to focus the majority of their time and professional expertise on the core job of teaching effectively have played an important role. Pay levels which were more favourably comparable with other professions to which high quality graduates are attracted have also helped, and relative job security and respectable pensions are also important. ASCL is fearful that perceived or actual erosion of these benefits of a career in teaching will jeopardise some or much of the progress which was made over the past decade in recruiting high quality graduates, and may neutralize the government's efforts to improve further the quality of graduates attracted into teaching.

### C. ROUTES INTO TEACHING AND TYPES OF TRAINING

8. The education white paper puts forward the view (for example in paragraph 2.21) that insufficient weight is given to "on the job" experience in teacher training. Whilst that is an oft-repeated view we are somewhat puzzled by it. The post-graduate certificate of education (PGCE) course requires trainees to spend much of their time on long placements, and while the length of direct experience is a little less than those trainees on graduate teacher programme (GTP) courses, it is not markedly so.

9. There is room for university-run postgraduate diploma courses, such as the PGCE, alongside courses which are almost entirely school or college based, such as the GTP. There is recent independent evaluation of PGCE courses which indicates that the majority of this provision is of very high quality. In some cases there may be further room for improvement in the quality of support and mentoring for trainees on placement, but it would be a mistake to take university education departments out of the picture. Indeed, PGCE trainees who are inadequately supported by a school are more likely to be able to effect improvement because of the monitoring and advocacy role of the university education department. GTP trainees with inadequate support can be completely isolated, and there is less external verification of the quality of what they receive. A way to effect improvement here may be better training and support for those in schools responsible for mentoring trainees.

10. We are concerned that a greater emphasis on "on the job" training may have the perverse effect of reducing the academic depth and rigour of teacher training. Alongside subject knowledge, there is an important corpus of theoretical understanding about pedagogy, adolescent development, increasingly about the working of the brain during the developmental phase, and about the legal and social framework of schools and colleges. Often, in-school mentors are ill-prepared to deliver this, tending, understandably, to focus on classroom skills or craft. While high skill or craft levels are an important aspect of teaching, they need to be underpinned by a depth of understanding, and trainees need to be in command of a body of knowledge about teaching to be able to realize their future potential as teachers. We are concerned that an exclusive emphasis on the "on the job" approach will not address whatever deficits there may be in this area, but exacerbate them further. A better approach would be to commit resources to making PGCE training better still, and, once again, equip schools engaged in GTP and similar programmes with more effective training and support.

11. Finally, in this area, it is important to note that current "on the job" training tend to attract graduates who want or need to receive a modest salary during their training year. It is important that this provision is retained, as there are many potentially strong recruits who would not be able to afford to be without income for a year whilst undertaking, for example, a PGCE. The often more mature or experienced graduates who undertake GTP courses have much to offer the teaching profession, and may would be lost to it if there were no way of them receiving a basic salary during their training year.

12. With regard to training or teaching schools, ASCL supports the resourcing of schools to lead professional development as an important way of reinforcing teachers' professionalism and professional autonomy. However, there is likely to be a serious issue of capacity, as well as the possible erosion of the important role

of university education departments referred to above. It is not clear that the training schools which are currently being designated, excellent as they are, will have either the material or personnel resources to undertake the very significant lead role being assigned to them. It will be necessary for very many other schools, as now, to continue to be involved in teacher training. Too narrow focus on training schools may be to the detriment of investment in the wide range of training partners, including schools not designated training schools, or not eligible to cross the too narrow Ofsted based criteria for such designation. Moreover, on this last issue, in the secondary phase, we are concerned that outstanding departments within otherwise less highly rated schools will be marginalized by the existence of training schools, which, despite their Ofsted designation, may not be outstanding in every subject area. This creates a risk of a loss to the quality of initial teacher training in any given locality.

13. It is important to maintain as wide a range of entry routes as possible, and schemes such as Teach First have been highly effective in a limited number of cases. Likewise GTP programmes as mentioned above and school centred initial teacher training schemes (SCITTs). There is scope to expand such provision, though care must be taken to scale them up in a way that retains the qualities that have made them work.

14. ASCL supports the government intention of making teaching a masters degree level profession. There should be an expectation that teachers will normally embark on a master degree course three to five years after embarking on a career in teaching. This should not be an absolute requirement, but it should be expected that further promotion after say eight years of teaching will be hampered by not having such a degree. In some cases PGCE courses carry masters level credits, which helps to make them more rigorous and give them academic status as well as providing an incentive for teachers to continue with a masters degree within a reasonable period of qualifying. It is also a way to use the academic autonomy of universities to protect teacher training from narrow, shallow or short-term interference.

#### D ASSESSING AND REWARDING GOOD TEACHERS, THE DRAFT REVISED STANDARDS AND PROFESSIONAL DEVELOPMENT

15. The effective assessment or appraisal of teachers can play an important part in the development of the effectiveness of the individual teacher, the institution and the education system. Such assessment needs to reflect the complex and multi-faceted nature of the role. A holistic or global appraisal of teachers which is formative in character but which is also rigorous in its demands is needed. Simplistic or atomized individual targets are too narrow and immediately set up perverse incentives, as does an approach to appraisal based solely on examination achievements. Effectiveness in the classroom is of course central, but that is also a complex activity, and cannot be fairly assessed either through output data or by small numbers of snapshot lesson observations. A much wider range of factors needs to be considered, over a period of time, than has been the case in recent years. Alongside the more obvious areas such as lesson quality and examination outcomes, which must play a role, others factors might include contribution to team work, pastoral work with students, how effective a role model a teacher is, strength of interpersonal relationships, how effectively the teacher encourages high aspiration, contribution to extracurricular activity, and contribution to other dimensions of education such as social development, citizenship, and spiritual and moral growth.

16. There is a need to reform the standards for teachers, but ASCL is concerned by some aspects of the new draft standards, and has commented elsewhere on these. In this context, one of the principal shortcomings of the draft is the absence of any inbuilt progression in the standards. The depth and complexity of a teacher's responsibilities means that inevitably, with good professional support, teachers grow professionally over a period of years. It would be best to have a document or a set of standards which enabled new teachers to see just how far their professional growth could go by setting out a map of teacher development which is progressive. There is a danger in a document that specifies only the minimum: it may have the perverse effect of lowering teacher aspiration, ambition or vision. The tone of some parts of the proposed standards is also rather patronizing, which will not appeal to aspirational high-calibre graduates.

17. It is important that there be a culture of professional development that is used both to enable teachers to grow and develop, and also reward them for doing so. Opportunities to take more responsibility for the leadership and development of learning, and importantly for the mentoring of others and for contributing to a strong professional learning culture are ways to continue to enable effective teachers to grow. It is of course essential that schools and colleges are sufficiently well resourced to be able to reward and retain effective teachers by remunerating them well, and it is essential that pay differentials are sufficient to be motivational to teachers who are ready for and seeking promotion.

#### E. FINAL REMARKS

18. ASCL supports the continued existence of a national pay structure for schoolteachers, and is concerned about the possibility of its loss as the school system becomes more diverse and schools more autonomous. A national pay framework is one way to help prevent a descent into aggressive market place competition to attract the best teachers, likely to be to the detriment of weaker schools and their pupils.

19. Recruiting teachers to the most challenging schools, and retaining them there, is a complex challenge in itself. There is no simple strategy for achieving this. Those things that make for a rewarding place to work need to be present to an even greater extent in challenging schools to enable them to retain the best teachers.

This includes strong professional support and mentoring, clear sighted and ambitious leadership, high aspirations, a sense of being valued and appreciated both by their own leadership and more widely by political and other leaders, good pay, interesting and rewarding professional development, effective and formative appraisal. All of this requires a clear vision, and, crucially, sufficient funding levels. ASCL is very concerned about current downward pressure on funding and the extent to which it will impact on these vulnerable and often very resource and funding-hungry schools.

20. Much of the above refers to the system in maintained schools, but the teaching profession is of course wider, and teachers move in both directions between state and independent schools and between schools and colleges. The somewhat different circumstances and experiences in these contexts can improve the performance of all where there is such “cross-fertilisation”. They also enable individual teachers more often to find the post in which they are most comfortable and in which they can be most effective. It is therefore important that the teaching profession as a whole is considered and that there should be as little impediment to such movement as possible. ASCL therefore welcomes the changes currently being enacted that will allow a more ready movement between the further education college and school sectors by recognising the former’s qualified teacher learning and skills status (QTLS) as broadly equivalent to the latter’s qualified teacher status (QTS). Sixth form colleges sit between these two sectors and have teachers qualified in both ways, and see significant movement to and from both of these sectors. Likewise, there is scope to better align and recognise the training of teachers in state and independent schools, and in higher education.

21. ASCL is willing to be further consulted and to assist in any way that it can.

*November 2011*

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**Written evidence submitted by Professor John Howson, Director, DataforEducation.info**

Question posed by The Select Committee:

- What evidence is available to help identify the sorts of applicants who become the most effective teachers, and the strategies known to be effective in attracting these applicants?
- Whether particular routes into teaching are more likely to attract high quality trainees, and whether the Government’s proposed changes to initial teacher training will help to recruit these trainees.
- What evidence is available about the type of training which produces the most effective teachers and whether the Government’s proposed changes to initial teacher training, particularly the focus on more school-led training, will help to increase the number of good teachers in our schools.
- How best to assess and reward good teachers?
- Whether the Government’s draft revised standards for teachers are a helpful tool.
- What contribution professional development makes to the retention of good teachers?
- How to ensure that good teachers are retained where they are most needed, particularly in schools in challenging circumstances.

**EVIDENCE SUBMITTED**

1. The predecessor Select Committees to the present Committee carried out a number of inquiries into teacher training and supply; mostly noticeably in 1989; in both 1996 and 1997; in 2003, and again in 2010. A separate inquiry into head teachers was conducted in 2000.

2. At the present time, the organisation of schooling in England is undergoing a period of significant change. New ideas are very much to the fore, and it is not surprising that the preparation of teachers is also under the microscope. However, at some point, ideas and experiments must either be relegated to the margin or incorporated into the mainstream of teacher preparation and development.

3. Much attention, in both the 2010 White Paper, and the more recent consultation document, focussed on the preparation of teachers for the secondary sector. Considerably less overt attention has been paid to the preparation of teachers for the primary and special school sectors. It is, however, in these two sectors that the greatest need for new teachers will be apparent during the next few years.

4. At present, the two main routes to qualification as a primary teacher are either through an undergraduate degree course or a one-year postgraduate course. A small number of higher education providers, mostly with their historical roots in colleges created by the then employers to train teachers for the elementary sector, dominate the provision of primary teacher preparation degree courses. The UCAS tariff score for entry to many of these courses is 240 points; the equivalent of 3Cs at “A” level, although there are lower ranges offered by some institutions including one from 200–300 points (200 tariff points equates to 2Cs and an E grade at “A” level). The White Paper focused on intake measures for postgraduate courses of a 2:2 degree, already achieved by the majority who take such courses. There remains an issue as to whether there should be a similar minimum tariff score for entry to undergraduate courses of at least 260 points, or BCC grades, with the aim of reaching a 300 minimum standard within a set period of time. A standard should be maintained during any period of “clearing” to such courses.

5. At present, entry routes into the undergraduate and postgraduate teaching courses are completely separate. This means that it is impossible to ensure that overall the best candidates are accepted across the two routes. If too many places are allocated to a particular route, the quality of those accepted may be reduced, whereas if too few places are allocated, some high quality candidates may be refused a place on a course. The way that UCAS collects entry figures differs between the PGCE and undergraduate courses, and may appear to inflate the actual number of candidates for undergraduate courses. The Committee should consider the actual balance and academic backgrounds both of those accepted, and those not offered places, onto teacher training courses. The TDA should be able to offer the Committee advice on this issue, especially in relation to gender, ethnicity and academic achievement prior to entry to a teacher preparation course.

6. The undergraduate route has traditionally provided a mechanism for those who start work in schools in another capacity than as a teacher to allow them to progress to qualified teacher status. Many of these are women whose earlier education was disrupted. The Committee would need to consider what effect any changes to entry qualifications for undergraduate courses might have on this group. However, it would still be possible for them to take a subject degree, including the Education Studies degree offered by many providers of teacher preparation courses, before undertaking their teacher preparation course.

7. Many primary schools have fewer than 250 pupils on roll. Although there are examples of groups of primary schools banding together to operate School Centred Training Courses (SCITTs) these are often under the auspices of either a local authority or some other body. The mechanism by which the training school model will operate in the primary sector is not clear, and there appears to have been insufficient public debate about how the model would operate in that sector. The Committee may wish to explore this area further.

8. Career preparation courses are not unique to teaching. However, the historical framework of a partnership between higher education, the student and the school community is probably unique in the degree of anxiety and risk that it places on the student. In most other cases someone participating in a specific course preparing them for work is often guaranteed a position if they successfully complete the course; as in the armed forces, the health service, and most private sector graduate entry schemes. This is not the case in teaching. Even work-based courses such as the Graduate Teacher Programme (GTP) and Teach First do not always guarantee a teaching job at the end of the contracted training period.

9. In an age when investment in higher education is the responsibility of the individual, rather than the State, it seems perverse that a large number of individuals should have to bear the cost of their training with the added risk of no guarantee of a job on successful completion of the course. Simple economics suggests that although this may pose less of an issue when the private sector is not hiring graduates, but it will become an issue, as it did after 1997 when tuition fees were first introduced, and applications from graduates to train as teachers slumped, when the economy is not in or close to a recession.

10. For instance, in 1997–98 some 1,540 of the mathematics teacher training places were filled, but 830 were not filled. The following year, the number of unfilled mathematics places increased to 1,080 and the number of those entering teacher preparation courses declined from 1,540 to 1,190. (Howson, 2008) The eventual solution to the recruitment problem was the introduction of the training bursary in 2000. The continual changes to the level of bursary funding, and the relative financial attractiveness of different teacher preparation routes, makes for a muddle that may make it more difficult to attract new entrants to teaching, especially when the economy is growing. Teaching cannot be seen just as a safe haven career in times of economic uncertainty if England is to have a world-class teaching profession. Teaching needs to be able to recruit high quality entrants in boom times as well as in times of recession.

11. It seems likely that intending teachers will weight up the returns to their investment in joining the profession as they are asked to bear more of the cost of obtaining a degree and, if they act rationally, will require a sufficient return on their investment to pay off their student debt, save for a deposit on a property and join a pension scheme whilst still retaining sufficient income to maintain a satisfactory lifestyle.

12. To this end, the Committee may wish to monitor any effects of the increase in tuition fees on applications to universities for 2012. Any decline in applications from those with a profile similar to those trainee teachers taking up places on PGCE courses in 2011 would not bode well for recruitment to teacher preparation courses in 2015; coincidentally an election year. Were the economy, especially in London and surrounding areas, to be growing sufficiently strongly by them for the private sector to be hiring significant numbers of graduates, teaching might face a recruitment problem just at the point where rolls in the secondary sector were beginning to increase, thus creating a demand for more teachers.

13. One method used by successive governments to hide the full extent of teacher shortages is to allow schools to employ qualified teachers not trained in the subject or level they are appointed to teach. At present, Qualified Teacher Status (QTS), obtained at the end of a preparation course, allows a teacher to teach anything to anyone within the school system. Thus, to take an extreme example, someone who has completed a Physics PGCE could, on completing their training, be appointed to teach a reception class of five year olds. More likely would be the case of the Physics teacher being asked to teach mathematics, or IT. The Committee may wish to consider whether there is a case for restricting QTS to a specific sector, with schools permitted some form of emergency certification of teachers for a limited period whilst they undergo re-training. This presupposes the Committee believes that a teacher preparation course is a fundamental requirement for entry to the profession. It would be helpful if the Committee were able to restate this position in relation to all publically funded schools.



14. The unfettered nature of QTS at present means that teachers who make the wrong decision about what level or subject to train for have the opportunity to change direction. However, this can be difficult in practice. They may be lost to the profession. The Committee may wish to consider whether the TDA or some other agency might fund specific re-training courses to allow good teachers to make the change. Questions to my TES Career Clinic over the past three years (<http://community.tes.co.uk/forums/73.aspx>) have revealed that there are some subject teachers who wish to become teachers of a class of children whilst there are some primary teachers who eventually want to specialise in a specific subject. The demise of the middle school sector, has removed an effective transfer route in both directions. Should the all-through academy become an established feature of school organisation that might offer a replacement route? However, I have other concerns about those schools.

15. The fact that QTS is a “ticket to teach” probably causes more problems in the SEN sector than elsewhere. The routes into teaching in this sector, dealing with some of our most vulnerable and challenging young people, are unclear to many teachers, and some may well be deterred from entering the sector by this lack of clarity. The Committee may wish to consider whether the requirement to train first as a teacher and then enter the SEN sector is still appropriate and, if so, whether appropriate professional development courses for entry to SEN teaching should be available, and more importantly, who should fund them?

16. This issue highlights one of the key dilemmas facing any organisation; the professional development of its staff. Where funds are delegated to the school level there is inevitably a tension between funding CPD for the needs of the school, and for the good of the profession. Why should a head teacher or board of governors with limited funds offer opportunities for career development to individual teachers who might then be promoted away from the school? The answer lies, of course, in the need to promote the “common good”. Larger units of schools whether local authorities, dioceses or academy chains will recognise this as they will have differing needs across their family of schools; individual schools that are part of no organisation may not. Were such a gulf to arise, especially in the primary sector, ambitious teachers might avoid schools that offered no support to their career.

17. As is well known, teaching in England operates in a market where most jobs are advertised, and teachers are free to apply for them in almost every case, as part of an open competition. This open market system can create shortages and surpluses where entry to training is governed by targets set centrally and based upon information that is often several years out of date. It also does not provide an appropriate mechanism for dealing with changes to the curriculum such as the development either of new subjects, such as IT, or new qualifications such as the Baccalaureate.

18. This market based system also means that many teachers do not receive either appropriate career advice and development or effective counselling. The fact that around one in eight entrants to the primary sector will eventually become a school leader is also often not considered as a part of the recruitment into teaching process, where the emphasis is on developing classroom teachers. All too often, late entrants to the profession, especially in the secondary sector, find career paths blocked by their age. Any teacher who has reached a head of department role by their early 40s faces the possibility of approximately a quarter of a century with either no or only very limited further promotion possibilities.

19. In times of teacher shortage some schools will inevitably suffer from staffing problems. A shortage of teachers also increases teacher “churn” as teachers seek a post in the most attractive school to them, whether on location grounds or based upon other factors. This is not a local phenomenon, but a universal characteristic of the profession across the globe. It is too early to state what the effect of the Pupil Premium will be on attracting teachers to challenging schools, especially as it has to be set alongside the other funding decisions for schools that the Department is currently considering, and the generous terms schools have so far been offered to become an academy. What is clear is that except in period of extreme teacher surplus, as at present, challenging schools may need to offer incentives to be able to recruit good teachers. High quality school leadership is one obvious factor, pay is another, and initiatives such as the London Chartered Teacher Scheme may also have played a part. The Committee may wish to consider the factors that have led to the turnaround in standards in many London schools during the course of the past decade, and why, by comparison, Oxford City, not an area known for teacher shortages in the primary sector, was ranked bottom of the list of district councils in England for outcomes at Key Stage 1 in 2010 based upon the Key Stage tests?

20. Finally, as more emphasis is being placed upon the distinctive nature of 14–18 sector, and the 50%+ of that age group who are not destined for higher education, the Committee may wish to consider the inter-relationship between the training and employment for teachers between institutions run under school regulations and those that operate as further education establishments. It seems curious that someone teaching part-time in these two sectors can do so if they qualify initially as a teacher, but not if they qualify as a lecturer. The problems in this respect may be related to the unqualified nature of QTS referred to earlier.

21. Schools employ a considerable number of people, many of whom are graduates. As such, the demands of education have a significant effect upon the economy. By raising education attainment to world-class levels, the economy will be provided with the skilled labour force to allow it to create new wealth. But, ensuring all pupils have access to high quality teaching has proved a challenge for successive governments during periods of economic plenty. The present combination of factors that have produced the current surplus of teachers must

not prevent the Committee from considering how such a favourable situation can continue when the economy returns to a path of growth.

#### REFERENCE

Howson J, (2008). *The Labour Market for Teachers*. Policy Exchange. London.  
*November 2011*

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### **Written evidence submitted by Professor Peter Tymms, Professor Stephen Gorard and Kevin Mattinson**

HOUSE OF COMMONS EDUCATION COMMITTEE—23 NOVEMBER

#### FOLLOW-UP STATEMENT

The research evidence from England is clear: Higher education led partnerships have been observed to provide the best initial teacher education in respect of trainee outcomes. Further, the highest performing countries in education generally rely on universities to produce their teaching workforce. The research evidence also indicates that the highest quality school-based Initial Teacher Education is generally to be found where there is a strong Higher Education Partnership/it is led by Higher Education. HEI-led Initial Teacher Training is also shown to be less costly per trainee. However, we note the importance of diversity of routes in providing opportunities to enter the profession and we also note the possibility that TeachFirst has attracted at least some non-traditional and very high quality candidates into initial training.

**Recommendation:** The pressure to move further towards school led initial teacher education is not informed by reference to an appropriate evidence base; indeed, the body of evidence available supports the retention and strengthening of existing frameworks and partnerships. Any further significant move towards school-led Initial Teacher training should, therefore be resisted, whilst acknowledging that the current diversity has a role to play in widening access to the profession and in attracting a wider range of teaching talent.

*November 2011*

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### **Written evidence submitted by the College of Teachers**

#### EXECUTIVE SUMMARY

1. The College of Teachers considers that the attraction, training and retention of the best teachers is adversely affected by teaching not being perceived as a profession: a circumstance which, if not addressed, is likely to be exacerbated as a side effect of greater school autonomy. As a practical, convenient and low cost solution, the College of Teachers advocates the introduction of Chartered Teacher status as a recognition for teachers who have reached mature and fully effective professional standing, that would be unrelated to pay and conditions and not tied to any particular role or job description, although to achieve this status the teacher would need to demonstrate significant successful teaching experience, advanced knowledge of education and their subject, and ability to lead the professional learning and development of other teachers.

2. Chartered Teacher status would be a generic status at a consistent standard, embracing a range of specialisms and pathways to its achievement. The College of Teachers is the chartered professional college for teaching and has sought to promote the interests of education in the UK since 1846. It seeks to develop Chartered Teacher status as an overarching framework and standard to be used by schools, individual teachers and specialist organisations as a way to encourage pride in professional achievement. Our approach would allow all subject, phase and specialist associations and other representative bodies, irrespective of size or constitution, to tailor specialised pathways to Chartered Teacher status alongside a standard generic pathway, ensuring standards that will remain equally challenging and comparable across what is a very diverse profession.

#### INTRODUCTION TO THE COLLEGE OF TEACHERS

3. The College of Teachers was formed in 1846 and received its Royal Charter in 1849 (as the College of Preceptors). The College pioneered a great many educational innovations including teacher training, the first Professorship of Education, school examinations, and in 1902 jointly created the organisation which became the Institute of Education, University of London. The College received its Supplemental Charter in 1998, renaming it the College of Teachers. The College was the accrediting and registering body for the previous Government's Chartered London Teacher scheme, and became the accrediting body for the GTCE's Teacher Learning Academy at a late stage in the life of that initiative. Information about the College of Teachers is available at [www.collegeofteachers.ac.uk](http://www.collegeofteachers.ac.uk)

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#### DEVELOPING A PROFESSIONAL MINDSET

4. We see two fundamental problems adversely affecting the recruitment of the most able people into teaching careers, and their training and retention. The first is that the trends towards greater school autonomy, and towards the increasing burden of executive decision-making placed on the headteacher in person, need to be counter-balanced by the creation of a stronger sense of identity for teachers that they belong to a national profession. Secondly, in the language and thinking used to describe ways to improve the calibre of teachers, a better balance needs to be struck between managerial concepts and professional concepts. Some aspects of the leadership and management of schools place schools on convergent trajectories: regardless of school type, current thinking and expectations ensure that most schools have similar aims regarding, for example, how lessons are taught and how pupils are assessed and individually tracked. Other areas of school leadership and management lend themselves less readily to such convergence. The management style and organisational culture of the school; the scale, range and type of professional development which is supported; whether the school is inward or outward looking; whether staff are encouraged to be creative in their thinking; whether for teachers the school's climate is enabling or punitive: all of these factors vary widely between schools, and depend too much on the strengths and capacities of school leadership teams. These factors are not amenable to national regulation even if that were desirable: they can only be taken forward by creating a stronger sense of teaching as a profession.

5. A "professional" view of teaching sees teachers as self-motivated professionals, whose job is to design lessons which will meet their pupils' needs, using their experience and judgement. In this mindset, a supportive professional peer group is more important than "line management"; professional development is an integral part of being a teacher, and creativity and innovation are encouraged. In contrast, a "managerial" view of teaching is more inclined to see teachers as technical operatives, "delivering" lessons using materials and formats largely created for them by "experts"; and needing strong "performance management". In this mindset, professional development (INSET/CPD) is mainly seen as training needed to correct faults and deficiencies identified by "management", and school climates are not conducive to creativity and innovation by teachers.

6. There are strong reasons for viewing teaching as a professional activity. People (teachers) are the main resource; the work requires a high level of knowledge and expertise; the work is inter-personal; the direct beneficiaries are children; the work requires many judgements to be made instantly and intuitively; and the work cannot be supervised in detail all of the time.

7. In schools where teachers are treated as professionals, professional learning takes place in a wide range of ways, only some of which would be conventionally described as "training" or "courses". Teachers undertake professional learning by listening to and observing experienced colleagues; by professional reading including through the internet; by individual reflective practice and action research; by working collaboratively in teams; and by receiving informed and constructive feedback. They learn also through job rotation, job enrichment or secondments; in-house meetings, briefings and training events; professional learning communities; school-based training events with external inputs; external training through distance learning, and by attending external courses.

8. Where there is good infrastructural support for professional learning, school leaders will reinforce the importance of professional development at every opportunity; they will support a developmental approach to performance management and a coaching culture; encourage action research; provide a staff reference library; and stimulate discussions about educational matters. Staff will be happy to observe each other's work; new learning will be internally disseminated; the school will invest in professional development and ensure that senior leaders understand how to increase its impact.

9. Many headteachers strive to achieve these good practices because they believe it is right to do so, not just for the good of their school but for the good of the profession as a whole, and as a moral obligation to their staff. There are, however, few systemic incentives or rewards for adopting that approach. Other headteachers may judge that their circumstances call for a strongly managerial approach which sees teachers as operatives who can be easily and frequently replaced, and this approach may be seen as "successful" against the current register of measures of school performance. Teaching has become an uncertain, hazardous career, because so many of the elements of job satisfaction now depend to a greater extent than previously on school context and the widely differing management styles that tend to be associated with different stages of school improvement.

10. We believe that the most effective way to enhance the professionalism of teaching would be to enable teaching to become a chartered profession.

#### CHARTERED TEACHER STATUS

11. College of Teachers advocates the introduction of Chartered Teacher status as a professional recognition that would be unrelated to pay and conditions and not tied to any particular role or job description, although to achieve this status the teacher would need to demonstrate significant successful teaching experience, advanced knowledge of education and their subject, and ability to lead the professional learning and development of other teachers. It would be entirely voluntary for teachers within the eligible group to seek Chartered Teacher status; we expect the early adopters would set a high standard which others would seek to emulate. The gradual spread of Chartered Teacher status throughout the large group of teachers eligible to achieve it would be evidence of increasing commitment among teachers to becoming professionalised.

12. Chartered Teacher status would be a generic status at a consistent standard, embracing a range of specialisms and pathways to its achievement. The College of Teachers is the chartered professional college for teaching and has sought to promote the interests of education in the UK since 1846. It seeks to develop Chartered Teacher status as an overarching framework and standard to be used by schools, individual teachers and specialist organisations as a way to encourage pride in professional achievement. Our approach would allow all subject, phase and specialist associations and other representative bodies, irrespective of size or constitution, to tailor specialised pathways to Chartered Teacher status, such as the popular Chartered Science Teacher designation which is already in place, alongside a standard generic pathway, ensuring standards that will remain equally challenging and comparable across what is a very diverse profession.

13. The College of Teachers supports the views expressed in paragraphs 147 and 148 of the Fourth Report of Session 2009–10 of the Children, Schools and Families Committee that there should be a generic Chartered Teacher status. We agree that this should be a single, overarching professional status. Under our proposals, the forms of chartered status available to some teachers through some of the subject associations would operate within the overarching framework which would ensure parity of standards and esteem. The overarching framework would allow other subject and phase associations to develop specialised routes if they wish to do so. In addition, there would be a direct route to Chartered Teacher status for the many teachers for whom subject and phase associations do not offer a relevant specialised option.

14. Our proposals take the previous Committee’s recommendations further towards chartered status in other professions. We do not support the linking of Chartered Teacher status to pay, nor, in any formal, managed sense, to career progression, beyond the career progression necessary to achieve Chartered Teacher status in the first place. Our reason for adopting this position is that we believe that the professional and reputational benefits of Chartered Teacher status will be greatest if this status is similar to chartered statuses in other professions. Chartered status conveys professional standing and accomplishment, commitment to continuing learning and updating, and engagement in the affairs of the profession through a self-governing professional body. While many holders of chartered status will do well in their careers and progress to senior positions, and while within chartered professions it is to be expected that almost all positions of significant responsibility will be held by individuals who have attained chartered status, holding an appointment at a particular level is not a defining attribute for continued retention of chartered status. Chartered professionals retain that status when they undertake pro bono, VSO or similar activity: chartered status is not a set of duties, or a job title, or a salary level.

#### CRITERIA FOR ATTAINING CHARTERED TEACHER STATUS

15. We propose that attaining Chartered Teacher status should be conditional upon a teacher demonstrating that they meet a set of standard, overarching criteria. We wish to refine these in dialogue with relevant agencies but in the first instance we propose that to achieve Chartered Teacher status, teachers should demonstrate the following attributes:

- Significant and successful teaching experience.
- Knowledge both of subject and of subject-related pedagogy, the latter at Masters level.
- Demonstrable ability to lead the work and professional development of other teachers.
- Demonstrable commitment to own continuing professional development.
- Demonstrable engagement in the affairs of the profession beyond the school in which they work, for example through active membership of a subject or phase association, or a role such as examining or inspecting, or work with a cluster of schools, or contributions to wider professional development or publications.

16. “Demonstrating” that these attributes have been met would include appropriate third party endorsements, especially in relation to the first criterion.

#### PROCEDURE FOR INTRODUCING CHARTERED TEACHER STATUS

17. As the College of Teachers is the chartered professional college for teaching, the most practical procedure for introducing Chartered Teacher status would be for the College to petition the Privy Council for permission to add the necessary new wording to the official Bylaws of the College. The College has no pretension to exert undue influence over such a major matter as introducing a generic chartered status to the teaching profession. Our position is that the College’s charter and constitution make it the easiest and most appropriate delivery vehicle for implementing whatever national consensus might emerge on this matter. As the delivery vehicle for Chartered Teacher status, the College of Teachers would need only a minor addition to its Bylaws. To add these words to its Bylaws, the College would need to demonstrate to the Privy Council an acceptable level of support, which would include a letter of support from the Secretary of State.

#### IMPLEMENTING CHARTERED TEACHER STATUS

18. The implementation of Chartered Teacher status need not be expensive or overly complicated. Given the support of Government, the College of Teachers would as part of its charitable purpose bear the cost of petitioning the Privy Council; for reaching agreement with relevant agencies including subject and phase

associations on the practical arrangements and schedules for implementation; and for designing website communications and the necessary secure electronic database, based on its experience of designing similar arrangements for servicing the 38,000 participants in the previous Government's Chartered London Teacher scheme.

19. The costs of awarding Chartered Teacher status comprise elements for assessment of the evidence submitted, and for maintaining the register. We estimate that the per capita costs would be in the region of £70 to £80 for initial assessment and £25 per year for registration and related administration. The registration fee would be paid by the individuals, and claimed by them as an income tax deductible expense. We would expect the individuals to pay the assessment fee also, as an investment in their own professionalism; some employers might choose to reimburse the cost.

#### RECOMMENDATIONS FOR ACTION

20. We urge the Committee to recommend that the Department for Education supports the introduction of a generic Chartered Teacher status.

November 2011

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### Written evidence submitted by the Institute of Education, University of London

#### THE INSTITUTE OF EDUCATION

The Institute is a college of the University of London that specialises in education and related areas of social science and professional practice. In the most recent Research Assessment Exercise two-thirds of the IOE's research activity was judged to be internationally significant and over a third was judged to be "world leading". The Institute was recognised by OFSTED in 2010 for its high quality initial teacher training programmes. Each year it prepares over 1,400 new teachers for primary, secondary and post-compulsory settings through the full range of PGCE and employment-based routes that are available to trainees. The IOE pioneered many aspects of teacher preparation that have subsequently become routine in national policy, including school-based teacher education, support for schools facing challenging circumstances, structured induction for new teachers and award-bearing early career professional development. It has the largest portfolio of education Masters programmes in the UK and an exceptional range of research degrees that teachers and school leaders take on a part-time basis.

#### THE EVIDENCE THAT IS AVAILABLE TO HELP IDENTIFY THE SORTS OF APPLICANTS WHO BECOME THE MOST EFFECTIVE TEACHERS AND EFFECTIVE STRATEGIES IN ATTRACTING THESE APPLICANTS

The best teachers will combine strong cognitive ability, good subject knowledge, excellent interpersonal skills and a commitment to and enjoyment of working with young people. The research evidence suggests that, other things being equal teachers with higher cognitive ability will be more effective in helping their pupils to progress.<sup>69</sup> However, things are rarely equal and it is important to recognise that interpersonal skills can be as significant as IQ and subject knowledge in identifying candidates with the potential to become excellent teachers. Once selected, candidates then need to develop the practical skills and knowledge for teaching; having a strong IQ is no guarantee that a trainee will be able to successfully acquire these skills and dispositions.

We would also note that the measure that is used to assess candidates' intellectual calibre in the majority of cases—degree classification—in fact offers a poor proxy. The research evidence regarding teacher effectiveness relates specifically to IQ, not degree class, and there is no evidence of a direct relationship between the two.<sup>70</sup> Moreover, focusing on degree classification makes the assumption that learning stops at the age of 21: what about the candidate who goes on to obtain a Masters degree, in the process improving his/her subject knowledge and intellectual range? What about the candidate who gains extensive relevant workplace experience? While the Green Paper proposal to introduce a threshold based on degree classification (a second class degree or above) may have political or presentational value in terms of the positioning of teaching as a profession, the research evidence would caution against any "ratcheting up" of this approach. With these points in mind, the proposed addition of psychometric testing to the ITT recruitment process in England (something that the IOE has piloted) is a positive step. This is in line with practice in the best-performing school systems internationally, where trainees are selected on the basis of a varied set of criteria, including academic achievement, but also communication skills and motivation to teach. We should also remember that market positioning has a bearing on the quality of the applicants that it is possible to attract to teaching, as demonstrated by the historical variation across subjects in the proportion of trainees with first and upper-second class degrees.

<sup>69</sup> e.g. and much quoted: Sanders, W. and Rivers, J. (1996) *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*, University of Tennessee Value-Added Research and Assessment Centre.

<sup>70</sup> The American research evidence suggests that nothing other than teacher IQ effectively predicts teacher quality. See Hanushek, E. A., Welsh, F. and Rivkin, S. (2006) "Teacher Quality" in E. A. Hanushek (ed.) *Handbook of the Economics of Education*, Vol 2, Stanford.

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WHETHER PARTICULAR ROUTES INTO TEACHING ARE MORE LIKELY TO ATTRACT HIGH QUALITY TRAINEES, AND WHETHER THE GOVERNMENT'S PROPOSED CHANGES TO INITIAL TEACHER TRAINING WILL HELP TO RECRUIT THESE TRAINEES

England has the widest choice of training routes for teachers, and this has been successful in addressing teacher shortages and attracting people to teaching from different backgrounds and as career changers. As regards effective strategies for attracting high calibre applicants to ITT, it is instructive to learn from the example of Teach First. Teach First has a strong presence on university campuses. The mission driven nature of Teach First and the wider career development opportunities the scheme offers—the notion that teaching can be just one part of an individual's career—will also help to attract good quality applicants. For teacher training, the scheme offers prospective applicants, in partnership with university providers, a clear framework of initial preparation and ongoing support, as well as opportunities to take on further study as part of their early career professional development. Specifically, these trainees benefit from: the longest graduate programme of ITT there is available (14 months); relatively high levels of support throughout the training from tutors visiting them in their school on a fortnightly basis; strong peer support networks, akin to those available through the PGCE; and support beyond initial training in the form of funding towards a Masters qualification. The links that Teach First has to high quality ITT providers may also be significant. It might be argued that the involvement of prestigious universities in the delivery of ITT more generally can only help in raising the status of teaching as a profession, putting it on a par with those of medicine and law.

The Government has expanded the Teach First programme and is proposing to expand another employment-based route, the "Graduate Teacher Programme" (GTP). Training routes like this that provide a salary could be expected to appeal to prospective trainees, especially in the context of increased tuition fees. This will not always be the case: the PGCE, while largely school-based (PGCE trainees spend as much time in school as GTP trainees), offers a more gradual move into classroom teaching, which is important to some applicants.<sup>71</sup> Nevertheless, it will be important not to introduce perverse incentives that push applicants towards salaried provision that is of poor quality and which fails to offer them the necessary support and development to become excellent teachers. Notable here is the Green Paper proposal to end the requirement that GTP trainees are supernumerary, the effect of which could be to lower the quality of the training and support that GTP trainees receive. Trainees who are not supernumerary have traditionally been given heavy teaching loads, leaving little time for the support and reflection that other trainees benefit from. There is no equivalent for this type of non-supernumerary training post in professions such as medicine and law: in what other profession would an unqualified practitioner have sole responsibility for the "client"? It is also already the case that employment-based ITT, where the training input is less than for other routes, fairs less well in OFSTED assessments than PGCE provision. The HMCI annual report for 2010 states that there was more outstanding ITT delivered by higher education-led partnerships than by school-centred ITT partnerships and employment-based routes (p. 59). The report also notes the greater capacity that university-led provision has to improve (p. 61). Particular concerns are raised in the report about the reduced opportunity that employment-based trainees have to improve their subject knowledge and the sometimes limited support that these trainees receive from their school mentors. The most attractive GTP routes ensure that trainees have protected time for study, reflection and experience in different schools, time that needs to be built into future funding models. Some of this GTP provision requires the trainee to complete a PGCE as part of the programme; it is not yet clear how these students would be treated in relation to student fees and access to bursary funding. In the context of higher tuition fees, intending teachers might also opt for undergraduate ITT rather than complete a Bachelors degree and a one-year postgraduate ITT programme. Again, this would be a decision driven by financial considerations, not quality of training.

On the issue of financial incentives, the difference between the level of bursary for candidates with different degree levels and for shortage and non-shortage subjects could be substantial, judging by the Green Paper. A candidate with a first class degree in mathematics would receive £20,000 to become a secondary school teacher, but only £9,000 to become a primary school teacher; a candidate with a lower-second degree would receive £11,000 and £4,000 respectively. The DfE and the Teaching Agency will need to monitor very carefully the impact that the proposed system of bursaries has on the recruitment of good primary candidates and candidates in non-shortage subjects: the quality of intake and supply to these areas of teaching, currently good, should not be taken for granted. The suggestion that bursary levels would be altered to reflect teacher shortages, possibly quite markedly and possibly as frequently as each year, is unlikely to assist with recruitment to ITT and teacher supply.

THE TRAINING THAT PRODUCES THE MOST EFFECTIVE TEACHERS AND WHETHER THE GOVERNMENT'S PROPOSED CHANGES TO ITT, PARTICULARLY THE FOCUS ON MORE SCHOOL-LED TRAINING, WILL HELP TO INCREASE THE NUMBER OF GOOD TEACHERS IN OUR SCHOOLS

*The value of school-university partnerships in ITT*

No other country in the world has training which is as school-based as England. The international evidence indicates that effective ITT depends on close relationships between universities and schools, that ITT is more beneficial for the trainee and more sustainable when both universities and schools are fully involved in

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<sup>71</sup> Freedman, S., Lipson, B. and Hargreaves, D., *More Good Teachers*, Policy Exchange, 2008.

delivering the training—from recruitment to graduation and, ideally, through to early career support.<sup>72</sup> In particular, the involvement of universities is crucial for providing and promoting links to the research base.

There is a clear consensus in the research literature that teaching is more than a craft, that it is a complex activity which requires the deployment of a range of skills and knowledge.<sup>73</sup> Schools provide a key location for learning these skills, but the principal concern of schools is and must be the learning of pupils. As with teaching, ITT should combine, iteratively, the subject and research expertise offered by universities and the practical experience and inspiration from colleagues that can be provided by schools. As the Government itself recognises, we need to learn from and benchmark ourselves against the best-performing systems internationally. In these countries teacher education involves significant input from universities (it is typically led by universities) and the development of higher-level knowledge and skills. In Finland, teaching is a Masters-based profession with comprehensive partnership between schools and universities. To make a comparison with a different profession: teaching hospitals are all linked to a university; one of their strengths is that they bring together research and practice. Medical students and doctors have the chance to see the relationship between the two and learn to understand the nature and importance of evidence. The ability to bring together research and practice is arguably the mark of a professional.

The proposals in the Green Paper that aim to strengthen partnership working between schools and universities in the delivery of ITT are consistent with what best practice tells us and are to be welcomed. This includes the recommendation that the inspection of university ITT provision focuses heavily on the quality of the relationships a university has with the various schools it works with to train teachers. The inspection of schools should also take schools' ITT-related activity into account, especially in the context of the proposals to put in place a more school-led system. The encouragement and facilitation, within the schools White Paper and ITT Green Paper, of the sort of staffing structures that the best medical schools have, with a strong "teaching consultant" cadre is to be strongly welcomed.

#### ISSUES FOR TEACHER SUPPLY, QUALITY ASSURANCE AND EFFICIENCY

Both the Green Paper and the Education Committee's inquiry are largely focused on the matter of attracting the best possible candidates to teaching and developing them as highly effective teachers. While this aim is laudable—and we have discussed the importance of combining school and university expertise to that end—it cannot be pursued in isolation from the issues of teacher supply, quality and efficiency.

A possible outcome of the Government's proposals on ITT will be to put in place a much larger number of relatively small centres of ITT. To date, teacher supply has been maintained through a manageable number of relatively large university providers (in some cases training over 1,400 teachers a year) and the capacity they have had to accommodate increased numbers in particular areas on a flexible basis. (The exception has been some coastal towns with little or no higher education provision). At the same time, the scale of provision within universities has enabled them to maintain strong teams across all subject areas, to facilitate relatively efficient quality assurance arrangements, and to offer economies of scale in delivery. This will be much more difficult to achieve if responsibility for ITT is distributed too widely to many more small centres of ITT and the system becomes too fractured. While there is no reason why schools or clusters of schools, commissioning input from external providers, cannot offer high quality training, such a system would be much more difficult to manage and much more costly. It could also erode capacity within the higher education sector to support ITT. The Government's understandable wish for more active school engagement in ITT should be met by using levers such as funding and inspection to establish more equitable partnerships between schools and universities rather than the pursuit of a fully-devolved system for its own sake. We should not aspire to create a cottage industry of ITT.

There is a related point to make on the specific Green Paper proposal that trainees apply to a particular school rather than to a university, with the expectation that the school will offer employment after training. It is unlikely that schools will be able to predict where their staff shortages will be to facilitate such a system; the exception could be secondary schools with large departments in the core subjects, but even here the evidence would be that this is a risky assumption. Furthermore, the ITT system should be training teachers for the system as a whole, not for specific schools. However the training infrastructure is configured, trainees must continue to have access to placements in different and, ideally, contrasting schools. This enables trainees to

<sup>72</sup> Bills, L., Briggs, M., Browne, A., Gillespie, H., Gordon, J., Husbands, C., Phillips, E., Still, C. and Swatton, P. (2008) *International Perspectives on Quality in Initial Teacher Education: An exploratory Review of Selected International Documentation on Statutory Requirements and Quality Assurance*, in Research Evidence in Education Library, London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London; Furlong, F., Barton, L., Miles, S., Whiting, C. and Whitty, G. (2000) *Teacher Education in Transition: re-forming professionalism?*, Buckingham: Open University Press.

<sup>73</sup> We would recommend Linda Darling-Hammond's work on the format and content of the best ITT programmes as a key point of reference for the Committee for this inquiry—e.g. Darling-Hammond, L., et al (2008) *Powerful Learning: What we know about teaching for understanding*. San Francisco: Jossey-Bass. See also: International Alliance of Leading Education Institutions (2008) *Transforming Teacher Education: Redefined Professionals for 21st Century Schools*, <http://www.intalliance.org/>; Brown, S. and McIntyre, D. (1986) "How do teachers think about their craft?", in Ben-Peretz, M., Bromme, R. and Halkes, R. eds., *Advances of Research on Teacher Training*, Lisse, ISATT and Swets and Zeitlinger BV; Calderhead, J. (1987) "The Development of Knowledge Structures in Learning to Teach" (pp.51–64) and McIntyre, D. (1987) "Designing a Teacher Education Curriculum from Research and Theory on Teacher Knowledge" (pp. 97–114), in Calderhead, J. ed., *Teachers' Professional Learning*, Lewes: Falmer; McIntyre, D. (1994) "Classrooms as learning environments for student teacher", in M. Wilkin and D. Sankey, eds., *Collaboration and Transition in Initial Teacher Training*, London: Kogan Page (pp. 81–97).

learn from a range of practice and to challenge their expectations about, for example, pupil behaviour. It also helps them to develop as versatile teachers who feel confident about teaching in different schools.

#### ASSESSING AND REWARDING GOOD TEACHERS AND THE VALUE OF THE GOVERNMENT'S DRAFT REVISED STANDARDS TO THIS END

The revised standards are not markedly different from those that they replaced. However, they do focus on teaching (input) rather than pupil achievement (outputs). We need to remember that the purpose of teaching—the only purpose—is to promote learning. The importance of teaching is that it promotes learning, not that it is ever an end in itself.

The availability of standards and career routes that reward excellent teachers who want to stay in the classroom—principally Advanced Skills Teachers—has been enormously valuable. This scheme, or an equivalent, should be protected in the new standards framework and related career structures.

#### CONTINUING PROFESSIONAL DEVELOPMENT AND THE RETENTION OF GOOD TEACHERS

Evidence suggests that a third of teachers leave the profession within five years of qualifying. It may be that it is not the “wrong” teachers who leave prematurely but the “right” teachers who are not given enough support in their first few years in the profession.

Attracting and retaining higher quality entrants into the teaching profession must be a priority, but, certainly in the short-term, this represents only a small proportion of the teaching workforce. Removing the bottom 20% of entrants to teaching and replacing them with stronger candidates would have almost no impact on the teaching profession for 10 years. If we are serious about improving educational outcomes for young people this has to be through investment in *existing* teachers and their development. At present, however, CPD lacks coherence and focus. It continues to be characterised by a patchwork of provision by local authorities, universities and private (often very small scale) consultancies. The proportion of teacher time devoted to CPD in England is lower than in the best-performing school systems.<sup>74</sup> The challenge we face in turning a profession in which only a small number of current practitioners have a Masters qualification into a Masters-level profession—aligned with the best in the world—is considerable. It is regrettable that the focus in policy documents continues to be on ITT.

In order to establish the world-class education system staffed by a high quality teaching workforce that the Government aspires to, we need to fundamentally re-think the career structure for teachers and build in an entitlement and an obligation to ongoing study—as is the case, for example, for medical practitioners. Teachers need clear career pathways related to continued training. Within the reforms to ITT it will be important to promote the training phase as the beginning of a continuum of provision of support and development. Prospective applicants and qualified teachers should feel that they will be supported to follow one of a number of pathways, be it to, for example, Advanced Skills Teacher status, senior leadership roles or specialisms in SEN/EAL.

#### RETAINING EFFECTIVE TEACHERS IN THE MOST CHALLENGING SCHOOLS

Too few of the best teachers teach in the most challenging schools, and too many of those who do subsequently leave. The proposed incentives model is principally concerned with attracting entrants with good degrees. There is little or no incentive related to working in particular kinds of schools or to remaining in the teaching profession over a number of years. In particular, the indicative £20,000 bursary for a high-priority specialist teacher with a first class degree is very generous. A more prudent use of the money available would be to hold some of that back for payment of either a “golden hello” once the teacher has remained in teaching for an agreed period, or an additional increment on entry to his/her NQT year. That said, attracting the best teachers to the most challenging schools will not be achieved by salary-based solutions alone: access to support and career development are key. Alongside the work of Teach First in attracting highly qualified graduates into the classrooms of some of the country's most challenging schools, consideration might be given to teacher education models deriving from the Chicago and Boston teacher residency scheme, which offer teachers in challenging schools continued access to high quality support.

A specific point on SEN teaching: specialist SEN ITT was discontinued in the 1980s because it produced teachers who were ghettoised in SEN teaching and because it tended to remove from other teachers the obligation to attend to the classroom-based needs of their SEN pupils. The best means of equipping teachers to work across the schools system is through universal ITT programmes coupled with opportunities to specialise through ongoing professional development.

November 2011

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<sup>74</sup> School Teachers Review Body (2007) *Teachers' Workload Diary Survey*.



## Written evidence submitted by ICAEW

### PURPOSE OF ROYAL CHARTERS

Royal Charters, granted by the sovereign on the advice of the Privy Council, have a history dating back to the 13th century. Their original purpose was to create public or private corporations (including towns and cities), and to define their privileges and purpose.

Though Charters are still occasionally granted to cities, new Charters are now normally reserved for bodies that work in the public interest (such as professional institutions and charities) and which can demonstrate pre-eminence, stability and permanence in their particular field.

Many older universities in England, Wales and Northern Ireland are also Chartered bodies.

### ICAEW'S ROYAL CHARTER

ICAEW's *Royal Charter* was granted in 1880. It mandates the ICAEW to pursue:

*“the elevation of the profession of public accountants as a whole and the promotion of their efficiency and usefulness by compelling the observance of strict rules of conduct as a condition of membership and by setting up a high standard of professional and general education and knowledge and otherwise.”*

This means that everything we do and are responsible for is defined by our Royal Charter.

### WHAT “CHARTERED STATUS” MEANS IN PRACTICE

Fundamentally, it means putting the public interest first, even if this means before members' interests. For ICAEW, for example, this means campaigning for simplification of the tax system in the public's interest, even though a complex tax system creates more work for accountants.

#### 1. *Providing high quality education and training*

It normally takes three—five years to become an ICAEW Chartered Accountant. Students must train with one of our 2,500 authorised employers. ICAEW Chartered Accountants must:

- Study and pass 15 challenging examinations, with the final level being set and marked at Masters level.
- Complete Initial Professional Development—a work place skills development programme.
- Record 450 days of “on the job” technical work experience within a normal minimum three—year training agreement.
- Train rigorously in professional ethics.

#### 2. *Maintaining high standards of practice and professional conduct*

Under the Charter, the ICAEW protects the public by:

- Requiring members to comply with regulations and standards, including a Code of Ethics and mandating professional indemnity insurance.
- Requiring mandatory continuing professional development (CPD), ensuring professionals are up to date, continually trained and developed and competent for any work they undertake.
- Regulating work in audit, investment business and insolvency—we are the largest audit regulator in the UK, and license more insolvency practitioners than any other body.
- Ensuring that only members who qualify for and hold a practising certificate may engage in public practice (ie offer accountancy services direct to the public) within the European Economic Area.
- Monitoring and reviewing members' work on a regular basis.
- Facilitating and investigating complaints of misconduct, and disciplining members who fall below expected standards.

ICAEW is overseen by the Financial Reporting Council, the Financial Services Authority and the Insolvency Service.

#### 3. *Delivering technical excellence in the public interest*

Our technical experts and members work with governments, regulators and industry to ensure that the highest technical and ethical standards are maintained in the accountancy profession, business and finance. This includes advising Whitehall and Westminster on the content of each year's Finance Bill. Every year we prepare hundreds of technical submissions for regulators and government bodies in the UK, EU and internationally, to help inform and strengthen public policy. Fundamentally, our Chartered status means that we must put the public interest above members' interests.

#### ATTRACTING HIGH-QUALITY PEOPLE

It can be difficult to analyse the complex motivations driving graduates into different career paths. We believe graduates seeking to become chartered accountants are driven by several factors—none of which involve the acquisition of chartered status in itself.

##### 1. *A wide array of career paths and choices*

Chartered accountancy opens up a broad array of career options rather than closing a graduate into a limited array of choices. This is because trainees acquire a broad array of transferable skills which enable them to work and progress in any organisation, in the public, private or voluntary sectors.

##### 2. *Clear prospects for progression*

The variety of possible career opportunities means that trainee chartered accountants can take several paths to higher levels of seniority and reward, by becoming a senior partner in a firm, an FD of a FTSE 100 company leading to a Chief Operations Officer or Chief Executive position—or starting their own business from scratch.

##### 3. *Legacy and reputation*

Its 130 year history means that chartered accountancy has over 130 years of high standards, recognition and prestige as a profession.

##### 4. *Higher salaries*

ICAEW's latest salary data shows that those starting out in the chartered accountancy profession can expect to earn an average annual salary of £48,600 during their first four years post-qualification. That rises to an annual average salary of £84,300 for those qualified for 20 or more years.

##### 5. *Attractive and well-known employers*

Chartered accountants must train with an ICAEW approved employer which is monitored by ICAEW on an on-going basis. Most of these are well known, prestigious employers with strong reputations as good graduate recruiters. Half of the *Times' top ten graduate recruitment schemes in 2011* were accountancy firms.

#### THE VALUE OF CHARTERED STATUS

The real value of the Royal Charter to the accountancy profession has been to keep our institute focused on our core Charter responsibilities, maintaining high standards in training, professional standards and technical expertise. *These three characteristics have built and consolidated the profession's status in society, and its contribution to the UK's strength as a major business, financial and trading power.*

We do not claim a monopoly of expertise on attracting the brightest graduates. However, we hope that our assessment of factors attracting graduates to the accountancy profession can inform the committee in generating ideas on how to attract and retain more high-quality graduates to the teaching profession.

#### CONCLUSION

We believe that acquiring the title “*chartered*” cannot in itself build the social status and economic importance of a profession. The core demands of a Royal Charter—high standards in training, professionalism and expertise—can build status, but you do not need a Royal Charter to meet them.

To add to our assessment, ICAEW is currently undertaking a research project with Oxford Brookes University on the factors affecting undergraduates' choice of career, with particular reference to accountancy. Depending on the availability of preliminary results by the time of the oral evidence sessions for the committee's inquiry, we would be happy to talk through the findings of this research or, alternatively, provide the results in writing to the Select Committee after 25 January.

#### ABOUT ICAEW

We are a professional membership organisation, supporting over 136,000 chartered accountants around the world. Through our technical knowledge, skills and expertise, we provide insight and leadership to the global accountancy and finance profession.

We believe in educating people to the highest standard. Our comprehensive suite of qualifications and personal development programmes cover a range of specialist areas across accountancy, finance and business. From the ACA qualification to our leadership programmes, we develop and support individuals at all stages of their career. In emerging and developing markets such as Bangladesh and Botswana, we work with governments and stakeholders to strengthen professional qualifications and professional bodies.

## Written evidence submitted by the Chartered Institute of Personnel and Development (CIPD)

### HOW OUR CHARTERED MEMBERSHIP WORKS

We recently changed the criteria for the Chartered Member professional level of membership. The attached document details the *new criteria* in full. Essentially, Chartered Membership positively acknowledges professionalism and capability, which means:

- The person has been assessed against stringent professional membership criteria.
- They have demonstrated that they have applied their skills, knowledge and understanding to manage activities successfully over a period of time—this will obviously vary according to sector.
- The person is committed to enhancing their own professionalism through planned *Continuing Professional Development* (CPD), and has signed up to the CIPD's CPD Code of Conduct and works to its standards and criteria.

To achieve Chartered Membership, an individual must demonstrate that they have demonstrated the following criteria in a work environment *over a sustained period*:

- *Activities*—Maintaining awareness of internal *and* external environments in terms of trends, innovations and best practice, organisation's culture and areas for change and development; advises and coaches colleagues and managers, including ensuring managers receive the coaching and training they need to manage HR issues. Continuing Professional Development is a central part of this element.
- *Knowledge*—of the organisation they work in, and of the wider context (in our case the HR context, but for teachers presumably developments in education policy, best practice, etc).
- *Behaviours*—these are organised into three clusters: Insights and Influences—including decisive thinking and curiosity; Operational Excellence—including collaboration and personal credibility; and Stewardship—including acting as a role model.

Members can achieve Chartered status in three ways, providing the aforementioned criteria have been met:

- By studying an advanced-level CIPD qualification and upgrading.
- By upgrading from Graduate membership.
- By Experience Assessment, which allows an individual to use prior professional experience to demonstrate the knowledge and skills required for Chartered Membership.

The "level" of knowledge is set at post-graduate level but to become a Chartered member the professional must show how they are implementing this knowledge through their skills and behaviours. For the teaching profession, you will need to consider if you can set a standard for both new entrants and those who qualified and entered the profession many years ago without the same "academic rigour".

### THE IMPORTANCE OF PROFESSIONAL DEVELOPMENT

CIPD Chartered Membership is a very holistic affair, taking into account the whole spectrum of an individual's professional experience, capabilities and behaviours, including a strong focus on personal and professional development. At the CIPD, we focus on outputs rather than inputs, which means we do not have a set number of hours or programmes people need to undertake. Our focus is about supporting members to ensure that they continue to benchmark themselves against the professional standards to add value to their organisation and develop throughout their working life.

In addition, the CIPD recently launched its *HR Profession Map*, which looks at the underpinning skills, behaviour and knowledge an individual needs to be successful (which can be shared across many different sectors and specialisms). It also creates a clear and flexible framework for career progression, supporting and accelerating the professional development of individuals. The Profession Map replaced our previous Professional Standards as our new benchmark for the profession, which had a strong relationship to our current qualifications and to membership. Whilst maintaining the same high standards as the previous Professional Standards, the Profession Map enables a more agile and flexible way of supporting the professional development of individuals.

### BENEFITS OF CHARTERED MEMBERSHIP

As well as raising one's professional profile, CIPD Chartered Membership allows an individual to vote on constitutional matters and apply to be a Branch Officer, which represent the CIPD throughout the UK. In addition, by virtue of their demonstrated skills, knowledge and capability, Chartered Members are better placed to command higher salaries. Research into the value of professional qualifications by the Consultative Committee for Professional Management Organisations, of which CIPD is a member body, found that *the value of employment and earnings effects across the lifetime of an individual holding professional qualifications is estimated to be around £81,000, and around £71,000 for an individual with membership of a professional institute*. This will supposedly vary according to the level of qualification an individual has achieved, concurrent with their relevant skills, knowledge and experience.

## THE CIPD'S ROLE IN PROFESSIONAL REGULATION

We are not a “licence to practice” profession, unlike medicine and accountancy. However, we do self-regulate and our members are bound by a code of professional conduct and disciplinary processes.

January 2012

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### **Written evidence submitted by the Royal Institution of Chartered Surveyors (RICS)**

RICS is the leading organisation of its kind in the world for professionals in property, construction, land and related environmental issues. As an independent and chartered organisation, RICS regulates and maintains the professional standards of over 91,000 qualified members (FRICS, MRICS and AssocRICS) and over 50,000 trainee and student members. It regulates and promotes the work of these property professionals throughout 146 countries and is governed by a Royal Charter approved by Parliament which requires it to act in the public interest.

#### CHARTERED STATUS

Employers and clients around the world recognize chartered status as a mark of quality within the surveying professions and because of this global recognition, chartered status is the gateway to numerous job and career opportunities.

Chartered status is a mark of quality assurance—a valuable asset that demonstrates to employers, colleagues and the industry as a whole that members adhere to the highest standards in the world. It is also seen as the gateway to senior management roles and increased earning potential.

According to the MacDonald and Company Salary Survey 2011, on average, RICS members earn 16% more than their non-chartered equivalents.

#### HOW ARE RICS MEMBERS AND FIRMS REGULATED?

RICS Regulation provides assurance to members, markets and the public that RICS members and firms operate to the standards set out in of RICS' Rules of Conduct. Members demonstrate this by maintaining professional ethical standards and through continuous professional development. Firms by ensuring procedures are in place to provide for the protection of their clients, such as having a complaints handling procedures that includes an independent redress mechanisms.

RICS Regulation monitors, guides and assists members and firms to comply with these rules, regulations and ethical standards. We review and investigate complaints and, where appropriate, take disciplinary action in cases where members and/or regulated firms fall short of what is expected of them. In this way, we underpin the business and best practice of the profession with an appropriate regulatory regime so that chartered surveyors, wherever they practice and in whatever specialism, are doing the best possible job for their clients.

RICS Regulation regulates the profession through ethical principles and a regulatory framework that is risk-based and follows the principles of better regulation. As a regulator, we:

- use better regulation principles to develop policy and operations, and to provide a single regulatory framework for members and firms, where possible;
- provide advice and guidance to members and firms to help meet regulatory requirements, and subsequently to manage risk effectively in their operations;
- develop policy and engage in public affairs activity to promote the value of a self regulated profession, and of better regulation principles generally; and
- Communicate widely the benefits of using regulated firms.

#### THE BENEFITS OF REGULATION ... FOR MEMBERS

Members set themselves apart to employers, firms and clients. As RICS qualified professionals they are not only assessed on entry but are also regulated throughout the lifecycle of their career. This enables RICS members to:

- demonstrate that they reach the highest standards in the profession;
- access courses and monitor their CPD training;
- access dedicated help and support from Regulation staff to meet legislative or regulatory requirements; and
- Register for a range of schemes which promote and support specific surveying services such as the Value Registration Scheme.

## ... FOR FIRMS

Firms that are “Regulated by RICS” have a market advantage. They give confidence to their clients and the public as they have committed publicly to uphold the highest levels of professional and ethical standards. Specifically, clients are confident that they will:

- ensure that their corporate policies lead to practice in a professional and ethical manner in line with RICS core principles;
- have processes in place to manage risk and handle complaints in a professional manner;
- hold adequate and appropriate levels of professional indemnity insurance (PII) to safeguard both their firm and clients; and
- ensure their staff are adequately trained and competent.

## ... FOR CLIENTS/THE PUBLIC

Regulation ensures that clients and the general public have:

- assurance that the services they receive will meet the highest international ethical and professional standards;
- assurance that firms will keep their money safe and not use it for purposes other than those agreed with the client;
- a clear and transparent complaints handling process with independent redress if things do go wrong; and
- An easily recognizable mark of property professionalism worldwide.

## HOW RICS REGULATES

We use principles of better regulation as the framework for our regulatory policy. This means that we are:

*Proportionate*—as a regulator, RICS will intervene only when necessary. Remedies are appropriate to the risk posed, and costs identified and minimized.

*Accountable*—we will be open about decisions and subject to public scrutiny.

*Consistent*—rules and standards are joined up and implemented fairly.

*Transparent*—we are committed to openness in regulatory operations and to keeping regulations simple and user-friendly.

*Targeted*—focused on the problem and avoid unnecessary burdens.

Our aim is to provide members and member firms with a single regulatory framework that meets all their requirements—legislation permitting. And to seek to anticipate, identify and influence the design, implementation and review of existing legislation in order to deliver efficient and effective regulatory solutions in RICS target markets.

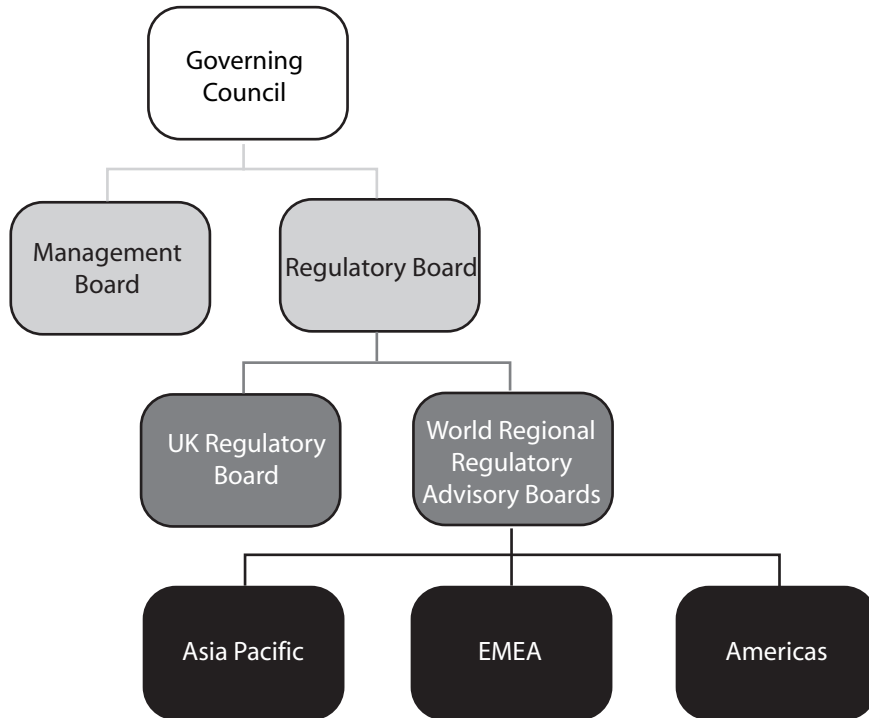
Perceptions of regulation may differ from country to country and between markets, as does the legislative framework and people’s appetite for risk. Different ways of achieving the same outcomes or of communicating the benefits of regulation may therefore be required to take into account local differences. Better regulation allows regulators to adopt an appropriate mechanism that takes into account local risk factors, while achieving consistent global standards.

GOVERNANCE  
REGULATORY BOARD

The Regulatory Board is responsible for the formulation and delivery of regulatory Policy objectives including: rules, guidance and advice for members and firms; and disciplinary processes. It is at arms length from RICS and is accountable and has a mix of independent members and chartered surveyor members. The board is accountable to RICS Governing Council.

Fig. 1

REGULATORY BOARD POSITION IN RICS GLOBAL GOVERNANCE STRUCTURE



The Regulatory Board delegates certain responsibilities to the following committees and panels.

CONDUCT AND APPEALS COMMITTEE

The Committee, appointed by the independent Appointment Selection Board, consists of an equal number of independent and RICS members. They sit in a quorum of three, to hear a case and make disciplinary, appeal and/or registration decisions. They sit as the following panels:

DISCIPLINARY PANEL

This panel hears cases, usually in public, where after investigation the member or firm may be liable for disciplinary action. In accordance with RICS Rules and Regulations they consider and deliberate on the evidence before them to come to a unanimous decision.

REGISTRATION PANEL

This panel considers applications made by member or firms who want a review of a decision relating to their registration, membership and/or recognition of a specialist qualification. In addition, they consider re-admission applications from member or firms following disciplinary expulsion or removal.

APPEAL PANEL

This panel reviews the decision of the Disciplinary or Registration Panel.

RICS SCRUTINY PANEL

This panel is responsible for examining the workings of RICS Regulation. Consisting of RICS members and independent members, it provides a check that all RICS regulatory and disciplinary priorities are being delivered, to help enhance public protection and ensure members are benefiting from a better regulation system.

RICS would be pleased to provide further written or oral evidence to the Committee. Please do not hesitate to contact me if you require further detail or briefing.

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### Written evidence submitted by Billericay Educational Consortium

1. In terms of the class of degree necessary to qualify as a teacher, from the experience of the providers in our local network, each year a number of trainees who hold third class degrees qualify at the outstanding level.

*Recommendation:*

Providers to be given discretion (say 10% of cohort) to offer places to applicants with a third class degree with extenuating circumstances providing they meet all other recruitment criteria at an outstanding level.

2. In regard to the proposals for bursary funding there is a concern that applicants with a 2:2 who may well go on to become outstanding teachers, may be unable to afford to train. The consequence of which may be that we are either unable to fill our places or we will recruit richer teachers not more capable teachers. It is also noteworthy that class of degree is often not comparable between HEIs. A division in funding is also likely to have a negative impact on the collaborative nature of teacher training within a cohort.

*Recommendation:*

Equal bursaries could be allocated and additional monies awarded when trainees meet the Ofsted outstanding criteria on completion of their training.

Initial Bursary	£4,000
Award for excellence	£2,000

The cost to TDA currently is £6220 per capita so this would most likely be a saving.

3. The current cost to train using the SCITT model is about £9,000 per capita. As providers we contact graduates annually during the first five years after leaving the course to gather destination data, providing a highly reliable source of data. SCITT provision tends to have retention rates of over 95% and has a large proportion of teachers in specialist, leadership and management roles.

*Recommendation:*

A full analysis of the cost of each training route should be compared to employment and destination data including long-term retention rates.

4. In conversations with our local head teachers we believe there may be some fundamental flaws in the school direct model. In our view these are:

- (I) The assumption that head teachers will have the knowledge and skills-base to manage initial teacher training.
- (II) The assumption that schools have the administrative capacity.
- (III) The assumption that schools know a year in advance that they will have a vacancy (most teachers give 1 terms notice not one year).

*Recommendation:*

Since SCITT providers already build successful provision upon good relationships with schools, that allow us to meet their recruitment needs. There should be an increase in the provision of existing successful providers who have high retention rates and outstanding attainment Ofsted grades to continue to meet school demand.

5. We provide academic excellence, often drawing on a lecturing body from within universities and combining this with the knowledge and experience of current practitioners to provide a cohesive training that amalgamates theory and practice seamlessly. This is only possible because we train staff in schools so that the theoretical content is meaningfully applied in the classroom leading to the trainees becoming reflective and effective teachers improving the quality of learning for the children in their care.

*Recommendation:*

Any training programmes developed must include a structured training programme for staff (CPD) in schools by experienced providers.

6. In our local network we all deliver voice training for teachers in our programmes and consider that this is an essential ingredient of effective and outstanding teaching. Ofsted inspections have judged this to be an outstanding element of the provision and provide evidence of its impact on the teaching of phonics, the management of behavior and teacher absenteeism through vocal damage (more evidence available on request).

*Recommendation:*

All ITT should include voice training for teachers that encompasses vocal care and effective use of voice for teaching.

## Written evidence submitted by the Training and Development Agency for Schools (TDA)

### NATIONAL AUDIT OFFICE ANALYSIS OF ROUTES INTO TEACHING

The NAO are undertaking a study on the value for money of school based initial teacher training ([link](#)). We understand that the chair of the select committee has spoken to the lead auditor on this and that they have provided him with the information he required.

### COMPARISON OF TEACH FIRST, PGCE AND GTP

#### *Introduction*

In response to the Select Committee's request for comparative costs of Teach First with other post graduate training routes, this paper sets out the funding provided by DfE/TDA and the relative known costs to schools for Teach First, GTP and PGCE routes.

The National Audit Office is investigating the cost and value to the tax payer of initial school-centred teacher training and is due to report next year. We would not wish to pre-judge the findings of the NAO investigation, which will be able to provide a more sophisticated analysis of relative costs. There are also many variable factors that affect the comparisons such as retention rates, additional training, salary costs, mentoring and support.

#### *Different Nature of Routes*

Teach First is aimed at attracting high quality graduates who would not have previously considered teaching as a career in schools facing challenging circumstances. It is a two-year programme where participants are employed by the school and fill a vacant post. In addition to receiving a PGCE after one year, participants receive additional leadership development training from Teach First over the two year programme and are offered the chance to work towards a Masters qualification. GTP and mainstream PGCE routes are usually completed over one year. The below figures are based on the cost of training a physics teacher (the most expensive PGCE) in Inner London to QTS in 2011–12.

#### *DfE/TDA Funding for each route per participant*

	<i>PGCE</i>	<i>GTP</i>	<i>TF (QTS)</i>
Regional Summer Institute funding to university partner	0	0	£1,750
National Summer Institute (NITTP) with funding to universities and to TF	0	0	£3,693
Mentoring funding to schools	0	0	£2,500
Leadership Development funding	0	0	£3,834
Training funding to university training provider	£6,290	0	£11,500
Training—grant	0	£5,630	0
Premium payment to provider for physics recruitment	£1,000	£1,000	0
Training—School (salary subsidy)	0	£17,000	0
Training—bursary (highest level)	£9,000	0	0
Admin fee paid to providers	£180	£120	0
<b>Total</b>	<b>£16,470</b>	<b>£23,750</b>	<b>£23,277</b>

#### *Notes:*

(1) The above table does not include recruitment costs as it difficult to calculate the full cost of recruitment across the three routes.

(2) Teach First receive an Expansion Grant from TDA comprised of £80,00 per participant to fund costs for both Leadership Development (£3,834 included in above table) and Graduate Recruitment (£4,166 not included in above table). As a charity, Teach First also draws on income from voluntary sources and fees generated from schools to meet the remaining costs of the programme.

(3) Physics is one of the most expensive ITT subjects due to the challenges in recruiting trainees (high bursary) and the costs associated with the lab based training requirements. The table below sets out the national rates of TDA funding paid for different routes not inner London as set out above. In these cases the funding for GTP and PGCE is lower whilst the funding for Teach First remains the same at £23,277.

<i>Phase/Subject</i>	<i>Provision type</i>	<i>Training funding and admin (£)</i>	<i>Bursary Funding or Salary Contribution (£)</i>	<i>Total (£)</i>
Primary	HEI undergraduate	16,065	0	16,065
Primary	HEI postgraduate	6,010	0	6,010
Primary	SCITT postgraduate	6,220	0	6,220
Primary	GTP	5,330	13,500	18,830



<i>Phase/Subject</i>	<i>Provision type</i>	<i>Training funding and admin (£)</i>	<i>Bursary Funding or Salary Contribution (£)</i>	<i>Total (£)</i>
English	HEI undergraduate	15,660	0	15,660
English	HEI or SCITT postgraduate	5,220	0	5,220
English	GTP	5,330	13,500	18,830

#### *Relative costs to schools*

Due to differing nature of the routes, there are varying relative costs to schools. For Teach First, schools pay an annual fee to Teach First to cover the costs of the placement and Masters training. In recognition of the mentoring support required for a participant Teach First schools receive a mentoring grant of £2,500 per participant which is accounted for above. There is no equivalent support for the other routes

Teach First participants are paid on at least point 2 of unqualified teachers' pay scale. As they are covering a vacant post there is a saving to their school as it does not have to employ a fully qualified teacher to fill that post.

For the GTP, the majority of places are supernumerary and trainees are paid on at least point 1 of the unqualified teachers' pay scale and schools are required to meet the difference between the funding provided and the actual cost of employing the trainee.

	<i>PGCE</i>	<i>GTP</i>	<i>TF (QTS)</i>
School fee	0	0	£3,880
School contribution towards trainee salary	0	£2,893	£21,731
Net cost/saving to school	0	£2,893	-£1,389

#### *Notes:*

- (1) The Teach First school fee given above does not include an additional £1,000 which schools are charged for first year participants if they choose to undertake the optional Masters element of the Teach First programme.
- (2) The Teach First saving is calculated on the basis that the school does not need to pay for a qualified teacher to fill the vacancy taken by the Teach First participant: Classroom Teacher pay scale for Inner London (£27,000 at point 1) minus Teach First participant salary (£21,731) and school fee (£3,880) equals saving of £1,389.
- (3) The costs to schools set out above do not include employer national insurance contributions or any pension costs.

#### DATA ON DIFFERENT ROUTES

##### *Number of providers*

<i>Provision Type</i>	<i>Total number of accredited providers</i>
HEI	75
SCITT	56
EBITT	108
TOTAL	239

##### *Entry qualifications*

Good Teacher Training Guide scores for entry qualifications are:

- HEI = 522.
- SCITT 495.
- EBITT 484.

TDA general profiles data on which the GTTG scores are based also puts HEI at the top (see Appendix A) over a five year period. Looking at 2009–10 data:

- 93% of HEI postgraduate entrants had a 2.2 or above.
- 92% of SCITT entrants had a 2.2 or above.
- 91% of EBITT entrants had a 2.2 or above.
- 63% of HEI entrants had a 2.1 or above.
- 58% of SCITT entrants had a 2.1 or above.
- 62% of EBITT entrants had a 2.1 or above.

To some extent this is age related eg EBITT entrants tend to be older than mainstream and we know that age correlates with degree class of entrants. Older PG mainstream entrants have been less well qualified than younger ones since 2005 (Appendix B):

- 95% of PG entrants under 25 had a 2.2 or above.
- 93% of PG entrants 25–34 had a 2.2 or above.
- 88% of PG entrants 35–44 had a 2.2 or above.
- 84% of PG entrants 45–54 had a 2.2 or above.
- 75% of PG entrants over 55 had a 2.2 or above.

#### *EBITT entrants followed a similar pattern*

Undergraduate has an average UCAS tariff score in 09/10 of 291, although this has increased each year since 2005 (266). Fewer than 60% of entrants have two A levels or more. This drops to under 50% for secondary. We attribute this partly to the type of universities that offer UG. They are mostly post 92 universities and we think applicants for UG courses use their A levels as a passport to go to the best university they can.

In the 2010–11 recruitment round, 98% of Teach First trainees possessed at least a 2:1 degree and 300 UCAS points.

#### *QTS completion rates 2005–06 to 2009–10 average (Appendix C)*

— Mainstream UG	89%
— Mainstream PG	86%
— SCITT	91%
— GTP	91%
— Teach First	95%

#### *Retention rates*

Using the TDA's General Profiles data we know that the following percentages of the cohort that qualified as teachers in 2005 were definitely in a teaching post in the maintained sector in the fourth year after qualifying (Appendix D and E):

Mainstream post graduate	all 74%	primary 76%	secondary 73%
Mainstream undergraduate	all 82%	primary 83%	secondary 79%
SCITT	all 70%	primary 76%	secondary 64%
GTP	all 82%	primary 84%	secondary 82%
Teach First	all 42%	NA	secondary 42%

(Percentages are rounded up. Not used 04/05 data as cannot compare to GTP because not got 04/05 data for GTP)

SCITT initial entry to teaching levels went up dramatically in 2007–08 and have sustained their improved performance since. So we would expect future years' retention rates to look better.

Mainstream postgraduate trained NQTs with better degrees have better entry to teaching rates and better retention rates than those with 2.2 or below. Looking at years 2005–06 to 2008–09 (Appendix F):

- 83% of primary NQTs with a 2.1 or above were definitely in a teaching post the first year after qualifying compared to 75% of those with UK degrees that were lower than a 2.1.
- 82% of secondary NQTs with a 2.1 or above were definitely in a teaching post the first year after qualifying compared to 77% % of those with UK degrees that were lower than a 2.1.
- Those without UK degrees (“not applicable” on the data charts) were also less likely to be employed.
- Those that qualified as teachers in 2005 were also more likely to still be in teaching in the fourth years afterwards if they had a 2.1 or above (primary 79% vs. 76%, secondary 75% vs. 72%).

The same cannot be said of GTP and SCITT. In fact, looking at a shortage subject like maths (Appendix G) it is those with poorer degrees that are more likely to be in teaching after four years.

- 85% of those with lower than a 2.1 vs. 79% of those with better degrees for GTP trained teachers.
- 79% of those with lower than a 2.1 vs. 53% of those with better degrees for SCITT trained teachers.

#### *NQT survey scores*

The TDA surveys newly qualified teachers each year to track satisfaction with the training they have received. A summary of the 2011 survey findings are below.

### Primary sector analysis

For overall quality of training SCITT provision continues to achieve the highest rating (95% of very good and good responses) followed by EBITT provision (90% of very good and good responses) and HEI provision (86% of very good and good responses)

#### *Establish and maintain a good standard of behaviour in the classroom*

SCITT	87% G/VG responses
EBITT	84% G/VG responses
HEI	71% G/VG responses

#### *Preparing them to teach reading, including phonics and comprehension*

SCITT	68 % G/VG responses compared with 67% last year
EBITT	66 G/VG responses compared with 63% last year
HEI	56 G/VG responses compared with 48% last year.

#### *Work with learners with special educational needs*

SCITT	66% G/VG responses
EBITT	61% G/VG responses
HEI	49% G/VG responses

### Secondary sector analysis

For overall quality of training there was very little difference between the ratings of NQTs trained on SCITT routes 89% G/VG responses, HEI routes 88% and EBITT routes 87%.

#### *Establish and maintain a good standard of behaviour in the classroom*

EBITT	80% G/VG responses
SCITT	79% G/VG responses
HEI	69% G/VG responses

#### *Work with learners with special educational needs*

SCITT	63% G/VG responses
EBITT	63% G/VG responses
HEI	58% G/VG responses

#### *Quality of provision*

TDA quality category by provision type:

- 95% of HEI provision is classed as very good or good.
- 86% of SCITT provision is classed as very good or good.
- 83% of EBITT provision is classed as very good or good.

#### TDA QUALITY CATEGORY

<i>Provision Type</i>	<i>Very Good</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Non Compliant</i>	<i>Grand Total</i>
EBITT	22	63	17		<b>102</b>
HEI	63	61	6		<b>130</b>
SCITT	21	33	6	1	<b>61</b>
<b>Grand Total</b>	<b>106</b>	<b>157</b>	<b>29</b>	<b>1</b>	<b>293</b>

Teach First's 2011 Ofsted inspection judged the training provision to be outstanding in every category.

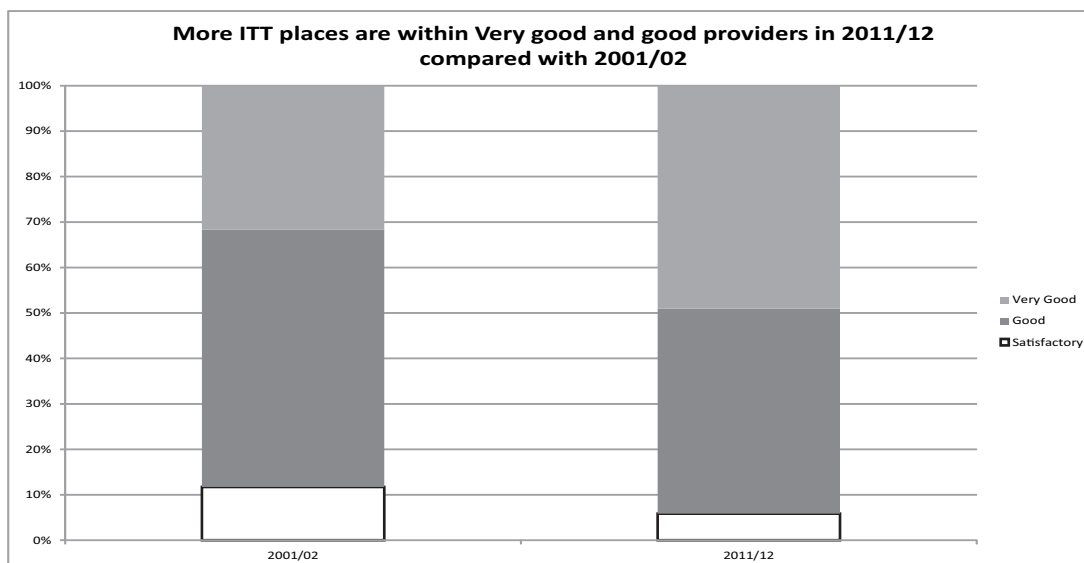
#### AOB

GTP appeals particularly to career changers according to our market research and this is supported by our entrant data below. This is mainly down to the salary they receive which is subsidised by the TDA. Its main attraction (salary) is therefore also its main barrier to expansion (cost).

<i>2009</i>	<i>EBITT</i>	<i>PG Mainstream</i>
Under 25	28.0%	44.9%
25–34	43.3%	37.9%
35–44	18.3%	11.9%
45–54	9.6%	4.9%
Over 55	0.8%	0.4%

## IMPROVEMENT IN QUALITY OF PROVISION OVER TIME

Since 2001 the proportion of G/VG places has increased from 83% to 94%. The number of VG has increased from 30% to 49%.



## DESTINATIONS OF THOSE LEAVING THE PROFESSION (APPENDIX H)

The School Workforce Census data for 2009/10 (see full table in appendix) showed that of the teachers leaving the maintained sector, who were not retiring, deceased or going on maternity leave:

- 14% were moving into the independent sector.
- 3% were moving to sixth form colleges.
- 30% were moving to an education post outside the UK.
- 17% were moving to employment outside the education sector.

(NB this is based on the 62% of teachers whose contracts ended and whose destination was known. 2009–10 is the only year there is full data for.)

## DATA ON NQTs GOING INTO THE INDEPENDENT SECTOR (APPENDIX I)

TDA General Profiles data shows quite a stable picture since 2000–01. HEI trained NQTs are proportionately slightly more likely to go into the non-maintained sector than EBITT or SCITT trained NQTs. Postgraduate ITT supplies more to the non-maintained sector than UG and the non-maintained sector recruits a greater proportion of secondary NQTs than primary NQTs. Degree class seems more important at secondary level than primary.

In 2009–10:

- 5% of those qualifying as teachers went into the non-maintained sector.
- 7% of those qualifying as secondary teachers went into the non-maintained sector.
- 4% of those qualifying as primary teachers went into the non-maintained sector.
- 6% (1,516) of HEI trained NQTs went into the non-maintained sector vs. 5% (296) of EBITT and 5% (78) of SCITT trained NQTs.
- 8% of those with 1sts went into the non-maintained sector vs. 5% of those with 2.2s.
- 9% of those with 1sts who went into secondary teaching went into the non-maintained sector compared to 5% of those with 1sts who went into primary teaching.
- 6% of Maths NQTs went into the non-maintained sector, 7% of science NQTs and 7% of all secondary NQTs.

(NB these figures show those we know are in the non-maintained sector. Data for 2009–10 doesn't have the data for a further 10% of teachers in a post.)

A piece of research done by Professor Smithers in 2003 called Teacher Qualifications found that teachers in independent schools are seven times more likely than those in maintained schools to have graduated from Oxford or Cambridge—13.0% against 1.8%. Nearly 30% (29.4%) come from the leading universities, as ranked by the major league tables, compared with 10.5% in the maintained sector.

## DATA ON SUPPLY TEACHERS

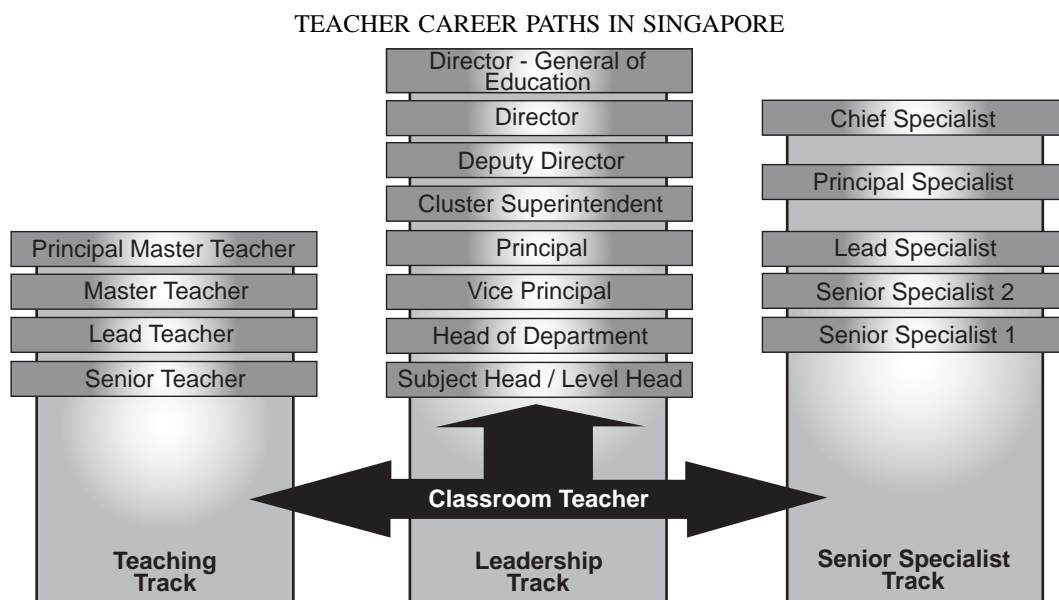
*Supply Teachers: The recruitment, Deployment and Management of Supply Teachers in England (2006)*

- It is estimated that there are over 40,000 teachers who do supply teaching at some point in a year.
- Seventy-one% of the recently qualified teachers doing supply teaching were doing so because they had been unable to get a permanent teaching post.
- The supply teacher sample also included a higher proportion of NQTs than nationally (8.1% compared with 3.9%).
- The recently qualified and younger supply teachers see their ideal employment and their expected future occupation as permanent full-time teaching.

## NATIONAL SUBJECT LEADERS (Q46)

TDA is developing this proposal further but a summary of the idea is below.

The role of national subject leader would be the pinnacle of the teaching profession within the country. These teachers would take on various system leadership roles in their subject (or specialist) area. This could include being part of relevant national panels that develop or co-ordinate education policy; taking on special professorship roles within universities; being the public face of teaching within the media. They would still be employed by schools as teachers. The Teaching Agency, similar to the National College with NLEs, could have a role in co-ordinating the appointment and preparation of the national subject leaders.



March 2012

Further written evidence submitted by TDA

Annex A

## DEGREE ON ENTRY BY INSTITUTION TYPE OVER FIVE YEARS

You are viewing a report of General profiles data, Institution type by Classification of first degree (UK).

This is filtered by First/Final year (First year), Assessment based (No), Qualification aim (Postgraduate) and Qualification on entry (UK degree) and is displaying value and row %.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Academic year	Institution type	Classification of first degree (UK)							Total		
			Total with 2:1 and above	Total with 2:2 and above	1st	2:1	2:2	3	Pass		Class not known	Undefined
Sector	2005-06	EBITT	2,762	4,538	452	2,310	1,776	297	390	4	0	5,229
		HEI	53%	87%	9%	44%	34%	6%	7%	0%	0%	100%
		SCITT	12,697	19,637	1,758	10,939	6,940	731	486	572	0	21,426
		Total	59%	92%	8%	51%	32%	3%	2%	3%	0%	100%
			881	1,465	109	772	584	80	67	4	3	1,619
2006-07	Total		54%	90%	7%	48%	36%	5%	4%	0%	100%	
			16,442	25,819	2,333	14,109	9,377	1,122	944	580	25	28,490
			58%	91%	8%	50%	33%	4%	3%	2%	0%	100%
			2,976	4,631	485	2,491	1,655	256	342	0	0	5,229
			57%	89%	9%	48%	32%	5%	7%	0%	0%	100%
2007-08	Total	HEI	12,139	19,044	1,674	10,465	6,905	675	365	423	0	20,507
		SCITT	59%	93%	8%	51%	34%	3%	2%	2%	0%	100%
			905	1,459	124	781	554	74	71	1	0	1,605
			56%	91%	8%	49%	35%	5%	4%	0%	0%	100%
			16,105	25,295	2,300	13,805	9,190	1,014	778	424	34	27,545
2008-09	Total	EBITT	58%	92%	8%	50%	33%	4%	3%	2%	0%	100%
		HEI	2,977	4,680	517	2,460	1,703	226	288	0	0	5,194
		SCITT	57%	90%	10%	47%	33%	4%	6%	0%	0%	100%
			11,814	18,155	1,559	10,255	6,341	643	385	614	0	19,797
			60%	92%	8%	52%	32%	3%	2%	3%	0%	100%
2009-10	Total		839	1,360	117	722	521	70	81	3	2	1,516
			55%	90%	8%	48%	34%	5%	5%	0%	0%	100%
			15,714	24,359	2,202	13,512	8,645	950	756	620	12	26,697
			59%	91%	8%	51%	32%	4%	3%	2%	0%	100%
			3,071	4,665	510	2,561	1,594	209	276	0	1	5,151
2009-10	Total	EBITT	60%	91%	10%	50%	31%	4%	5%	0%	0%	100%
		HEI	12,104	18,287	1,731	10,373	6,183	598	412	396	0	19,693
		SCITT	61%	93%	9%	53%	31%	3%	2%	2%	0%	100%
			820	1,357	109	711	537	75	52	20	1	1,505
			54%	90%	7%	47%	36%	5%	3%	1%	0%	100%
2009-10	Total		16,062	24,437	2,356	13,706	8,375	890	740	416	26	26,509
		EBITT	61%	92%	9%	52%	32%	3%	3%	2%	0%	100%
		HEI	3,296	4,848	675	2,621	1,552	203	245	24	3	5,323
			62%	91%	13%	49%	29%	4%	5%	0%	0%	100%
			13,104	19,252	2,036	11,068	6,148	618	564	312	0	20,746

Provider	Academic year	Institution type	Classification of first degree (UK)							Total		
			Total with 2:1 and above	Total with 2:2 and above	1st	2:1	2:2	3	Pass		Class not known	Undefined
			63%	93%	10%	53%	30%	3%	3%	2%	0%	100%
		SCITT	988	1,562	174	814	574	52	66	21	2	1,703
			58%	92%	10%	48%	34%	3%	4%	1%	0%	100%
		Total	17,497	25,886	2,896	14,601	8,389	869	894	357	5	28,011
			62%	92%	10%	52%	30%	3%	3%	1%	0%	100%

March 2012

**Annex B**

CLASSIFICATION OF 1ST DEGREE BY AGE RANGE AND PROVISION TYPE OVER FIVE YEARS

You are viewing a report of General profiles data, Age range (10 year) and Provision type by Classification of first degree (UK).

This is filtered by First/Final year (First year), Assessment based (No), Qualification aim (Postgraduate) and Qualification on entry (UK degree) and is displaying value and row %.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.



## Classification of first degree (UK)

Provider	Academic year	Provision type	Age range (10 year)	Total with 2:1 and above	Total with 2:2 and above	1st	2:1	2:2	3	Pass	Class not known	Undefined	Total		
Sector	2005-06	EBITT	Under 25	726	1,118	100	626	392	37	20	1	0	1,176		
			25-34	62%	95%	9%	53%	33%	3%	2%	0%	0%	100%		
			35-44	1,185	2,038	174	1,011	853	149	133	6%	0%	0	2,320	
			45-54	51%	88%	8%	44%	37%	6%	6%	6%	0%	0%	100%	
			Over 55	604	972	118	486	368	70	148	7%	2	0	1,192	
			Total	51%	82%	10%	41%	31%	6%	12%	12%	0%	0%	100%	
			25-34	243	410	59	184	167	40	80	8%	15%	0	0	530
			35-44	46%	77%	11%	35%	32%	8%	15%	8%	15%	0%	0	100%
			45-54	13	17	2	11	4	2	10	2	10	1	0	30
			Over 55	43%	57%	7%	37%	13%	7%	33%	7%	33%	3%	0	100%
Mainstream	2005-06	EBITT	Under 25	2,771	4,555	453	2,318	1,784	298	391	4	0	5,248		
			25-34	53%	87%	9%	44%	34%	6%	7%	0%	0%	0	100%	
			35-44	6,434	9,578	744	5,690	3,144	277	116	3%	1%	2	10,153	
			45-54	63%	94%	7%	56%	31%	3%	1%	3%	1%	0%	100%	
			Over 55	5,183	8,364	747	4,436	3,181	351	187	4%	2%	209	9,124	
			Total	57%	92%	8%	49%	35%	4%	2%	4%	2%	2%	0%	100%
			25-34	1,603	2,557	308	1,295	954	128	160	7%	5%	137	7	2,989
			35-44	54%	86%	10%	43%	32%	4%	5%	4%	5%	5%	0%	100%
			45-54	419	715	69	350	296	66	83	7%	9%	47	2	913
			Over 55	46%	78%	8%	38%	32%	7%	9%	7%	9%	5%	0	100%
Total	2005-06	EBITT	Under 25	32	50	12	20	18	2	7	3	1	63		
			25-34	51%	79%	19%	32%	29%	3%	11%	3%	5%	2	100%	
			35-44	13,671	21,264	1,880	11,791	7,593	824	553	824	553	576	25	23,242
			45-54	59%	91%	8%	51%	33%	4%	2%	4%	2%	2%	0%	100%
			Over 55	7,160	10,696	844	6,316	3,536	314	136	314	136	181	2	11,329
			Total	63%	94%	7%	56%	31%	3%	1%	3%	1%	2%	0	100%
			25-34	6,368	10,402	921	5,447	4,034	500	320	500	320	209	13	11,444
			35-44	56%	91%	8%	48%	35%	4%	3%	4%	3%	2%	0	100%
			45-54	2,207	3,529	426	1,781	1,322	198	308	198	308	139	7	4,181
			Over 55	53%	84%	10%	43%	32%	5%	7%	5%	7%	3%	0	100%
Total	2005-06	EBITT	Under 25	662	1,125	128	534	463	106	163	47	2	1,443		
			25-34	46%	78%	9%	37%	32%	7%	11%	11%	3%	0	100%	
			35-44	45	67	14	31	22	4	17	4	17	4	1	93
			45-54	48%	72%	15%	33%	24%	4%	18%	4%	18%	4%	1	100%

Provider	Academic year	Provision type	Age range (10 year)	Classification of first degree (UK)							Total with 2:1 and above	Total with 2:2 and above	1st	2:1	2:2	3	Pass	Class not known	Undefined	Total
				2:1	2:2	3	Pass	Class not known	Undefined	Total										
2006-07	EBITT	Total	Total	16,442	25,819	2,333	14,109	9,377	1,122	944	580	25	28,490							
			58%	91%	8%	50%	33%	4%	3%	0%	100%									
			828	1,232	113	715	404	39	31	0	1,302									
			64%	95%	9%	55%	31%	3%	2%	0%	100%									
			1,257	2,022	194	1,063	765	128	122	0	2,272									
			55%	89%	9%	47%	34%	6%	5%	0%	100%									
			625	964	127	498	339	54	107	0	1,125									
			56%	86%	11%	44%	30%	5%	10%	0%	100%									
			254	391	49	205	137	34	77	0	502									
			51%	78%	10%	41%	27%	7%	15%	0%	100%									
			12	22	2	10	10	1	5	0	28									
			43%	79%	7%	36%	36%	4%	18%	0%	100%									
			2,976	4,631	485	2,491	1,655	256	342	0	5,229									
57%	89%	9%	48%	32%	5%	7%	0%	100%												
Mainstream	Total	Total	6,332	9,504	743	5,589	3,172	239	75	116	5	9,939								
		64%	96%	7%	56%	32%	2%	1%	0%	100%										
		4,893	8,010	687	4,206	3,117	355	160	148	8,685										
		56%	92%	8%	48%	36%	4%	2%	0%	100%										
		1,456	2,387	286	1,170	931	103	123	109	2,733										
		53%	87%	10%	43%	34%	4%	5%	4%	100%										
		423	714	90	333	291	58	71	45	894										
		47%	80%	10%	37%	33%	6%	8%	5%	100%										
		25	49	9	16	24	3	7	6	65										
		38%	75%	14%	25%	37%	5%	11%	9%	100%										
		13,129	20,664	1,815	11,314	7,535	758	436	424	22,316										
		59%	93%	8%	51%	34%	3%	2%	2%	100%										
		7,160	10,736	856	6,304	3,576	278	106	116	11,241										
64%	96%	8%	56%	32%	2%	1%	1%	100%												
6,150	10,032	881	5,269	3,882	483	282	148	10,957												
56%	92%	8%	48%	35%	4%	3%	1%	100%												
2,081	3,351	413	1,668	1,270	157	230	109	3,858												
54%	87%	11%	43%	33%	4%	6%	3%	100%												
677	1,105	139	538	428	92	148	45	1,396												
48%	79%	10%	39%	31%	7%	11%	3%	100%												

## Classification of first degree (UK)

Provider	Academic year	Provision type	Age range (10 year)	Total with 2:1 and above	Total with 2:2 and above	1st	2:1	2:2	3	Pass	Class not known	Undefined	Total
			Over 55	37	71	11	26	34	4	12	6	0	93
			Total	40%	76%	12%	28%	37%	4%	13%	6%	0%	100%
			Under 25	16,105	25,295	2,300	13,805	9,190	1,014	778	424	34	27,545
			Total	58%	92%	8%	50%	33%	4%	3%	2%	0%	100%
2007-08		EBITT	Under 25	928	1,338	157	771	410	39	13	0	0	1,390
			Total	67%	96%	11%	55%	29%	3%	1%	0%	0%	100%
			25-34	1,238	2,065	192	1,046	827	119	113	0	0	2,297
			Total	54%	90%	8%	46%	36%	5%	5%	0%	0%	100%
			35-44	565	908	108	457	343	40	100	0	0	1,048
			Total	54%	87%	10%	44%	33%	4%	10%	0%	0%	100%
			45-54	238	352	56	182	114	27	59	0	0	438
			Total	54%	80%	13%	42%	26%	6%	13%	0%	0%	100%
			Over 55	8	17	4	4	9	1	3	0	0	21
			Total	38%	81%	19%	19%	43%	5%	14%	0%	0%	100%
			Under 25	2,977	4,680	517	2,460	1,703	226	288	0	0	5,194
			Total	57%	90%	10%	47%	33%	4%	6%	0%	0%	100%
		Mainstream	Under 25	6,227	9,083	705	5,522	2,856	204	95	248	1	9,631
			Total	65%	94%	7%	57%	30%	2%	1%	3%	0%	100%
			25-34	4,648	7,560	595	4,053	2,912	282	172	175	4	8,193
			Total	57%	92%	7%	49%	36%	3%	2%	2%	0%	100%
			35-44	1,384	2,231	286	1,098	847	144	128	142	6	2,651
			Total	52%	84%	11%	41%	32%	5%	5%	5%	0%	100%
			45-54	450	755	94	356	305	87	64	49	0	955
			Total	47%	79%	10%	37%	32%	9%	7%	5%	0%	100%
			Over 55	28	50	5	23	22	7	9	6	1	73
			Total	38%	68%	7%	32%	30%	10%	12%	8%	1%	100%
			Under 25	12,737	19,679	1,685	11,052	6,942	724	468	620	12	21,503
			Total	59%	92%	8%	51%	32%	3%	2%	3%	0%	100%
		Total	Under 25	7,155	10,421	862	6,293	3,266	243	108	248	1	11,021
			Total	65%	95%	8%	57%	30%	2%	1%	2%	0%	100%
			25-34	5,886	9,625	787	5,099	3,739	401	285	175	4	10,490
			Total	56%	92%	8%	49%	36%	4%	3%	2%	0%	100%
			35-44	1,949	3,139	394	1,555	1,190	184	228	142	6	3,699
			Total	53%	85%	11%	42%	32%	5%	6%	4%	0%	100%

Provider	Academic year	Provision type	Age range (10 year)	Total with 2:1 and above	Total with 2:2 and above	Classification of first degree (UK)						Class not known	Undefined	Total
						1st	2:1	2:2	3	Pass				
			45-54	688	1,107	150	538	419	114	123	49	0	1,393	
			Over 55	36	67	9	27	31	8	12	6	1	94	
			Total	15,714	24,359	2,202	13,512	8,645	950	756	620	12	26,697	
			Under 25	1,031	1,425	160	871	394	38	32	0	0	1,495	
			25-34	69%	95%	11%	58%	26%	3%	2%	0%	0%	100%	
			25-34	1,233	2,002	178	1,055	769	101	82	0	1	2,186	
			35-44	56%	92%	8%	48%	35%	5%	4%	0%	0%	100%	
			35-44	530	816	111	419	286	39	94	0	0	949	
			45-54	56%	86%	12%	44%	30%	4%	10%	0%	0%	100%	
			45-54	266	404	58	208	138	29	62	0	0	495	
			Over 55	54%	82%	12%	42%	28%	6%	13%	0%	0%	100%	
			Over 55	11	18	3	8	7	2	6	0	0	26	
			Total	3,071	4,665	510	2,561	1,594	209	276	0	1	5,151	
			Under 25	60%	91%	10%	50%	31%	4%	5%	0%	0%	100%	
			Under 25	6,428	9,361	808	5,620	2,933	211	90	214	0	9,876	
			25-34	65%	95%	8%	57%	30%	2%	1%	2%	0%	100%	
			25-34	4,763	7,457	663	4,100	2,694	283	179	101	9	8,029	
			35-44	59%	93%	8%	51%	34%	4%	2%	1%	0%	100%	
			35-44	1,337	2,151	262	1,075	814	120	131	63	9	2,474	
			45-54	54%	87%	11%	43%	33%	5%	5%	3%	0%	100%	
			45-54	439	760	107	332	321	60	59	34	7	920	
			Over 55	48%	83%	12%	36%	35%	7%	6%	4%	1%	100%	
			Over 55	24	43	6	18	19	7	5	4	0	59	
			Total	12,991	19,772	1,846	11,145	6,781	681	464	416	25	21,358	
			Under 25	61%	93%	9%	52%	32%	3%	2%	2%	0%	100%	
			Under 25	7,459	10,786	968	6,491	3,327	249	122	214	0	11,371	
			25-34	66%	95%	9%	57%	29%	2%	1%	2%	0%	100%	
			25-34	5,996	9,459	841	5,155	3,463	384	261	101	10	10,215	
			Total	59%	93%	8%	50%	34%	4%	3%	1%	0%	100%	

## Classification of first degree (UK)

Provider	Academic year	Provision type	Age range (10 year)	Total with 2:1 and above	Total with 2:2 and above	1st	2:1	2:2	3	Pass	Class not known	Undefined	Total
			35-44	1,867 55%	2,967 87%	373 11%	1,494 44%	1,100 32%	159 5%	225 7%	63 2%	9 0%	3,423 100%
			45-54	705 50%	1,164 82%	165 12%	540 38%	459 32%	89 6%	121 9%	34 2%	7 0%	1,415 100%
			Over 55	35 41%	61 72%	9 11%	26 31%	26 31%	9 11%	11 13%	4 5%	0 0%	85 100%
			Total	16,062 61%	24,437 92%	2,356 9%	13,706 52%	8,375 32%	890 3%	740 3%	416 2%	26 0%	26,509 100%
		EBITT	Under 25	1,073 72%	1,442 97%	230 15%	843 57%	369 25%	30 2%	11 1%	7 0%	0 0%	1,490 100%
	2009-10		25-34	1,332 58%	2,096 91%	233 10%	1,099 48%	764 33%	111 5%	97 4%	2 0%	0 0%	2,306 100%
			35-44	566 58%	852 87%	131 13%	435 45%	286 29%	35 4%	80 8%	7 1%	2 0%	976 100%
			45-54	301 59%	429 84%	75 15%	226 44%	128 25%	26 5%	47 9%	8 2%	1 0%	511 100%
			Over 55	24 60%	29 73%	6 15%	18 45%	5 13%	1 3%	10 25%	0 0%	0 0%	40 100%
			Total	3,296 62%	4,848 91%	675 13%	2,621 49%	1,552 29%	203 4%	245 5%	24 0%	3 0%	5,323 100%
		Mainstream	Under 25	6,897 68%	9,652 95%	964 9%	5,933 58%	2,755 27%	203 2%	126 1%	211 2%	0 0%	10,192 100%
			25-34	5,246 61%	8,010 93%	818 10%	4,428 52%	2,764 32%	297 3%	216 3%	69 1%	1 0%	8,593 100%
			35-44	1,473 55%	2,368 88%	328 12%	1,145 42%	895 33%	125 5%	170 6%	35 1%	1 0%	2,699 100%
			45-54	543 49%	941 84%	104 9%	439 39%	398 36%	55 5%	102 9%	17 2%	0 0%	1,115 100%
			Over 55	42 47%	67 75%	7 8%	35 39%	25 28%	11 12%	10 11%	1 1%	0 0%	89 100%
			Total	14,201 63%	21,038 93%	2,221 10%	11,980 53%	6,837 30%	691 3%	624 3%	333 1%	2 0%	22,688 100%
		Total	Under 25	7,970 68%	11,094 95%	1,194 10%	6,776 58%	3,124 27%	233 2%	137 1%	218 2%	0 0%	11,682 100%

Provider	Academic year	Provision type	Age range (10 year)	Total with		Classification of first degree (UK)						Total	
				2:1 and above	2:2 and above	1st	2:1	2:2	3	Pass	Class not known		Undefined
	25-34			6,578	10,106	1,051	5,527	3,528	408	313	71	1	10,899
				60%	93%	10%	51%	32%	4%	3%	1%	0%	100%
	35-44			2,039	3,220	459	1,580	1,181	160	250	42	3	3,675
				55%	88%	12%	43%	32%	4%	7%	1%	0%	100%
	45-54			844	1,370	179	665	526	81	149	25	1	1,626
				52%	84%	11%	41%	32%	5%	9%	2%	0%	100%
	Over 55			66	96	13	53	30	12	20	1	0	129
				51%	74%	10%	41%	23%	9%	16%	1%	0%	100%
	Total			17,497	25,886	2,896	14,601	8,389	894	869	357	5	28,011
				62%	92%	10%	52%	30%	3%	3%	1%	0%	100%

March 2012

**Annex B**

**GTP TRAINEES BY CLASSIFICATION OF 1ST DEGREE OVER FIVE YEARS**

You are viewing a report of General profiles data, Age range (10 year) and Programme type by Classification of first degree (UK).

This is filtered by First/Final year (First year), Assessment based (No), Qualification aim (Postgraduate) and Qualification on entry (UK degree) and is displaying value and row %.

This report was generated on 07/11/2011 at 08:59:01.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Academic year	Programme type	Age range (10 year)	Total with		Classification of first degree (UK)						Class not known	Undefined	Total	
				2.1 and above	2.2 and above	1st	2:1	2:2	3	Pass					
Sector	2005-06	GTP	Under 25	594	982	67	527	388	36	20	0	0	1,038		
			25-34	1,148	1,986	164	984	838	144	119	0	0	2,249		
			35-44	599	962	117	482	363	68	141	2	0	1,173		
			45-54	241	406	59	182	165	37	78	0	0	521		
			Over 55	13	17	2	11	4	2	9	1	0	29		
			Total	2,595	4,353	409	2,186	1,758	287	367	3	0	5,010		
			2006-07	GTP	Under 25	642	1,030	77	565	388	39	30	0	0	1,099
					25-34	1,213	1,960	181	1,032	747	124	102	0	0	2,186
					35-44	613	941	124	489	328	48	98	0	0	1,087
					45-54	252	384	49	203	132	29	75	0	0	488
Over 55	12	22			2	10	10	1	5	0	0	28			
2007-08	GTP	Total	2,732	4,337	433	2,299	1,605	241	310	0	0	4,888			
		Under 25	726	1,127	105	621	401	39	13	0	0	1,179			
		25-34	1,191	2,000	177	1,014	809	117	95	0	0	2,212			
		35-44	560	892	107	453	332	38	95	0	0	1,025			
		45-54	235	348	56	179	113	27	53	0	0	428			
		Over 55	8	17	4	4	9	1	2	0	0	20			
		Total	5,422	8,311	782	4,950	3,676	510	660	0	0	8,146			
		Class not known	0	0	0	0	0	0	0	0	0	0	0		
		Undefined	0	0	0	0	0	0	0	0	0	0	0		
		Total	5,422	8,311	782	4,950	3,676	510	660	0	0	8,146			



Provider	Academic year	Programme type	Age range (10 year)	Total with		Classification of first degree (UK)						Total	
				2:1 and above	2:2 and above	1st	2:1	2:2	3	Pass	Class not known		Undefined
2008-09	GTP	Total		2,720	4,384	449	2,271	1,664	222	258	0	0	4,864
			90%	90%	9%	47%	34%	5%	5%	34%	0%	0%	100%
		Under 25	738	1,120	89	649	382	38	32	32	0	0	1,190
			62%	94%	7%	55%	32%	3%	3%	3%	0%	0%	100%
		25-34	1,169	1,933	167	1,002	764	98	79	79	0	1	2,111
			55%	92%	8%	47%	36%	5%	4%	4%	0%	0%	100%
2009-10	GTP	35-44	527	807	111	416	280	36	92	0	0	935	
			56%	86%	12%	44%	30%	4%	10%	0%	0%	100%	
		45-54	265	401	58	207	136	28	60	60	0	0	489
			54%	82%	12%	42%	28%	6%	12%	0%	0%	0%	100%
		Over 55	11	18	3	8	7	2	6	6	0	0	26
			42%	69%	12%	31%	27%	8%	23%	23%	0%	0%	100%
2009-10	GTP	Total	2,710	4,279	428	2,282	1,569	202	269	0	1	4,751	
			57%	90%	9%	48%	33%	4%	6%	6%	0%	0%	100%
		Under 25	707	1,054	118	589	347	30	11	11	7	0	1,102
			64%	96%	11%	53%	31%	3%	1%	1%	1%	0%	100%
		25-34	1,245	1,993	205	1,040	748	111	93	93	2	0	2,199
			57%	91%	9%	47%	34%	5%	4%	4%	0%	0%	100%
2009-10	GTP	35-44	560	838	130	430	278	33	75	7	2	955	
			59%	88%	14%	45%	29%	3%	8%	8%	1%	100%	
		45-54	299	427	75	224	128	25	47	47	8	1	508
			59%	84%	15%	44%	25%	5%	9%	9%	2%	0%	100%
		Over 55	23	28	6	17	5	1	10	10	0	0	39
			59%	72%	15%	44%	13%	3%	26%	26%	0%	0%	100%
2009-10	GTP	Total	2,834	4,340	534	2,300	1,506	200	236	24	3	4,803	
			59%	90%	11%	48%	31%	4%	5%	5%	0%	0%	100%

FIVE YEAR COMPLETION RATES

You are viewing a report of General profiles data, Programme type and Qualification aim and Institution type by QTS Awards.

This is filtered by Academic year (2005–06, 2006–07, 2007–08, 2008–09, 2009–10), First/Final year (Final year) and Assessment based (No) and is displaying value and row %.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

<i>Provider</i>	<i>Academic year</i>	<i>Institution type</i>	<i>Programme type</i>	<i>Qualification aim</i>	<i>Awarded QTS</i>	<i>QTS Awards Not awarded QTS</i>	<i>Total</i>
Sector	Total	EBITT	TFP	Postgraduate	1,445	71	1,516
				Total	95%	5%	100%
			OTT	Postgraduate	1,445	71	1,516
				Total	95%	5%	100%
			RTP	Postgraduate	5,616	571	6,187
				Total	91%	9%	100%
				Undergraduate	5,616	571	6,187
				Total	91%	9%	100%
			GTP	Undergraduate	728	131	859
				Total	85%	15%	100%
				Postgraduate	728	131	859
				Total	85%	15%	100%
				Postgraduate	24,437	2,403	26,840
				Total	91%	9%	100%
				Postgraduate	24,437	2,403	26,840
				Total	91%	9%	100%
			Total	Undergraduate	728	131	859
				Total	85%	15%	100%
				Postgraduate	31,498	3,045	34,543
				Total	91%	9%	100%
			Standard	Total	32,226	3,176	35,402
				Undergraduate	91%	9%	100%
				Postgraduate	29,667	3,804	33,471
				Total	89%	11%	100%
			Flexible	Postgraduate	93,206	14,246	107,452
				Total	87%	13%	100%
				Postgraduate	122,873	18,050	140,923
				Total	87%	13%	100%
			Total	Postgraduate	4,096	1,207	5,303
				Total	77%	23%	100%
				Undergraduate	4,096	1,207	5,303
				Total	77%	23%	100%
			HEI	Undergraduate	29,667	3,804	33,471
				Total	89%	11%	100%
				Postgraduate	97,302	15,453	112,755
				Total	86%	14%	100%

<i>Provider</i>	<i>Academic year</i>	<i>Institution type</i>	<i>Programme type</i>	<i>Qualification aim</i>	<i>Awarded QTS</i>	<i>QTS Awards Not awarded QTS</i>	<i>Total</i>
				Total	126,969	19,257	146,226
		Non-HESA HEI	Standard	Undergraduate	87%	13%	100%
					245	63	308
				Postgraduate	80%	20%	100%
					840	104	944
				Total	89%	11%	100%
					1,085	167	1,252
			Flexible	Postgraduate	87%	13%	100%
					28	11	39
				Total	72%	28%	100%
					28	11	39
			Total	Undergraduate	72%	28%	100%
					245	63	308
				Postgraduate	80%	20%	100%
					868	115	983
				Total	88%	12%	100%
					1,113	178	1,291
			OTT	Postgraduate	86%	14%	100%
					63	24	87
				Total	72%	28%	100%
					63	24	87
			RTP	Undergraduate	72%	28%	100%
					115	32	147
				Total	78%	22%	100%
					115	32	147
			GTP	Postgraduate	78%	22%	100%
					39	5	44
				Total	89%	11%	100%
					39	5	44
			Total	Undergraduate	89%	11%	100%
					115	32	147
				Postgraduate	78%	22%	100%
					102	29	131
				Total	78%	22%	100%
					217	61	278
					78%	22%	100%

<i>Provider</i>	<i>Academic year</i>	<i>Institution type</i>	<i>Programme type</i>	<i>Qualification aim</i>	<i>Awarded QTS</i>	<i>QTS Awards Not awarded QTS</i>	<i>Total</i>
SCITT	Standard	Postgraduate	7,351	739	8,090		
			91%	9%	100%		
	Total	7,351	739	8,090			
		91%	9%	100%			
	Flexible	Postgraduate	2	97			
		2%	100%				
	Total	95	2	97			
		98%	2%	100%			
	Total	Postgraduate	7,446	741	8,187		
		91%	9%	100%			
	Total	7,446	741	8,187			
		91%	9%	100%			
	Standard	Undergraduate	29,912	3,867	33,779		
		89%	11%	100%			
	Postgraduate	101,397	15,089	116,486			
		87%	13%	100%			
Total	131,309	18,956	150,265				
	87%	13%	100%				
Flexible	Postgraduate	4,219	1,220	5,439			
	78%	22%	100%				
Total	4,219	1,220	5,439				
	78%	22%	100%				
TFP	Postgraduate	1,445	71	1,516			
	95%	5%	100%				
OTT	Total	1,445	71	1,516			
	95%	5%	100%				
RTP	Postgraduate	5,679	595	6,274			
	91%	9%	100%				
GTP	Total	5,679	595	6,274			
	91%	9%	100%				
Total	Undergraduate	843	163	1,006			
	84%	16%	100%				
Total	843	163	1,006				
	84%	16%	100%				
Total	Postgraduate	24,476	2,408	26,884			
	91%	9%	100%				

<i>Provider</i>	<i>Academic year</i>	<i>Institution type</i>	<i>Programme type</i>	<i>Qualification aim</i>	<i>Awarded QTS</i>	<i>QTS Awards Not awarded QTS</i>	<i>Total</i>
				Total	24,476	2,408	26,884
					91%	9%	100%
		Total	Undergraduate		30,755	4,030	34,785
					88%	12%	100%
			Postgraduate		137,216	19,383	156,599
					88%	12%	100%
		Total	Total		167,971	23,413	191,384
					88%	12%	100%

**Annex D**

EMPLOYMENT IN THE MAINTAINED SECTOR POST ITT—ALL MAINSTREAM

You are viewing a report of Advanced employment dataset, Qualification achieved and Institution type by Employment status during 1st year, Employment status during 2nd year, Employment status during 3rd year, Employment status during 4th year and Employment status during 5th year.

This is filtered by Provision type (Mainstream) and is displaying value and row %.

This report was generated on 15/11/2011 at 15:58:59.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Year	Institution type	Qualification achieved	Employment status during 1st year				Employment status during 2nd year				Employment status during 3rd year				Employment status during 4th year				Employment status during 5th year					
				Employed	Not employed	matched to GTCE data	Total	Employed	Not employed	matched to GTCE data	Total	Employed	Not employed	matched to GTCE data	Total	Employed	Not employed	matched to GTCE data	Total	Employed	Not employed	matched to GTCE data	Total		
Sector	2004-05	HEI	Undergraduate	3,560	1,639	128	5,327	4,397	802	128	5,327	4,509	690	128	5,327	4,490	709	128	5,327	4,325	874	128	5,327	4,327	5,327
			Postgraduate	13,479	6,198	404	20,081	15,638	4,039	404	20,081	15,793	3,884	404	20,081	15,273	4,404	404	20,081	14,379	5,298	404	20,081	14,379	20,081
			Total	17,039	7,837	532	25,408	20,035	4,841	532	25,408	20,302	5,113	532	25,408	19,766	5,113	532	25,408	18,704	6,172	532	25,408	18,704	25,408
			Undergraduate	27	9	2	36	33	3	2	36	34	2	2	36	34	2	2	36	30	6	2	36	36	36
			Postgraduate	128	51	22	201	145	34	22	201	152	27	22	201	150	29	22	201	146	33	22	201	201	201
	2005-06	HEI	Total	155	60	22	237	178	37	22	237	186	29	22	237	184	31	22	237	176	39	22	237	237	237
			Postgraduate	953	380	169	1,502	1,094	239	169	1,502	1,093	240	169	1,502	1,064	269	169	1,502	1,016	317	169	1,502	1,502	1,502
			Total	636	256	111	1,000	736	166	111	1,000	733	166	111	1,000	711	188	111	1,000	688	211	111	1,000	1,000	1,000
			Undergraduate	3,587	1,648	128	5,363	4,430	805	128	5,363	4,543	692	128	5,363	4,524	711	128	5,363	4,355	880	128	5,363	4,355	5,363
			Postgraduate	14,560	6,629	595	21,784	16,877	4,312	595	21,784	17,038	4,151	595	21,784	16,487	4,702	595	21,784	15,541	5,648	595	21,784	15,541	21,784
2006-07	HEI	Total	18,147	8,277	723	27,147	21,307	5,117	723	27,147	21,581	4,843	723	27,147	21,011	5,413	723	27,147	19,896	6,528	723	27,147	27,147	27,147	
		Undergraduate	676	306	3	1,000	776	206	3	1,000	789	188	3	1,000	776	206	3	1,000	733	246	3	1,000	1,000	1,000	
		Postgraduate	4,174	1,063	128	5,365	4,574	663	128	5,365	4,607	650	128	5,365	4,423	814	128	5,365	4,223	814	128	5,365	5,365	5,365	
		Total	786	206	2	1,000	856	226	2	1,000	866	126	2	1,000	826	126	2	1,000	776	226	2	1,000	1,000	1,000	
		Postgraduate	15,124	4,449	475	20,048	16,214	3,359	475	20,048	15,768	3,805	475	20,048	14,777	4,796	475	20,048	14,777	4,796	475	20,048	14,777	20,048	
	Non-HESA HEI	Total	19,298	5,512	603	25,413	20,788	4,022	603	25,413	20,375	4,435	603	25,413	19,200	5,610	603	25,413	18,200	6,610	603	25,413	18,200	25,413	
		Undergraduate	41	7	0	48	42	6	0	48	42	6	0	48	44	4	0	48	44	4	0	48	48	48	
		Postgraduate	126	38	0	164	135	29	0	164	137	27	0	164	133	31	0	164	133	31	0	164	164	164	
		Total	167	45	0	212	177	35	0	212	179	33	0	212	177	35	0	212	177	35	0	212	212	212	
		Postgraduate	796	247	155	1,471	1,129	187	155	1,471	1,098	218	155	1,471	1,026	290	155	1,471	1,026	290	155	1,471	1,026	1,471	
SCITT	Total	1,069	247	155	1,471	1,129	187	155	1,471	1,098	218	155	1,471	1,026	290	155	1,471	1,026	290	155	1,471	1,026	1,471		
	Undergraduate	736	176	111	1,000	776	136	111	1,000	759	159	111	1,000	709	200	111	1,000	709	200	111	1,000	709	1,000		
	Total	736	176	111	1,000	776	136	111	1,000	759	159	111	1,000	709	200	111	1,000	709	200	111	1,000	709	1,000		
	Undergraduate	4,215	1,070	128	5,413	4,616	669	128	5,413	4,649	636	128	5,413	4,467	818	128	5,413	4,467	818	128	5,413	4,467	5,413		
	Postgraduate	16,319	4,734	630	21,683	17,478	3,575	630	21,683	17,003	4,050	630	21,683	15,936	5,117	630	21,683	15,936	5,117	630	21,683	15,936	21,683		
2006-07	HEI	Total	20,534	5,804	758	27,096	22,094	4,244	758	27,096	21,652	4,686	758	27,096	20,403	5,935	758	27,096	20,403	5,935	758	27,096	20,403	27,096	
		Undergraduate	766	216	3	1,000	822	166	3	1,000	809	176	3	1,000	759	216	3	1,000	736	216	3	1,000	1,000	1,000	
		Postgraduate	4,636	1,061	153	5,850	5,141	556	153	5,850	4,958	739	153	5,850	5,350	153	5,850	5,350	153	5,850	153	5,850	5,350	5,850	
		Total	796	186	3	1,000	856	226	3	1,000	866	226	3	1,000	826	226	3	1,000	786	226	3	1,000	1,000	1,000	
		Postgraduate	15,407	3,700	403	19,510	16,348	2,759	403	19,510	15,283	3,824	403	19,510	14,777	4,796	403	19,510	14,777	4,796	403	19,510	14,777	19,510	
	Non-HESA HEI	Total	20,043	4,761	556	25,360	21,489	3,315	556	25,360	20,241	4,563	556	25,360	19,200	5,610	556	25,360	18,200	6,610	556	25,360	18,200	25,360	
		Undergraduate	37	12	0	49	42	7	0	49	43	6	0	49	49	0	0	49	49	0	0	49	49	49	
		Postgraduate	126	38	0	164	141	23	0	164	130	34	0	164	133	31	0	164	133	31	0	164	164	164	
		Total	163	50	0	213	183	30	0	213	173	40	0	213	177	40	0	213	177	40	0	213	213	213	
		Postgraduate	1,179	207	106	1,492	1,223	163	106	1,492	1,143	177	106	1,492	1,143	177	106	1,492	1,143	177	106	1,492	1,143	1,492	





Provider	Year	Institution type	Qualification achieved	Employment status during 1st year				Employment status during 2nd year				Employment status during 3rd year				Employment status during 4th year				Employment status during 5th year			
				Employed	Not employed	matched to GTCE data	Not matched to GTCE data	Employed	Not employed	matched to GTCE data	Not matched to GTCE data	Employed	Not employed	matched to GTCE data	Not matched to GTCE data	Employed	Not employed	matched to GTCE data	Not matched to GTCE data	Employed	Not employed	matched to GTCE data	Not matched to GTCE data
Non-HESA HEI			Undergraduate	192	45	0	237	159	25	0	184	119	14	0	133	78	6	0	84	30	6	0	36
			Postgraduate	647	187	29	863	559	121	25	705	419	88	22	529	283	60	22	365	146	33	22	201
			Total	839	232	29	1,100	839	232	29	1,100	839	232	29	1,100	839	232	29	1,100	839	232	29	1,100
SCITT			Postgraduate	5,757	1,159	430	7,346	4,689	774	430	5,893	3,334	701	430	4,465	2,090	559	324	2,973	1,016	317	169	1,502
			Total	5,757	1,159	430	7,346	4,689	774	430	5,893	3,334	701	430	4,465	2,090	559	324	2,973	1,016	317	169	1,502
			Undergraduate	22,739	5,811	710	29,260	19,454	2,879	549	22,882	14,193	2,073	409	16,675	8,991	1,529	256	10,776	4,355	880	128	5,363
Total			Postgraduate	80,689	21,986	2,750	105,425	68,634	14,205	2,170	85,009	50,597	12,302	1,734	64,633	32,423	9,819	1,225	43,467	15,541	5,648	595	21,784
			Total	103,428	27,797	3,460	134,685	88,088	17,084	2,719	107,891	64,790	14,375	2,143	81,308	41,414	11,348	1,481	54,243	19,896	6,528	723	27,147
			Undergraduate	77%	21%	3%	100%	82%	16%	3%	100%	80%	18%	3%	100%	76%	21%	3%	100%	73%	24%	3%	100%

**Annex D**

EMPLOYMENT IN THE MAINTAINED SECTOR POST ITT—PRIMARY

You are viewing a report of Advanced employment dataset, Qualification achieved and Institution type by Employment status during 1st year, Employment status during 2nd year, Employment status during 3rd year, Employment status during 4th year and Employment status during 5th year.

This is filtered by ITT phase/scope (Primary) and Provision type (Mainstream) and is displaying value and row %.

This report was generated on 15/11/2011 at 16:05:56.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Year	Institution type	Qualification achieved	Employment status during 1st year				Employment status during 2nd year				Employment status during 3rd year				Employment status during 4th year				Employment status during 5th year			
				Employed	Not employed	Not matched to GTCE data	Total	Employed	Not employed	Not matched to GTCE data	Total	Employed	Not employed	Not matched to GTCE data	Total	Employed	Not employed	Not matched to GTCE data	Total	Employed	Not employed	Not matched to GTCE data	Total
Sector	2004-05	HEI	Undergraduate	3,013	1,388	113	4,514	3,709	692	113	4,514	3,814	587	113	4,514	3,802	599	113	4,514	3,677	724	113	4,514
			Postgraduate	4,943	2,167	124	7,234	5,784	1,368	124	7,234	5,784	1,368	124	7,234	5,596	1,514	124	7,234	5,294	1,816	124	7,234
			Total	7,956	3,555	237	11,748	9,593	2,736	261	11,748	9,593	2,736	261	11,748	9,398	2,113	237	11,748	8,971	2,540	237	11,748
			Undergraduate HEI	27	9	0	36	33	3	0	36	34	3	0	36	34	2	0	36	30	6	0	36
			Postgraduate	65	17	20	102	73	9	20	102	73	9	20	102	71	11	20	102	73	9	20	102
	2005-06	HEI	Total	92	26	20	138	106	12	20	138	107	11	20	138	105	13	20	138	103	15	20	138
			Postgraduate	525	182	93	800	597	110	93	800	586	121	93	800	570	137	93	800	539	168	93	800
			Total	525	182	93	800	597	110	93	800	586	121	93	800	570	137	93	800	539	168	93	800
			Undergraduate	666	236	113	4,550	3,742	695	113	4,550	3,848	589	113	4,550	3,836	601	113	4,550	3,707	730	113	4,550
			Postgraduate	5,533	2,366	237	8,136	6,412	1,487	237	8,136	6,443	1,886	237	8,136	6,237	1,662	237	8,136	5,906	1,993	237	8,136
2006-07	HEI	Total	8,573	3,763	350	12,686	10,154	2,182	350	12,686	10,291	2,045	350	12,686	10,073	2,263	350	12,686	9,613	2,723	350	12,686	
		Undergraduate	688	308	3	1,000	800	176	3	1,000	816	166	3	1,000	799	188	3	1,000	766	244	3	1,000	
		Postgraduate	3,588	913	103	4,604	3,936	565	103	4,604	3,955	536	103	4,604	3,822	679	103	4,604	3,588	766	103	4,604	
		Total	788	208	2	1,000	850	128	2	1,000	866	128	2	1,000	836	150	2	1,000	806	222	2	1,000	
		Postgraduate	5,487	1,568	170	7,225	5,875	1,180	170	7,225	5,759	1,296	170	7,225	5,470	1,585	170	7,225	5,185	222	170	7,225	
	Non-HESA HEI	Total	9,075	2,481	273	11,829	9,811	1,745	273	11,829	9,724	1,832	273	11,829	9,292	2,264	273	11,829	9,292	2,264	273	11,829	
		Undergraduate	41	7	0	48	42	6	0	48	42	6	0	48	44	4	0	48	44	4	0	48	
		Postgraduate	59	13	0	72	63	9	0	72	59	13	0	72	59	13	0	72	59	13	0	72	
		Total	100	20	0	120	105	15	0	120	101	19	0	120	103	17	0	120	103	17	0	120	
		Postgraduate	557	129	40	726	595	91	40	726	579	107	40	726	549	137	40	726	549	137	40	726	
2006-07	HEI	Total	557	129	40	726	595	91	40	726	579	107	40	726	549	137	40	726	549	137	40	726	
		Undergraduate	3,629	920	103	4,652	3,978	571	103	4,652	4,007	542	103	4,652	3,866	683	103	4,652	3,866	683	103	4,652	
		Postgraduate	6,103	1,710	210	8,023	6,533	1,280	210	8,023	6,397	1,416	210	8,023	6,078	1,735	210	8,023	6,078	1,735	210	8,023	
		Total	9,732	2,630	313	12,675	10,511	1,851	313	12,675	10,404	1,958	313	12,675	9,944	2,418	313	12,675	9,944	2,418	313	12,675	
		Undergraduate	77	21	2	100	83	15	2	100	82	17	2	100	82	18	2	100	82	18	2	100	
	Non-HESA HEI	Postgraduate	4,015	887	140	5,042	4,455	447	140	5,042	4,307	595	140	5,042	4,307	595	140	5,042	4,307	595	140	5,042	
		Total	808	188	3	1,000	888	904	3	1,000	855	128	3	1,000	855	128	3	1,000	855	128	3	1,000	
		Postgraduate	5,588	1,331	190	7,109	6,015	904	190	7,109	5,687	1,232	190	7,109	5,687	1,232	190	7,109	5,687	1,232	190	7,109	
		Total	9,603	2,218	330	12,151	10,470	1,351	330	12,151	9,994	1,827	330	12,151	9,994	1,827	330	12,151	9,994	1,827	330	12,151	
		Undergraduate	37	12	0	49	42	7	0	49	43	6	0	49	43	6	0	49	43	6	0	49	
SCITT	Postgraduate	62	14	0	76	70	6	0	76	63	13	0	76	63	13	0	76	63	13	0	76		
	Total	99	26	0	125	112	13	0	125	106	19	0	125	106	19	0	125	106	19	0	125		
	Postgraduate	799	216	0	1,000	906	100	0	1,000	856	144	0	1,000	856	144	0	1,000	856	144	0	1,000		
	Total	577	102	72	751	605	74	72	751	571	108	148	751	571	108	148	751	571	108	148	751		
	Postgraduate	77	14	10	100	81	10	10	100	76	14	10	100	76	14	10	100	76	14	10	100		

Provider	Year	Institution type	Qualification achieved	Employment status during 1st year				Employment status during 2nd year				Employment status during 3rd year				Employment status during 4th year				Employment status during 5th year											
				Employed	Not employed	matched to GTCE	Not matched to GTCE	Total	Employed	Not employed	matched to GTCE	Not matched to GTCE	Total	Employed	Not employed	matched to GTCE	Not matched to GTCE	Total	Employed	Not employed	matched to GTCE	Not matched to GTCE	Total	Employed	Not employed	matched to GTCE	Not matched to GTCE	Total			
2007-08	HEI	Total	Total	577	102	72	751	605	74	72	751	571	108	72	751	571	108	72	751	571	108	72	751	571	108	72	751	571	108	72	751
			Undergraduate	77%	14%	10%	100%	81%	10%	10%	100%	76%	14%	10%	100%	76%	14%	10%	100%	76%	14%	10%	100%	76%	14%	10%	100%	76%	14%	10%	100%
			Postgraduate	4,052	899	140	5,091	4,497	454	140	5,091	4,350	601	140	5,091	4,350	601	140	5,091	4,350	601	140	5,091	4,350	601	140	5,091	4,350	601	140	5,091
			Total	80%	18%	3%	100%	88%	9%	3%	100%	85%	12%	3%	100%	85%	12%	3%	100%	85%	12%	3%	100%	85%	12%	3%	100%	85%	12%	3%	100%
			Undergraduate	6,227	1,447	262	7,936	6,690	984	262	7,936	6,321	1,353	262	7,936	6,321	1,353	262	7,936	6,321	1,353	262	7,936	6,321	1,353	262	7,936	6,321	1,353	262	7,936
			Postgraduate	78%	18%	3%	100%	84%	12%	3%	100%	80%	17%	3%	100%	80%	17%	3%	100%	80%	17%	3%	100%	80%	17%	3%	100%	80%	17%	3%	100%
			Total	10,279	2,346	402	13,027	11,187	1,438	402	13,027	10,671	1,954	402	13,027	10,671	1,954	402	13,027	10,671	1,954	402	13,027	10,671	1,954	402	13,027	10,671	1,954	402	13,027
			Undergraduate	79%	18%	3%	100%	86%	11%	3%	100%	82%	15%	3%	100%	82%	15%	3%	100%	82%	15%	3%	100%	82%	15%	3%	100%	82%	15%	3%	100%
			Postgraduate	4,405	763	116	5,284	4,490	678	116	5,284	4,284	763	116	5,284	4,284	763	116	5,284	4,284	763	116	5,284	4,284	763	116	5,284	4,284	763	116	5,284
			Total	83%	14%	2%	100%	88%	13%	2%	100%	85%	13%	2%	100%	85%	13%	2%	100%	85%	13%	2%	100%	85%	13%	2%	100%	85%	13%	2%	100%
2008-09	HEI	Total	Total	5,881	1,100	170	7,151	5,891	1,090	170	7,151	5,891	1,090	170	7,151	5,891	1,090	170	7,151	5,891	1,090	170	7,151	5,891	1,090	170	7,151	5,891	1,090	170	7,151
			Undergraduate	82%	15%	2%	100%	82%	15%	2%	100%	82%	15%	2%	100%	82%	15%	2%	100%	82%	15%	2%	100%	82%	15%	2%	100%	82%	15%	2%	100%
			Postgraduate	10,286	1,863	286	12,435	10,381	1,768	286	12,435	10,381	1,768	286	12,435	10,381	1,768	286	12,435	10,381	1,768	286	12,435	10,381	1,768	286	12,435	10,381	1,768	286	12,435
			Total	83%	15%	2%	100%	83%	14%	2%	100%	83%	14%	2%	100%	83%	14%	2%	100%	83%	14%	2%	100%	83%	14%	2%	100%	83%	14%	2%	100%
			Undergraduate	44	7	0	51	42	9	0	51	42	9	0	51	42	9	0	51	42	9	0	51	42	9	0	51	42	9	0	51
			Postgraduate	86%	14%	0%	100%	82%	18%	0%	100%	82%	18%	0%	100%	82%	18%	0%	100%	82%	18%	0%	100%	82%	18%	0%	100%	82%	18%	0%	100%
			Total	73	15	1	89	77	11	1	89	77	11	1	89	77	11	1	89	77	11	1	89	77	11	1	89	77	11	1	89
			Undergraduate	82%	17%	1%	100%	87%	12%	1%	100%	87%	12%	1%	100%	87%	12%	1%	100%	87%	12%	1%	100%	87%	12%	1%	100%	87%	12%	1%	100%
			Postgraduate	117	22	1	140	119	20	1	140	119	20	1	140	119	20	1	140	119	20	1	140	119	20	1	140	119	20	1	140
			Total	84%	16%	1%	100%	85%	14%	1%	100%	85%	14%	1%	100%	85%	14%	1%	100%	85%	14%	1%	100%	85%	14%	1%	100%	85%	14%	1%	100%
2008-09	SCITT	Total	Total	636	68	0	704	631	73	0	704	631	73	0	704	631	73	0	704	631	73	0	704	631	73	0	704	631	73	0	704
			Undergraduate	90%	10%	0%	100%	90%	10%	0%	100%	90%	10%	0%	100%	90%	10%	0%	100%	90%	10%	0%	100%	90%	10%	0%	100%	90%	10%	0%	100%
			Postgraduate	636	68	0	704	631	73	0	704	631	73	0	704	631	73	0	704	631	73	0	704	631	73	0	704	631	73	0	704
			Total	90%	10%	0%	100%	90%	10%	0%	100%	90%	10%	0%	100%	90%	10%	0%	100%	90%	10%	0%	100%	90%	10%	0%	100%	90%	10%	0%	100%
			Undergraduate	4,449	770	116	5,335	4,532	687	116	5,335	4,532	687	116	5,335	4,532	687	116	5,335	4,532	687	116	5,335	4,532	687	116	5,335	4,532	687	116	5,335
			Postgraduate	83%	14%	2%	100%	85%	13%	2%	100%	85%	13%	2%	100%	85%	13%	2%	100%	85%	13%	2%	100%	85%	13%	2%	100%	85%	13%	2%	100%
			Total	6,590	1,183	171	7,944	6,599	1,174	171	7,944	6,599	1,174	171	7,944	6,599	1,174	171	7,944	6,599	1,174	171	7,944	6,599	1,174	171	7,944	6,599	1,174	171	7,944
			Undergraduate	83%	15%	2%	100%	83%	15%	2%	100%	83%	15%	2%	100%	83%	15%	2%	100%	83%	15%	2%	100%	83%	15%	2%	100%	83%	15%	2%	100%
			Postgraduate	11,039	1,953	287	13,279	11,131	1,861	287	13,279	11,131	1,861	287	13,279	11,131	1,861	287	13,279	11,131	1,861	287	13,279	11,131	1,861	287	13,279	11,131	1,861	287	13,279
			Total	83%	15%	2%	100%	84%	14%	2%	100%	84%	14%	2%	100%	84%	14%	2%	100%	84%	14%	2%	100%	84%	14%	2%	100%	84%	14%	2%	100%
2008-09	HEI	Total	Total	4,354	947	127	5,428	4,354	947	127	5,428	4,354	947	127	5,428	4,354	947	127	5,428	4,354	947	127	5,428	4,354	947	127	5,428	4,354	947	127	5,428
			Undergraduate	80%	17%	2%	100%	80%	17%	2%	100%	80%	17%	2%	100%	80%	17%	2%	100%	80%	17%	2%	100%	80%	17%	2%	100%	80%	17%	2%	100%
			Postgraduate	5,584	1,308	257	7,149	5,584	1,308	257	7,149	5,584	1,308	257	7,149	5,584	1,308	257	7,149	5,584	1,308	257	7,149	5,584	1,308	257	7,149	5,584	1,308	257	7,149
			Total	78%	18%	4%	100%	78%	18%	4%	100%	78%	18%	4%	100%	78%	18%	4%	100%	78%	18%	4%	100%	78%	18%	4%	100%	78%	18%	4%	100%
			Undergraduate	9,938	2,255	384	12,577	9,938	2,255	384	12,577	9,938	2,255	384	12,577	9,938	2,255	384	12,577	9,938	2,255	384	12,577	9,938	2,255	384	12,577	9,938	2,255	384	12,577
			Postgraduate	79%	18%	3%	100%	79%	18%	3%	100%	79%	18%	3%	100%	79%	18%	3%	100%	79%	18%	3%	100%	79%	18%	3%	100%	79%	18%	3%	100%
			Total	43	10	0	53	43	10	0	53	43	10	0	53	43	10	0	53	43	10	0	53	43	10	0	53	43	10	0	53
			Undergraduate	81%	19%	0%	100%	81%	19%	0%	100%	81%	19%	0%	100%	81%	19%	0%	100%	81%	19%	0%	100%	81%	19%	0%	100%	81%	19%	0%	100%
			Postgraduate	78	12	3	93	78	12	3	93	78	12	3	93	78	12	3	93	78	12	3	93	78	12	3	93	78	12	3	93
			Total	84%	13%	3%	100%	84%	13%	3%	100%	84%	13%	3%	100%	84%	13%	3%	100%	84%	13%	3%	100%	84%	13%	3%	100%	84%	13%	3%	100%
2008-09	SCITT	Total	Total	121	22	3	146	121	22	3	146	121	22	3	146	121	22	3	146	121	22	3	146	121	22	3	146	121	22	3	146
			Undergraduate	83%	15%	2%	100%	83%	15%	2%	100%	83%	15%	2%	100%	83%	15%	2%	100%	83%	15%	2%	100%	83%	15%	2%	100%	83%	15%	2%	100%
			Postgraduate	667	86	0	753	667	86	0	753	667	86	0	753	667	86	0	753	667	86	0	753	667	86	0	753	667	86	0	753
			Total	89%	11%	0%	100%	89%	11%	0%	100%	89%	11%	0%	100%	89%	11%	0%	100%	89%	11%	0%	100%	89%	11%	0%	100%	89%	11%	0%	100%
			Undergraduate	667	86	0	753	667	86	0	753	667	86	0	753	667	86	0	753	667	86	0	753	667	86	0	753	667	86	0	753
			Postgraduate	89%	11%	0%	100%	89%	11%	0%	100%	89%	11%	0%	100%	89%	11%	0%	100%	89%	11										

Provider	Year	Institution type	Qualification achieved	Employment status during 1st year			Employment status during 2nd year			Employment status during 3rd year			Employment status during 4th year			Employment status during 5th year			
				Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data	
Non-HESA HEI			Undergraduate	192	45	0	184	119	14	0	133	78	6	0	84	30	6	0	36
			Postgraduate	337	71	24	339	195	35	20	250	150	24	20	174	73	9	20	102
			Total	839	232	29	1,100	839	232	29	1,100	839	232	29	1,100	839	232	29	1,100
SCITT			Postgraduate	2,962	567	205	2,981	1,736	336	205	2,277	1,119	274	133	1,526	539	168	93	800
			Total	2,962	567	205	2,981	1,736	336	205	2,277	1,119	274	133	1,526	539	168	93	800
			Total	19,567	4,943	599	25,109	16,749	2,407	472	19,628	12,205	1,732	356	14,293	7,702	1,284	216	9,202
Total			Undergraduate	30,782	8,112	1,140	40,034	26,234	4,925	880	32,039	19,161	4,225	709	24,095	12,231	3,397	447	16,159
			Postgraduate	50,349	13,055	1,739	65,143	42,983	7,352	1,352	51,667	31,366	5,957	1,065	38,388	20,017	4,681	663	25,361
			Total	77%	20%	3%	100%	83%	14%	3%	100%	82%	16%	3%	100%	79%	18%	3%	100%

**Annex D**

**EMPLOYMENT IN THE MAINTAINED SECTOR POST ITT—SECONDARY**

You are viewing a report of Advanced employment dataset, Qualification achieved and Institution type by Employment status during 1st year, Employment status during 2nd year, Employment status during 3rd year, Employment status during 4th year and Employment status during 5th year.

This is filtered by ITT phase/scope (Secondary) and Provision type (Mainstream) and is displaying value and row %.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.





Provider	Year	Institution type	Qualification achieved	Employment status during 1st year				Employment status during 2nd year				Employment status during 3rd year				Employment status during 4th year				Employment status during 5th year			
				Employed	Not employed	Not matched to GTCE	Total	Employed	Not employed	Not matched to GTCE	Total	Employed	Not employed	Not matched to GTCE	Total	Employed	Not employed	Not matched to GTCE	Total	Employed	Not employed	Not matched to GTCE	Total
2007-08	HEI	Total	Undergraduate	491	138	12	641	546	83	12	641	518	111	12	641	522	118	12	652	522	118	12	652
			Postgraduate	10,257	2,455	243	12,955	10,782	1,930	243	12,955	10,007	2,705	243	12,955	8,827	3,391	32	1,249	8,827	3,391	32	1,249
			Total	10,748	2,593	255	13,596	11,328	2,013	255	13,596	10,525	2,816	255	13,596	9,349	3,509	603	26,310	9,349	3,509	603	26,310
			Undergraduate	577	102	14	693	551	128	14	693	77%	21%	2%	100%	71%	27%	2%	100%	71%	27%	2%	100%
			Postgraduate	9,364	1,757	255	11,376	9,108	2,013	255	11,376	80%	18%	2%	100%	82%	15%	3%	100%	80%	18%	2%	100%
			Total	9,941	1,859	269	12,069	9,659	2,141	269	12,069	77%	21%	2%	100%	74%	23%	2%	100%	74%	23%	2%	100%
			Postgraduate	63	19	2	84	59	23	2	84	70%	27%	2%	100%	79%	20%	1%	100%	79%	20%	1%	100%
			Total	63	19	2	84	59	23	84	70%	27%	2%	100%	79%	20%	1%	100%	79%	20%	1%	100%	
			Postgraduate	638	86	0	724	612	112	0	724	70%	27%	2%	100%	70%	27%	2%	100%	70%	27%	2%	100%
			Total	638	86	0	724	612	112	0	724	85%	15%	0%	100%	85%	15%	0%	100%	85%	15%	0%	100%
2008-09	HEI	Total	Undergraduate	577	102	14	693	551	128	14	693	85%	15%	0%	100%	85%	15%	0%	100%	85%	15%	0%	100%
			Postgraduate	10,065	1,862	257	12,184	9,779	2,148	257	12,184	80%	18%	2%	100%	80%	18%	2%	100%	80%	18%	2%	100%
			Total	10,642	1,964	271	12,877	10,330	2,276	271	12,877	10,330	2,276	271	12,877	10,330	2,276	271	12,877	10,330	2,276	271	12,877
			Undergraduate	561	125	33	719	561	125	33	719	80%	18%	2%	100%	80%	18%	2%	100%	80%	18%	2%	100%
			Postgraduate	9,082	2,036	315	11,433	9,082	2,036	315	11,433	78%	17%	5%	100%	78%	17%	5%	100%	78%	17%	5%	100%
			Total	9,643	2,161	348	12,152	9,643	2,161	348	12,152	79%	18%	3%	100%	79%	18%	3%	100%	79%	18%	3%	100%
			Postgraduate	49	11	1	61	49	11	1	61	80%	18%	2%	100%	80%	18%	2%	100%	80%	18%	2%	100%
			Total	49	11	1	61	49	11	1	61	80%	18%	2%	100%	80%	18%	2%	100%	80%	18%	2%	100%
			Postgraduate	615	85	0	700	615	85	0	700	88%	12%	0%	100%	88%	12%	0%	100%	88%	12%	0%	100%
			Total	615	85	0	700	615	85	0	700	88%	12%	0%	100%	88%	12%	0%	100%	88%	12%	0%	100%
2008-09	HEI	Total	Undergraduate	561	125	33	719	561	125	33	719	80%	18%	2%	100%	80%	18%	2%	100%	80%	18%	2%	100%
			Postgraduate	9,746	2,152	316	12,194	9,746	2,152	316	12,194	78%	17%	5%	100%	78%	17%	5%	100%	78%	17%	5%	100%
			Total	10,307	2,257	349	12,913	10,307	2,257	349	12,913	80%	17%	3%	100%	80%	17%	3%	100%	80%	17%	3%	100%
			Undergraduate	2,538	673	91	3,302	2,538	673	91	3,302	80%	17%	3%	100%	80%	17%	3%	100%	80%	17%	3%	100%
			Postgraduate	45,783	12,874	1,350	60,007	45,783	12,874	1,350	60,007	77%	20%	3%	100%	77%	20%	3%	100%	77%	20%	3%	100%
			Total	48,321	13,547	1,441	63,309	48,321	13,547	1,441	63,309	76%	21%	2%	100%	76%	21%	2%	100%	76%	21%	2%	100%
			Postgraduate	281	103	4	388	281	103	4	388	76%	21%	2%	100%	76%	21%	2%	100%	76%	21%	2%	100%
			Total	281	103	4	388	281	103	4	388	76%	21%	2%	100%	76%	21%	2%	100%	76%	21%	2%	100%
			Postgraduate	839	232	29	1,100	839	232	29	1,100	72%	27%	1%	100%	72%	27%	1%	100%	72%	27%	1%	100%
			Total	839	232	29	1,100	839	232	29	1,100	76%	21%	3%	100%	76%	21%	3%	100%	76%	21%	3%	100%

Provider	Year	Institution type	Qualification achieved	Employment status during 1st year			Employment status during 2nd year			Employment status during 3rd year			Employment status during 4th year			Employment status during 5th year						
				Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total				
SCITT	Total	Postgraduate	2,754	555	225	3,534	2,216	393	225	2,834	1,550	335	225	2,110	929	250	191	1,370	454	124	76	654
		Total	2,754	555	225	3,534	2,216	393	225	2,834	1,550	335	225	2,110	929	250	191	1,370	454	124	76	654
Total	Total	Undergraduate	2,538	673	91	3,302	2,151	374	44	1,890	1,582	264	44	1,890	1,025	192	32	1,249	522	118	12	652
		Postgraduate	48,818	13,532	1,579	63,929	41,432	9,040	1,263	51,735	30,660	7,885	1,006	39,551	19,582	6,251	763	26,596	9,344	3,539	350	13,233
Total	Total	Total	51,356	14,205	1,670	67,231	43,583	9,414	1,321	54,318	32,242	8,149	1,050	41,441	20,607	6,443	795	27,845	9,866	3,657	362	13,885
		Total	76%	21%	2%	100%	80%	17%	2%	100%	78%	20%	3%	100%	74%	23%	3%	100%	71%	26%	3%	100%

**Annex E**

RETENTION—EBITT BY PROGRAMME TYPE

You are viewing a report of Advanced employment dataset, Programme type by Employment status during 1st year, Employment status during 2nd year, Employment status during 3rd year and Employment status during 4th year.

This is filtered by Provision type (EBITT) and is displaying value and row %.

This report was generated on 15/11/2011 at 14:19:04.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Year	Programme type	Employment status during 1st year			Employment status during 2nd year			Employment status during 3rd year			Employment status during 4th year			
			Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data	
Sector	2005-06	TFP	147	3	0	122	28	0	90	60	0	64	86	0	150
		OTT	1,060	34	55	932	162	55	830	264	55	740	354	55	1,149
		RTP	182	3	6	175	10	6	166	19	6	162	23	6	191
		GTP	4,401	148	52	4,108	441	52	3,984	565	52	3,792	757	52	4,601
		Total	5,790	188	113	5,337	641	113	5,070	908	113	4,758	1,220	113	6,091
	2006-07	TFP	199	2	6	175	26	6	130	71	6	207	20%	2%	207
		OTT	1,401	35	109	1,252	184	109	1,073	363	109	1,545	34%	3%	1,545
		RTP	172	10	39	172	10	39	168	14	39	221	23%	7%	221
		GTP	4,711	212	221	4,545	378	221	4,322	601	221	5,144	76%	6%	5,144
		Total	6,483	259	375	6,144	598	375	5,693	1,049	375	7,117	84%	4%	7,117
2007-08	TFP	234	2	40	183	53	40	130	80%	5%	276	15%	5%	276	
	OTT	1,121	41	101	936	226	101	744	18%	14%	1,263	19%	14%	1,263	
	RTP	128	5	16	128	5	16	128	5	16	149	8%	8%	149	
	GTP	4,620	91	113	4,516	395	113	4,403	86%	11%	4,824	7%	11%	4,824	
	Total	6,103	139	270	5,563	679	270	5,293	8%	2%	6,512	3%	2%	6,512	
2008-09	TFP	335	14	11	360	85%	4%	360	85%	4%	360	100%	4%	360	
	OTT	812	90	83	729	18%	8%	646	9%	8%	985	82%	9%	985	
	RTP	122	7	23	152	7%	23	129	3%	23	152	100%	7%	152	
	GTP	4,429	303	226	4,203	5%	226	3,977	15%	303	4,968	80%	5%	4,968	
	Total	5,698	414	353	5,345	6%	353	4,992	8%	353	6,465	88%	6%	6,465	
Total	TFP	915	21	57	837	107	46	480	220	131	64	86	0	150	
	OTT	4,394	200	348	3,846	17%	7%	3,770	62%	37%	4,357	43%	0%	4,357	
	RTP	604	25	84	520	14%	7%	513	71%	23%	643	64%	31%	643	
	GTP	18,161	754	622	17,385	4%	1,214	16,171	8,306	1,166	3,792	85%	12%	3,792	
	Total	24,074	1,000	1,111	22,963	10%	1,918	21,045	10,763	1,957	13,208	78%	20%	13,208	

**Annex E**

RETENTION—PRIMARY EBITT BY PROGRAMME TYPE

You are viewing a report of Advanced employment dataset, Programme type by Employment status during 1st year, Employment status during 2nd year, Employment status during 3rd year and Employment status during 4th year.

This is filtered by Year (2005–06, 2006–07, 2007–08, 2008–09), ITT phase/scope (Primary) and Provision type (EBITT) and is displaying value and row %.

This report was generated on 15/11/2011 at 14:28:36.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Year	Programme type	Employment status during 1st year Not matched to GTCE			Employment status during 2nd year Not matched to GTCE			Employment status during 3rd year Not matched to GTCE			Employment status during 4th year Not matched to GTCE				
			Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total		
Sector	2005-06	OTT	467	5	31	411	61	31	372	100	31	315	157	31	503	
		RTP	93%	1%	6%	82%	12%	6%	74%	20%	6%	63%	31%	6%	100%	
		GTP	134	3	5	128	9	5	124	13	5	123	14	5	142	
		Total	94%	2%	4%	90%	6%	4%	87%	9%	4%	87%	10%	4%	100%	
2006-07	OTT	OTT	1,522	76	17	1,458	140	17	1,426	172	17	1,354	244	17	1,615	
		RTP	94%	5%	1%	90%	9%	1%	88%	11%	1%	84%	15%	1%	100%	
		GTP	2,123	84	53	1,997	210	53	1,922	285	53	1,792	415	53	2,260	
		Total	94%	4%	2%	88%	9%	2%	85%	13%	2%	79%	18%	2%	100%	
2007-08	OTT	OTT	630	18	52	559	89	52	473	175	52	473	175	52	700	
		RTP	90%	3%	7%	80%	13%	7%	68%	25%	7%	63%	31%	7%	100%	
		GTP	1,677	90	81	1,662	105	81	1,603	164	81	1,603	164	81	1,848	
		Total	91%	5%	4%	90%	6%	4%	87%	9%	4%	81%	13%	6%	100%	
2008-09	OTT	OTT	2,432	117	165	2,347	202	165	2,202	347	165	2,202	347	165	2,714	
		RTP	90%	4%	6%	86%	7%	6%	81%	13%	6%	76%	5%	6%	100%	
		GTP	471	12	50	382	101	50	382	8	32	126	8	32	166	
		Total	88%	2%	9%	72%	19%	9%	66%	5%	19%	57%	10%	19%	100%	
Total	OTT	OTT	100	3	15	99	4	15	118	4	15	118	4	15	118	
		RTP	85%	3%	13%	84%	3%	13%	81%	3%	13%	76%	3%	13%	100%	
		GTP	1,560	23	33	1,482	101	33	1,482	101	33	1,616	101	33	1,616	
		Total	97%	1%	2%	92%	6%	2%	87%	9%	2%	81%	13%	2%	100%	
Total	RTP	OTT	2,131	38	98	1,963	206	98	2,267	206	98	2,267	206	98	2,267	
		RTP	94%	2%	4%	87%	9%	4%	81%	13%	4%	76%	10%	4%	100%	
		GTP	10	0	0	10	0	0	10	0	0	10	0	0	10	
		Total	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	
Total	GTP	OTT	379	48	41	468	41	48	468	41	48	468	41	48	468	
		RTP	81%	10%	9%	76%	15%	8%	70%	25%	7%	63%	31%	6%	100%	
		GTP	103	6	19	128	251	133	133	845	275	83	315	157	31	503
		Total	80%	5%	15%	75%	14%	8%	70%	23%	7%	63%	31%	6%	100%	
Total	GTP	OTT	1,542	83	87	1,712	83	87	1,712	83	87	1,712	83	87	1,712	
		RTP	90%	5%	5%	85%	5%	5%	80%	7%	5%	75%	5%	5%	100%	
		GTP	2,034	137	147	2,318	147	147	2,318	147	147	2,318	147	147	2,318	
		Total	88%	6%	6%	82%	6%	6%	76%	10%	6%	70%	10%	6%	100%	
Total	GTP	OTT	1,111	30	102	1,243	941	190	1,233	175	102	1,233	175	102	1,233	
		RTP	89%	2%	8%	83%	7%	8%	76%	15%	8%	70%	15%	8%	100%	
		GTP	1,947	83	174	2,204	1,352	251	1,352	251	133	1,736	275	83	1,203	
		Total	88%	4%	8%	80%	7%	8%	75%	10%	7%	70%	10%	7%	100%	
Total	GTP	OTT	462	21	71	554	353	21	426	21	52	426	21	52	500	
		RTP	83%	4%	13%	83%	5%	12%	81%	7%	12%	76%	7%	12%	100%	
		GTP	6,301	272	218	6,791	4,602	346	3,029	336	98	3,463	244	17	1,615	
		Total	93%	4%	3%	87%	7%	3%	84%	10%	3%	79%	15%	1%	100%	
Total	GTP	OTT	8,720	376	463	9,559	6,307	618	4,124	632	218	4,974	415	53	2,260	
		RTP	91%	4%	5%	87%	9%	4%	83%	13%	4%	79%	18%	2%	100%	
		GTP	10	0	0	10	0	0	10	0	0	10	0	0	10	
		Total	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	

**Annex E**

RETENTION—SECONDARY EBITT BY PROGRAMME TYPE

You are viewing a report of Advanced employment dataset, Programme type by Employment status during 1st year, Employment status during 2nd year, Employment status during 3rd year and Employment status during 4th year.

This is filtered by Year (2005–06, 2006–07, 2007–08, 2008–09), ITT phase/scope (Secondary) and Provision type (EBITT) and is displaying value and row %.

This report was generated on 15/11/2011 at 14:39:47.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Ev 250 Education Committee: Evidence

Provider	Year	Programme type	Employment status during 1st year			Employment status during 2nd year			Employment status during 3rd year			Employment status during 4th year				
			Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data		
Sector	2005-06	TTP	146	3	0	121	28	0	149	89	60	0	149	63	86	0
		OTT	578	29	22	509	98	22	629	446	161	22	100%	42%	194	22
		RTP	47	0	1	46	1	1	48	41	6	1	100%	66%	31%	3%
		GTP	2,849	72	35	2,624	297	35	2,956	2,531	390	35	100%	79%	19%	2%
		Total	3,620	104	58	3,300	424	58	3,782	3,107	617	58	100%	82%	17%	1%
	2006-07	TTP	198	2	6	174	26	6	206	129	71	6	206	77%	21%	2%
		OTT	763	17	55	686	94	55	835	593	187	55	100%	63%	34%	3%
		RTP	43	1	7	44	2	7	53	40	6	7	100%	71%	22%	7%
		GTP	3,014	122	137	2,863	273	137	3,273	2,699	437	137	100%	75%	11%	13%
		Total	4,020	142	205	3,767	395	205	4,367	3,461	701	205	100%	82%	13%	4%
2007-08	TTP	234	2	40	183	53	40	276	183	53	40	276	79%	16%	5%	
	OTT	639	29	47	544	124	47	715	544	124	47	100%	66%	19%	14%	
	RTP	28	2	1	29	1	1	31	29	1	1	100%	76%	17%	7%	
	GTP	3,050	68	79	2,824	294	79	3,197	2,824	294	79	100%	94%	3%	3%	
	Total	3,951	101	167	3,580	472	167	4,219	3,580	472	167	100%	88%	9%	2%	
2008-09	TTP	325	14	11	350	11%	4%	100%	85%	11%	4%	100%	85%	11%	4%	
	OTT	432	42	42	516	42	42	516	432	42	42	100%	100%	100%	100%	
	RTP	19	1	4	24	4	4	24	19	1	4	100%	100%	100%	100%	
	GTP	2,882	220	149	3,251	149	149	3,251	2,882	220	149	100%	100%	100%	100%	
	Total	3,658	277	206	4,141	206	206	4,141	3,658	277	206	100%	100%	100%	100%	
Total	TTP	903	21	57	981	478	107	631	218	131	6	355	63	86	0	
	OTT	2,412	117	166	1,739	316	124	2,179	1,039	348	77	1,464	413	194	22	
	RTP	139	4	13	119	4	9	132	81	12	8	101	38	9	1	
	GTP	11,795	482	400	8,311	864	251	9,426	5,230	827	172	6,229	2,411	510	35	
	Total	15,249	624	636	10,647	1,291	430	12,568	6,568	1,318	263	8,149	2,925	799	58	
			92%	4%	4%	86%	10%	100%	81%	16%	3%	100%	77%	21%	2%	



**Annex F**

**HEI PRIMARY EMPLOYMENT OVER FOUR YEARS 2:1 OR BETTER UK DEGREE**

You are viewing a report of Advanced employment dataset, Classification of first degree (UK) by Employment status during 1st year, Employment status during 2nd year, Employment status during 3rd year and Employment status during 4th year.

This is filtered by Year (2005–06, 2006–07, 2007–08, 2008–09), ITT phase/scope (Primary) and Institution type (HEI, NonHEI (data gathered under Scitt process), Non-HESA HEI) and is displaying value and row %.

This report was generated on 22/11/2011 at 16:19:36.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Year	Classification of first degree (UK)	Employment status during 1st year			Employment status during 2nd year			Employment status during 3rd year			Employment status during 4th year					
			Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data			
Sector	2005-06	Not applicable	3,773	1,112	115	4,133	752	115	5,000	4,154	731	115	5,000	4,001	884	115	5,000
		Total with 2:1 and above	75%	22%	2%	83%	15%	2%	100%	83%	15%	2%	100%	80%	18%	2%	100%
		Total	3,470	779	70	3,680	569	70	4,319	3,588	661	70	4,319	3,408	841	70	4,319
2006-07	Not applicable	Total with 2:1 and above	9,175	2,501	273	9,916	1,760	273	11,949	9,825	1,851	273	11,949	9,395	2,281	273	11,949
		Total	77%	21%	2%	83%	15%	2%	100%	82%	15%	2%	100%	79%	19%	2%	100%
		Total with 2:1 and above	4,215	1,064	162	4,671	608	162	5,441	4,498	781	162	5,441	4,255	541	162	5,441
2007-08	Not applicable	Total with 2:1 and above	3,534	650	71	3,751	433	71	4,255	3,541	643	71	4,255	3,541	71	4,255	
		Total	83%	15%	2%	88%	10%	2%	100%	83%	15%	2%	100%	83%	15%	2%	100%
		Total with 2:1 and above	9,702	2,244	330	10,582	1,364	330	12,276	10,100	1,846	330	12,276	10,100	1,846	330	12,276
2008-09	Not applicable	Total with 2:1 and above	4,611	825	136	4,695	841	136	5,672	4,695	841	136	5,672	4,695	841	136	5,672
		Total	81%	16%	2%	83%	15%	2%	100%	83%	15%	2%	100%	83%	15%	2%	100%
		Total with 2:1 and above	3,790	534	66	3,791	533	66	4,390	3,791	533	66	4,390	3,791	533	66	4,390
Total	Not applicable	Total	10,403	1,885	287	12,575	1,788	287	12,575	10,500	1,788	287	12,575	10,500	1,788	287	12,575
		Total with 2:1 and above	3,693	666	56	4,415	666	56	5,860	4,415	666	56	5,860	4,415	666	56	5,860
		Total	10,059	2,277	387	12,723	1,788	387	14,415	10,059	1,788	387	12,723	10,059	1,788	387	12,723
Total	Not applicable	Total with 2:1 and above	17,218	4,198	557	21,973	2,201	413	16,113	13,499	2,201	413	16,113	13,499	2,201	413	16,113
		Total	78%	19%	3%	84%	14%	3%	100%	84%	14%	3%	100%	80%	18%	2%	100%
		Total with 2:1 and above	14,487	2,629	263	17,379	1,535	207	12,964	7,129	1,504	141	8,574	3,408	841	70	4,319
Total	Not applicable	Total	39,339	8,907	1,277	49,523	4,912	890	36,800	19,925	3,697	603	24,225	9,395	2,281	273	11,949
		Total with 2:1 and above	79%	18%	3%	84%	13%	2%	100%	84%	13%	2%	100%	79%	19%	2%	100%
		Total	39,339	8,907	1,277	49,523	4,912	890	36,800	19,925	3,697	603	24,225	9,395	2,281	273	11,949

**Annex F**

HEI SECONDARY EMPLOYMENT OVER FOUR YEARS 2:1 OR BETTER UK DEGREE

You are viewing a report of Advanced employment dataset, Classification of first degree (UK) by Employment status during 1st year, Employment status during 2nd year, Employment status during 3rd year and Employment status during 4th year.

This is filtered by Year (2005–06, 2006–07, 2007–08, 2008–09), ITT phase/scope (Secondary) and Institution type (HEI, NonHEI (data gathered under Scitt process), Non-HESA HEI) and is displaying value and row %.

This report was generated on 22/11/2011 at 16:21:15.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Year	Classification of first degree (UK)	Employment status during 1st year			Employment status during 2nd year			Employment status during 3rd year			Employment status during 4th year		
			Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data
Sector	2005-06	Not applicable	947	350	45	276	45	1,342	988	309	45	901	396	45
		Total with 2:1 and above	71%	26%	3%	21%	3%	100%	74%	23%	3%	67%	30%	3%
		Total	5,550	1,449	132	1,126	132	7,131	5,687	1,312	132	5,519	1,680	132
2006-07	2006-07	Not applicable	9,968	2,958	318	2,225	318	13,244	10,381	2,545	318	9,649	3,277	318
		Total with 2:1 and above	75%	22%	2%	17%	2%	100%	78%	19%	2%	73%	25%	2%
		Total	9,968	2,958	318	2,225	318	13,244	10,381	2,545	318	9,649	3,277	318
2007-08	2007-08	Not applicable	961	344	52	269	52	1,357	938	367	52	1,357	396	45
		Total with 2:1 and above	71%	25%	4%	20%	4%	100%	69%	27%	4%	100%	30%	3%
		Total	5,605	1,174	65	947	65	6,844	5,450	1,329	65	6,844	1,680	132
2008-09	2008-09	Not applicable	82%	17%	1%	14%	1%	100%	80%	19%	1%	100%	24%	2%
		Total with 2:1 and above	82%	17%	1%	14%	1%	100%	80%	19%	1%	100%	24%	2%
		Total	10,147	2,488	221	1,924	221	12,856	9,954	2,681	221	12,856	3,277	318
Total	Total	Not applicable	1,052	269	44	331	44	1,365	988	309	45	901	396	45
		Total with 2:1 and above	77%	20%	3%	24%	3%	100%	77%	21%	2%	100%	30%	3%
		Total	5,441	922	90	1,077	90	6,453	5,286	1,312	90	6,453	1,680	132
2008-09	2008-09	Not applicable	10,004	1,878	271	2,164	271	12,153	9,718	2,164	271	12,153	3,277	318
		Total with 2:1 and above	82%	15%	2%	18%	2%	100%	80%	18%	2%	100%	25%	2%
		Total	1,038	357	62	457	62	1,457	1,038	357	62	1,457	396	45
Total	Total	Not applicable	5,370	1,016	119	1,119	119	6,505	3,047	876	141	4,064	396	45
		Total with 2:1 and above	83%	16%	2%	18%	2%	100%	79%	18%	3%	100%	30%	3%
		Total	9,692	2,172	349	1,823	349	12,213	9,692	2,172	349	12,213	3,277	318
Total	Total	Not applicable	3,998	1,320	203	1,513	203	5,521	3,047	876	141	4,064	396	45
		Total with 2:1 and above	72%	24%	4%	22%	3%	100%	71%	25%	4%	100%	30%	3%
		Total	21,966	4,561	406	3,150	287	20,428	11,137	2,641	197	13,975	1,680	132
Total	Total	Not applicable	82%	17%	2%	15%	1%	100%	80%	19%	1%	100%	24%	2%
		Total with 2:1 and above	82%	17%	2%	15%	1%	100%	80%	19%	1%	100%	24%	2%
		Total	39,811	9,496	1,159	6,313	810	38,253	20,335	5,226	539	26,100	3,277	318
Total	Total	Not applicable	79%	19%	2%	17%	2%	100%	78%	20%	2%	100%	25%	2%
		Total with 2:1 and above	79%	19%	2%	17%	2%	100%	78%	20%	2%	100%	25%	2%
		Total	13,244	3,277	318	3,277	318	13,244	3,277	318	318	13,244	3,277	318

**Annex F**

HEI SECONDARY EMPLOYMENT OVER FOUR YEARS POOR DEGREE

You are viewing a report of Advanced employment dataset, Employment status during 1st year, Employment status during 2nd year, Employment status during 3rd year and Employment status during 4th year.

This is filtered by Year (2005–06, 2006–07, 2007–08, 2008–09), ITT phase/scope (Secondary), Institution type (HEI, NonHEI (data gathered under Scitt process), Non-HESA HEI) and Classification of first degree (UK) (2:2, 3, Pass, Class not known) and is displaying value and row %.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Year	Employment status during 1st year Not matched to GTCE			Employment status during 2nd year Not matched to GTCE			Employment status during 3rd year Not matched to GTCE			Employment status during 4th year Not matched to GTCE		
		Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total
Sector	2005-06	3,465 73%	1,157 24%	4,762 100%	821 17%	140 3%	4,762 100%	3,700 78%	922 19%	4,762 100%	3,423 72%	1,199 25%	4,762 100%
	2006-07	3,577 77%	968 21%	4,646 100%	707 15%	101 2%	4,646 100%	3,561 77%	984 21%	4,646 100%	3,423 72%	1,199 25%	4,762 100%
	2007-08	3,500 81%	687 16%	4,310 100%	754 17%	123 3%	4,310 100%	3,433 80%	877 20%	4,310 100%	3,423 72%	1,199 25%	4,762 100%
	2008-09	3,269 77%	798 19%	4,221 100%	2,282 54%	364 9%	3,718 88%	2,261 54%	1,906 44%	3,718 88%	3,423 72%	1,199 25%	4,762 100%
Total	13,811 77%	3,610 20%	17,939 100%	11,072 62%	364 2%	13,718 76%	7,261 40%	1,906 14%	13,718 76%	9,408 53%	3,423 25%	1,199 9%	4,762 35%

**Annex F**

**HEI PRIMARY EMPLOYMENT OVER FOUR YEARS POOR DEGREE**

You are viewing a report of Advanced employment dataset, Employment status during 1st year, Employment status during 2nd year, Employment status during 3rd year and Employment status during 4th year.

This is filtered by Year (2005–06, 2006–07, 2007–08, 2008–09), ITT phase/scope (Primary), Institution type (HEI, NonHEI (data gathered under Scitt process), Non-HESA HEI) and Classification of first degree (UK) (2:2, 3, Pass, Class not known) and is displaying value and row %.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Year	Employment status during 1st year			Employment status during 2nd year			Employment status during 3rd year			Employment status during 4th year				
		Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data		
Sector	2005-06	1,926	608	87	2,097	437	87	2,621	2,078	456	87	1,980	554	87	2,621
		73%	23%	3%	80%	17%	3%	100%	79%	17%	3%	76%	21%	3%	100%
		1,943	524	97	2,148	319	97	2,564	2,050	417	97	1,980	554	87	2,621
		76%	20%	4%	84%	12%	4%	100%	80%	16%	4%	76%	21%	3%	100%
	2007-08	1,997	425	84	2,009	413	84	2,306							
		80%	17%	3%	80%	16%	3%	100%							
	2008-09	1,734	511	182	2,427										
		71%	21%	7%	100%										
	Total	7,600	2,068	450	10,118	1,169	268	7,691	4,128	873	184	1,980	554	87	2,621
		75%	20%	4%	81%	15%	3%	100%	80%	17%	4%	76%	21%	3%	100%



**Annex G**

**GTP MATHEMATICS—EMPLOYMENT OVER FOUR YEARS 2:1 OR BETTER DEGREES**

You are viewing a report of Advanced employment dataset, Classification of first degree (UK) by Employment status during 1st year, Employment status during 2nd year, Employment status during 3rd year and Employment status during 4th year.

This is filtered by Year (2005–06, 2006–07, 2007–08, 2008–09), Programme type (GTP) and Subject (publication) (Mathematics) and is displaying value and row %.

This report was generated on 21/11/2011 at 12:52:35.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Year	Classification of first degree (UK)	Employment status during 1st year			Employment status during 2nd year			Employment status during 3rd year			Employment status during 4th year						
			Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data	Employed	Not employed	Not matched to GTCE data				
Sector	2005-06	Not applicable	37	1	4	34	4	1	39	33	5	1	39	31	7	1	39	
		Total with 2:1 and above	95%	3%	113	100%	10%	17	100%	100%	85%	13%	3%	100%	79%	18%	3%	100%
		Total	278	8	289	251	35	289	289	289	249	37	3	289	237	49	3	289
2006-07	Not applicable	33	3	3	31	5	0	36	32	4	0	36	32	4	0	36		
	Total with 2:1 and above	92%	8%	111	100%	14%	15	100%	100%	86%	11%	0%	100%	89%	0%	100%	100%	
	Total	254	10	272	238	26	8	272	226	38	8	272	226	38	8	272	272	
2007-08	Not applicable	27	1	2	26	2	0	28	28	0	0	28	28	0	0	28		
	Total with 2:1 and above	96%	4%	94	100%	7%	9	100%	100%	93%	7%	0%	100%	93%	7%	0%	100%	
	Total	234	6	245	220	20	5	245	200	20	5	245	200	20	5	245	245	
2008-09	Not applicable	41	4	4	41	8	0	45	45	0	0	45	45	0	0	45		
	Total with 2:1 and above	91%	9%	104	100%	10%	11	100%	100%	88%	10%	3%	100%	83%	14%	3%	100%	
	Total	260	16	281	260	26	2	288	226	38	8	272	226	38	8	272	272	
Total	Not applicable	138	9	9	138	11	1	148	148	9	1	148	148	9	1	148		
	Total with 2:1 and above	93%	6%	422	100%	11%	41	100%	100%	87%	12%	1%	100%	87%	12%	1%	100%	
	Total	1,026	40	1,026	919	81	16	1,026	806	75	11	1,026	806	75	11	1,026	1,026	

**Annex G**

**SCITT MATHEMATICS—EMPLOYMENT OVER FOUR YEARS—POOR DEGREES**

You are viewing a report of Advanced employment dataset, Employment status during 1st year, Employment status during 2nd year, Employment status during 3rd year and Employment status during 4th year.

This is filtered by Year (2005–06, 2006–07, 2007–08, 2008–09), Institution type (SCITT), Classification of first degree (UK) (2:2, 3, Pass, Class not known) and Subject (publication) (Mathematics) and is displaying value and row %.

This report was generated on 21/11/2011 at 13:00:44.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Year	Employment status during 1st year Not matched to GTCE			Employment status during 2nd year Not matched to GTCE			Employment status during 3rd year Not matched to GTCE			Employment status during 4th year Not matched to GTCE		
		Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total
Sector	2005-06	29 85%	3 9%	34 100%	28 82%	4 12%	34 100%	28 82%	4 12%	34 100%	27 79%	5 15%	34 100%
	2006-07	30 77%	7 18%	39 100%	34 87%	3 8%	39 100%	30 77%	7 18%	39 100%	30 77%	2 5%	34 100%
	2007-08	30 94%	2 6%	32 100%	29 91%	3 9%	32 100%	29 91%	0 0%	32 100%	29 91%	0 0%	32 100%
	2008-09	33 94%	2 6%	35 100%	33 94%	2 6%	35 100%	33 94%	2 6%	35 100%	33 94%	2 6%	35 100%
Total		122 87%	14 10%	140 100%	91 87%	10 10%	105 100%	58 79%	11 15%	73 100%	27 79%	5 15%	34 100%

March 2012

**Annex G**

**GTP MATHEMATICS—EMPLOYMENT OVER FOUR YEARS—POOR DEGREES**

You are viewing a report of Advanced employment dataset, Employment status during 1st year, Employment status during 2nd year, Employment status during 3rd year and Employment status during 4th year.

This is filtered by Year (2005–06, 2006–07, 2007–08, 2008–09), Programme type (GTP), Classification of first degree (UK) (2:2, 3, Pass, Class not known) and Subject (publication) (Mathematics) and is displaying value and row %.

This report was generated on 21/11/2011 at 12:55:35.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Year	Employment status during 1st year Not matched to GTCE			Employment status during 2nd year Not matched to GTCE			Employment status during 3rd year Not matched to GTCE			Employment status during 4th year Not matched to GTCE		
		Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total
Sector	2005-06	128	3	131	117	14	131	118	13	131	112	19	131
		98%	2%	100%	89%	11%	100%	90%	10%	100%	85%	15%	100%
	2006-07	110	1	117	105	6	117	96	15	117	96	6	117
		94%	1%	100%	90%	5%	100%	82%	13%	100%	82%	5%	100%
	2007-08	113	3	118	107	9	118	107	9	118	107	2	118
		96%	3%	100%	91%	8%	100%	91%	2%	100%	91%	2%	100%
	2008-09	114	8	124	329	29	366	214	28	248	112	19	131
		92%	6%	100%	90%	8%	100%	86%	11%	100%	85%	15%	100%
Total		465	15	490	329	29	366	214	28	248	112	19	131
		95%	3%	100%	90%	8%	100%	86%	11%	100%	85%	15%	100%

March 2012

#### HEI MATHEMATICS—EMPLOYMENT OVER FOUR YEARS 2:1 OR BETTER DEGREES

You are viewing a report of Advanced employment dataset, Classification of first degree (UK) by Employment status during 1st year, Employment status during 2nd year, Employment status during 3rd year and Employment status during 4th year.

This is filtered by Year (2005–06, 2006–07, 2007–08, 2008–09), ITT phase/scope (Secondary), Institution type (HEI, NonHEI (data gathered under Scitt process), Non-HESA HEI) and Subject (publication) (Mathematics) and is displaying value and row %.

This report was generated on 22/11/2011 at 12:22:11.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Year	Classification of first degree (UK)	Employment status during 1st year			Employment status during 2nd year			Employment status during 3rd year			Employment status during 4th year						
			Employed	Not employed	Not matched to GTCE data	Total	Employed	Not employed	Not matched to GTCE data	Total	Employed	Not employed	Not matched to GTCE data	Total				
Sector	2005-06	Not applicable	105	25	4	134	108	22	4	134	102	28	4	134	94	36	4	134
		Total with 2:1 and above	78%	19%	3%	100%	81%	16%	3%	100%	76%	21%	3%	100%	70%	27%	3%	100%
		Total	509	108	9	626	520	97	9	626	492	125	9	626	452	165	9	626
2006-07	Not applicable	Total with 2:1 and above	1,108	280	36	1,424	1,160	228	36	1,424	1,115	273	36	1,424	1,025	363	36	1,424
		Total	78%	20%	3%	100%	81%	16%	3%	100%	78%	19%	3%	100%	72%	25%	3%	100%
		Total with 2:1 and above	110	34	9	153	112	32	9	153	96	48	9	153	94	53	9	153
2007-08	Not applicable	Total with 2:1 and above	515	94	11	620	524	85	11	620	479	130	11	620	452	165	9	626
		Total	1,173	250	32	1,455	1,216	207	32	1,455	1,114	309	32	1,455	1,025	363	36	1,424
		Total with 2:1 and above	114	27	6	147	100	41	6	147	77%	21%	2%	100%	72%	25%	3%	100%
2008-09	Not applicable	Total with 2:1 and above	78%	18%	4%	100%	68%	28%	4%	100%	68%	28%	4%	100%	68%	28%	4%	100%
		Total	485	73	16	574	463	95	16	574	463	95	16	574	463	95	16	574
		Total with 2:1 and above	1,066	173	35	1,274	1,018	221	35	1,274	1,018	221	35	1,274	1,018	221	35	1,274
Total	Not applicable	Total with 2:1 and above	1,129	217	40	1,386	1,129	217	40	1,386	1,025	309	32	1,455	1,025	363	36	1,424
		Total	81%	16%	3%	100%	81%	16%	3%	100%	77%	21%	2%	100%	72%	25%	3%	100%
		Total with 2:1 and above	449	113	30	592	449	113	30	592	449	113	30	592	449	113	30	592
Total	Not applicable	Total with 2:1 and above	2,007	357	47	2,411	1,507	277	36	1,820	971	255	20	1,246	94	36	4	134
		Total	83%	15%	5%	100%	83%	15%	5%	100%	78%	20%	5%	100%	72%	26%	5%	100%
		Total with 2:1 and above	4,476	920	143	5,539	3,394	656	103	4,153	2,229	582	68	2,879	1,025	363	36	1,424
Total	81%	17%	5%	100%	82%	16%	5%	100%	77%	20%	5%	100%	72%	25%	5%	100%		



#### HEI MATHEMATICS—EMPLOYMENT OVER FOUR YEARS—POOR DEGREES

You are viewing a report of Advanced employment dataset, Employment status during 1st year, Employment status during 2nd year, Employment status during 3rd year and Employment status during 4th year.

This is filtered by Year (2005–06, 2006–07, 2007–08, 2008–09), ITT phase/scope (Secondary), Institution type (HEI, NonHEI (data gathered under Scitt process), Non-HESA HEI), Classification of first degree (UK) (2:2, 3, Pass, Class not known) and Subject (publication) (Mathematics) and is displaying value and row %.

This report was generated on 22/11/2011 at 12:25:44.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Year	Employment status during 1st year Not matched to GTCE			Employment status during 2nd year Not matched to GTCE			Employment status during 3rd year Not matched to GTCE			Employment status during 4th year Not matched to GTCE		
		Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total
Sector	2005-06	491	147	661	529	109	661	518	120	661	476	162	661
		74%	22%	100%	80%	16%	100%	78%	18%	100%	72%	25%	100%
2006-07		547	121	680	578	90	680	537	131	680			680
		80%	18%	100%	85%	13%	100%	79%	19%	100%			100%
2007-08		466	73	551	454	85	551						
		85%	13%	100%	82%	15%	100%						
2008-09		511	108	636									
		80%	17%	100%									
Total		2,015	449	2,528	1,561	284	1,892	1,055	251	1,341	476	162	661
		80%	18%	100%	83%	15%	100%	79%	19%	100%	72%	25%	100%

Employment data are available for NQTs completing their ITT in 2004-05, 2005-06, 2006-07 and 2007-08. The latest school attainment data and deprivation indicators relate to the academic year 06/07.

## Further written evidence submitted by TDA Annex H

## REASONS GIVEN FOR A TEACHER'S CONTRACT ENDING DURING THE 2009–10 ACADEMIC YEAR. COVERAGE: HEAD COUNT OF TEACHERS IN PUBLICLY FUNDED SCHOOLS IN ENGLAND

Description of destination	Number	Percentage
<b>Remaining in the publicly funded schools sector</b>		
Change of Contract, (remaining in the same school)	19,640	16.0
Remaining in the same LA area—Other (including central staff <sup>1</sup> )	2,150	1.8
Remaining in the same LA area—Primary School	20,300	16.6
Remaining in the same LA area—Secondary School	11,040	9.0
Move to another LA area—Other (including central staff <sup>1</sup> )	540	0.4
Move to another LA area—Primary School	4,330	3.5
Move to another LA area—Secondary School	4,570	3.7
<b>Total</b>	<b>62,570</b>	<b>51.1</b>
<b>Other education sector employment</b>		
University, FE/HE college in UK	230	0.2
Independent school	620	0.5
Sixth form college—same LA area	60	0.1
Education post outside UK	1,360	1.1
Sixth form college—other LA area	90	0.1
<b>Total</b>	<b>2,370</b>	<b>1.9</b>
<b>Employment outside the education sector</b>		
Non-education employment—other employment	430	0.3
Non-education employment—public sector	160	0.1
Non-education employment—self-employment	180	0.1
<b>Total</b>	<b>770</b>	<b>0.6</b>
<b>Other</b>		
Retirement—Normal Age	4,930	4.0
Retirement—Ill Health	470	0.4
Retirement—Premature	2,980	2.4
Maternity/Paternity/Break for family reasons	1,400	1.1
Deceased	210	0.2
None	280	0.2
<b>Total</b>	<b>10,270</b>	<b>8.4</b>
<b>Unknown destinations.</b>		
Other unspecified destination	12,690	10.4
Not Known	30,110	24.6
No destination information supplied, (Missing)	3,690	3.0
<b>Total</b>	<b>46,490</b>	<b>38.0</b>
<b>Total all contracts</b>	<b>122,460</b>	<b>100.0</b>

Source: School Workforce Census

1. Central staff are those teachers employed directly by local authorities and are not attached Numbers are rounded to the nearest 10.

March 2012

Annex I

## 09/10 EMPLOYMENT AT SIX MONTHS

You are viewing a report of General profiles data, Course type and Qualification aim and Institution type by Employment status (full, incl. EBITT).

This is filtered by Academic year (2009–10), First/Final year (Final year), Assessment based (No) and QTS Awards (Awarded QTS) and is displaying value and row %.

This report was generated on 15/11/2011 at 13:23:29.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.



Provider	Institution type	Qualification aim	Course type	Employment status (full, incl. EBITT)						Total
				In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching post: sector not known	Seeking teaching post	Not seeking teaching post	Not known	
Non-HESA HEI	Undergraduate	Total	Total	18,400	1,516	1,368	2,025	1,305	1,956	26,570
			Primary	69%	6%	5%	8%	5%	7%	100%
	Postgraduate	Total	Primary	18	1	1	1	0	23	44
			Secondary	41%	2%	2%	2%	0%	52%	100%
	Total	Primary	Primary	18	1	1	1	0	23	44
			Secondary	41%	2%	2%	2%	0%	52%	100%
	Total	Primary	Primary	51	1	2	2	0	32	88
			Secondary	58%	1%	2%	2%	0%	36%	100%
	Total	Secondary	Primary	41	2	5	2	0	68	118
			Secondary	35%	2%	4%	2%	0%	58%	100%
Total	Primary	Primary	92	3	7	4	0	100	206	
		Secondary	45%	1%	3%	2%	0%	49%	100%	
Total	Secondary	Primary	69	2	3	3	0	55	132	
		Secondary	52%	2%	2%	2%	0%	42%	100%	
Total	Primary	Primary	41	2	5	2	0	68	118	
		Secondary	35%	2%	4%	2%	0%	58%	100%	
Total	Secondary	Primary	110	4	8	5	0	123	250	
		Secondary	44%	2%	3%	2%	0%	49%	100%	
SCITT	Postgraduate	Total	Primary	642	49	16	104	12	15	838
			Secondary	77%	6%	2%	12%	1%	2%	100%
	Total	Primary	Primary	590	29	43	63	12	27	764
			Secondary	77%	4%	6%	8%	2%	4%	100%
	Total	Secondary	Primary	1,232	78	59	167	24	42	1,602
			Secondary	77%	5%	4%	10%	1%	3%	100%
	Total	Primary	Primary	642	49	16	104	12	15	838
			Secondary	77%	6%	2%	12%	1%	2%	100%
	Total	Secondary	Primary	590	29	43	63	12	27	764
			Secondary	77%	4%	6%	8%	2%	4%	100%
Total	Primary	Primary	1,232	78	59	167	24	42	1,602	
		Secondary	77%	5%	4%	10%	1%	3%	100%	
Total	Undergraduate	Total	Primary	3,510	153	247	508	279	515	5,212
			Secondary	67%	3%	5%	10%	5%	10%	100%
Total	Undergraduate	Total	Primary	505	37	62	66	42	52	764
			Secondary	66%	5%	8%	9%	5%	7%	100%

Provider	Institution type	Qualification aim	Course type	Employment status (full, incl. EBITT)						Total
				In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching post: sector not known	Seeking teaching post	Not seeking teaching post	Not known	
			Total	4,121 67%	200 3%	316 5%	594 10%	327 5%	587 10%	6,145 100%
		Postgraduate	Primary	7,484 71%	412 4%	462 4%	788 8%	359 3%	972 9%	10,477 100%
			Secondary	12,522 71%	1,256 7%	898 5%	1,083 6%	693 4%	1,307 7%	17,759 100%
			Total	20,165 71%	1,694 6%	1,404 5%	1,889 7%	1,064 4%	2,319 8%	28,535 100%
	Total		Primary	10,994 70%	565 4%	709 5%	1,296 8%	638 4%	1,487 9%	15,689 100%
			Secondary	13,027 70%	1,293 7%	960 5%	1,149 6%	735 4%	1,359 7%	18,523 100%
			Total	24,286 70%	1,894 5%	1,720 5%	2,483 7%	1,391 4%	2,906 8%	34,680 100%

**Annex I**

09/10 EMPLOYMENT AT SIX MONTHS BY DEGREE CLASS (UK)

You are viewing a report of General profiles data, Course type and Institution type and Classification of first degree (UK) by Employment status (full, incl. EBITT).

This is filtered by Academic year (2009–10), First/Final year (Final year), Assessment based (No) and QTS Awards (Awarded QTS) and is displaying value and row %.

This report was generated on 15/11/2011 at 13:30:01.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Institution type	Course type	Classification of first degree (UK)	Employment status (full, incl. EBITT)						Total
				In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching post: sector not known	Seeking teaching post	Not seeking teaching post	Not known	
Sector	EBITT	Primary	Not applicable	266	19	24	11	2	139	461
			1st	58%	4%	5%	2%	0%	30%	100%
			2:1	141	5	3	4	1	15	169
			2:2	83%	3%	2%	2%	1%	9%	100%
			3	638	29	28	47	6	93	841
			Total	76%	3%	3%	6%	1%	11%	100%
			Not applicable	350	15	20	28	2	70	485
			1st	72%	3%	4%	6%	0%	14%	100%
			2:1	51	1	6	4	2	8	72
			2:2	71%	1%	8%	6%	3%	11%	100%
Sector	EBITT	Secondary	Total	1,502	69	89	100	14	334	2,108
			Not applicable	71%	3%	4%	5%	1%	16%	100%
			1st	443	29	26	24	9	96	627
			2:1	71%	5%	4%	4%	1%	15%	100%
			2:2	364	33	14	8	7	33	459
			3	79%	7%	3%	2%	2%	7%	100%
			Total	1,280	101	75	72	17	164	1,709
			Not applicable	75%	6%	4%	4%	1%	10%	100%
			1st	731	49	47	57	14	109	1,007
			2:1	73%	5%	5%	6%	1%	11%	100%
Sector	EBITT	Total	Total	95	5	5	14	1	15	135
			Not applicable	70%	4%	4%	10%	1%	11%	100%
			1st	3,034	225	172	186	48	437	4,102
			2:1	74%	5%	4%	5%	1%	11%	100%
			2:2	713	48	52	35	11	244	1,103
			3	65%	4%	5%	3%	1%	22%	100%
			Total	505	39	20	12	8	48	632
			Not applicable	80%	6%	3%	2%	1%	8%	100%
			1st	1,920	130	110	119	23	260	2,562
			2:1	75%	5%	4%	5%	1%	10%	100%
Sector	EBITT	Total	2:2	1,082	65	72	85	16	180	1,500
			3	72%	4%	5%	6%	1%	12%	100%
			Total	146	6	12	18	3	23	208
			Not applicable	70%	3%	6%	9%	1%	11%	100%



Provider	Institution type	Course type	Classification of first degree (UK)	Employment status (full, incl. EBITT)						Total
				In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching post: sector not known	Seeking teaching post	Not seeking teaching post	Not known	
HEI	Primary	Total	Not applicable	4,544	296	285	286	62	785	6,258
				73%	5%	5%	5%	1%	13%	100%
				3,690	158	273	532	304	500	5,457
				68%	3%	5%	10%	6%	9%	100%
				444	26	27	40	32	24	593
				75%	4%	5%	7%	5%	4%	100%
				3,029	181	171	284	162	303	4,130
				73%	4%	4%	7%	4%	7%	100%
				1,421	65	111	198	91	219	2,105
				68%	3%	5%	9%	4%	10%	100%
	Secondary	Total	Not applicable	52	2	6	12	4	12	88
				59%	2%	7%	14%	5%	14%	100%
				8,781	445	601	1,089	612	1,083	12,611
				70%	4%	5%	9%	5%	9%	100%
				916	102	122	168	102	142	1,552
				59%	7%	8%	11%	7%	9%	100%
				943	134	56	61	69	51	1,314
				72%	10%	4%	5%	5%	4%	100%
				4,509	509	323	327	286	303	6,257
				72%	8%	5%	5%	5%	5%	100%
	Total	Total	Not applicable	2,352	218	186	252	170	226	3,404
				69%	6%	5%	7%	5%	7%	100%
				278	33	19	41	14	57	442
				63%	7%	4%	9%	3%	13%	100%
				9,362	1,037	740	898	675	827	13,539
				69%	8%	5%	7%	5%	6%	100%
				4,716	270	405	720	412	662	7,185
				66%	4%	6%	10%	6%	9%	100%
				1,394	162	84	102	101	81	1,924
				72%	8%	4%	5%	5%	4%	100%
	Total	Total	Not applicable	7,608	705	503	623	455	613	10,507
				72%	7%	5%	6%	4%	6%	100%
				3,826	288	302	455	263	451	5,585
				69%	5%	5%	8%	5%	8%	100%

Provider	Institution type	Course type	Classification of first degree (UK)	Employment status (full, incl. EBITT)						Total
				In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching post: sector not known	Seeking teaching post	Not seeking teaching post	Not known	
			3	340	35	26	53	19	71	544
			Total	63%	6%	5%	10%	3%	13%	100%
				18,400	1,516	1,368	2,025	1,305	1,956	26,570
				69%	6%	5%	8%	5%	7%	100%
	Non-HESA HEI	Primary	Not applicable	18	1	1	1	0	23	44
			2:1	41%	2%	2%	2%	0%	52%	100%
			2:2	21	0	1	1	0	12	35
				60%	0%	3%	3%	0%	34%	100%
			2:2	25	1	1	1	0	20	48
				52%	2%	2%	2%	0%	42%	100%
			3	4	0	0	0	0	0	4
			Total	100%	0%	0%	0%	0%	0%	100%
				69	2	3	3	0	55	132
			1st	52%	2%	2%	2%	0%	42%	100%
	Secondary		2:1	3	0	0	0	0	4	7
				43%	0%	0%	0%	0%	57%	100%
			2:1	20	1	3	1	0	28	53
				38%	2%	6%	2%	0%	53%	100%
			2:2	14	1	2	1	0	33	51
				27%	2%	4%	2%	0%	65%	100%
			3	2	0	0	0	0	1	3
			Total	67%	0%	0%	0%	0%	33%	100%
				41	2	5	2	0	68	118
			Not applicable	35%	2%	4%	2%	0%	58%	100%
			1st	18	1	1	1	0	23	44
				41%	2%	2%	2%	0%	52%	100%
			2:1	3	0	0	0	0	4	7
				43%	0%	0%	0%	0%	57%	100%
			2:2	41	1	4	2	0	40	88
				47%	1%	5%	2%	0%	45%	100%
			2:2	39	2	3	2	0	53	99
				39%	2%	3%	2%	0%	54%	100%
			3	6	0	0	0	0	1	7
			Total	86%	0%	0%	0%	0%	14%	100%

Provider	Institution type	Course type	Classification of first degree (UK)	Employment status (full, incl. EBITT)						Total
				In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching post: sector not known	Seeking teaching post	Not seeking teaching post	Not known	
SCITT	Primary	Total	Not applicable	110	4	8	5	0	123	250
				44%	2%	3%	2%	0%	49%	100%
				8	0	1	4	0	0	13
				62%	0%	8%	31%	0%	0%	100%
				55	12	0	8	2	2	79
				70%	15%	0%	10%	3%	3%	100%
				338	24	7	37	5	6	417
				81%	6%	2%	9%	1%	1%	100%
				202	12	6	48	5	3	276
				73%	4%	2%	17%	2%	1%	100%
	Secondary	Total	Not applicable	13	1	2	6	0	4	26
				50%	4%	8%	23%	0%	15%	100%
				642	49	16	104	12	15	838
				77%	6%	2%	12%	1%	2%	100%
				22	1	4	4	1	3	35
				63%	3%	11%	11%	3%	9%	100%
				65	3	6	3	2	0	79
				82%	4%	8%	4%	3%	0%	100%
				277	13	18	23	5	13	349
				79%	4%	5%	7%	1%	4%	100%
	Total	Total	Not applicable	176	8	12	26	4	6	232
				76%	3%	5%	11%	2%	3%	100%
				20	2	3	3	0	2	30
				67%	7%	10%	10%	0%	7%	100%
				590	29	43	63	12	27	764
				77%	4%	6%	8%	2%	4%	100%
				30	1	5	8	1	3	48
				63%	2%	10%	17%	2%	6%	100%
				120	15	6	11	4	2	158
				76%	9%	4%	7%	3%	1%	100%
	Total	Total	Not applicable	615	37	25	60	10	19	766
				80%	5%	3%	8%	1%	2%	100%
				378	20	18	74	9	9	508
				74%	4%	4%	15%	2%	2%	100%

Provider	Institution type	Course type	Classification of first degree (UK)	Employment status (full, incl. EBITT)						Total
				In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching post: sector not known	Seeking teaching post	Not seeking teaching post	Not known	
			3	33	3	5	9	0	6	56
			Total	59%	5%	9%	16%	0%	11%	100%
				1,232	78	59	167	24	42	1,602
				77%	5%	4%	10%	1%	3%	100%
		Primary	Not applicable	3,982	178	299	548	306	662	5,975
				67%	3%	5%	9%	5%	11%	100%
			1st	640	43	30	52	35	41	841
				76%	5%	4%	6%	4%	5%	100%
			2:1	4,026	234	207	369	173	414	5,423
				74%	4%	4%	7%	3%	8%	100%
			2:2	1,998	93	138	275	98	312	2,914
				69%	3%	5%	9%	3%	11%	100%
			3	120	4	14	22	6	24	190
				63%	2%	7%	12%	3%	13%	100%
			Total	10,994	565	709	1,296	638	1,487	15,689
				70%	4%	5%	8%	4%	9%	100%
		Secondary	Not applicable	1,381	132	152	196	112	241	2,214
				62%	6%	7%	9%	5%	11%	100%
			1st	1,375	170	76	72	78	88	1,859
				74%	9%	4%	4%	4%	5%	100%
			2:1	6,086	624	419	423	308	508	8,368
				73%	7%	5%	5%	4%	6%	100%
			2:2	3,273	276	247	336	188	374	4,694
				70%	6%	5%	7%	4%	8%	100%
			3	395	40	27	58	15	75	610
				65%	7%	4%	10%	2%	12%	100%
			Total	13,027	1,293	960	1,149	735	1,359	18,523
				70%	7%	5%	6%	4%	7%	100%
		Total	Not applicable	5,477	320	463	764	424	932	8,380
				65%	4%	6%	9%	5%	11%	100%
			1st	2,022	216	110	125	113	135	2,721
				74%	8%	4%	5%	4%	5%	100%
			2:1	10,184	873	642	804	488	932	13,923
				73%	6%	5%	6%	4%	7%	100%

Provider	Institution type	Course type	Classification of first degree (UK)	Employment status (full, incl. EBITT)						Total
				In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching post: not known	Seeking teaching post	Not seeking teaching post	Not known	
			2:2	5,325 69%	375 5%	395 5%	616 8%	288 4%	693 9%	7,692 100%
			3	525 64%	44 5%	43 5%	80 10%	22 3%	101 12%	815 100%
			Total	24,286 70%	1,894 5%	1,720 5%	2,483 7%	1,391 4%	2,906 8%	34,680 100%

09/10 EMPLOYMENT AT SIX MONTHS OVER TIME

You are viewing a report of General profiles data, Course type and Institution type by Employment status (full, incl. EBITT).

This is filtered by First/Final year (Final year), Assessment based (No) and QTS Awards (Awarded QTS) and is displaying value and row %.

This report was generated on 15/11/2011 at 13:39:28.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Academic year	Institution type	Course type	Employment status (full, incl. EBITT)							Total		
				In teaching post: maintained sector		In teaching post: non-maintained sector		In teaching post: sector not known		Seeking teaching post		Not seeking teaching post	Not known
				In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching post: maintained sector	In teaching post: non-maintained sector				
Sector	2000-01	HEI	Primary	7,275	184	915	212	171	1,197	9,954			
			Secondary	73%	2%	9%	2%	2%	12%	100%			
			Total	7,775	432	971	236	291	1,370	11,075			
			Primary	70%	4%	9%	2%	3%	12%	100%			
			Secondary	15,445	635	1,908	455	473	2,662	21,578			
			Total	72%	3%	9%	2%	2%	12%	100%			
		SCITT	Primary	285	19	88	6	4	40	442			
			Secondary	64%	4%	20%	1%	1%	9%	100%			
			Total	302	27	63	11	5	10	418			
			Primary	72%	6%	15%	3%	1%	2%	100%			
			Secondary	600	46	151	24	9	50	880			
			Total	68%	5%	17%	3%	1%	6%	100%			
		Total	Primary	7,667	207	1,014	222	178	1,252	10,540			
			Secondary	73%	2%	10%	2%	2%	12%	100%			
			Total	8,095	462	1,036	247	297	1,381	11,518			
			Primary	70%	4%	9%	2%	3%	12%	100%			
			Secondary	16,179	688	2,074	486	486	2,729	22,642			
			Total	71%	3%	9%	2%	2%	12%	100%			
		HEI	Primary	7,417	372	666	283	195	1,132	10,065			
			Secondary	74%	4%	7%	3%	2%	11%	100%			
			Total	8,557	490	634	210	301	1,287	11,479			
			Primary	75%	4%	6%	2%	3%	11%	100%			
			Secondary	16,415	885	1,328	506	504	2,463	22,101			
			Total	74%	4%	6%	2%	2%	11%	100%			
		SCITT	Primary	432	10	4	26	4	34	510			
			Secondary	85%	2%	1%	5%	1%	7%	100%			
			Total	374	25	5	12	8	18	442			
			Primary	85%	6%	1%	3%	2%	4%	100%			
			Secondary	831	35	9	46	12	52	985			
			Total	84%	4%	1%	5%	1%	5%	100%			
		Total	Primary	7,954	388	684	322	202	2,042	11,592			
			Secondary	69%	3%	6%	3%	2%	18%	100%			
			Total	8,951	518	639	223	311	2,644	13,286			
			Primary	67%	4%	5%	2%	2%	20%	100%			

Provider	Academic year	Institution type	Course type	Employment status (full, incl. EBITT)							Total
				In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching post: sector not known		Seeking teaching post	Not seeking teaching post	Not known	
2002-03	HEI	Total	17,379	929	1,353	568	521	4,739	25,489		
			68%	4%	5%	2%	19%	100%			
		Primary	7,789	287	525	571	541	1,392	11,105		
			70%	3%	5%	5%	5%	13%	100%		
		Secondary	8,613	553	686	345	400	1,641	12,238		
			70%	5%	6%	3%	3%	13%	100%		
Total	16,851	871	1,259	961	962	3,099	24,003				
	70%	4%	5%	4%	4%	13%	100%				
2003-04	SCITT	Primary	417	31	89	40	19	72	668		
			62%	5%	13%	6%	3%	11%	100%		
		Secondary	425	19	7	37	7	15	510		
			83%	4%	1%	7%	1%	3%	100%		
		Total	863	50	96	91	26	87	1,213		
			71%	4%	8%	8%	2%	7%	100%		
Total	Total	Primary	8,290	321	639	628	568	2,828	13,274		
			62%	2%	5%	5%	4%	21%	100%		
		Secondary	9,062	575	693	384	407	3,947	15,068		
			60%	4%	5%	3%	3%	26%	100%		
		Total	17,833	929	1,383	1,071	997	6,881	29,094		
			61%	3%	5%	4%	3%	24%	100%		
2003-04	HEI	Primary	7,762	338	725	674	571	1,536	11,606		
			67%	3%	6%	6%	5%	13%	100%		
		Secondary	9,634	631	849	380	578	1,408	13,480		
			71%	5%	6%	3%	4%	10%	100%		
		Total	17,871	1,006	1,610	1,076	1,168	3,009	25,740		
			69%	4%	6%	4%	5%	12%	100%		
2003-04	SCITT	Primary	566	10	56	44	9	39	724		
			78%	1%	8%	6%	1%	5%	100%		
		Secondary	419	17	68	30	12	51	597		
			70%	3%	11%	5%	2%	9%	100%		
		Total	1,013	28	129	89	21	92	1,372		
			74%	2%	9%	6%	2%	7%	100%		
Total	8,412	349	788	725	582	3,282	14,138				
	59%	2%	6%	5%	4%	23%	100%				



Provider	Academic year	Institution type	Course type	Employment status (full, incl. EBITT)							Total
				In teaching post: maintained sector		In teaching post: non-maintained sector		In teaching post: sector not known			
				In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching post: not known	Seeking teaching post	Not seeking teaching post	Not known		
			Secondary	10,108	650	919	412	591	4,200	16,880	
			Total	60%	4%	5%	2%	4%	25%	100%	
			Primary	19,030	1,039	1,748	1,176	1,193	7,624	31,810	
			Secondary	60%	3%	5%	4%	4%	24%	100%	
	2004-05	HEI	Primary	8,246	349	577	642	494	1,440	11,748	
			Secondary	70%	3%	5%	5%	4%	12%	100%	
			Total	9,548	726	655	362	476	1,376	13,143	
			Primary	73%	6%	5%	3%	4%	10%	100%	
			Secondary	18,164	1,103	1,263	1,022	989	2,867	25,408	
			Total	71%	4%	5%	4%	4%	11%	100%	
		SCITT	Primary	569	23	69	64	9	66	800	
			Secondary	71%	3%	9%	8%	1%	8%	100%	
			Total	502	33	50	21	8	40	654	
			Primary	77%	5%	8%	3%	1%	6%	100%	
			Secondary	1,089	57	128	105	17	106	1,502	
			Total	73%	4%	9%	7%	1%	7%	100%	
		Total	Primary	8,864	374	691	707	503	1,568	15,259	
			Secondary	58%	2%	5%	5%	3%	10%	100%	
			Total	10,111	760	735	388	484	1,457	17,865	
			Primary	57%	4%	4%	2%	3%	8%	100%	
			Secondary	19,369	1,163	1,468	1,133	1,006	3,079	33,750	
			Total	57%	3%	4%	3%	3%	9%	100%	
		HEI	Primary	8,238	411	627	777	515	1,237	11,805	
			Secondary	70%	3%	5%	7%	4%	10%	100%	
			Total	9,532	769	648	513	541	1,104	13,107	
			Primary	73%	6%	5%	4%	4%	8%	100%	
			Secondary	18,015	1,203	1,334	1,314	1,070	2,393	25,329	
			Total	71%	5%	5%	5%	4%	9%	100%	
		SCITT	Primary	558	15	50	66	14	23	726	
			Secondary	77%	2%	7%	9%	2%	3%	100%	
			Total	519	16	108	43	11	19	716	
			Primary	72%	2%	15%	6%	2%	3%	100%	
			Secondary	1,092	32	164	115	25	43	1,471	
			Total	74%	2%	11%	8%	2%	3%	100%	

Provider	Academic year	Institution type	Course type	Employment status (full, incl. EBITT)							Total		
				In teaching post: maintained sector		In teaching post: non-maintained sector		In teaching post: not known		Seeking teaching post		Not seeking teaching post	Not known
				In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching post: not known	In teaching post: not known						
		Total	Primary	8,827	431	710	855	530	3,558	14,911			
			Secondary	59%	3%	5%	6%	4%	24%	100%			
		Total		10,070	790	772	560	552	4,938	17,682			
				57%	4%	4%	3%	3%	28%	100%			
		Total		19,159	1,245	1,552	1,447	1,096	8,604	33,103			
				58%	4%	5%	4%	3%	26%	100%			
2006-07	HEI	Primary	Primary	8,527	369	669	680	561	1,320	12,126			
			Secondary	70%	3%	6%	6%	5%	11%	100%			
		Total		9,401	702	606	464	535	1,007	12,715			
				74%	6%	5%	4%	4%	8%	100%			
		Total		18,223	1,090	1,310	1,158	1,113	2,378	25,272			
				72%	4%	5%	5%	4%	9%	100%			
		SCITT	Primary	604	17	39	66	13	12	751			
			Secondary	80%	2%	5%	9%	2%	2%	100%			
		Total		517	10	158	39	4	12	740			
				70%	1%	21%	5%	1%	2%	100%			
		Total		1,121	27	198	105	17	24	1,492			
				75%	2%	13%	7%	1%	2%	100%			
		Total		9,358	402	729	772	576	1,463	15,716			
				60%	3%	5%	5%	4%	9%	100%			
		Total		10,334	741	778	521	551	1,113	17,900			
				58%	4%	4%	3%	3%	6%	100%			
		HEI	Primary	19,994	1,162	1,545	1,311	1,144	2,633	34,094			
			Secondary	59%	3%	5%	4%	3%	8%	100%			
		Total		8,928	427	633	648	529	1,244	12,409			
				72%	3%	5%	5%	4%	10%	100%			
		HEI	Primary	8,781	735	609	431	519	906	11,981			
			Secondary	73%	6%	5%	4%	4%	8%	100%			
		Total		17,973	1,193	1,279	1,102	1,063	2,204	24,814			
				72%	5%	5%	4%	4%	9%	100%			
		SCITT	Primary	577	14	20	63	9	21	704			
			Secondary	82%	2%	3%	9%	1%	3%	100%			
		Total		579	8	41	36	16	44	724			
				80%	1%	6%	5%	2%	6%	100%			

Provider	Academic year	Institution type	Course type	Employment status (full, incl. EBITT)							Total		
				In teaching post: maintained sector		In teaching post: non-maintained sector		In teaching post: sector not known		Seeking teaching post		Not seeking teaching post	Not known
				In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching post: sector not known	In teaching post: sector not known	Seeking teaching post	Not seeking teaching post				
			Total	1,156	22	61	99	25	65	1,428			
			Primary	81%	2%	4%	7%	2%	5%	100%			
		Total	Primary	9,815	471	676	743	540	1,328	15,520			
			Secondary	63%	3%	4%	5%	3%	9%	100%			
			Secondary	9,897	793	670	491	545	1,031	17,008			
			Total	58%	5%	4%	3%	3%	6%	100%			
			Total	19,977	1,297	1,383	1,259	1,100	2,415	32,981			
			Primary	61%	4%	4%	4%	3%	7%	100%			
	2008-09	HEI	Primary	8,895	407	518	929	576	1,223	12,548			
			Secondary	71%	3%	4%	7%	5%	10%	100%			
			Secondary	8,744	749	572	630	549	791	12,035			
			Total	73%	6%	5%	5%	5%	7%	100%			
			Total	17,884	1,175	1,117	1,592	1,145	2,071	24,984			
			Primary	72%	5%	4%	6%	5%	8%	100%			
		SCITT	Primary	579	15	27	80	7	45	753			
			Secondary	77%	2%	4%	11%	1%	6%	100%			
			Secondary	554	22	48	49	6	21	700			
			Total	79%	3%	7%	7%	1%	3%	100%			
			Total	1,133	37	75	129	13	66	1,453			
			Primary	78%	3%	5%	9%	1%	5%	100%			
		Total	Primary	10,699	504	602	1,103	592	2,265	15,765			
			Secondary	68%	3%	4%	7%	4%	14%	100%			
			Secondary	11,489	946	747	819	580	2,356	16,937			
			Total	68%	6%	4%	5%	3%	14%	100%			
			Total	22,437	1,472	1,376	1,958	1,192	4,678	33,113			
			Primary	68%	4%	4%	6%	4%	14%	100%			
	2009-10	HEI	Primary	8,781	445	601	1,089	612	1,083	12,611			
			Secondary	70%	4%	5%	9%	5%	9%	100%			
			Secondary	9,362	1,037	740	898	675	827	13,539			
			Total	69%	8%	5%	7%	5%	6%	100%			
			Total	18,400	1,516	1,368	2,025	1,305	1,956	26,570			
			Primary	69%	6%	5%	8%	5%	7%	100%			
		SCITT	Primary	642	49	16	104	12	15	838			
			Primary	77%	6%	2%	12%	1%	2%	100%			

Provider	Academic year	Institution type	Course type	Employment status (full, incl. EBITT)							Total		
				In teaching post: maintained sector		In teaching post: non-maintained sector		In teaching post: sector not known		Seeking teaching post		Not seeking teaching post	Not known
				In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching post: non-maintained sector	In teaching post: sector not known						
			Secondary	590 77%	29 4%	43 6%	63 8%	12 2%	27 4%	764 100%			
			Total	1,232 77%	78 5%	59 4%	167 10%	24 1%	42 3%	1,602 100%			
	Total		Primary	10,994 70%	565 4%	709 5%	1,296 8%	638 4%	1,487 9%	15,689 100%			
			Secondary	13,027 70%	1,293 7%	960 5%	1,149 6%	735 4%	1,359 7%	18,523 100%			
			Total	24,286 70%	1,894 5%	1,720 5%	2,483 7%	1,391 4%	2,906 8%	34,680 100%			
	Total	HEI	Primary	96,313 71%	4,628 3%	7,781 6%	7,250 5%	5,257 4%	15,358 11%	136,587 100%			
			Secondary	104,285 71%	8,252 6%	9,272 6%	5,274 4%	5,575 4%	14,767 10%	147,425 100%			
			Total	204,553 71%	13,196 5%	17,440 6%	12,782 4%	11,013 4%	30,796 11%	289,780 100%			
		SCITT	Primary	5,566 73%	226 3%	739 10%	582 8%	107 1%	381 5%	7,601 100%			
			Secondary	5,216 75%	244 4%	703 10%	374 5%	99 1%	310 4%	6,946 100%			
			Total	10,916 74%	473 3%	1,463 10%	1,028 7%	206 1%	694 5%	14,780 100%			
	Total		Primary	105,906 65%	5,076 3%	8,863 5%	8,163 5%	5,411 3%	23,682 14%	164,016 100%			
			Secondary	115,953 62%	8,994 5%	10,370 6%	6,033 3%	5,773 3%	27,544 15%	186,040 100%			
			Total	226,028 63%	14,400 4%	19,682 6%	14,548 4%	11,367 3%	52,108 15%	356,520 100%			

**Annex I**

09/10 EMPLOYMENT AT SIX MONTHS OVER TIME (STEM V SECONDARY)

You are viewing a report of General profiles data, Qualification aim and Institution type and Subject (publication) by Employment status (full, incl. EBITT).

This is filtered by Academic year (2009–10), First/Final year (Final year), Assessment based (No), Course type (Secondary) and QTS Awards (Awarded QTS) and is displaying value and row %.

This report was generated on 17/11/2011 at 09:46:42.

The TDA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

Provider	Institution type	Qualification aim	Subject (publication)	Employment status (full, incl. EBITT)							Total		
				In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching post: not known	Seeking teaching post	Not seeking teaching post	Not known	Not available (EBITT only)			
Sector	EBITT	Undergraduate	Design and technology	5	0	0	0	0	0	0	0	5	
			Mathematics	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%
			Science	5	0	1	1	0	0	0	1	0	8
			Total (secondary)	63%	0%	13%	13%	0%	0%	13%	2	0	4
		Postgraduate	Total (secondary)	1	0	1	0	0	0	0	0	0	1
			Design and technology	24	0	4	2	0	0	0	6	0	36
			Mathematics	67%	0%	11%	6%	0%	0%	17%	0	0	100%
			Science	218	9	14	14	3	3	27	0	0	285
			Total (secondary)	76%	3%	5%	5%	1%	1%	9%	0	0	100%
			Mathematics	400	30	21	15	7	7	62	0	0	535
HEI	Undergraduate	Design and technology	Science	75%	6%	4%	3%	1%	12%	0	0	100%	
			Mathematics	398	34	18	16	7	66	0	0	539	
			Total (secondary)	74%	6%	3%	3%	1%	12%	0	0	100%	
			Design and technology	3,010	225	168	184	48	431	0	0	4,066	
		Total	Mathematics	74%	6%	4%	5%	1%	11%	0	0	100%	
			Science	223	9	14	14	3	27	0	0	290	
			Total (secondary)	77%	3%	5%	5%	1%	9%	0	0	100%	
			Mathematics	405	30	22	16	7	63	0	0	543	
			Science	75%	6%	4%	3%	1%	12%	0	0	100%	
			Total (secondary)	399	34	19	16	7	68	0	0	543	
HEI	Undergraduate	Design and technology	Total (secondary)	73%	6%	3%	3%	1%	13%	0	0	100%	
			Mathematics	3,034	225	172	186	48	437	0	0	4,102	
			Science	74%	5%	4%	5%	1%	11%	0	0	100%	
			Total (secondary)	51	0	3	10	6	6	0	0	76	
		Total	67%	0%	4%	13%	8%	8%	0	0	100%		
			Mathematics	47	3	1	4	2	2	0	0	59	
HEI	Undergraduate	Mathematics	Science	80%	5%	2%	7%	3%	3%	0	0	100%	
			Total (secondary)	23	3	2	3	1	6	0	0	38	
		Total	61%	8%	5%	8%	3%	16%	0	0	100%		
			Design and technology	481	37	58	64	42	46	0	0	728	
HEI	Undergraduate	Mathematics	Science	66%	5%	8%	9%	6%	6%	0	0	100%	
			Total (secondary)	481	37	58	64	42	46	0	0	728	

Provider	Institution type	Qualification aim	Subject (publication)	Employment status (full, incl. EBITT)								
				In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching post: not known	Seeking teaching post	Not seeking teaching post	Not known	Not available (EBITT only)	Total	
Non-HESA HEI	Postgraduate		Design and technology	540	45	30	42	42	36	0	735	
			Mathematics	73%	6%	4%	6%	6%	5%	0%	100%	
			Science	1,278	99	75	110	90	102	0	1,754	
			Total (secondary)	73%	6%	4%	6%	5%	6%	0%	100%	
			Total	1,675	185	114	159	127	158	0	2,418	
	Total			Design and technology	69%	8%	5%	7%	5%	7%	0%	100%
				Mathematics	8,881	1,000	682	834	633	781	0	12,811
				Science	69%	8%	5%	7%	5%	6%	0%	100%
				Total (secondary)	591	45	33	52	48	42	0	811
				Total	73%	6%	4%	6%	6%	5%	0%	100%
Non-HESA HEI	Postgraduate		Design and technology	1,325	102	76	114	92	104	0	1,813	
			Mathematics	73%	6%	4%	6%	5%	6%	0%	100%	
			Science	1,698	188	116	162	128	164	0	2,456	
			Total (secondary)	69%	8%	5%	7%	5%	7%	0%	100%	
			Total	9,362	1,037	740	898	675	827	0	13,539	
	Total			Design and technology	69%	8%	5%	7%	5%	6%	0%	100%
				Mathematics	11	1	1	1	0	4	0	18
				Science	61%	6%	6%	6%	0%	22%	0%	100%
				Total (secondary)	9	0	2	0	0	5	0	16
				Total	56%	0%	13%	0%	0%	31%	0%	100%
Non-HESA HEI	Postgraduate		Design and technology	16	1	0	1	0	18	0	36	
			Mathematics	44%	3%	0%	3%	0%	50%	0%	100%	
			Science	41	2	5	2	0	68	0	118	
			Total (secondary)	35%	2%	4%	2%	0%	58%	0%	100%	
			Total	11	1	1	1	0	4	0	18	
	Total			Design and technology	61%	6%	6%	6%	0%	22%	0%	100%
				Mathematics	9	0	2	0	0	5	0	16
				Science	56%	0%	13%	0%	0%	31%	0%	100%
				Total (secondary)	44%	3%	0%	3%	0%	50%	0%	100%
				Total	41	2	5	2	0	68	0	118
Non-HESA HEI	Postgraduate		Design and technology	35%	2%	4%	2%	0%	58%	0%	100%	
			Mathematics	9	0	2	0	0	5	0	16	
			Science	56%	0%	13%	0%	0%	31%	0%	100%	
			Total (secondary)	44%	3%	0%	3%	0%	50%	0%	100%	
			Total	16	1	0	1	0	18	0	36	
	Total			Design and technology	44%	3%	0%	3%	0%	50%	0%	100%
				Mathematics	41	2	5	2	0	68	0	118
				Science	35%	2%	4%	2%	0%	58%	0%	100%
				Total (secondary)	9	0	2	0	0	5	0	16
				Total	56%	0%	13%	0%	0%	31%	0%	100%

Provider	Institution type	Qualification aim	Subject (publication)	Employment status (full, incl. EBITT)							
				In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching post: not known	Seeking teaching post	Not seeking teaching post	Not known	Not available (EBITT only)	Total
SCITT	Postgraduate		Design and technology	91	1	11	6	1	1	0	111
			Mathematics	82%	1%	10%	5%	1%	1%	0%	100%
			Science	68	4	5	3	2	3	0	85
			Total (secondary)	80%	5%	6%	4%	2%	4%	0%	100%
	Total		Design and technology	89	8	4	7	3	11	0	122
			Mathematics	73%	7%	3%	6%	2%	9%	0%	100%
			Science	590	29	43	63	12	27	0	764
			Total (secondary)	77%	4%	6%	8%	2%	4%	0%	100%
			Design and technology	91	1	11	6	1	1	0	111
			Mathematics	82%	1%	10%	5%	1%	1%	0%	100%
Total	Undergraduate		Mathematics	68	4	5	3	2	3	0	85
			Science	80%	5%	6%	4%	2%	4%	0%	100%
			Design and technology	89	8	4	7	3	11	0	122
			Total (secondary)	73%	7%	3%	6%	2%	9%	0%	100%
	Total		Design and technology	590	29	43	63	12	27	0	764
			Mathematics	77%	4%	6%	8%	2%	4%	0%	100%
			Science	56	0	3	10	6	6	0	81
			Total (secondary)	69%	0%	4%	12%	7%	7%	0%	100%
			Mathematics	52	3	2	5	2	3	0	67
			Science	78%	4%	3%	7%	3%	4%	0%	100%
Postgraduate		Design and technology	24	3	3	3	1	8	0	42	
		Mathematics	57%	7%	7%	7%	2%	19%	0%	100%	
		Science	505	37	62	66	42	52	0	764	
		Total (secondary)	66%	5%	8%	9%	5%	7%	0%	100%	
	Total		Design and technology	860	56	56	63	46	68	0	1,149
			Mathematics	75%	5%	5%	5%	4%	6%	0%	100%
			Science	1,755	133	103	128	99	172	0	2,390
			Total (secondary)	73%	6%	4%	5%	4%	7%	0%	100%
			Design and technology	2,178	228	136	183	137	253	0	3,115
			Mathematics	70%	7%	4%	6%	4%	8%	0%	100%
Total		Design and technology	12,522	1,256	898	1,083	693	1,307	0	17,759	
		Mathematics	71%	7%	5%	6%	4%	7%	0%	100%	



Provider	Institution type	Qualification aim	Subject (publication)	Employment status (full, incl. EBITT)							
				In teaching post: maintained sector	In teaching post: non-maintained sector	In teaching sector not known	Seeking teaching post	Not seeking teaching post	Not known	Not available (EBITT only)	Total
	Total			916 74%	56 5%	59 5%	73 6%	52 4%	74 6%	0 0%	1,230 100%
			Design and technology	1,807 74%	136 6%	105 4%	133 5%	101 4%	175 7%	0 0%	2,457 100%
			Mathematics	2,202 70%	231 7%	139 4%	186 6%	138 4%	261 8%	0 0%	3,157 100%
			Science	13,027 70%	1,293 7%	960 5%	1,149 6%	735 4%	1,359 7%	0 0%	18,523 100%

### Written evidence submitted by Ofsted

*Q1: What evidence is available to help identify the sorts of applicants who become the most effective teachers, and the strategies known to be effective in attracting these applicants?*

Between 2008 and 2011, Ofsted undertook 91 inspections of primary initial teacher training (ITT) provision, 100 inspections of secondary ITT provision and 98 inspections of employment-based routes into teaching in the maintained sector (primary and secondary). In addition, there were 48 inspections of higher education (HEI)-led partnerships offering teacher training for the further and lifelong learning sector. This gives a total of 337 sets of inspection grades. All provision was inspected under the same inspection framework.

We have no firm evidence to support the view that those with the highest degree classifications make the best teachers. Ofsted has considerable evidence, however, of the links between good subject knowledge and high quality teaching. When inspecting initial teacher training, inspectors observe trainees teaching, meet trainees, former trainees, employers of former trainees, tutors, mentors, headteachers and examine a wide range of documentary evidence in order to evaluate the impact of training on trainees' proficiency in the classroom. The most effective trainees are those who, in addition to secure subject knowledge, possess excellent interpersonal skills, highly developed powers of reflection, high levels of motivation, enthusiasm for learning and a clear commitment to improving the quality of education for the pupils/students in their care. Increasingly, providers are marketing their training programmes around these attributes.

*Q2: Whether particular routes into teaching are more likely to attract high quality trainees, and whether the Government's proposed changes to initial teacher training will help to recruit these trainees*

One of the success stories of recent years is the introduction of more routes into teaching including the opportunity for trainees to follow an employment-based route and switch career. Different routes suit different types of applicants. For example, teaching assistants who undertake very valuable work supporting pupils and groups of pupils are given the opportunity to build upon their prior experience and train to be qualified teachers. In general, our evidence points to this working well although it is not always the case that those with prior school experience make the most effective teachers. The crucial factor is assessing potential at the selection stage.

Attracting high performing graduates into the teaching of shortage subjects, such as mathematics, chemistry and physics has presented a challenge for a number of years although financial incentives and the subject knowledge enhancement programmes have been helpful in addressing the shortfall in applications.

The government's proposals to offer schools the opportunity to select and train the trainees that will go on to work in their schools has obvious benefits for the school but possible drawbacks for the trainee if the trainee does not have a good breadth of experience of teaching in schools in different contexts. One of the frequent recommendations in Ofsted inspection reports relates to the need for trainees to have more experience, during their training, of teaching a diverse range of learners in schools in different contexts. This is particularly the case for trainees on employment-based routes where the second school placement is sometimes not long enough to enable a trainee to gain this experience.

A key consideration is what is meant by "high quality" trainee. If this term relates solely to degree classification, the PGCE route and particularly the Teach First route attract higher quality applicants. Overall, our evidence points to no significant difference between the different training routes in the recruitment of trainees who possess excellent potential to become good teachers, including having appropriate subject knowledge.

*Q3: What evidence is available about the type of training which produces the most effective teachers and whether the government's proposed changes to initial teacher training, particularly the focus on more school-led training, will help to increase the number of good teachers in our schools?*

Between 2008 and 2011, 49% of HEI-led partnerships, 36% of school-centred initial teacher training (SCITT) partnerships and 18% of employment-based routes were judged to be outstanding. Proportionately, partnerships led by an HEI provide higher quality training than school-led partnerships and employment-based routes. Of the SCITTs, just over half of primary SCITTs were judged to be outstanding but only a quarter of the secondary SCITTs were judged to be outstanding. Of the employment-based routes, those linked with an HEI did better than the independent employment-based providers. Performance in the further education sector lags behind that in the maintained sector. Only 6% were judged to be outstanding for overall effectiveness.

It is worth noting that secondary graduates studying for a one year PGCE in HEI-led partnerships spend a minimum of 24 weeks in school and primary graduates spend at least 18 weeks. Undergraduates on a four year training programme spend a minimum of 32 weeks in school. The strengthening of partnerships between universities and schools has been a success story in recent years.

The implication of moving towards more school-led training is that more time teaching in schools is the best way to become an effective teacher. Our evidence certainly supports the view that trainees need to have substantial practical experience of teaching. However, well focused targeted support for trainees is the key to providing the best training environment for developing trainees' practice. The best trainees possess very good

subject knowledge and can apply it to their teaching. They are reflective practitioners, who are able to link theory with practice. A recurring weakness of school-led partnerships and employment-based routes is the quality of subject specific feedback offered to trainees by school-based mentors. University tutors and mentors in HEI-led partnerships are better at providing this focused feedback.

Teach First trainees benefit significantly from at least fortnightly visits from external tutors who track their progress, set clear developmental targets and give support to schools, and from the six week summer institute held at universities. This is an expensive model but it works well. Inspectors found that trainees on the Teach First programme make a significant contribution to raising students' achievement in schools in challenging circumstances.

Ofsted's evidence would indicate caution in implementing the government's proposal to relax the requirement for trainees on employment-based routes to be supernumerary. When employment-based routes were first inspected between 2003 and 2005, the weakest providers were those where trainees were not working as supernumeraries. When not working as a supernumerary, schools are reluctant to let trainees undertake their second school experience. Ofsted would strongly recommend that the second school experience remains since it is the opportunity for trainees to experience teaching in schools in different contexts which contributes to their progress towards becoming effective practitioners and increases their employability.

*Q4: How best to assess and reward good teachers and whether the government's draft revised standards for teachers are a helpful tool*

How best to assess and reward good teachers is beyond Ofsted's remit. However, the new professional standards will be a helpful tool in defining the minimum competencies and requirements for all teachers.

*Q5: What contribution professional development makes to the retention of good teachers*

In January 2003, Ofsted published a report entitled "Teachers' Early Professional Development" which stated the following: "In around half of the schools, the teachers felt that development activities had directly strengthened their commitment to a career in teaching. The challenge and effectiveness of these activities had led them to see CPD as a lifelong process and encouraged them to set high expectations for their career prospects." (paragraph 19).

In July 2006, Ofsted published "The logical chain: continuing professional development in effective schools" which stated the following: "well planned professional development had improved teaching, helped to raise standards and contributed to staff retention and promotion." (paragraph 51).

In our initial teacher training inspections, we often comment on the value of observing excellent practitioners at work in the classroom. The opportunity for highly skilled teachers to become advanced skills teachers and train future teachers has undoubtedly aided their retention. Also, classroom teachers who are trained to act as school-based mentors benefit from the good professional development opportunity that mentoring offers. Teachers who are encouraged to reflect upon their own classroom practice are much better placed to support those in training. A key strength in many ITE reports is the high quality personal support that mentors give to trainees and their commitment to their role in the training and assessment process.

One of the areas for development, however, lies in the school's self evaluation of the training within their own schools. Even when schools are highly involved in initial teacher training, they do not always evaluate the quality of training within their own establishments or maximise opportunities to link professional development to initial teacher training. There is scope for schools involved in initial teacher training to be more systematic in assessing the benefits and impact on the quality of teaching throughout the school and on pupils' learning.

*Q6: How to ensure that good teachers are retained where they are most needed, particularly in schools in challenging circumstances*

The recent Ofsted reports on "Twelve outstanding primary schools: excelling against the odds" and "Twelve outstanding secondary schools: excelling against the odds" highlight a number of strategies for retaining good teachers in challenging schools. These are schools where staff are trusted and are highly motivated. They are schools which have invested in their staff and provide continuous professional development. There is a shared culture in terms of raising pupil achievement and improving and managing behaviour. They challenge the association of disadvantage with low standards. There is a constant focus on teaching and learning. The quality of leadership is paramount to retaining good teachers.

In the current ITE inspection cycle, inspectors found that there was less consistently good practice in behaviour management on secondary courses; support for managing challenging behaviour was variable. How well trainees are prepared to teach a diverse range of learners has been an issue for a number of years. It is highly dependent upon first hand opportunities to put theory into practice. This is why the second school experience is important for enabling trainees to gain confidence in teaching pupils of different abilities and backgrounds.

The inspection of Teach First provides very good evidence of teacher retention in challenging schools. Trainees have access to very good modelling of challenging behaviour and of how to set challenging targets for all pupils regardless of background and ability. They are extremely well supported and receive focused and detailed feedback on their practice so that they rapidly build up their expertise and become skilled practitioners.

*To what extent do recruitment/selection arrangements support high quality outcomes?*

This is one of the key questions in the ITE inspection framework. Between 2008 and 2011, 51% of primary providers, 50% of secondary providers and 40% of employment-based routes were judged to be outstanding for their recruitment and selection. In contrast, only 6% of HEI-led partnerships offering ITE for the further education sector were judged to be outstanding. This is partly due to the nature of FE training at the present time with training being offered for both in-service and pre-service trainees. Many universities have had no part in selecting in-service trainees.

One of the strengths highlighted in ITE inspection reports is the involvement of schools and current practitioners in interviewing and selecting candidates. Often, candidates are observed interacting with pupils as part of the selection process. Almost all providers require candidates to undertake screening tests in literacy and numeracy. However, the quality of these tests is variable and not always a reliable indicator of individual strengths and weaknesses. In the light of our evidence, the government's proposal for pre-entry literacy and numeracy tests appears to be a good one.

In recent years, the introduction of a wide range of training routes into teaching has opened doors to trainees who might not otherwise have been able to train for the profession. Our evidence shows that career changers are particularly attracted to the employment-based route, where trainees are remunerated during training, although this route still has some way to go to match the outstanding provision offered by higher-education led partnerships.

In 2011, Ofsted inspected the Teach First programme in the four regions where it operates. Inspectors reported on the excellent and rigorous recruitment and selection process which is undertaken nationally. Teach First recruits a diverse cohort with a high proportion nationally of participants from a wide range of minority ethnic backgrounds. Participants with strong personal characteristics and who display the required Teach First competencies, including the intellectual capacity and resilience to cope well with the high expectations and demands of the Teach First programme, are recruited. The Teach First model of recruitment involves an initial screening, attendance at an assessment centre and a six week summer school. It is highly effective but difficult for many providers to replicate because of the costs involved.

*November 2011*

### **Written evidence submitted by the General Teaching Council for England (GTCE)**

1. The General Teaching Council for England (GTCE) started work in 2000 as the independent professional regulatory body for teaching. Since its inauguration, the GTCE has had a strong stake in entry to teaching, teacher training and education and the quality of teachers and teaching, not least because of its responsibility for those entering the profession. In particular this involves the GTCE:

- regulating the standards of teaching;
- confirming and recording the successful completion of induction;
- awarding qualified teacher status (QTS); and
- Registering those who are qualified to teach in England.

2. Additionally, since 2008 the Council has provisionally registered students as they begin their initial teacher training and education. This ensures that all those entering training and education are deemed "suitable to teach", having been assessed against and met the initial teacher training course requirements, and completed a suitability assessment.<sup>75</sup>

*What evidence is available to help identify the sorts of applicants who become the most effective teachers, and the strategies known to be effective in attracting these applicants?*

Selection criteria

3. Refined criteria are needed for the recruitment of trainee teachers to ensure that those likely to become good teachers are selected at entry. This requires careful consideration of the characteristics including skills, knowledge, aptitudes and qualifications likely to indicate someone with the potential to become a good teacher.

<sup>75</sup> The suitability assessment covers conduct which could impact on an individual's suitability to register and includes:

- any action by the Secretary of State in relation to working with children or other misconduct;
- criminal offending, including cases pending, and including cautions, reprimands and other disposals;
- disciplinary action by any professional or regulatory body, taken or pending;
- employer disciplinary action, taken or pending; and
- any other information which might bear upon suitability to register.

4. Good subject knowledge is important but the evidence linking success in teaching to a good first degree is inconclusive. That said, it is wise to benchmark recruitment and retention performance against other countries which are more successful in promoting teaching careers to good graduates. All possible relevant factors, professional support and development, career structure, work life balance and rewards and the accountability framework in which teachers work, should also be benchmarked.

5. There are lessons to be learnt from the expanded model of entry requirements and selection process which Teach First operates. However, at present the programme represents only 1% of provisional registrants,<sup>76</sup> eventually only rising to 2% (as indicated in the White Paper). Finding a viable means of replicating this on a much greater scale would be challenging.

#### Needs Analysis

6. In considering selection and entry, better needs analysis is required at the start of ITT so that provision effectively builds on the trainee teachers' previous experiences, skills and knowledge, and helps to develop these into a coherent set of professional practices. The existing standards for ITT providers go some way towards this<sup>77</sup> but it is likely that a more structured form of needs analysis, at the start of and during ITE, could develop entrants' strengths and target areas of weakness more effectively. This is particularly relevant given that 29% of new entrants are over 30<sup>78</sup> and bring with them a wealth of experience and expertise, often left unharnessed.

#### Effective selection and fair access

7. Productive and cost effective selection procedures are most likely to recruit effective teachers, and to deselect those without the necessary skills and attributes.

8. However, it is important not to deter those who could become good teachers. The GTCE has repeatedly voiced strong concerns that the health standards regulations (commonly known as Fitness to Teach (FtT)), and how they are applied, may deter disabled applicants. We support the Disability Rights Commission's 2007 report<sup>79</sup> which found that fitness standards "*lead to discrimination; and they deter and exclude disabled people from entry and being retained. We therefore recommend that they are revoked...*"

9. An individual's suitability to teach (assuming appropriate background checks have also been made) should be determined by their ability to meet the conduct and competence standards, and to support children and young people's learning and achievement, rather than by physical criteria.<sup>80</sup>

#### Taking account of motivation

10. There is evidence that altruistic or intrinsic motives for entering teaching may be important factors in ensuring long-term retention, according to some research,<sup>81</sup> including the 2005 GTC Annual Teacher Survey in which 80% of teacher respondents said helping pupils achieve was what motivated and rewarded them. In order to attract and retain good teachers there does need to be some focus on the kind of people required for teaching, their likely motivations and the opportunities that the job of teaching brings them.

*Whether particular routes into teaching are more likely to attract high quality trainees, and whether the Government's proposed changes to initial teacher training will help to recruit these trainees?*

#### Diversity of routes

11. Overall the current diversity of routes to QTS suits the needs of different groups of trainee teachers, which, given the number of teachers required and the demographic diversity of entrants, continues to be an important consideration. Importantly, it helps ensure that training is appropriate to and can respond to the needs of an individual trainee.

#### Financial Incentives

12. The introduction of financial incentives to teacher training has served to widen access to some highly motivated applicants.<sup>82</sup> However, financial incentives such as bursaries must be fair and equitable and designed in order to attract and reward those that evidence suggests have the characteristics, skills, expertise and aptitudes

<sup>76</sup> GTCE (2010), Annual digest of statistics 2009–10, GTCE, London

<sup>77</sup> The ITT standards state "taking account of any prior achievement that might justify exemption from some programme requirements, and of any specific training needs identified during selection or afterwards".

<sup>78</sup> GTCE (2011) Digest of Statistics

<sup>79</sup> Disability Rights Commission (2007), *Maintaining standards, promoting equality: Professional regulation within nursing, teaching and social work and disabled people's access to these professions*: DRC, Manchester.

<sup>80</sup> GTCE (2007). Fitness to teach guidance for employers and initial teacher training providers: consultation response, GTCE, London.

<sup>81</sup> Nieto, S (2003). *What keeps teachers going?* Teachers College Press, New York, cited in the literature review of Hobson, A *et al* (2009), op.cit. Add rest of reference

<sup>82</sup> MENTER, I, HUTCHINGS, M and ROSS, A (Ed.) (2002). *The Crisis in Teacher Supply. Research and strategies for retention*. Stoke on Trent: Trentham

needed for teaching. While qualifications are important, any bursaries should crucially be based on more than just degree class.

13. The move to a minimum of a 2.2 degree class for a funded place risks a negative impact on good candidates with degrees from overseas including UK citizens. UK NARIC, the national agency providing information and advice about qualifications from outside the UK, can only state that a degree earned overseas is equivalent to a BA, rather than the class of the degree, regardless of the university attended or supporting evidence. At present, providers can exercise discretion in assessing an individual's qualifications and allocating their funded places. The Refugee Council has also raised concerns that this change will impact unfairly on refugee applicants who gained their degree abroad.

#### Responsibility for selection

14. Strong partnerships between HEIs and schools are critical to effective training, and school involvement should not be undervalued. However, if as suggested by the Government,<sup>83</sup> individual schools are to be responsible for selecting, training and then employing a trainee, it could overly narrow selection and training and be focused on the needs of one particular school. Selection and training need to respond to wider contextual needs and select and prepare teachers to work in a variety of school as this is central to the profile and efficacy of the profession in the future.

*What evidence is available about the type of training which produces the most effective teachers and whether the Government's proposed changes to initial teacher training, particularly the focus on more school-led training, will help to increase the number of good teachers in our schools?*

15. Efforts to improve initial teacher training should resist over-determining the different training routes and over-prescribing teaching methods. Instead a far greater impact could be made on teaching quality by:

- introducing coherence and continuity into the core elements of tutored provision, study, supervised school-based practice, induction and the early years of employment; and
- strengthening the foundations of the professional practice of teaching.

16. A strong relationship between universities and schools is crucial to ensure that ITT provides in-depth practical experience of teaching alongside and underpinned by relevant theoretical knowledge, empirical research evidence and ethical values.

#### Evidence about types of training

17. It is difficult to find evidence that points to a direct relationship between initial teacher training and the quality of a teacher's teaching later in their career, as there are many other intervening variables. Even summarising the evidence on the effectiveness of ITT in preparing teachers for teaching is challenging, not least because the system has changed several times over the past couple of decades and now comprises a number of different routes to QTS.

18. Ofsted has said that "today's teachers are the best trained ever" and a study by McNamara<sup>84</sup> found that the current model has improved standards in ITE and the quality of NQTs.<sup>85</sup> However, as Alexander notes<sup>86</sup> a rigorous comparison can only be made between the successive cohorts trained since 1998, when Ofsted began inspection of ITT. Moreover, the claim is founded on the assumption that compliance with the TDA's requirements for ITT is the most valid and reliable indicator of effectiveness and potential impact on teaching.

19. The *Becoming a Teacher* study<sup>87</sup> is one of the most comprehensive studies on this topic in England. The study followed several waves of trainee teachers through different ITT routes, induction and their subsequent three years of teaching. *Becoming a Teacher* concluded that "While there were a large number of statistically significant variations in beginner teachers' experiences of ITT ... relating to the ITT route they had followed ... such variation was largely 'washed out' over time by teachers' subsequent experiences of teaching."<sup>88</sup> What does seem to be clear is that different routes suit the needs of different groups of teachers.

#### Evidence about effective training

20. One of the issues that continues to dominate is the appropriate balance between "theory" and "practice" in teacher training provision. Teaching is not so much the application of techniques as the ability to make informed pedagogical choices between competing claims and possibilities. Given that teaching comprises this kind of specialised expertise, then clearly teachers must start to engage with theoretical knowledge about

<sup>83</sup> Training our next generation of outstanding teachers. An improvement strategy for discussion. June 2011

<sup>84</sup> McNamara, O (2009) in: Alexander, R, et al (2009). *Children, their world, their education: Final report and recommendations of the Cambridge Primary Review*, University of Cambridge, Cambridge and Esmee Fairbairn Foundation, London.

<sup>85</sup> As assessed by the Ofsted inspection framework.

<sup>86</sup> Alexander, R et al (2009), *op.cit.*

<sup>87</sup> Hobson, A, et al (2009), *Becoming a teacher: teachers' experiences of initial teacher training, induction and early professional development*, DCSF Research Report DCSF-RR115, University of Nottingham, Nottingham. See Appendix 1 to this paper for a note on the study.

<sup>88</sup> *ibid.*

teaching and learning at the very beginning of their careers, so as to underpin—not supplant—practical experience. Those who construe teaching as a mainly technical activity will tend to judge preparation for teaching in terms of its capacity directly to support practical classroom-based activities.

21. On the whole, however, educationists agree that distinguishing theory from practice is unhelpful—most commentators and providers want to see a judicious combination of both. For example, when the Children Schools and Families Select Committee recommended an increase in school-based training places (in its report on the training of teachers), it also found a need to improve employment-based trainees’ understanding of the theoretical underpinnings of teaching practice.<sup>89</sup> Similarly, the *Becoming a Teacher* report<sup>90</sup> found that teacher trainers on the employment-based routes voiced concerns about the ability to gain theoretical knowledge about teaching and learning; whilst Donaldson’s recent review<sup>91</sup> of teacher education for the Scottish Government concluded that “a more integrated relationship [is required] between theory and practice, between the academic and the practitioner, between the provider of teacher education and the school.”

22. One way of making the relationship more integrated has already been suggested by McIntyre in his 1995 paper<sup>92</sup> in which he argues that the “widely experienced problem of the ‘theory-practice gap’” can be circumvented by a “practical theorising approach” to ITE. Not only would this approach help student teachers ask, and answer, questions about the “why” as well as the “how” of good teaching, it would also lead them to “think critically and productively about how to teach and, more generally, about how to engage in the practice of schooling”. Furthermore, others have argued<sup>93</sup> that, if teachers are to continue to develop their teaching and respond to change once the supporting framework of their initial preparation is removed, they must be in a position to understand and appraise the ideas, values and evidence that underpin the various conceptualisations of “effective” teaching and learning.

*How best to assess and reward good teachers and whether the Government’s draft revised standards for teachers are a helpful tool?*

23. Mechanisms and procedures to assess and reward teachers should have at their heart a focus on supporting the quality of teaching. Central to this is appropriate teacher accountability—an opportunity to both give account and be held to account. Teachers report that they have positive feelings toward appraisal and feedback, and many (80 percent) report that the process was positive in the development of their work.<sup>94</sup>

24. Strong performance management including needs analysis—embedded in a culture of continuous development—is an effective way of developing self-efficacy and motivation in teachers. However, evidence suggests that performance management is not consistently embedded across all schools. Teachers in England have mixed views about the effectiveness of performance management in identifying development needs and improving practice. 64% of teachers in the survey, said, however, that working towards identified objectives is useful.<sup>95</sup>

25. There is also limited systematic evaluation of the effectiveness of performance management. Research that does exist commissioned by the TDA finds that: “*Schools vary in their practice in terms of linking performance management processes, the professional standards and CPD opportunities. In some cases these links appear symbiotic, in other cases, dislocated*”.<sup>96</sup> The Government’s stated intention to strengthen the role of professional standards in performance management is welcome.

26. However, there is no real acknowledgment in the overall purposes of the Government’s proposed new arrangements for performance management, that they are concerned with anything apart from mitigating underperformance. When effective, performance management is a key part of any system designed to maintain, improve and assure the quality of practice and outcomes it does this formatively by identifying through professional dialogue, data analysis and observation, performance development need and improvement targets and enabling access to learning and development. Through its summative function, it provides an account and assurance of the standard of practice of the individual.

27. In order for there to be better system learning concerning performance management, its implementation and the teaching practice it is supporting, quality assurance is needed to enable the collection and analysis of evaluative data at a national level.

<sup>89</sup> Children, Schools and Families Committee (2010), *op cit*.

<sup>90</sup> Hobson, A *et al* (2009), *op.cit*.

<sup>91</sup> Donaldson, G (2011). *Teaching Scotland’s Future*, The Scottish Government, Edinburgh.

<sup>92</sup> McIntyre, D. (1995). “Initial teacher education as practical theorising: A response to Paul Hirst”, *British Journal of Educational Studies* Volume 43, Issue 4, 1995, pp. 365–83.

<sup>93</sup> Hagger, H, *et al* (2008). ‘Practice makes perfect? Learning to learn as a teacher’, *Oxford Review of Education*. Vol. 34, No. 2, pp. 159–78.

<sup>94</sup> OECD (2009). *Creating effective teaching and learning environments: First results from Talis*, OECD, Paris

<sup>95</sup> GTCE Survey of Teachers 2010

<sup>96</sup> Pedder, D, *et al* (2008). Synthesis report: schools and continuing professional development (CPD) in England—State of the Nation research project, TDA, London, p. 9

### Professional Standards

28. Professional standards must form a minimum benchmark of practice for all, and be fully integrated into the performance management process, in order to achieve and maintain a common minimum standard across different settings. Accordingly, the Government's acceptance of the review group's recommendations regarding a baseline of practice and strengthening the link with performance management is welcome.

29. However, if standards are to have a positive impact on teaching quality and learning outcomes for pupils, then they need to be grounded in effective pedagogy and provide an agreed statement of what constitutes effective practice. Professional standards should provide a framework for improvement for all teachers. The lack of reference to levels of accomplishment in the revised standards is a weakness as the majority whose teaching is effective but who still want and need to enhance their practice in certain areas will struggle to do so against the revised standards.

30. The review group's decision to simplify and reduce the volume of standards in order to focus on the most important dimensions of teaching professionalism is welcome. However, in an attempt to reduce the number of standards, there are several instances where a number of separate requirements are conflated and a judgement against the whole statement unachievable.

31. The revised standards imply engagement with research and professional development but this could be stronger. However, the public interest is in development as a means to an end and not an end in itself. It is important that the standards reflect the need for teachers to assess with others, their own continuing professional development (CPD) needs, to identify how they might be supported to develop, and to evaluate their own learning.

#### *What contribution does professional development make to the retention of good teachers?*

32. Over time, the GTCE has played a significant role in distilling and promoting what is known about effective CPD. In general, the evidence shows that collaborative CPD which is personalised, relevant, sustained and supported is most likely to be effective. The GTCE has consistently made the case for teachers' universal access to effective professional development based on a belief that sustained, relevant and effective CPD can be the engine of change in schools. By helping teachers to reinvigorate their practice, boosting their creativity in the classroom, it can lead to the kind of improvements in learning that we know are at the heart of pupils' achievement.

33. However, this knowledge is sometimes lacking at both the strategic and school level. Critically for CPD to support and help retain teachers, it needs to extend beyond meeting the immediate needs of the school, and address the ongoing individual teacher's learning and development needs.

34. Within the Education Bill, there is a welcome emphasis on the quality of teaching, with clear Government recognition that this is the most significant variable in the achievements of pupils and the effectiveness of the education system as a whole. Yet despite apparent acceptance of the evidence—and the Government's stated intention that it wants to see renewed vigour, creativity and rigour within the education system—many factors that might properly support teachers' professional development are notable by their absence from these proposals. In particular, these include a lack of coherent structure, including local and national support for teachers' longer term professional development.

35. Currently employed teachers are entitled to five in-service education and training days (INSET). Yet many CPD leaders report that these are often dominated by disseminating national priorities, to the exclusion of individual or school needs. It seems unlikely that these days can realistically deliver the kind and scale of professional development that is needed to enhance teaching in the future.

36. The new Teacher Learning Academy—launched in 2004 by the GTCE and soon to be re-launched by a consortium of members of the Cathedrals Group of Universities and University Colleges—provides one reliable option for school-based CPD. Meanwhile the national network of teaching schools, which will give outstanding schools a leading role in the training and professional development of teachers, has the potential to spearhead new possibilities.

37. However, drawing upon all the evidence to hand, the GTCE believes that, if greater benefits for teachers' practice and pupils' learning are to be secured, more fundamental change is needed. A cornerstone of GTCE's proposals is access to effective professional development for every teacher—including supply and part-time—coupled with professional responsibility to develop and deepen practice. The strength of these proposals lies within this combination of entitlement and responsibility.

38. Details are contained in *Professional learning and development*, one of 11 papers published in July this year as part of the GTCE's *Teaching quality: policy papers*. This suite of papers combines evidence and knowledge gathered throughout the GTCE's lifespan. Among the GTCE's specific proposals is the creation of a "CPD compact", which would frame the responsibilities and requirements for both teachers and employers.

39. Over a one-year period, the GTCE believes that each teacher should have, as part of their performance management, a dialogue about their practice and what their next steps should be. In addition, teachers need



access to structured coaching or mentoring; observation and feedback; and the opportunity to take part in an individual or collaborative project, focused on improving a specific aspect of practice.

40. These concrete terms would give teachers secure access to development and would ensure that impacts can be measured, particularly on schools and for children and young people's learning. They could also be important for long-term retention of teachers both by schools and within the profession.

*How to ensure that good teachers are retained where they are most needed, particularly in schools in challenging circumstances?*

41. Central to teacher retention is appropriate support, and this is particularly critical in challenging schools where teachers face a range of issues. As discussed above, appropriate accountability including effective performance management and access to targeted development opportunities are highly important. The GTC's proposals for a CPD compact would continue to be relevant.

42. In all schools, including those in challenging circumstances, this requires a focus on individual learning needs; one which is wider than school context specific development. Over their careers, teachers are likely to encounter a range of children with different needs and circumstances; they need timely training and development to handle new contexts and circumstances.

43. In general, greater consideration should be given to teacher retention. Since the introduction of provisional registration, it has been possible through the GTCE database to track teachers post-qualification and determine which ITT routes correlate most strongly with retention in teaching throughout the first few years of employment. This will continue to need attention post GTCE and should be complemented by qualitative exploration of the reasons for non-completion of ITT or subsequently leaving teaching.

*November 2011*

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#### **Further written evidence submitted by the Department for Education**

During the Select Committee evidence session on 14 March I promised to write to the Committee to set out what happens if a teaching school ceases to meet the required criteria.

The National College for School Leadership has a de-designation process in place for all its programmes. A teaching school's status will be reviewed if:

- the school no longer meets the criteria which led to its designation; for example, a decline in performance or Ofsted judgement;
- there is a report of misconduct; or
- there is a concern over quality of delivery.

Each teaching school leads a group of schools called an alliance. If a decision is taken to de-designate at the end of this review then the National College will look to designate another school in the alliance (if they meet the criteria).

If this is not possible then the National College will work with the teaching school alliance to establish a clear and orderly exit strategy. This could include winding down or transferring teaching school activities outside of the alliance.

De-designation will result in core funding being withdrawn. If teaching schools are engaged in contractual arrangements, these commitments will be satisfactorily concluded wherever possible.

*March 2012*

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#### **Further written evidence submitted by Teach First**

##### **1. SUMMARY**

Following Teach First's written submission, and oral evidence, to this inquiry, this paper contains supplementary information requested by the Education Select Committee. It comprises details on Teach First cost per participant, value for money and completion and retention rates. The key points are as follows:

- Teach First's training overall costs less to the government, per participant,<sup>97</sup> than the Graduate Teacher Programme (GTP).
- Teach First offers significant savings to both schools and the taxpayer as a Teach First participant is filling an actual teaching vacancy in their first year.
- All Teach First participants teach in schools in challenging circumstances for at least two years and the vast majority of those who stay in teaching remain in schools in challenging circumstances.

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<sup>97</sup> A Teach First "participant" is a participant of the two-year Teach First Leadership Development Programme.

- 67% of graduates recruited for the 2012 cohort will be teaching priority subjects which schools find it difficult to recruit into, while 54% of the 2011 cohort are teaching particular shortage STEM subjects—science, technology and mathematics.
- Teach First has a uniquely high completion rate with 95% of participants who start training with Teach First gaining QTS, compared to 86% for PGCE.
- Retention among Teach First teachers is strong, increasing and comparable to the PGCE route. Currently, 67% of Teach First teachers stay in the classroom beyond the initial two years and across all cohorts of Teach First, 68% of our teachers remain employed in education.
- Teach First has succeeded in making teaching a profession of choice for top graduates, recruiting from 149 universities including top selective institutions. For example, in 2010, 282 applications were received from Oxford graduates—almost 10% of the graduating class.

## 2. CONTENTS

This paper is broken down as follows:

- 2.1 Teach First cost per participant.
- 2.2 Teach First value added.
- 2.3 Teach First completion and retention rates.
- 2.4 Destination data for Teach First ambassadors.<sup>98</sup>

### 2.1 TEACH FIRST COST PER PARTICIPANT

Teach First has developed a unique approach to recruiting and training teachers distinct from traditional routes into teaching. It has a significantly different financial model to other routes which reflects the greater complexity and more systematic support offered to participants who are not just training but actually teaching classes in schools in challenging circumstances at the same time from the start of school. The high quality of the approach was recently confirmed by an Ofsted inspection which rated the training as outstanding in every category in every university rated.

The TDA has recently submitted to the Education Select Committee, as follow-up evidence, a paper outlining the funding provided by the DfE/TDA, and the relative known costs, for Teach First, GTP and PGCE routes. It highlights the fact that the total DfE/TDA funding per participant including funding to schools and universities is £23,277 for Teach First, £23,750 for the GTP and £16,470 for comparable PGCE students.

The costs for Teach First were confirmed in discussion with us and counter the perception that Teach First is more expensive than other routes. The TDA paper demonstrates that, for a school, a Teach First teacher costs £4,282 less than a trainee employed through the GTP and £1,389 less than employing a teacher trained through a standard PGCE. This does not include the additional saving for schools on recruitment costs, which can be considerable.

The key reason for the cost-effectiveness of the Teach First route is that, although trainees receive more substantial training and support, these costs are balanced by significant savings to schools and the taxpayer as, unlike other routes, the Teach First participant is filling an actual teaching vacancy in their first year.

### 2.2 TEACH FIRST VALUE ADDED

In addition to cost savings, Teach First provides tangible and valuable benefits that should be considered in addition to comparing simple net costs. The following list, while not exhaustive, describes some of these:

- Teaching prestige—Teach First has helped make teaching attractive to a new stream of highly capable graduates who would never have considered it as a career previously.
- High quality degrees—the vast majority of our recruits have a 2:1 degree or better.
- Shortage subjects—A high proportion of our recruits are teaching in shortage subjects—54% of the 2011 cohort are teaching STEM subjects—science, technology and mathematics. 67% of graduates recruited for the 2012 cohort so far will be teaching priority subjects.
- Training Quality—the 2011 Ofsted inspection into Teach First's ITT provision rated it as "Outstanding" in every one of eleven categories each for four universities rated—44 outstanding ratings in total. It added; "The level and quality of support for participants' well-being and professional development results in exceptionally high retention and attainment."
- School Improvement—Teach First is the only training route where research has demonstrated a statistically significant correlation with improved results in the schools participants are placed in. The study found that GCSE results of schools which partner with Teach First are increased across the whole school.<sup>99</sup>

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<sup>98</sup> A Teach First "ambassador" is a graduate of the two-year Teach First Leadership Development Programme.

<sup>99</sup> University of Manchester, 2010.

- Targeted placement—Teach First only places participants in schools in challenging circumstances serving low-income communities which have difficulty recruiting and retaining staff otherwise. The TDA’s research shows that only one in 10 teachers through other routes would choose to work in such schools (*TDA survey 2008*). Furthermore, in 2009, 78% of ambassadors still in teaching were working in Teach First eligible schools.
- Gender balance—Recruitment through Teach First of men is strong—38% overall—whilst into primary 29% are men compared with 16% through other teacher training routes.
- In terms of diversity, 16.3% of graduates recruited for the 2011 Cohort were from BAME backgrounds compared to 9.2% through other routes.
- Leadership—Teach First teachers are developing the leadership capacity of the profession. Already in 2011 we have developed 49 senior leaders including head teachers through Teach First (ahead of our target of 40 by 2013) and 238 middle leaders in the pipeline.

### 2.3 TEACH FIRST COMPLETION AND RETENTION RATES

In its submission, the TDA draws on its own data to show that, on average, between 2005 and 2009, Teach First provides the highest rates of completion and retention during training of any route. The proportion of participants who start training with Teach First, who gain QTS, is 95% compared to 86% for PGCE. This low wastage makes Teach First better value for money for the tax-payer.

While Teach First recognises the accuracy of the retention data provided by the TDA, it does not necessarily provide a fully comprehensive and up-to-date picture. For example, the long-term retention statistic quoted, of 42%, relates only to one cohort, early in our history.

Since then, retention of Teach First teachers in the profession has increased steadily so that the latest figures show that currently 66% of Teach First participants remain in teaching in the UK for at least a third year. Of the 2007 Cohort, 51% remain in teaching and of the 2008 Cohort, 60% are teaching. Across all cohorts of Teach First, 68% of ambassadors remain employed in education, while 54% remain employed specifically teaching in the UK.<sup>100</sup>

These retention rates compare well with other routes according to the DfE School Workforce Census 2010—which measures retention from the start of training rather than just after completion of QTS. The census shows the proportion of standard PGCE trainees who go on to teach in a maintained school in the year after completing QTS is 63%—a lower rate than that for Teach First.

In terms of long-term retention, the DfE workforce data shows that, for standard post-graduate training routes, 57% of those who started training are still in teaching five years later. This is comparable to Teach First’s average long-term retention in teaching of 54%.

### 2.4 DESTINATION DATA FOR TEACH FIRST TEACHERS

The following tables—requested by the Education Select Committee—set out the latest destination and activity data for the Ambassador Community as of 30 November 2011.

<i>Total number of ambassadors in:</i>	<i>% of the 2009 Cohort</i>	<i>% of the current total from across all cohorts, 2003–2009 (1,575)</i>
— Teaching in the UK	66%	54%
— Teaching overseas	3%	3%
— Education outside of the classroom <sup>101</sup>	7%	11%
— Non-education (civil service, professional services, industry, banking, not for profits, further study, other)	24%	32%

<i>Further data on ambassadors in teaching</i>	<i>% of the 2009 Cohort</i>	<i>% drawn from across all cohorts, 2003–2009</i>
— Teaching in Teach First eligible schools in the UK <sup>102</sup>	78%	71%
— Teaching in senior leadership positions <sup>103</sup> (UK and Overseas)	0%	3%

<sup>100</sup> TDA Report, November 2011.

<sup>101</sup> “Education outside of the classroom” eg not for profit organisations that work in education, such as Teach First, CfBT Education Trust, educational social enterprises, or in non-teaching positions in schools.

<sup>102</sup> Schools where the majority of children are from the lowest 30% IDACI (Income Deprivation Affecting Children Index) regions.

<sup>103</sup> Eg Head Teacher, Deputy Head Teacher, Assistant Principal, Deputy Assistant Principal.

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<i>Further data on ambassadors in teaching</i>	<i>% of the 2009 Cohort</i>	<i>% drawn from across all cohorts, 2003–2009</i>
— Teaching in middle leadership positions (UK and Overseas)	8%	17%
— Teaching in leadership positions (UK and Overseas)	8%	24% <sup>104</sup>

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April 2012

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<sup>104</sup> If not in middle or senior leadership positions, these individuals might be SEN or literacy coordinators for example.

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