

# **Partnerships** for **Attainment**

**Harnessing the power of a region-wide network to increase the achievement of all children in the Sheffield City Region:**

## ***Partnerships for Attainment***

A working document

***"The Northern Powerhouse must liberate the potential of its greatest asset - its people - through huge improvements to the development of skills, starting with the very youngest."***

**IPPR State of the North 2015**

## **1. Introduction**

Intervention to improve standards of attainment in the Sheffield City Region (SCR) at the scale required for the Northern Powerhouse demands strong ambition, clear leadership and effective collaboration - no single education body in the SCR has the authority, capacity or capability to impact at regional scale. This is a big issue: for example the 2015 Sheffield City Region Labour Market Review shows<sup>1</sup> that the attainment gap between parts of the SCR and other parts of England remains; numbers of young people not in education, employment or training are above average; and numbers of young people with level 4 qualifications, although growing, are below the average, and the gap seems to be growing (see Annex 1). A big issue needs a bold solution.

While the underlying causes of low educational attainment are complex and undoubtedly require similarly complex solutions, many studies have shown that the key to success lies in improving the standard of classroom teaching. The quality of teaching and teachers in the classroom is one of the key elements that drives up standards. This proposal positions the recruitment, development and retention of a high quality teaching workforce as being at the heart of school improvement. The SCR, with a growing child population, ageing teaching workforce and increasing numbers of teachers leaving the profession needs a large and reliable supply of the very best qualified teachers to enable the region to move forwards.

Recent policy has given schools more power to recruit and train their own teachers, to develop their own distinctive approaches to education, and to innovate and design programmes that are targeted to their specific needs. Many schools have seized this opportunity to take ownership and develop the next generation of expert classroom teachers. However, on their own schools and academy chains are not able to develop and sustain high quality programmes that can reach *all* schools or guarantee that good practice is spread to those areas that need it most. The recent Doncaster Commission on Education and Skills<sup>2</sup> identified "the increasing fragmentation of the education and skills system" and "difficulties in recruiting and retaining high calibre teachers" as key challenges to collaborative and collective work in the education and skills system.

Without systematic and strategic planning of Initial Teacher Education (ITE) and Early Career support and development there will continue to be some areas that cannot secure and retain the best and most appropriately qualified teachers in all the subjects and phases that are needed.

## **2. The purpose of the strategy**

This document proposes an SCR-wide strategy for promoting, securing and developing a high quality teacher workforce to benefit the educational achievement of the region's young people. Its success will ultimately be measured by improved student outcomes resulting from consistently high quality teaching from a workforce that regard the SCR as the best place to train and teach.

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<sup>1</sup> <http://sheffieldcityregion.org.uk/wp-content/uploads/2013/11/Sheffield-City-Region-Supply-Demand-Mapping.pdf>

<sup>2</sup> One Doncaster - The report and recommendations of the Independent Commission on Education and Skills in Doncaster, October 2016

A cohesive approach is proposed that:

- brings together routes into teaching under a common charter mark that promotes the SCR as a great place for graduates to live and work. All routes will be of high quality whilst retaining diversity in styles of training so there is a choice that can be matched to the needs of every aspirant teacher. This may include pooling marketing resources and communications to develop a regional 'offer'.
- ensures that more high quality teachers are recruited, developed and retained in the areas and schools that need them most, particularly those identified as being in "cold spots" for attainment. Misconceptions about working in schools in challenging circumstances will be addressed and support for those training and employed in such schools will be increased. New teachers will be equipped with the skills they need to thrive in SCR improving schools.
- provides a clear development pathway throughout the Early Career phase to keep and develop teachers in the region and to make them feel supported and stimulated. For example, the Doncaster Commission recommended the creation of a CPD Kitemark for teachers and support staff to "ensure that best practices for staff development can be implemented".<sup>3</sup>

### 3. Defining the problems and moving towards potential solutions

The challenges and potential solutions related to providing and retaining high quality new teachers (NQTs) occur at several stages in the supply chain:

CHALLENGE	POTENTIAL SOLUTION
The allocation of ITE training places in a way that ensures the right number of subjects, phases are covered and in the right places.	A regional approach to implementing the National Teacher Supply Model (TSM) – see 3a) on following page.
The appropriate and accurate recruitment to target of teacher training places so that the region's needs are fully catered for and teacher recruitment needs are accurately and predictably met.	A collective process and accountability framework for managing recruitment across regional ITE provider partnerships – see 3a).
The effective development and promotion of teaching and teacher training in the region as an attractive proposition with clear support and career pathways.	A regional ITE and Early Career 'offer' that is greater than the sum of its parts and stands out as being attractive in terms of initial and ongoing support, opportunities and pathways - see 3b) – d).
The need for all schools in the region to have the ability to recruit highly qualified, well supported teachers in all subjects and phases that are needed where they are needed.	A coordinated approach to ensure systematic, well supported exposure of student teachers (and possibly more experienced teachers) to a range of contexts and approaches, including 'cold spot' schools, areas and subjects – see 3c).
The need for all schools to be able to retain good teachers who continue to develop their practice.	A coordinated approach to guarantee appropriate support and development during NQT and RQT years (that builds on ITE) so that teachers are retained in the region and continue to develop their practice – see 3d).

<sup>3</sup> One Doncaster - The report and recommendations of the Independent Commission on Education and Skills in Doncaster, October 2016

#### **4. The proposed approach**

SCR stakeholders will work together to develop a commitment from all the region's ITE provider partnerships:

**a) To work together to secure, allocate and recruit to ITE places for the region** in a way that meets the region's needs and gives a sound basis for financial and strategic planning over a rolling 3 year period (with annual adjustments and risk management).

**b) To develop an enhanced model for ITE** with provider partnerships contributing aspects from their own models, particularly around how to train for retention and progression. This should include enhancements that go beyond the minimum requirements for all ITE programmes but also needs to allow each provider partnership to retain for their own provision elements that they consider to be their unique selling point.

**c) To work with their trainees (and possibly NQTs and RQTs) to give exposure to and engagement with the schools with the greatest needs for high quality teachers** to help raise attainment.

**d) To develop a collaborative approach to Early Career (NQT and RQT) support and development that builds on ITE**, including a minimum guarantee of Early Career support for teachers in the region.

*Further elements to be developed beyond phase one:*

**e) Collective ways of using teaching schools, MATs ITE provider partnerships, employers and universities as a vehicle to enhance social mobility for the region** for example comprehensive employment guidance that includes accessible routes into teaching as a career.

**f) Early Career routes that allow teachers to work across the region in a range of ways** (e.g. Fast Track to leadership, specialisation in e.g. SEND) that give them experience in a variety of settings and allow the development of and exposure to a wide range of expertise and contexts.

**g) New attractive career paths for teachers who are experts in T&L to become teacher trainers and researchers** whilst keeping up to date with reality of the current demands on teachers by retaining part of their week in teaching. This will ensure that their training and research remains relevant and transferable to new teachers and help retain teachers who want to progress professionally but not necessarily into school leadership.

#### **5. More detailed proposals re the allocation, recruitment and management of ITE places**

**a)** Stakeholders will agree (with support from DfE/NCTL) a methodology for allocating ITE places to the region. This will provide the opportunity for robust planning across all ITE provider partnerships to facilitate allocations on a 3 year time-scale and ensure that harder to recruit locations/subjects/phases are strategically and collectively prioritised. Teach First, Brilliant Club and Teacher Apprenticeship places will be included in these considerations.

**b)** This will involve the formation of a new collaborative approach where several ITE provider partnerships (SCITT, HEI and SD) will come together with their partners and Teach First to plan the distribution and delivery of ITE and Early Career Support based on the collective needs of both schools and regions. ITE places would be channelled into the SCR via this new SCR collaborative group to each provider partnership within it, with each partnership

ultimately receiving the numbers that they had negotiated through this process. A governance model, accountability framework and risk management process will need to be agreed with DfE AND NCTL.

**c)** The methodology requires that the collective request from the collaborative group is based on robust evidence of both their projected NQT needs and their commitment to provide high quality development and support for student teachers and teachers within the first three years after qualifying. This will be based on the individual school/partnership requirements that will be amalgamated from the overall request. The model will also need to take into account the mobility of Early Career teachers within the region, particularly where fixed term contracts are common for NQTs and the region's provider partnerships' role in serving the needs of schools immediately adjacent to the SCR area.

**d)** The model would also allow redistribution within the collaborative partnership during the recruitment year (2017-18 for 2018 entry) so that any numbers unused, perhaps through an in-year change in 2019 NQT demand from a provider partnership's partner schools (e.g. through less than expected retirements or reduction in forecast student numbers) or an unexpected shortfall in recruitment, can be transferred, though mutual agreement, to another provider partnership within the collaborative group. This will help to maximise successful recruitment to overall allocation by the collaborative group as a whole through a localised sensitivity to demand - by both applicants and from the provider partnership's partner schools.

**e)** The methodology should facilitate allocations which address both the specific forecast NQT recruitment requirements of the schools within the SCR collaborative group and provide a "pool" of applicants for NQT positions in the SCR which can be used to serve the needs of the schools which have not yet directly engaged with any of the SCR partnerships.

**f)** The planning would project over a rolling three year period, with provision for annual adjustments. The track record of recruitment against allocation and the ability to support ITE and Early Career development in the previous year entry should be a factor in this.

**g)** The SCR system would include centralised tracking of recruitment progress with redistribution of allocations in-year and year-to-year to ensure we support each other as a team to reach the region's supply.

**h)** The NCTL would make appropriate data available to help inform assessment of NQT recruitment needs beyond that forecast by specific SCR collaborative group members.

**i)** There could potentially be devolved funding to the SCR collaborative group for incentives to be used in more impactful recruitment and retention activities.

**j)** The strategy could include a collaborative approach and commitment to increasing the diversity of the teaching workforce and using teaching as a route to social mobility by targeting first generation graduates with internships and mentoring from the first year of university, using them as role models to raise aspirations with children whose parents have not been educated to degree level. This could also potentially share back office processes e.g. marketing functions to maximise sustainability.

## **6. More detailed proposals re an enhanced model for ITE**

The proposed regional strategy will provide a vehicle for SCR ITE provider partnerships to collaborate and innovate to further develop a range of optimum models for initial and ongoing teacher development through the sharing of best practice and impact. This will allow each provider partnership to retain the distinctive features of their provision but also give the opportunities to collectively create and share additional developmental elements to enrich the overall SCR ITE offer.

It is important that the combined, collective offer includes:

- a) enhancements that go beyond the minimum offer required for all ITE programmes
- b) is designed to meet the specific needs of the region
- c) allows each provider partnership and its partners to retain elements they consider to be unique to their 'brand'
- d) clarity about which enhancements are built in for all as compulsory and which are optional additions

## **7. More detailed proposals re working with their trainees (and possibly NQTs and RQTs) to give exposure to and engagement with the schools with the greatest needs for high quality teachers**

The purpose of this is to break down trainees' misconceptions, allow head teachers and SLTs to engage with potential recruits and encourage trainees to take up NQT and other posts across the region. This could include provider partnerships and partners working with schools that may be outside their current traditional partnerships. This could happen through a range of means, including:

- a) focused visits/projects for trainees
- b) visiting speakers
- c) dispersed delivery of training
- d) hosted study days
- e) strategic use of NQT and RQT posts to provide 'backfill' for more experienced teachers to work in schools in challenging circumstances

## **8. More detailed proposals re Early Career support**

Stakeholders will agree a minimum guarantee of Early Career support for teachers in the region. These could include:

- a) A programme of release and study covering and extending the core ITE framework through a developmental approach using sustained, systematic enquiry (as per the DfE CPD Standard)
- b) Membership of a peer community with facilitated visits and opportunities to share expertise across localities according to identified need
- c) The potential for this work to include integrated Masters credits

## **9. Further enhancements beyond phase one:**

**Collective ways of using teaching schools, MATs ITE provider partnerships, employers and universities as a vehicle to enhance social mobility for the region by:**

- a) Targeting recruitment to first generation graduates with the message that teaching is a way to turn their own good education into a benefit they can pay back to their own

community where education hasn't traditionally been the route to social mobility (role model exemplar and recruitment into cold spots)

- b) A commitment to pilot teaching apprenticeships training non-graduates to become teachers and achieve a degree through part time study whilst working in schools (this was billed as replacement for school direct salaried but is more likely to be analogous to undergraduate ITE.
- c) A commitment to increase the diversity of the teaching workforce (e.g. BME and men into primary etc.)

**Early Career routes that allow teachers to work across the region in a range of ways by:**

- d) Focusing ITE enhancements on potential areas of specialism (e.g. SEND, leadership) that can be followed up through projects and professional development in NQT and RQT years
- e) Building in secondments and peer review in early career phase linked to the above

**New attractive career paths for teachers who are experts in T&L to become teacher trainers and researchers by:**

- f) Developing secondments and sabbaticals between regional organisations - e.g. schools, universities and Teach First

## **10. Barriers**

There are a number of identifiable barriers to success which are outlined below together with suggestions as to how they can be overcome.

### **a) Competition**

The model must allow all existing ITE provider partnerships to retain their distinct nature; provider partnerships are proud of their courses; School-led provider partnerships will have sought autonomy because they believe they can add something new and high quality; and HEI-led provider partnerships will believe their role as a university adds something distinctive. The diversity of the system is a strength for applicants and each provider partnership has unique selling points they market and trade on to recruit numbers sufficient for impact and financial viability. The issue of competition would be addressed to ensure that the model adopted for the SCR would be fair, transparent and equitable and that no one provider partnership and/or partner school was advantaged over another. An independent allocations manager would be required with a key role in overseeing this. NCTL needs to fund or supply this. Key issues that may be regarded as inherently competitive in nature, such as marketing, could be addressed by bringing independent bodies into the work of the group – see section 7 (c).

### **b) Maximising the range of contexts, economies of scale and efficiency available across the region where appropriate**

Aspects of courses that may provide a good starting point for collaborative working in this respect relate to ensuring that ITE is not just preparing someone to work in the context of one school or type of area but recognising that they need to know about children, educational characteristics and contexts that they have not yet met. This could include high achievers, refugees, EAL, SEND, low income, areas of high deprivation etc. The addition of study days (etc.) to different context schools as part of the collective enrichment of the SCR-wide ITE offer would allow sharing of expertise, opportunities for recruitment and engagement with potential NQTs and an enhanced SCR offer jointly promoted to potential candidates for the SCR's ITE provision.

### **c) Marketing events and other recruitment activity**

There may be potential for an independent body for the SCR to give advice and guidance on careers in teaching and making an informed choice to match personal circumstances to the diversity of routes available within the SCR. As all the provider partnerships are likely to have vested interests in promoting their own provision, this would be a key part of addressing the issue of competition - see 6(a).

### **d) Resource**

As a pilot, this proposal needs some pump priming for:

- strategic leadership of the project
- to address specific support for smaller ITE partnerships
- an evaluation of impact to report back to DfE
- development of marketing collateral and presence at national events to promote the SCR-wide ITE offer
- an allocations manager to monitor in-year performance and facilitate the movement of unfilled allocation within the SCR group - someone with authority but independent from the individual provider partnerships. If any single provider partnership offered to do this people may suspect conspiracy over altruism. Having NCTL support filling this role would be beneficial.

The funding of a 3-year CPD entitlement needs careful consideration as this would be potentially expensive and schools have existing in-house NQT/ RQT programme and T&L communities. A staged approach may be needed, with some aspects of the model being phased in at a later point.

### **e) Location**

As mentioned above the different contexts available across the SCR should be seen as a strength of the model and the potential that this presents should be appropriately maximised without compromising the unique nature of each course. Care needs to be given to ensure more remote 'cold spots' are appropriately served by the model.

### **f) Managing the boundaries**

The SCR has a number of ITE partnerships which work across its boundaries. These include HEI, SCITT and SD-lead schools that are based in the SCR but whose partnerships work with schools in Local Authorities adjacent to the SCR and partnerships based adjacent to the SCR who have substantive work with schools based in the SCR. The proposal will include specific protocols for managing boundary issues to ensure that a sensible and fair allocation process is achieved.

### **g) Systems and processes**

New systems aspects such as transferring in-year numbers between the SCR provider partnerships will require the design, development and running of new protocols and support systems to ensure that such processes service the needs of provider partnerships, their partner schools and candidates in an effective and cost-efficient manner. This may require liaison with UCAS and other organisations engaged in the ITE recruitment and delivery process.

### **h) Establishing KPIs and risk assessment criteria**

The case for the proposal is based on a number of factors including the needs of a number of stakeholder groups. Stakeholders include SCR schools/MATs needing a stable teacher supply, SCR ITE provider partnerships requiring stability gained through a longer planning cycle to invest in new ways of working together, individual ITE candidates, trainees and ITE graduates having clearer pathways for training and career progression within the SCR and the SCR community as a whole having schools that enhance individuals' career prospects



and meet the skills needs of SCR employers. SCR provider partnerships and the NCTL should identify KPIs used to measure the effectiveness of the SCR teacher workforce strategy together with a robust assessment process to identify and mitigate risks.

#### **11. Proposed Next Steps**

It is proposed that the discussions on 10 November help to begin to collectively develop the next level of detail - to be continued via working groups after the event. The aim will be to develop and agree the proposal to a point where it can be put before the Secretary of State for Education by the end of December with feedback on it early in the New Year.

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Director of Sheffield Institute of Education, Sheffield Hallam University***

*In collaboration with Initial Teacher Education Partnership Providers in the Sheffield City Region,  
October 2016.*

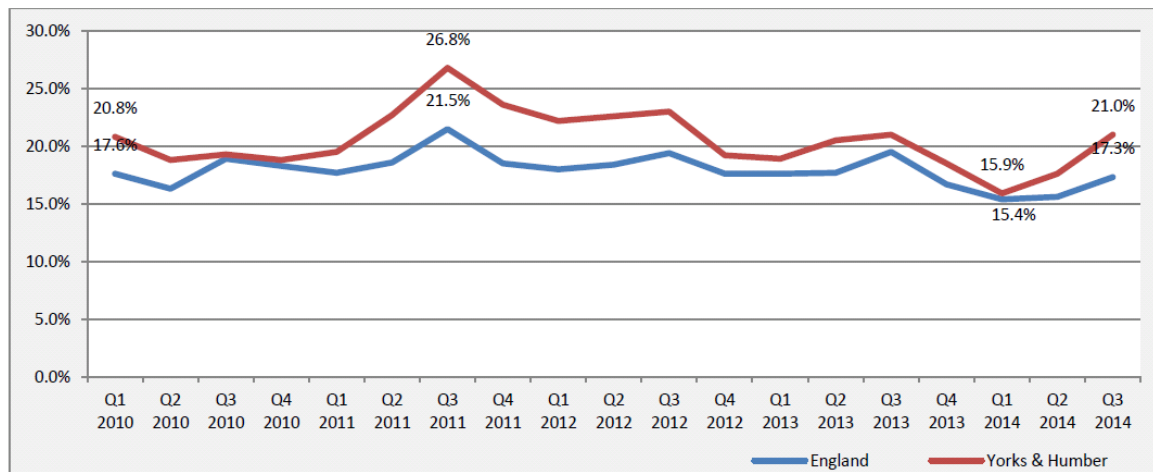
## Appendix: Data from SCR Labour Market Review 2015

### 5+ A\*-C GCSEs inc English & Mathematics - SCR and SY

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
<b>England</b>	<b>53.5</b>	<b>59.0</b>	<b>59.4</b>	<b>59.2</b>	<b>53.4</b>	<b>53.8</b>
<b>SCR Average</b>	<b>51.1</b>	<b>55.1</b>	<b>57.0</b>	<b>59.5</b>	<b>54.3</b>	<b>54.7</b>
<b>SY Average</b>	<b>48.6</b>	<b>51.7</b>	<b>54.8</b>	<b>57.6</b>	<b>52.6</b>	<b>52.7</b>
Nottinghamshire*	51.4	57.6	60.6	63.4	58.0	57.0
Rotherham	50.8	56.7	60.0	63.6	57.3	55.2
Sheffield	49.2	49.4	55.6	57.3	53.9	54.0
Derbyshire *	55.0	58.4	57.2	59.1	53.7	55.9
Doncaster	51.4	54.4	54.7	56.6	49.4	50.1
Barnsley	40.2	44.4	45.3	50.3	47.1	49.5

\*includes schools not in SCR

### Proportion of 18-24 year olds NEET



### Change in Level 4+ qualifications 2010-13 (%)

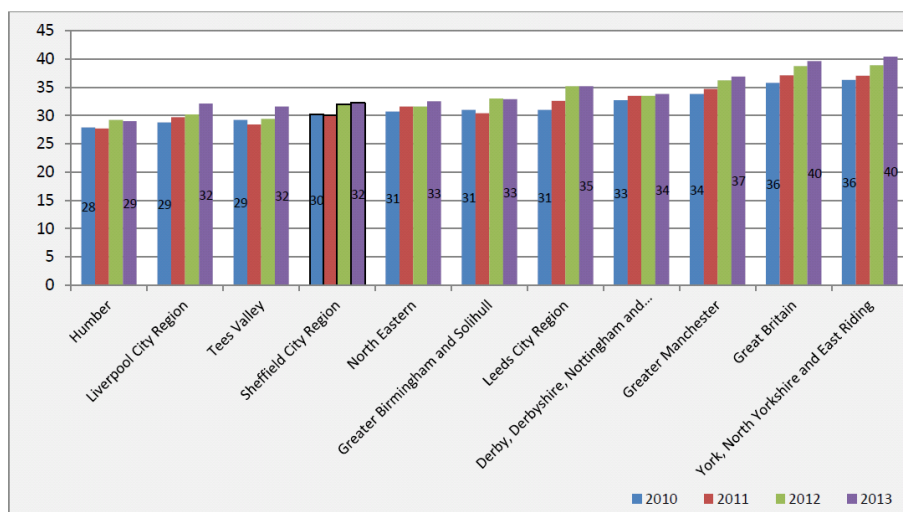


Figure 1

