



Confederation of School Trusts

Strengthening Qualified Teacher Status and Improving Career Progression for Teachers

Response of the Confederation of School Trusts

A Introduction

- 1 The Confederation of School Trusts (CST) represents circa 1,000 academies, multi-academy trusts and foundation schools, representing joined up leadership across executive, governance and business leaders. We are the national organisation and sector body for school trusts. This places us in a strong position to consider the National Education Service from the viewpoint of the system's executive and governance leaders in self-governing schools and trusts.
- 2 We are completely apolitical. We work with political parties and politicians across the spectrum to advance education in the public interest.
- 3 CST welcomes the opportunity to respond to this consultation.
- 4 Our responses are organised in sections as follows:

A Part one

B Part two

A Part one

Q1: Do you think that QTS should be awarded after a period of sustained professional practice rather than the end of ITT?

- 5 Yes. It makes sense that a teacher is fully qualified at the end of their induction period. It is anomalous right now that Qualified Teacher Status (QTS) is awarded at the end of ITT but a teacher must also pass their induction year.
- 6 It is sensible that that current one-year induction period is replaced by a more sustained two-year period, which would enable a more structured and supported induction into the profession akin to other professions. It will also allow for a more progressive acquisition of professional knowledge and experience.

- 7 We would however point out that there will be a cost implications for schools and trusts. The proposal therefore needs to be carefully costed and appropriate funding identified to take into account the financial implications of a two-year induction period including timetable reduction, a further year of leadership, mentoring support and additional staffing required to service and accredit the second year.
- 8 We would caution that there needs to be some thought given to the quality assurance process across the two years so as to ease rather than increase workload. We also need to ensure that these changes impact positively on teacher recruitment and retention.

Q2: Do you agree that a core early career content framework and CPD offer for new teachers should be fundamental to a strengthened QTS?

- 9 Yes. It is essential that we develop an approach to early career CPD that is disciplined and rigorous and mobilises research on pedagogy. This would strengthen the induction process and provide more consistency within the profession.
- 10 Early career CPD must strengthen and deepen subject knowledge so that newly qualified teachers systematically master their subject and pedagogical practices in the classroom.
- 11 A longer induction period alongside an evidence-informed framework for professional learning will enable teaching to take its place as a profession alongside the more established professions such as medicine, accountancy and law.

Q3: What core competencies, knowledge areas or particular skills do you think should be developed in a structured way during the induction period?

- 12 Professional competency is usually defined as having the required knowledge, skills, attitudes, and behaviours. While it is important to develop competence across the range of knowledge, skills, attitudes and behaviours, core knowledge in the early years of teaching is the most effective CPD.
- 13 A key finding from the [Developing Great Teaching](#) review was that subject-specific CPD is more effective, in terms of its impact on pupil outcomes, than generic pedagogic CPD. Subject-specific CPD is defined here in terms of programmes and activities which:
- Focus on enhancing teachers' understanding of the subjects they teach (i.e. subject knowledge);
 - How pupils learn in those subjects and how to teach them (sometimes called pedagogic content knowledge); and

- Helping teachers to understand how generic CPD might apply to specific learning issues in the subjects they teach, in explicit and structured ways.
- 14 [Cordingley and Greany](#), the authors of the recent Wellcome Trust report, [Developing Great Subject Teaching](#), propose that “by locating CPD in different subject contexts we give teachers the opportunity to enrich their own and their pupils’ learning. It helps them consider and make deeper links between subjects and the wider world. Opportunities to learn about, for example, metacognition through working on Thinking Through Geography or History as David Leat and colleagues at Newcastle University have advocated for years, contexts creates powerful stepping stones into demanding pedagogies whose full potential is rarely realised. Contextualising CPD for subjects, helps teachers explore the skills and capacities that subjects enhance and depend upon. Above all this kind of CPD helps teachers push beyond narrow assessment and exam requirements to work in ways that help them bring knowledge and subjects to life for their pupils.”
- 15 According to the most robust study (TALIS, 2013), teachers in England engage in less CPD overall and are less likely to engage in subject-specific CPD than in most other high performing countries. For example, while just under 50% of teachers in England had participated in curriculum-related CPD in the 12 months before TALIS, almost 90% of teachers in Shanghai and 80% of teachers in Singapore had done so.
- 16 We also believe that it important to build into ITT and the induction period a focus on the ethical formation of the teacher as a professional. Unlike other professions, teaching has no ethical code. Part 2 of the [Teacher Standards](#) outlines standards of ‘personal and professional conduct.’ We are not persuaded that these are a strong focus of induction or properly assessed during the induction process.

Q4: To achieve these objectives, do you think we should extend the induction period?

- 17 Yes. We need to create the conditions for teachers through their induction period to develop, enhance and deepen all areas of competence, but particularly have rich and sustained experience of subject-specific CPD.
- 18 In this early period, CPD should be designed using the principles of [Developing Great Teaching: Lessons from the international reviews into effective professional development](#). The framework should pay attention to the components that constitute “careful design”. The elements summarised from Developing Great Teaching include:
- The duration and rhythm of effective support.

- The consideration of participants' needs.
- Alignment of professional development processes, content and activities.
- The content of effective professional development.
- Activities associated with effective professional development.
- The role of external providers and specialists.
- Collaboration and peer learning.
- Leadership around professional development

19 A carefully designed induction period, using the elements above, paying particularly attention to duration and rhythm would require at least two years.

Q5: We have used the names QTS(P) and QTS throughout this document. Do you think that these terms are appropriate?

20 Yes. QTS is a more appropriate term to be awarded at the end of the induction period.

21 Although we accept that QTS (P) may be expedient, we suggest that we might learn from other countries where a Post-Graduate Diploma in Education (or similar) is awarded at the end of initial teacher education.

22 We would caution that an unintended consequence of QTS awarded at the end of the induction period may be a loss of confidence by parents who may perceive that their children are not being taught by a qualified teacher.

Q6: Which of these proposals do you think would help improve the quality and quantity of mentoring for all new teachers?

23 We support the proposal to review the existing ITT mentor standards to make sure they are also appropriate for mentors of new teachers.

24 We also support (in principle) the proposal for an additional mentor role into the statutory induction guidance, in addition to the role of the induction tutor. However, there is a cost, and workload implications associated with an additional mentor needs to be carefully considered.

25 The development of high-quality training for mentors is sorely needed. The professional development of the NQT would undoubtedly be enhanced by the high quality training of mentors. This would need resourcing both in terms of allowing time for mentors to work effectively and for the mentoring training itself.

26 It is right that the Appropriate Body should have a role in assessing the quality of mentor training.

Q7: How else can we improve the quality and quantity of mentoring for all new teachers?

27 The proposals are sound but require time and funding.

Q8: How should we ensure that new teachers get sufficient time to focus on their professional development?

28 The 10% remission time is important for both years of the induction period, with those who have completed the first year of their induction still being treated as an NQT within the school and being given extra time to plan and develop.

Q9: Do you agree that the QTS assessment should be conducted internally and be independently verified by an appropriate body?

29 Assessing against the Teachers' Standards can only be done in the context of the school, and can only be done internally. Therefore, external independent verification is vital against an agreed standard. Any organisation wishing to become an Appropriate Body should have to go through an initial accreditation/ designation process followed by ongoing periodic quality assurance and should also operate as a not-for-profit organisation.

Q10: How do you think we should strengthen the independent verification of QTS accreditation?

30 The variation in the quality, rigour and cost charged by Appropriate Bodies is a problem. We would support independent verification through a designation process. Appropriate Bodies should be subject to regular quality assurance to ensure that all procedures are in place and that support and training is of a consistently high quality.

31 All existing Appropriate Bodies should have to go through the proposed designation process.

32 Within the current arrangements, NQTs who are struggling and failing to meet the teachers standards and choose to resign, could then move on to another school where assessment standards are less rigorous and go on to complete their induction. A more standardised curriculum for NQTs could also mean that all Appropriate Bodies would be assessing the same things.

33 We are concerned that some Teaching Schools Alliances that are Appropriate Bodies enter into to a reciprocal cost-neutral arrangement with another Teaching School Alliance. We believe these sort of arrangements may lead to unacceptable conflicts of interest.

- 34 In the process of driving improved consistency in independent verification, it will be important not to increase related workload and paperwork.
- 35 CST, as the parent company of the National Induction Panel for Teachers (NIPT) would be happy to consider establishing an Association of Appropriate Bodies to provide this quality assurance, offer support and develop training materials.

Q11: What role do you think ITT providers could play in the assessment and accreditation of QTS?

- 36 It does not make sense to limit the Appropriate Body market to local authorities and Teaching Schools, with a couple of other national bodies (notably the National Induction Panel for Teachers) approved by the Secretary of State. We therefore support an open market approach.
- 37 Safeguards on ITT providers becoming Appropriate Bodies will be important. We support the proposal that an accredited ITT provider should be prohibited from acting as the appropriate body for a new teacher whom it employs, or has trained in any capacity, as with teaching schools who fulfil the role currently.
- 38 ITT providers should work collaboratively with Appropriate Bodies to ensure there is a logical progression in the early years of professional development.

Q12: Do you think we should maintain the limitation on how long a teacher can teach on a supply basis without completing QTS?

- 39 Ideally yes, but in times of teacher shortages (and the geographical differences in teacher supply) this may not be practical.

Q13: Considering all of the above, what impact would this model of a strengthened QTS have on post-ITT teachers in terms of teaching practice, retention, and morale?

- 40 We believe the proposals in the consultation document collectively are likely to have a positive impact on teaching practice, retention and morale, but it will be important to keep this under review.

Q14: What impact would this model of a strengthened QTS have on the wider school system?

- 41 If done properly, we would hope that strengthening QTS in the ways described above may create a stronger culture of professional learning in schools and trusts. This would be a very desirable outcome, but it is important that professional learning is informed by the best evidence, systematic literature reviews, international reviews and the most recent research.

Q15: Are there any other implications that we should consider, and what are your suggestions for addressing them?

42 Independent, systematic evaluation and review will be very important as the reforms are implemented to identify early problems with implementation, any unintended consequences of the reforms and any potential negative impact on teacher supply, recruitment and retention.

B Part two

Q16: Do you think that there is a market for specialist NPQs – or similar – for teachers who aspire to other forms of leadership within the school system?

43 Yes. The CPD market at the moment is fragmented, highly variable and unregulated. Much of it does not conform to the evidence of what constitutes effective professional development which impacts on a teacher's practice and makes a positive difference to children and young people's learning.

44 There is a place for short courses, but mostly as information-giving or as part of a structured programmes. Not all teachers in England have access to the type of activities and processes most likely to impact positively on their practice and student outcomes.

45 In recent years, a number of consultations have reported that opportunities for teachers in England:

- Are insufficiently evidence-based;
- Do not focus sufficiently on specific pupil needs;
- Are too inconsistent in quality; and
- Lag behind those experienced by colleagues elsewhere internationally.

46 Programmes like NPQs – or similar – should in theory be able to conform to the best evidence and be commissioned and assessed through a robust process. For the teacher, this should offer assurance that the professional learning they are undertaking is high quality, evidence-informed and valuable.

Q17: What specialisms should be prioritised?

47 It may be sensible to focus on three or four areas or roles for specialist NPQs (or similar) in the first instance. There would seem to be some clear areas of practice where specialist NPQs (or similar) could be trialled. In terms of this consultation, teacher mentoring – or perhaps more widely teacher leadership - is one such area.

Q18: Do you think there is a market for non-leadership NPQs or similar at further developing subject expertise? How should they differ between primary and secondary phases?

48 We support in principle the Chartered College of Teachers' work to develop Chartered Teacher Status (CTeach). The pilot cohort should be carefully evaluated.

Q19: What additional support should be offered for teachers who work in more challenging schools to undertake further professional qualifications?

49 A dedicated, funded CPD offer possibly in the form of a bursary to undertake a national professional qualification or achieve Chartered Teacher Status.

Q20: Do you agree that a CPD badging scheme is something that should be developed? What organisations might be best placed to deliver this service?

50 In principle, yes. However this should not become an onerous, paperwork driven activity that becomes easy to 'game'. There has been some controversy about 'standard bearing' organisations. For example, questions have been raised about the value of Investors in People which may be the standard bearer of people management but some critics claim it leads to little more than a badge on a letterhead, or worse a climate of fear.

Q21: How should government incentivise effective professional development for teachers, particularly in the areas and schools where it is most needed?

51 We do not support the introduction of a statutory entitlement for professional development or a recommended minimum number of hours. This is very unlikely to result in teachers accessing high quality CPD. It will result in a focus on quantity over quality.

52 We do support the development of a national CPD framework for early career teachers (post-QTS), similar to that proposed for NQTs. However, we would not support a generic entitlement for teachers to select their own CPD. Professional learning has to be in the context of a school or trust's improvement priorities and requires leadership.

53 We support the pilot of the Teacher Development Premium, but this needs to be caveated as above – it will require leadership of professional learning.

54 The introduction of a personal CPD record is unlikely to make any difference other than introducing more bureaucracy and paperwork into an over-worked, highly bureaucratic system. We strongly advise against this.

Q22: How can government best support the development of a genuine culture of mentoring in schools?

55 As previously mentioned accreditation for mentors should be offered following appropriate training and CPD leads should be considered part of school senior leadership.

Q23: Do you think that a fund to pilot sabbaticals would be a positive step for the profession?

56 We strongly support a sabbatical fund for which teachers who have been qualified and teaching for at least seven years can apply. We believe it is right that teachers applying would have to have a specific clearly-defined project in mind that would benefit the school or school system as well as contribute to their own professional development.

Q24: What would the impact be for teachers and schools of enabling more teachers to take sabbaticals, providing they are related to their teaching practice?

57 This is likely to incentivise recruitment and support retention in the profession, although will need to be evaluated.

I hope that this is of value to your consultation. CST is willing to be further consulted and to assist in any way that we can.

Leora Cruddas

Chief Executive

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