

Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Lleoliad:
Ystafell Bwyllgora 1 – y Senedd

Dyddiad:
Dydd Mercher, 6 Mai 2015

Amser:
09.15

Cynulliad
Cenedlaethol
Cymru

National
Assembly for
Wales



I gael rhagor o wybodaeth, cysylltwch â:

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Agenda

09.15 – 09.30 – Cyfarfod preifat cyn y prif gyfarfod

1 Cyflwyniad, ymddiheuriadau a dirprwyon (09.30)

2 Ymchwiliad i Waith Athrawon Cyflenwi – Sesiwn dystiolaeth 7 (09.30 – 10.30) (Tudalennau 1 – 24)

Cyngor y Gweithlu Addysg

CYPE(4)–13–15 – Papur 1

Hayden Llewellyn, Prif Swyddog Gweithredol
Angela Jardine, Cadeirydd y Cyngor

3 Ymchwiliad i Waith Athrawon Cyflenwi – Sesiwn dystiolaeth 8 (10.30 – 11.30) (Tudalennau 25 – 45)

New Directions and Teaching Personnel Ltd

CYPE(4)–13–15 – Papur 2

CYPE(4)–13–15 – Papur 3

Gary Williams, Cyfarwyddwr Grŵp Datblygu Busnes – New Directions
Derek Lefley, Rheolwr Datblygu Busnes Strategol (y De) - Teaching Personnel Ltd

4 Ymchwiliad i Waith Athrawon Cyflenwi – Sesiwn dystiolaeth 9 (11.30 – 12.30) (Tudalennau 46 – 63)

Cymdeithas Athrawon a Darlithwyr Cymru
CYPE(4)-13-15 – Papur 4

Dr Philip Dixon, Cyfarwyddwr

David Healey, Aelod o Bwyllgor y Gymdeithas Athrawon a Darlithwyr yng Nghymru
Gareth Lewis, Aelod o Bwyllgor y Gymdeithas Athrawon a Darlithwyr yng Nghymru

5 Papurau i'w nodi

Ymchwiliad i Waith Athrawon Cyflenwi – Llythyr at Gadeirydd y Pwyllgor Cyfrifon Cyhoeddus gan yr Adran Addysg a Sgiliau – Y wybodaeth ddiweddaraf am argymhellion yn adroddiad y Pwyllgor, Trefniadau Cyflenwi ar gyfer Absenoldeb Athrawon (Tudalennau 64 – 72)

CYPE(4)-13-15 – Papur i'w nodi 5

Mae cyfyngiadau ar y ddogfen hon

National Assembly for Wales
Children, Young People and Education Committee

CYPE(4)–13–15 – Paper 1

Inquiry into Supply Teaching

Evidence from : The General Teaching Council for Wales (GTCW)

Question 1 – What are your views on whether there is a prevalence in the use of supply teachers on a planned and unplanned basis?

The Council has significant evidence to confirm that supply teachers are used heavily in Wales, both on a planned and unplanned basis.

This evidence includes:

1. The Register of Qualified Teachers in Wales, maintained by the GTCW confirms that there are nearly 5000 supply teachers in Wales, the vast majority of whom are active. An analysis of these persons is attached for information or is available at <http://bit.ly/1kbAt00>. The data includes details such as the gender, age, ethnicity, Welsh language ability, phase and subjects taught.
2. In complying with its statutory responsibility to maintain a Register of Qualified Teachers in Wales, the Council works closely with local authorities, private supply agencies and schools. The Council can confirm that there are currently 40 private supply agencies operating in Wales (a small number of which hold Recruitment and Employment Confederation (REC) accreditation) as well as a diminishing number of local authorities that operate supply teacher “pools”.

There is a statutory requirement on agencies in Wales to only employ supply teachers who are GTCW registered. The Council provides an online facility for agencies (as well as local authorities and schools) to check the Register. On average, agencies in Wales make over 1000 registration checks per month.

3. A survey undertaken by the Council on behalf of the Welsh Government between March and May 2014 confirmed a number of facts about supply teachers, namely that:

- Supply teachers in Wales were predominantly either (a) in the early part of their career and undertook supply work largely due to a lack of permanent or temporary long term contracts. This is also confirmed by the data from the Register of Qualified Teachers (b) towards the end of their teaching career or retired from a substantive teaching post
- The average number of days worked by a supply teacher was 2.7 per week, however it was evident that those in the early part of their teaching career sought to work for as many days as possible (average 3.5 days per week)
- More supply teachers worked in the primary phase (nearly 60%)
- The most common reasons for schools to require supply teachers was to cover for sickness absence (41%) or for permanent teachers to undertake professional development (32.9%)

A copy of the survey report is attached and makes interesting reading, including qualitative comments from respondents about their personal circumstances and reasons for undertaking supply work. A copy of the Executive Summary is also available at <http://bit.ly/1kbAt00>.

4. The Council provides a facility, on behalf of the Welsh Government for supply teachers to record the sessions they complete towards the Practising Teacher Standards in Wales. This data shows that (a) around 80,000 sessions are logged by supply teachers in Wales towards the Standards each year (b) Very few supply teachers have met the Practising Teacher Standards in Wales to date (under 50) since supply teachers were able to work towards the Standards (September 2012).

The Council would also like to highlight that each of the other General Teaching Councils in the UK and Ireland has worked closely with their respective governments in relation to teacher supply. Indeed, the Teaching Council for Ireland is currently developing formal advice to the Irish government on this matter. GTCW works closely with its fellow GTCs and is able to offer UK and Ireland

perspectives to the Committee on this matter.

If you believe that this results in problems (for example, for schools, pupils or teachers), how do you think they could be resolved?

The Council is aware that the Welsh Government commissioned a study by Estyn and the Wales Audit Office in 2013, which examined the “impact on learner progress of schools’ strategies to cover the absence of teachers and the effective and efficient employment, training and deployment of supply teachers”. Following this report, the National Assembly for Wales Public Accounts Committee made a number of recommendations in May 2014.

While the Council does not wish to repeat the findings and recommendations from this work here, it does wish to highlight the following key points:

- It is essential that schools are able to make use of well qualified and effective supply teachers to cover for both planned and unplanned absences when they need to.
- It is important that pupils receive continuity and therefore the use of supply teachers needs careful management so as to ensure that pupil progress is not affected
- It can be difficult for schools to recruit both permanent teachers and supply teachers to certain secondary subjects or for subjects taught through the medium of Welsh.
- In considering supply teacher issues, it is important to avoid “treating the symptoms rather than the cause”. The most common reasons for the use of supply teachers are sickness absence and to cover for teachers undertaking CPD, therefore these are clearly areas that require further attention.

Many schools and headteachers are well aware of these challenges and have strong arrangements in place to cover teacher absence. However, as the Estyn and Wales Audit Office report showed, such good practice is not consistent across Wales.

The Council is also aware that many supply teachers find it difficult to access continuing professional development or are actually prevented from accessing certain programmes such as the Masters in

Educational Practice. Specific work needs to be undertaken to ensure that supply teachers are able to undertake valuable CPD, however, in doing so it is essential that the profile of supply teachers is clearly understood, namely that the majority are either newly qualified and are seeking permanent posts or are at the tail end of their careers

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	X
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

Question 2 – What are your views on the circumstances in which supply teachers are used for example, the types of classes they cover; the types of learning activities which take place under the supervision of supply teachers; whether they are qualified to teach relevant subjects?

As explained in its response to question 1, the survey undertaken by GTCW in 2014 confirms certain points regarding supply teachers in Wales, namely:

- Supply teachers are more prevalent in the primary phase
- The most common reasons for schools to require supply teachers is to cover for sickness absence or for permanent teachers to undertake professional development

Furthermore, the Council’s work in maintaining a Register of Qualified Teachers in Wales and in administering arrangements for Induction, EPD and the Masters in Educational Practice in Wales has indicated that:

- There are many occasions where a supply teacher is used for activities that are of a “cover supervisory” nature and that could be adequately covered by a substantive member of school support staff
- There are occasions when a non–subject specialist is used to cover a particular subject, although most schools try to avoid such a situation

The Council would be pleased to investigate the matters referred to in this question through a further survey if the Welsh Government considers it helpful to gain hard quantitative evidence in this regard.	
If you believe there are problems in this area, how do you think they could be resolved?	
Please refer to question 1.	
How significant is this issue? (Please select one option)	
<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	X
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	
Question 3 – What are your views on the impact of the use of supply teachers on the outcomes for pupils (including any impact on pupil behaviour)?	
Please refer to question 1.	
If you believe there are problems in this area, how do you think they could be resolved?	
How significant is this issue? (Please select one option)	
<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	
Question 4 – What are your views on the Continuous Professional Development of supply teachers and the potential impact of the National Professional Learning Model?	
It is clear that many supply teachers do not receive the same professional development opportunities as teachers with substantive, including in-service training and access to the Masters in Educational Practice.	

However, it would be incorrect to assert that there are no such opportunities for supply teachers. For example supply teachers working towards the Practising Teacher Standards are provided with an external mentor to support them (after 50 sessions) and all supply teachers are able to access services such as Hwb and Learning Wales. In addition, some supply teachers are able to attend school based training if they are at a school for an extended period and at least one prominent private supply agency in Wales does provide a full of CPD support to its workers.

If you believe there are problems in this area, how do you think they could be resolved?

The Council notes that the Public Accounts Committee made 2 specific recommendations on CPD in its May 2014 report on teacher absence regarding CPD.

The Council concurs that this is an area that requires particular attention by the Welsh Government. As the professional body for teachers, the Council would be pleased to assist the Welsh Government in such work.

In developing CPD for supply teachers, the Council re-emphasises the point it has raised above that it is important that the profile of supply teachers is clearly understood, namely that the majority are either newly qualified and are seeking permanent posts or are at the tail end of their careers. It is likely that each group will have differing needs.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	X
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

Question 5 – What are your views on performance management arrangements for supply teachers?

The Council has a statutory duty to uphold standards in Wales by:

- Maintaining a Register of Qualified Teachers
- Developing and maintaining a Code of professional Conduct and Practice
- Investigating and hearing allegations regarding unacceptable professional conduct, serious professional incompetence or where a teacher has committed a criminal offence

Through this work, the Council is aware that there is variability in practice amongst private supply agencies and local authorities in terms of performance management arrangements. The Council is aware of some agencies and authorities that have well developed arrangements in this regard and in contrast others with little in place. Indeed, it is all too easy for an agency or authority to no longer give work to an under-performing supply teacher rather than actually confront and deal with performance issues.

If you think there are problems in this area, how do you think they could be resolved?

The Council has referred to the England based REC accreditation scheme for private supply agencies. This accreditation is not compulsory in Wales and only a small number of agencies hold it. One option might be for such a scheme to be compulsory for agencies operating in Wales and overseen by the newly established Education Workforce Council in Wales. This would enable Wales to establish its own criteria in order for any agency to hold such accreditation.

It is common in other professions for a registered professional to meet certain minimum annual CPD requirements in order to retain registration with their professional body. Indeed this is an arrangement that has been piloted by the General Teaching Council for Scotland and is about to be formally introduced. One advantage of such a scheme is that it requires “occasional” workers such as supply teachers to undertake ongoing CPD. While the Council is not specifically advocating such a system in Wales, it would be pleased to

provide further information to the Children, Young People and Education Committee on this matter if required.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	X
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

Question 6 – Do you consider that local authorities and regional consortia have sufficient oversight of the use of supply teachers?

No.

As stated above, as part of its statutory duty to maintain a Register of Qualified Teachers in Wales, the Council currently liaises with 40 private supply agencies in Wales, a number that has risen threefold since the Council’s establishment in September 2000. In contrast, in 2000 supply “pools” administered by local authorities were commonplace, however these have now been discarded by most authorities and even where they do still exist, there is no obligation for a school to use supply teachers from the pool.

While most local authorities have preferred supplier contracts in place with private supply agencies, their oversight of the use of supply teachers is very limited.

If you believe there are problems in this area, how do you think they could be resolved?

The Council considers that a number of organisations can play a part in providing an effective oversight about the use of supply teachers in Wales, including the Welsh Government, Estyn and Local education authorities (and consortia) and the soon to be established Education Workforce Council (following the reconfiguration of GTCW).

In discharging its statutory duties, the Council works closely with local authority Human Resources teams and private supply agencies. Using data from the Register of Qualified Teachers, by undertaking regular surveys of supply teachers (on behalf of the Welsh

Government) and through maintaining a Code of Conduct and Practice for Registered teachers, the Council considers that it can make a helpful contribution in this area.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	X
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

Question 7 – Are you aware of any local and regional variation in the use of supply teachers and if so, are there any reasons for this?

Yes, greater use in South Wales.

If you believe there are problems in this area, how do you think they could be resolved?

The survey undertaken by the Council has indicated that the most common reasons for the use of supply teachers are sickness absence and absence to participate in continuing professional development.

The Council considers that it would be valuable for the Welsh Government to collect data at a local and regional level on these two areas in order to identify whether or not there are geographic differences. We note that one of the Public Accounts Committee recommendations in May 2014 was for the Welsh Government to collect data on teacher absence.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	X
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

Question 8 – Do you have any views on supply agencies and their quality assurance arrangements?

As stated above, the Council is aware of some agencies with very robust quality assurance arrangements and others with little in place.

If you believe there are problems in this area, how do you think they could be resolved?

The Council reiterates its comments in response to question 5 that while a small number of agencies in Wales hold REC accreditation, most do not. Furthermore, this scheme is “England based” and therefore lacks the scope to incorporate any specific needs and priorities for Wales. As suggested, one alternative would be to develop an accreditation programme in Wales, overseen by the new Education Workforce Council.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	X
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

Question 9 – Are you aware of any specific issues relating to Welsh medium education? If so, what are they?

The Council is aware anecdotally from schools and private supply agencies that it can sometimes be more difficult to secure supply teachers who can teach through the medium of Welsh. This is particularly difficult in certain secondary subjects in geographical areas like South Wales.

Data from the Register of Qualified Teachers also indicates that the number of supply teachers who speak Welsh or can teach through the medium of Welsh is slightly below the figures for all registered teachers. Please refer to the analysis mentioned under question 1.

If you believe there are problems in this area, how do you think they could be resolved?

This matter would need an innovative solution. For example the appointment of “permanent” supply teachers at a local authority or consortia level who are able to teach through the medium of Welsh, especially if subject specialists are also required.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	X
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

Question 10 – If you had to make one recommendation to the Welsh Government from all the points you have made, what would that recommendation be?

The Council would propose a Task and Finish Group of relevant stakeholders to develop and action recommendations in relation to supply teachers. The stakeholders might include representatives from the Welsh Government, the Education Workforce Council (which will be formed following the reconfiguration of GTCW on 1st April 2015), Estyn, local authorities / consortia and private supply agencies.

The Group should be required to present its recommendations and its progress in delivering them to the Committee.

Question 11 – Do you have any other comments or issues you wish to raise that have not been covered by the specific questions?

The Council wishes to highlight that under *the Education (Wales) Act 2014*, the GTCW will be reconfigured on 1st April 2015 to become the Education Workforce Council (EWC) and registration will be extended to further education lecturers and school and further education learning staff workers. This will extend the number of registered persons in the education workforce to around 70,000 by April 2016.

The Council understands that supply staff are also heavily used in

across these groups, in particular school support staff via agencies. The Council is already working with employers and agencies to ensure such persons are registered in line with Welsh Government phasing requirements.

The Council proposes that the Committee might extend its consideration of this matter to include the wider education workforce in due course once the EWC has collected the necessary registration data.

National Assembly for Wales

Children, Young People and Education Committee

CYPE(4)-13-15 – Paper 2

Inquiry into Supply Teaching

Evidence from : New Directions Education Limited

Question 1 – What are your views on whether there is a prevalence in the use of supply teachers on a planned and unplanned basis?	
Supply teachers are predominantly used on a planned basis, as the leading provider of supply teachers in Wales; we have information and statistics to confirm this. As we fill over 100,000 days of cover each year.	
There is about a 90-10 split.	
If you believe that this results in problems (for example, for schools, pupils or teachers), how do you think they could be resolved?	
Schools do not have any problems with planned absences, apart from the February and March months.	
Unplanned absences, issues with sickness for instance have always been there. However, they are in line with other sectors.	
How significant is this issue? (Please select one option)	
<i>1 – This is a key, urgent problem.</i>	
<i>2 – This is a problem that needs to be addressed.</i>	
<i>3 – This is a minor problem</i>	yes
<i>4 – Not a problem.</i>	
Question 2 – What are your views on the circumstances in which supply teachers are used for example, the types of classes they cover; the types of learning activities which take place under the supervision of supply teachers; whether they are qualified to teach relevant subjects?	
In our experience supply teachers are used to cover for various reasons, long and short term.	
They cover mostly there specialist areas, but can be used for general cover.	

The majority of short term bookings are filled by subject specialists, all long term bookings are.	
If you believe there are problems in this area, how do you think they could be resolved?	
Although we don't believe there are problems here, free accessible training would be beneficial to raising standards.	
How significant is this issue? (Please select one option)	
<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	
<i>3 - This is a minor problem</i>	yes
<i>4 - Not a problem.</i>	
Question 3 – What are your views on the impact of the use of supply teachers on the outcomes for pupils (including any impact on pupil behaviour)?	
Continuity is key, to the pupils relationship with their teacher/s	
If you believe there are problems in this area, how do you think they could be resolved?	
Training for supply teachers would benefit the pupils.	
How significant is this issue? (Please select one option)	
<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	
<i>3 - This is a minor problem</i>	yes
<i>4 - Not a problem.</i>	
Question 4 – What are your views on the Continuous Professional Development of supply teachers and the potential impact of the National Professional Learning Model?	
There is very little CPD available for supply teachers and it needs addressing.	
We as an organisation provide basic training in areas such as numeracy and literacy, safeguarding, classroom management.	

If you believe there are problems in this area, how do you think they could be resolved?	
However funded training during the school holidays would help develop supply teachers.	
How significant is this issue? (Please select one option)	
<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	yes
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	
Question 5 – What are your views on performance management arrangements for supply teachers?	
As an organisation, we performance manage our supply teachers, but not all supply teachers benefit from this.	
If you think there are problems in this area, how do you think they could be resolved?	
National standards could be set and regulated under a quality mark system.	
How significant is this issue? (Please select one option)	
<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	Yes
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	
Question 6 – Do you consider that local authorities and regional consortia have sufficient oversight of the use of supply teachers?	
Local authorities have an insight into supply teachers, which is covered under the All Wales agreement, currently held by our organisation. The consortia provide no support currently to supply teachers, although have held discussions.	
If you believe there are problems in this area, how do you think they could be resolved?	

The consortia could take the lead here by, providing and offering free courses to all supply teachers during the school holidays.

They have to be in the holidays as to not impact on their potential earning days in term time.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	yes
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

Question 7 – Are you aware of any local and regional variation in the use of supply teachers and if so, are there any reasons for this?

Some local authorities still have council run pools, mainly down to their geographical location, and they are not part of the all wales agreement. Only 17 of the 22 authorities have access to the arrangement. Although all 22 will have access to it from April 2015

If you believe there are problems in this area, how do you think they could be resolved?

Up take of the agreement would benefit these areas greatly, in the areas of efficiency and cost effectiveness.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	
<i>3 - This is a minor problem</i>	yes
<i>4 - Not a problem.</i>	

Question 8 – Do you have any views on supply agencies and their quality assurance arrangements?	
As a supply agency with robust quality assurance program we are comfortable with our own arrangements.	
However there are other agencies, almost cottage industry like who do not have the same arrangements.	
If you believe there are problems in this area, how do you think they could be resolved?	
A welsh quality mark and standards would address the problem instantly.	
This could be facilitated by the Education Workforce Council (GTCW)	
Costs would be borne by the supply agencies	
How significant is this issue? (Please select one option)	
<i>1 – This is a key, urgent problem.</i>	
<i>2 – This is a problem that needs to be addressed.</i>	yes
<i>3 – This is a minor problem</i>	
<i>4 – Not a problem.</i>	
Question 9 – Are you aware of any specific issues relating to Welsh medium education? If so, what are they?	
There is a minor shortage of supply teachers in this area.	
If you believe there are problems in this area, how do you think they could be resolved?	
Have more teachers trained in this area.	
How significant is this issue? (Please select one option)	
<i>1 – This is a key, urgent problem.</i>	
<i>2 – This is a problem that needs to be addressed.</i>	
<i>3 – This is a minor problem</i>	yes
<i>4 – Not a problem.</i>	

Question 10 – If you had to make one recommendation to the Welsh Government from all the points you have made, what would that recommendation be?

Have the consortia engage with supply agencies and teachers and classroom assistants to provide free accessible training to all education workers.

Question 11 – Do you have any other comments or issues you wish to raise that have not been covered by the specific questions?

The setting up of a quality mark for agencies to adhere to is key to providing better trained supply staff.

National Assembly for Wales
Children, Young People and Education Committee
CYPE(4)–13–15 – Paper 3
Inquiry into Supply Teaching
Evidence from : Teaching Personnel

Question 1 – What are your views on whether there is a prevalence in the use of supply teachers on a planned and unplanned basis?

The essential answer to the question is; yes, there is prevalence in the use of additional teaching and teaching support staff. However, such use as an additional resource by schools has evolved to such a degree, that the question almost ceases to have relevance in this context. The tag “supply teacher” evokes in the minds of most an outdated image of a substitute teacher being utilised to cover the absence of a teacher, usually on an unplanned basis due to sickness – for a day, a few days or sometimes for longer periods of time. The other common understanding for the use of “supply teachers” would be for planned absence, the reasons for which can vary significantly but which can be categorised broadly as “non-contact time”. Whilst both remain significant elements in Teaching Personnel’s support of schools, they represent only part of the support provided. Schools make use of a whole range of staffing resources to provide a flexible response to a very wide spectrum of needs. This flexibility for schools is absolutely vital. The ability to draw on specialist skills and knowledge for a specific period of time to support learning outcomes for pupils without the burden of additional contracted staff on the school’s payroll is crucial to the success of many schools. It is in this context that the use of such staff must be seen.

Teaching Personnel provides suitably qualified, experienced and fully vetted staff for such a wide range of situations that the “supply teacher” identifier no longer really applies. By way of short example, consider the following services we also provide:

- Permanent recruitment for staff through our “temp to perm route”.
- Teaching Assistants, Learning Support Assistants and other specialised roles.
- Attainment & achievement work through the provision of specific programmes of one-to-one or small group work for

pupils in specific subjects or with specific learning needs.

- Specialist SEND support with staff qualified and experienced in Hearing & Visual Impaired, PMLD, SEBD, MLD, SpLD, ASC., to name but a few.
- Continuity provision through assessment feedback – the same teachers and teaching support staff returning to the school to improve learning outcomes and reduce disruption.
- Staff pool sharing between clusters of schools to assist attainment & achievement.

Without a full understanding of the whole context of what is contained in any one school's "supply spend", the value for money and value added benefits and so therefore the cost savings, then such an enquiry is very likely to fail to answer its own questions accurately or to any benefit.

If you believe that this results in problems (for example, for schools, pupils or teachers), how do you think they could be resolved?

Teaching Personnel's view is that much of any perceived disruption to the normal school day can be mitigated through the development of a sound working partnership with the schools that choose to work with us. We endeavour to establish contact and create relationships with key members of the school team, and not just whoever happens to deal with day to day cover needs. In order to facilitate this partnership we aim to:

- Visit the school regularly, meeting individuals or groups of staff who can provide us with information that allows us to determine the best sort of teacher or teaching support staff for the role required.
- When appropriate, spend time in classes learning for ourselves, what happens so that we can pass such information onto our candidates.
- Feedback from key members in the school of the performance of our candidates both daily, and regularly. This will include attempting to gain specific assessment from Head of Year/ Department/Key Stage, etc., and from Head Teachers.
- Report back and in turn gain feedback from our candidates of their experience in school.

The area of most potential disruption stems from the unplanned

absence. Our experience shows that the organisation within the school itself is critical to mitigating such disruption. How well the school supports the fulfilment of the absence determines how successful such cover will be:

- Is suitable planning in place so that learning is not interrupted?
- Is the candidate provided with suitable information about the lesson, the class, and any individual pupils who may require specific approaches to learning?
- Is suitable support in place for the candidate carrying out the cover should they require it?
- Are there suitable reporting procedures in place to allow the candidate to feed back on the lesson/class/day?

In any examination of the impact of “supply” in schools, serious consideration should be given to the structures in place within a school to support such need, with any specific oversight and guidelines on the use of external staff for schools being directed on ensuring that thought and attention is focused on the support of non-contracted staff in the school to allow them to deliver positive learning outcomes and that assessment of the value of any service evaluates quality of provision to be able to determine true value for money.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	X
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

Question 2 – What are your views on the circumstances in which supply teachers are used for example, the types of classes they cover; the types of learning activities which take place under the supervision of supply teachers; whether they are qualified to teach relevant subjects?

As noted as part of the response to Question 1, teaching and teaching support staff are utilised by schools in significantly varied ways.

In our experience, schools make use of our staff in 4 key ways:

- Additional teaching/learning in support of attainment & achievement (e.g. Tuition, mentoring, nurturing etc.) This is additional learning rather than replacement learning.
- Longer term role/cover. Many schools now choose to use an extended period of use through our services to ensure the teacher or teaching assistant is the right fit before committing to a contract (in effect a “try before you buy” service), rather than rely on more traditional forms of recruitment that can be time-consuming, costly and variable in outcome. Other longer term roles are typically a fixed period of half a term or longer to cover absences or need where a contracted teaching role is not a suitable or desired option. This can be for additional “bursts” of teaching and learning as above, whilst assessments are made to establish a pupils learning needs or for maternity/paternity leave, unexpected resignations, ill-health, and when other recruitment options fail to find a suitable candidate.
- Shorter term roles not covered above: Release time for CPD or other training and mentoring, management release time, sabbaticals, jury Service, shorter periods of absence for minor operations and illness.
- Day to day needs. Non-contact time for various reasons, rarely cover needs, field trips or excursions, sickness cover.

Given such variety, there is no ‘one-size fits all’ answer to how they are utilised. Teaching Staff supplied by us carry out the full range of teaching and learning that can be encompassed within a school or education centre.

The qualification and experience of any staff member carrying out a “cover” role will vary tremendously depending the circumstances of need, notice period and subject or specialism availability.

Within the Secondary school, a single day of cover may encompass a large number of curriculum subjects and so specialist knowledge across all would be impossible. At Primary School level, cover is likely to be for a single colleague for the day or part day and so providing a

Key Stage or Year Group specialist is usually the single-most important requirement.

Different schools have different expectations on what is “acceptable” cover for day to day needs, or even shorter term needs, both when using staff internally, as well as use of external staff. The use of Cover Supervisors at Secondary level especially is widespread and growing with no particular educational requirement as set criteria. Primary Schools also make use of HLTA’s and TA’s to cover classes internally but in our experience seek qualified teachers when externally sourcing cover.

When cover requires the use of teaching agencies, then competing concerns are often a flashpoint for potential issues of quality and suitability. In Wales in particular, budgetary concerns and pressures, combined with the migration of the responsibility of overseeing school cover needs from members of SLT to administration staff (due to work/time requirements), has seen cost issues outweigh quality issues. For some managers in schools, the only question for consideration is the charge rate. This has led to “charge” competition and other unprofessional practices that impact candidate pay (teachers in Wales employed through agencies typically earn far less than colleagues in England), reduces concerns about quality, true value for money and in many cases, all three. Teachers in particular being paid at lower rates will feel undervalued and perhaps less inclined to do their best in all cases.

Competition of itself is a positive thing, but if there is no measure of value for money – i.e the quality of service, the safety and stringency of recruitment and vetting procedures, the skills and experience of the teacher or teaching support staff used, the learning outcomes for pupils, then the whole drive to raise attainment and achievement is undermined.

If you believe there are problems in this area, how do you think they could be resolved?

Any review of the impact of “supply” in schools should focus not simply on cost, but must have in place some mechanism for measuring value for money. This has to reflect the quality and

experience of teachers and teaching support staff used, the quality of the whole service provided by a teaching agency, including how stringent its vetting, checking and quality assurance systems are and the impact (positive or otherwise) on the learning outcomes of pupils.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	x
<i>2 - This is a problem that needs to be addressed.</i>	
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

Question 3 – What are your views on the impact of the use of supply teachers on the outcomes for pupils (including any impact on pupil behaviour)?

For many pupils, school can be one of the few stable factors in their lives, and the importance of their teachers will go well beyond just subject learning. There will be few occasions when pupils will react in a wholly positive manner to the idea of their own teacher being replaced by a “stranger” for the day. How disruptive this actually is will depend on a number of factors, but broadly will encompass:

- The experience, ability or subject knowledge of the teacher being utilised.
- The expectation of the school for the subject or class being covered (including the work left or planned).
- The support provided to the teacher by the school to assist them in providing positive learning outcomes.

Well matched teaching staff (in the case of Teaching Personnel: knowledge gained through regular visits to the school, meetings with SLT to understand the school’s requirements, feedback on the performance of staff we have provided to ensure correct matching, and ongoing investment in systems, programmes and professional development to support schools and candidates and the development of continuity – the same staff going into the school through our matching and assessment) can at the very least maintain learning and keep to an absolute minimum any disruption for pupils.

Poor learning outcomes, disruption and issues of behaviour will

usually be the result of the failure of one or more of the three factors above.

If you believe there are problems in this area, how do you think they could be resolved?

- Ensure schools and agencies focus on the importance of continuity and candidate matching, and assessment of performance rather than just “book a body for the day” mentality.
- Ensure schools and agencies work together to improve the communication and expectations of the learning experience. If staff going into school understand the discipline policies and procedures, are briefed fully, the work set or planned for is a continuation of what they have been learning (as opposed to “basket work”) and they have a full understanding of what is required of them, learning days “lost” will be curtailed and behaviour will be far less problematic.
- Strike the balance in favour of value for money when assessing the use of any one agency.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	x
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

Question 4 – What are your views on the Continuous Professional Development of supply teachers and the potential impact of the National Professional Learning Model?

Continuous Professional Development of teachers and teaching support staff working on a temporary basis is of vital consideration. With the majority of such staff being provided through various agencies, the availability and effectiveness of any CPD can be very variable. It is also necessary to consider the personal responsibility of the teacher or teaching support staff member themselves, since they also need to take a pro-active role within their own development needs. The NPLM is an excellent step forward in attempting to

develop a framework for professional development but does not, or so far as I am aware has not yet addressed engagement of professionals who work on “temporary” contracts including “supply”. At Teaching Personnel, we have developed our own “CPD Academy” which seeks to provide our staff with meaningful and useful additional skills and learning to directly improve their skills and abilities and so impact positively, learning outcomes for pupils. Access to such formal training as ReadWriteInc., TeamTeach, training for work with children with Autism, Manual Handling etc., provides our candidates with real opportunities for professional development. However, it must be borne in mind that most teachers and teaching support staff who come to us do so for the expressed purpose of seeking a full time post at a school at some point. The number of “professional supply” staff – those who choose such a career as a permanent option are relatively small. The transitory nature of this work force needs to be borne in mind. Access to such development is voluntary.

If you believe there are problems in this area, how do you think they could be resolved?

- Coordination of required/available CPD via Consortia/LA made available to all teachers and teaching support staff irrespective of their contractual status.
- The development of core CPD for all that focus’ on “becoming an outstanding educator” that can be accessed by all.
- The ability for staff working on supply to access school/LA/Consortia based CPD at reasonable cost.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	X
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

Question 5 – What are your views on performance management arrangements for supply teachers?

Currently, if an allegation of a serious professional misconduct and/or child safety issue is made against a member of staff on supply then there are three areas of concern:

1. There is no mechanism in place to prevent a candidate working on supply who is under investigation from continuing to work with children and/or vulnerable adults if they are registered with multiple organisations. If Teaching Personnel receives notice of such an allegation from a school or LA, we immediately suspend the candidate to prevent them working for us until an investigation is concluded and an outcome arrived at. The result will either be an obvious legal or punitive outcome or an outcome that allows us to determine our own course of action regarding the offer of any other work for that candidate, and the support that might be required to address any issue of performance. However, if they are determined to continue to work (or, in some cases, are unaware of any investigation due to the request of relevant investigative bodies) and are registered with other agencies or even LA supply lists or used direct by schools, then they can do so.
2. The investigative mechanism itself by LA is predicated on the suspension of staff on full salaries pending outcome. The vast bulk of staff working on supply have temporary hire contracts which means if they do not work then they do not get paid. The speed of the investigative process at times is incredibly slow. If a candidate is found to have no case to answer and yet has spent six weeks or longer without work then this can have a serious impact on their lives.
3. Because of the lack of focus on quality and true value for money assessment by some schools when it comes to “supply” and so therefore no specific expectation for feedback and assessment of such staff then performance management will be variable and essentially down to the quality ethos of any agency employing such staff. Our own experience has shown that where we have ceased working with a teacher or teaching assistant over issues of professionalism or ability that do not

have a direct bearing on child protection, they will often continue to work regularly with other agencies.

If you think there are problems in this area, how do you think they could be resolved?

1. Maintain an updated register of agencies in Wales to be able to alert each of serious concerns/ongoing investigations regarding supply staff (for instance via a safeguarding team at GTCW).
2. Sharing of same from LA and Consortia to *each* other.
3. Education of staff involved in child safety concerns of the differences in circumstances between contracted staff and supply staff on suspension, so that wherever possible and appropriate, investigations are concluded as rapidly as possible.
4. Education of school based staff to aid the development of meaningful feedback and assessment of supply staff being used.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	x
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

Question 6 – Do you consider that local authorities and regional consortia have sufficient oversight of the use of supply teachers?

The NAO report on the use of supply teachers made clear that different LA and so by extension Regional Consortia have not collected or collated data on the use of temporary staff by schools in the same way, or in some cases, not at all.

The focus of LA/Consortia with regards the use of temporary staff should be aimed at ensuring schools are properly assessing the quality of the service used, the ability of the staff so placed and the level of support they receive when working in their school.

Also, other than a largely ineffective 'All Wales Agreement' selection process, LA's and Consortia have not sought to scrutinise or regulate the use or practices of agencies at all and have instead passed all

responsibility onto the Head Teachers of the schools themselves. As noted in answers to prior questions, the range and use of staff by schools is hugely varied. Our other main concern is not so much sufficient oversight of the use of supply teachers so much as LA and Consortia understanding the breadth and nature of the services available to schools. As noted in question 1 above, the term and use of “supply teacher” has for some, emotive or outdated connotations that require updating. Individual needs in schools will be as different as each school.

If you believe there are problems in this area, how do you think they could be resolved?

Such consultations as this will help open dialogue and communication that should be developed further. Temporary staff in schools are of vital importance to pupils in schools, and so any plans to deliver higher quality learning must include their deployment in schools.

LA/Consortia focus on quality of provision and true value for money when seeking to address the use of temporary staff in schools and not seeking a “one size fits all” procurement route that simply looks at cost. A simple ‘benchmarking’ procedure, which involves scrutiny of the practices and policies of all agencies seeking to operate under an ‘approved status’ in each consortia and subsequent communication of a list of approved companies to the schools within that consortia would be a huge step in the right direction – still placing purchasing decisions and responsibility for those decisions in the hands of Head Teachers, but at least reducing the potential for the assumptive use of those agencies that have absolutely no hope of achieving the ‘quality benchmark’ for recruitment practice.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	x
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

Question 7 – Are you aware of any local and regional variation in the use of supply teachers and if so, are there any reasons for this?

As in most parts of the UK, there are variations in the availability and distribution of teachers and teaching support staff in Wales. In general terms, more staff are living and working within urban centres and so more rural locations will find it less easy to find suitably qualified or experienced staff.

Teaching Personnel’s service provides for schools in South Wales. Schools in Pembrokeshire tell us they find it more difficult to find suitable staff than in say Cardiff or Newport.

Demands for subject or year group specific staff will also reflect wider shortages of such staff – so English, Math’s and Science-based staff at Secondary are harder to find in all areas.

If you believe there are problems in this area, how do you think they could be resolved?

Government should focus on the long term need for teachers using known data in schools as to population trends to ensure there is an adequate cohort of students in training to match such demand.

In general, agencies are well placed to find the candidates they need in innovative ways provided that sufficient numbers are joining the education profession.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	
<i>3 - This is a minor problem</i>	x
<i>4 - Not a problem.</i>	

Question 8 – Do you have any views on supply agencies and their quality assurance arrangements?

Teaching Personnel’s whole philosophy on its staffing services to schools is based on a quality focused approach. As noted in questions above we are aware of the variability of this across the whole supply agency industry and it is particularly stark where charge rate is the main or sole focus.

Teaching Personnel attempts to gain feedback on every candidate we

send into every school every day. Such feedback is then used to “rate” that candidates effectiveness in that school ranging from “1” – excellent and school would like to prioritise this candidate for continuity to “4” – Do not send back for reasons of ability/professionalism etc. In addition to this first step in feedback we endeavour to gain specific and detailed feedback from relevant school leaders (HOD, Head of Key Stage etc.) on candidates working regularly in the school, carrying out a longer term role etc. In addition, regular meetings with schools using specific data in reports for each school help to assess quality of provision and the candidates we are providing. Such discussion helps us assess how well we are doing in supporting a school, any recruitment issues we need to address and additional CPD we might need to provide or seek in conjunction with the school.

All such feedback is discussed with each candidate and helps form our decision making on the suitability of each candidate to work in specific schools, and in the case of negative feedback, whether the candidate needs to seek CPD support in order to improve areas of practice (which we can often provide) or can even lead us to consider whether the candidate is suitable for temporary work at all.

If you believe there are problems in this area, how do you think they could be resolved?

As previously noted, Government, Consortia and LA involvement in the provision of temporary staff in schools should focus on ensuring that schools assess the impact of temporary staff in their schools on true value for money criteria, and not just “how low is the charge rate”

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	x
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

Question 9 – Are you aware of any specific issues relating to Welsh medium education? If so, what are they?

The main issue in relation to Welsh medium education in the past has always been the dearth of suitably trained teachers in the medium of Welsh. In the last year this situation has improved but remains problematic, and we are aware of the continuing struggle of some schools, particularly in the eastern areas of South Wales to find enough teaching staff.

There is a tendency by some Welsh Medium schools to reject potential teaching staff who did not themselves attend Welsh medium Primary and Secondary schools, in addition to gaining QTS in the medium of Welsh.

If you believe there are problems in this area, how do you think they could be resolved?

Continued investment in the attraction of well-educated people into the teaching profession.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	x
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

Question 10 – If you had to make one recommendation to the Welsh Government from all the points you have made, what would that recommendation be?

To fully understand and appreciate the full scope and range of temporary teaching staff used in schools; their roles, impact and benefits to the learning of pupils. Such a flexible workforce can have a significant beneficial impact on pupils and schools. Without this full understanding of how schools spend some of their budget on “supply”, and a move away from the outdated notion of exactly what a “supply teacher” is, then entirely the wrong conclusions can be drawn which will do nothing to assist the Welsh Government’s drive for improving learning outcomes for pupils.

Question 11 – Do you have any other comments or issues you wish to raise that have not been covered by the specific questions?



Eitem 4

National Assembly for Wales

Children, Young People and Education Committee

CYPE(4)-13-15 – Paper 4

Inquiry into Supply Teaching

Evidence from : ATL Cymru

About ATL Cymru – the education union

The Association of Teachers and Lecturers represents over 160,000 education professionals across the four constituent parts of the United Kingdom. It draws its membership from teachers and lecturers, leaders and support staff in maintained and independent schools, and Further Education Colleges. As well as campaigning vigorously to protect and enhance members' pay and conditions ATL also believes that the education profession has a key role in developing education strategy and policy. ATL Cymru represents over 6,500 education professionals in colleges and schools across the whole of Wales.

Our response

ATL Cymru welcomes the opportunity to respond to this consultation on supply teachers. Supply teachers make up 13%¹ of teachers registered in Wales.

We would highlight that we have used both the findings from the General Teaching Council for Wales (GTCW) "Supply teacher Survey" from June 2014², and our own membership survey.³

We would first like to highlight the main findings of the GTCW report, which show some key issues for supply teachers in Wales:

- *Supply teachers in Wales were predominantly either (a) in the early part of their careers and undertook supply work largely due to a lack of permanent or temporary long term contracts or (b) towards the end of their teaching career or retired from a substantive teaching post. These two groups accounted for approximately 66% of the supply teachers who responded to the survey.*
- *The average number of days each supply teacher respondent worked was 2.7. However, it was evident that those in the early part of their teaching career sought to work for as many days as*

¹ The General Teaching Council for Wales (GTCW) An Analysis of registered supply teachers
Data taken from the Register of Qualified Teachers on 17th December 2014

² http://www.gtcw.org.uk/gtcw/images/stories/Statistics/Supply_Teacher_Survey_June_2014_Web.pdf

³ ATL Cymru conducted an online survey with members – 19th January 2015 – 27th January 2015.

possible (average 3.5 days per week). Conversely, those who qualified over 25 years ago, worked on average fewer days per week (average 1.8 days per week).

- Supply teachers mainly worked in the primary phase (59.4%). This is consistent with other data the Council holds, which shows that it is more difficult to secure substantive teaching posts in the primary phase due to an over-supply of teachers in Wales in this phase.*
- The most common reasons for schools to require supply teachers are to cover for sickness absence in Wales (41.1%) and for permanent teachers to undertake professional development (32.9%).*
- Supply teachers who responded to the survey worked almost exclusively through supply agencies or through a direct arrangement with a particular school or schools. Very few supply teachers worked through a Local Authority supply pool and these are now very much in decline. Furthermore, those in the early stages of their teaching career worked mainly through private supply agencies, whereas experienced supply teachers towards the end of their careers obtained their work from schools who contacted them directly.*
- The highest percentage of respondents (45.6%) worked continuously for less than one term in any one school which suggests that the majority of supply cover work is provided for short term absence.*

We did not seek to replicate the questions in the GTCW report with our own survey, but instead mirrored the questions from this inquiry. See appendix for results (page 14).

However, our results also suggest that the decline in local authority pool arrangements which can cause problems for pupil outcomes and other teachers in the school, with supply teachers often not having enough access to CPD opportunities.

Comments also support the GTCW findings around the nature of supply teachers as those early or late in their careers – suggesting that CPD would have to be tailored accordingly.

For example, one of our members said: *“A lot of them are NQTs with little support. Being put into a difficult school with no support is demoralising. Lots of supply teachers just 'give up' trying to teach and spend all their time on crowd control.”*

The key findings of our own survey include:

- On the whole supply teacher agencies do not provide a good service to supply teachers or schools
- Our members believe that the use of agencies should be replaced with local pool arrangements
- Only some agencies, LAs and schools support CPD arrangements for supply teachers
- Local authority consortia do not generally have a good oversight of the use of supply teachers in their area

Consultation questions

Question 1 - What are your views on whether there is a prevalence in the use of supply teachers on a planned and unplanned basis?

Our findings show that the use of supply teachers is usually planned – some finding their school uses them more than they used to.

Nearly two-thirds (60.7%) said that the use of supply teachers was planned, with 39.3% saying the use of supply teachers was unplanned.

Less than half (43.8%) of our members thought their school uses supply teachers more often than it used to. About a third (34.8%) said their school was using supply teachers more often, whilst a fifth (21.3%) said it was about the same.

If you believe that this results in problems (for example, for schools, pupils or teachers), how do you think they could be resolved?

Our members thought that using supply teachers does form a problem for pupils and students.

Nearly two-thirds (65.2%) of members felt supply teachers caused a problem for pupils, with half (51.7%) stating problems for other teachers. But nearly a third thought there were no problems caused by using supply teachers (31.5%).

Many of our members thought that the problems caused by using supply teachers could be resolved through using a local pool of supply teachers, known to the school, rather than relying on agencies.

Many of the views expressed are summed up in this response:

“When supply teachers were employed directly by an LEA and/or school instead of through an agency there was more consistency and supply teachers were regularly employed by a small number of schools where they got to know pupils, staff and schools much better and were therefore treated by pupils and staff more as a regular member of staff. Supply teachers are looked on as a cheap option they get paid less by agencies, cannot contribute to the teachers’ pension scheme and also have to pay for GTCW and CRB checks.”

Another commented: “supply teachers should be hired from a county authority pool and be proven good practitioners and be paid properly. Schools are using supply agencies as they are offered “teachers” for specific rates. The Supply teachers lose out financially all ways.”

Views differed on using higher level teaching assistants rather than using supply teachers unknown to the school – with many suggesting HLTAs could be better. Others raised concerns about the use of staff who were not properly qualified in a teaching role.

How significant is this issue? (Please select one option)	
1 – This is a key, urgent problem.	
2 – This is a problem that needs to be addressed.	x
3 – This is a minor problem	
4 – Not a problem.	

Question 2 - What are your views on the circumstances in which supply teachers are used for example, the types of classes they cover; the types of learning activities which take place under the supervision of supply teachers; whether they are qualified to teach relevant subjects?

Our members thought that supply teachers were more likely to be employed to teach the appropriate age / subject – though many of the comments show that the supply teacher is more likely to teach the right age than the right subject.

A quarter (25%) said that supply teachers were not qualified to teach the right subject / age group they were covering. Nearly half (43.8%) thought that they were, with the rest saying they didn’t know.

One PE teachers commented that supply teachers: “often turn up to teach my PE lessons in unsuitable clothing and with poor

attitude to practical learning”. Whilst several commented on different arrangements for short and long-term supply: “Long-term supply (maternity leave etc.) cover is always appropriately qualified; casual supply not necessarily.”

If you believe there are problems in this area, how do you think they could be resolved?

How significant is this issue? (Please select one option)

1 – <i>This is a key, urgent problem.</i>	
2 – <i>This is a problem that needs to be addressed.</i>	
3 – <i>This is a minor problem</i>	X
4 – <i>Not a problem.</i>	

Question 3 - What are your views on the impact of the use of supply teachers on the outcomes for pupils (including any impact on pupil behaviour)?

Our members felt there were negative outcomes from using supply teachers.

Three-quarters (74.4%) of our members believe that in terms of learning and behaviour, the outcomes for children when a supply teacher is used are not as good. A quarter (23.2) thought outcomes were about the same, with only 2.4% saying that outcomes were better.

If you believe there are problems in this area, how do you think they could be resolved?

The messages from our members surveyed about how these outcomes could be resolved were consistent: regular supply teachers, clear work and school policy information given to supply teachers, and better CPD.

Here are some examples of comments on how to achieve better outcomes using supply teachers:

“More consistency in the supply teachers / more information readily available to supply teachers about their classes.”

“Through building a relationship with regular team of supply teachers that understand the expectations of each institution.”

“Supply staff need to be given a copy of the behaviour policy and

access to support when needed. Both of these are rare. You are usually just dumped in a classroom, often with no work, with a group of pupils who know you do not know the school behaviour policy and will admit that they play up considerably for a supply teacher. Pupils will say they are not doing any work if their normal teacher is not in. This is extremely stressful for the supply and for those pupils who do want to work.”

“Keep supply teachers updated through training. Often their work is fragmented leaving them out of touch.”

How significant is this issue? (Please select one option)

1 – <i>This is a key, urgent problem.</i>	
2 – <i>This is a problem that needs to be addressed.</i>	x
3 – <i>This is a minor problem</i>	
4 – <i>Not a problem.</i>	

Question 4 - What are your views on the Continuous Professional Development of supply teachers and the potential impact of the National Professional Learning Model?

90% of members we surveyed said supply teachers do not have the same level of access to CPD as those contracted to a school.

If you believe there are problems in this area, how do you think they could be resolved?

The members felt that agencies and local authorities could have a role in ensuring CPD is available to supply teachers:
 “Agency/local authorities should have more responsibility for this for regularly used supply teachers.”

Several members suggested this is something schools themselves could address: “If a supply teacher has been used by a school a few times they could be invited to take part in their training or whoever they are registered with could take responsibility to ensure they have access to up-to-date CPD.”

A couple cited online learning opportunities, assisted by some supply agencies.

How significant is this issue? (Please select one option)

1 – <i>This is a key, urgent problem.</i>	x
2 – <i>This is a problem that needs to be addressed.</i>	
3 – <i>This is a minor problem</i>	

<i>4 – Not a problem.</i>	
Question 5 - What are your views on performance management arrangements for supply teachers?	
<p>The overwhelming majority (87.3%) of our members felt that performance management of supply teachers was difficult for schools to undertake.</p> <p>Many of our members commented that this would be extremely difficult to undertake, especially with short-term supply teachers. A couple commented it would be unfair, given the nature of supply work.</p>	
If you think there are problems in this area, how do you think they could be resolved?	
How significant is this issue? (Please select one option)	
<i>1 – This is a key, urgent problem.</i>	
<i>2 – This is a problem that needs to be addressed.</i>	x
<i>3 – This is a minor problem</i>	
<i>4 – Not a problem.</i>	
Question 6 - Do you consider that local authorities and regional consortia have sufficient oversight of the use of supply teachers?	
<p>Nearly all of our members who responded to the survey did not think that regional consortia had a good idea of the use of supply teachers in their area.</p> <p>Only 5.9% of our members thought that regional consortia have a good idea about the use of supply in their area.</p> <p>The other members were split, with nearly half saying the regional consortia had no idea (48.5%), and a similar amount (45.6%) saying they had some idea.</p> <p>This shows an over whelming lack of oversight of supply teachers by regional consortia. One comment suggested this is not part of a consortia’s remit.</p>	
If you believe there are problems in this area, how do you think they could be resolved?	
How significant is this issue? (Please select one option)	

1 – <i>This is a key, urgent problem.</i>	
2 – <i>This is a problem that needs to be addressed.</i>	x
3 – <i>This is a minor problem</i>	
4 – <i>Not a problem.</i>	
Question 7 - Are you aware of any local and regional variation in the use of supply teachers and if so, are there any reasons for this?	
Half (50.6%) of our members thought that use of supply staff did vary in different areas.	
If you believe there are problems in this area, how do you think they could be resolved?	
How significant is this issue? (Please select one option)	
1 – <i>This is a key, urgent problem.</i>	
2 – <i>This is a problem that needs to be addressed.</i>	
3 – <i>This is a minor problem</i>	x
4 – <i>Not a problem.</i>	
Question 8 - Do you have any views on supply agencies and their quality assurance arrangements?	
Less than a fifth (17.7%) of our members felt that supply agencies have processes in place to make sure supply teachers are of a good quality.	
Many comments were negative about the use of references for supply teachers, suggesting that supply teachers are not checked in terms of their performance.	
One former supply teacher suggested agencies should be: “Actually getting to know the staff on their books. When I worked as a supply teacher (my first 2 years of teaching, 8 years ago) the agencies I worked for only asked my referees for a tick sheet reference with no room for additional information and asked me almost nothing about myself or my skills.”	
If you believe there are problems in this area, how do you think they could be resolved?	

How significant is this issue? (Please select one option)	
1 – <i>This is a key, urgent problem.</i>	
2 – <i>This is a problem that needs to be addressed.</i>	x
3 – <i>This is a minor problem</i>	
4 – <i>Not a problem.</i>	
Question 9 - Are you aware of any specific issues relating to Welsh medium education? If so, what are they?	
<p>Specific issues relating to Welsh medium education and supply teachers was only highlighted by 11.3% of our members. With a third (32.4%) saying they thought there were no problems, and the rest unsure (56.3%).</p> <p>There were very few comments left about sourcing Welsh medium teachers, with one suggesting: “We always source out own as agencies are unable to provide them.”</p>	
If you believe there are problems in this area, how do you think they could be resolved?	
How significant is this issue? (Please select one option)	
1 – <i>This is a key, urgent problem.</i>	
2 – <i>This is a problem that needs to be addressed.</i>	
3 – <i>This is a minor problem</i>	x
4 – <i>Not a problem.</i>	
Question 10 - If you had to make one recommendation to the Welsh Government from all the points you have made, what would that recommendation be?	
<p>Overall, the comments reflected the key issues which this survey highlighted:</p> <ul style="list-style-type: none"> • On the whole supply teacher agencies do not provide a good service to supply teachers or schools • Our members believe that the use of agencies should be replaced with local pool arrangements • Only some agencies, LAs and schools support CPD arrangements for supply teachers • Local authority consortia do not generally have a good oversight of the use of supply teachers in their area 	

Members felt that these issues need to be addressed.

Our members felt very strongly that supply teachers should be better paid and that agencies were not providing a good service to schools or supply teachers. One commented: "Get rid of the agencies! They took 50% of my wages even on a long term placement. This means you are working for very little, still having to plan lessons and mark work but on a lot less than you should be on."

Some commented that addressing issues for permanent staff could reduce the need for using supply.

Question 11 - Do you have any other comments or issues you wish to raise that have not been covered by the specific questions?

Other comments reiterated the need to address the use of agencies for supply teachers in schools.

Throughout the survey several commented that supply teachers should be able to contribute to their pension.

Appendix: ATL Cymru survey results:

Question: Do you think your school uses supply teachers more often than it used to?

Yes	34.8%
No	43.8%
About the same	21.3%

Is the use of supply teachers usually:

Planned?	60.7%
Unplanned?	39.3%

Does the use of supply teachers cause any problems for: (Select all that apply)

For pupils?	65.2%
For other teachers?	51.7%
No problems	31.5%

How do you think problems related to the use of supply teachers could be resolved?

Comments included

- A regular bank, known to the teachers and staff in each school
- A directory of locally available subject specialist would be a step forward - all with portable DBSs!
- The use of cover supervisors is better as they are permanent in the school BUT they are rarely qualified as teachers.
- Supply teachers should be hired from a county authority pool and be proven good practitioners and be paid properly. Schools are using supply agencies as they are offered "teachers" for specific rates. The Supply teachers lose out financially all ways.
- Schools often use cover supervisors to cover classes instead of qualified teachers, and they often have little experience and/or understanding of basic behaviour management and teaching skills.
- Pay proper supply rates. Too much money being made by agencies and not directed to staff.
- Utilising HLTAs in house who know the pupils and can feedback and are more experienced
- Offer supply teachers training and stop using agencies. The agencies take a ridiculous amount from the supply teacher's salary for doing very little.
- Increase qualified full time staffing, that allows for the management of short term sickness and cover for CPD.
- Supply related to subject
- When supply teachers were employed directly by an LEA and/or school instead of through an agency there was more consistency and supply teachers were regularly employed by a small number of schools where they got to know pupils, staff and schools much better and were therefore treated by pupils and staff more as a regular member of staff. Supply teachers are looked on as a cheap option they get paid less by agencies, cannot contribute to the teachers' pension scheme and also have to pay for GTCW and CRB checks.

Are supply teachers usually qualified to teach the subject/age group which they are covering?

Yes	43.8%
No	25.0%
Don't know	31.3%

Do you believe that in terms of learning and behaviour, the outcomes for children when a supply teacher is used are:

Better?	2.4%
About the same?	23.2%
Not as good?	74.4%

If you think that there were less good outcomes in terms of learning and behaviour, how do you think these could be improved?

Comments included:

- Cover supervisors or using the same supply teachers regularly
- A bank of teachers known to the children and staff, qualified to teach the age group they are covering
- More consistency in the supply teachers / more information readily available to supply teachers about their classes.
- By using the same supply teacher, to try and ensure continuity, and who is familiar with both school and children.
- Using supply teachers with the subject knowledge or maybe informing them of the school behaviour policy when they arrive so that they know the steps to take.
- If someone were to be absent say for more than a week then should try to get subject specialists
- Keep supply teachers updated through training. Often their work is fragmented leaving them out of touch.
- In house HLTAs with internal knowledge and experience
- Having specialist teachers for covering their subjects long term.
- By employing part time teachers/ supply teachers through the county rather than lower paid teachers through agencies. Have regular supplies like we used to have before agencies

If you are a supply teacher, do you have access to the same continuous professional development (CPD) you would expect if you were contracted to a school?

Yes	10.0%
No	90.0%

How do you think a lack of access to CPD can be addressed?

Comments included:

- Agencies could provide courses to back up CPD requirements of their staff. e.g. e-learning.
- Courses within each LEA should also be available to supply teachers so they are trained up in the same techniques and strategies

- I have found CPD to be non-existent or very inconsistent. The supply agency has fantastic training but there naturally is less choice. I think CPD should be offered through schools to their more consistent supply teachers as well.
- If a supply teacher has been used by a school a few times they could be invited to take part in their training or whoever they are registered with could take responsibility to ensure they have access to up-to-date CPD.
- Going back to LAs keeping supply lists, rather than all supply staff working through agencies, & LAs providing training for supply teachers
 - By external agencies.
 - Local authority offering courses for supply teachers, as they do for schools.
 - Funded continuous professional development!
 - By providing funding which supply teachers can apply for which will pay for them to attend courses. This should also be done for permanent staff as at present they often get sent on courses they don't particularly want to do where as if people apply they want to do it and will therefore benefit from it.
- Better access to funded workshops and training courses

Is performance management for supply teachers:

Difficult for schools to undertake?	87.3%
Easy for schools to undertake?	12.7%

Do you think that local authorities' regional consortia have:

No idea about the use of supply teachers in their area?	48.5%
Some idea about the use of supply teachers in their area?	45.6%
A good idea about the use of supply teachers in their area?	5.9%

Do you think the use of supply teachers varies in different areas?

Yes	50.6%
No	9.1%
Don't know	40.3%

Do you think that supply agencies have processes in place to make sure supply teachers are of a good quality?

Yes	17.7%
No	41.8%
Don't know	40.5%

How do you think supply agencies could improve their processes to make sure supply teachers are of good quality?

Comments included:

- I feel some agencies are absolutely fantastic and really listen to their teachers. Others are clearly financially orientated and try to post supply teachers into other positions, just to satisfy bookings.
- A lot of them are NQTs with little support. Being put into a difficult school with no support is demoralising. Lots of supply teachers just 'give up' trying to teach and spend all their time on crowd control.
- Day to day supply is often not your subject, just whoever is available. Supply staff should have specialised training to deal with the unique issues that arise.
- Supply agencies should be more rigorous in the standards when employing potential covering staff.
- Actually getting to know the staff on their books. When I worked as a supply teacher (my first 2 years of teaching, 8 years ago) the agencies I worked for only asked my referees for a tick sheet reference with no room for additional information and asked me almost nothing about myself or my skills.
- Training, and tracking of supply teachers through observations and feedback
- Pay them more. A friend has to provide, at her own expense, a CRB check for each agency. I realise they are vital, but surely generating 5or6 within a month was unnecessary. Not only is it prohibitively expensive but it clogs up the system.
- Agencies should not exist. They profit from the arrangements, so once again, we have a misuse of public funds. It needs to go to schools' own contingency strategies.
- To pay them a fair wage for work undertaken.
- Send teachers suited to the lessons taught, not just send random teachers.

Does your school have any specific problems with supply teachers relating to Welsh medium education?

Yes	11.3%
No	32.4%
Don't know	56.3%

If Welsh Government could make one change about supply teachers, what would you want it to be?

Comments included:

- I think that there should be encouragement by the Welsh Assembly Government to increase the payment made to supply teachers. Agency rates are in the main very low.
- Don't encourage agencies. Use bank of supplies known to schools.
- To make the training & pay they receive consistent.
- A central resource that is well managed and invests in CPD.
- introduce a standard daily rate of pay and link
- More rigour. I only do supply at the school I retired from. I know the protocols and the systems of the school.
- Get rid of the agencies! They took 50% of my wages even on a long term placement. This means you are working for very little, still having to plan lessons and mark work but on a lot less than you should be on.
Insist on training for supply teachers on how to deal with these situations on supply.
- Ensure that classes are taught by a qualified teacher and not by cover supervisors, which is often to no benefit to students as they are not qualified to actually teach but just monitor and manage behaviour.
- Give supply staff access to training & cpd.
- Pay supply teachers proper percentage salary reflecting their position on teacher pay scales.
- Stop using agencies
- Ensure that private supply agencies are not making increasing profits by exploiting the supply workforce in a competitive market.
- They could pay towards pensions.
- Offer training
- If a supply teacher gets a long-term placement then their pay should increase to take into account longer working hours e.g.
- Remove agencies. They are unnecessary and drain resources from schools and mean supply teachers earn less.
- Do away with agencies and let schools employ teachers from an LEA approved register.

- More opportunities for nqt's or student teachers to have more opportunities to teach on supply.
- Provide greater opportunities for CPD especially with new structures, practices being implemented
- Legislate to ensure supply teachers are paid the full daily rate by agencies.
- To pay them to attend CPD courses
- Get rid of agencies that effectively cause good teachers to work for substantially lower salaries.

Any other comments:

- I have been a supply teacher for a year a half with various agencies (undertaking 2 maternity posts & my current post with one agency in particular). My current agency is fantastic but it has taken a long time to ensure a good representative was found. I have also encountered a variety of issues being an NQT on supply. I would be happy to discuss this further with an ATL rep if this is deemed useful.
- As a special school, my school only uses supply teachers for long-term cover as we cannot get experienced supply teachers to cover day to day absences.
- Supply teaching is not easy! Many would love some support, particularly behaviour management and keeping up to date with new methodologies and techniques. As a full time teacher I know my school, I know my pupils I plan for my pupils. A supply teacher may regularly teach in strange schools, unfamiliar pupils and translate/ dissect another teachers planning. That is hard.
- Schools are getting a good deal by using the Supply agency but the supply staff are being paid a great deal less than the sum paid by the school to the agency. The deal agreed between WG and New Directions is very much in favour of private gain from public funds.
- I'm a supply teacher and my pay is half what it was when I worked for local council as supply. I receive no training and I can't pay towards my pension.
- I feel the reduction in direct links between schools and 'their' supply teachers is detrimental to the children, for many reasons.
- Agencies have done nothing to improve supply teaching, they have lowered the moral of supply teachers who are now underpaid.
- Money drives everything. Cover is the cheapest most often which is an educational nonsense. Also matching qualification to job description is just as important for supply teachers when the driving force is the quality of education our pupils receive.

- Something must be done about teachers' pensions for supply teachers.
- As a supply teacher I have the flexibility to work in different schools. I am fortunate enough to provide supply for two local schools and able to access some training provided by the schools. However it must be very difficult for supply teachers who travel to lots of schools to build relationships with staff and pupils and access training.

Eitem 5.1

Owen Evans

Cyfarwyddwr Cyffredinol • Director General

Yr Adran Addysg a Sgiliau
Department for Education and Skills



Llywodraeth Cymru
Welsh Government

13 April 2015

Mr Darren Millar AM
Chair
Public Accounts Committee
National Assembly for Wales

Dear Darren,

In response to your letter dated 16 March 2015 please see below further information on the implementation of the Welsh Government's commitments/actions following the publication of the Public Accounts Committee report *Covering Teachers' Absence*.

I would like to reiterate that the quality of supply teachers and how they are effectively utilised in supporting the education of our young people is important to the department. As such, we have set stretching but realistic targets to address the Committee's concerns and recommendations that align with our reform programme under Qualified for Life, including: the New Deal; Professor Donaldson's recommendations on Curriculum and Assessment Arrangements in *Successful Futures*; and Professor Furlong's report on the Future of Initial Teacher Education and Training in Wales – *Teaching Tomorrow's Teachers*.

In raising standards in education in Wales it is vital that our expectations for improvement extend to the entire teaching workforce. We will expect those who provide cover to be able to deliver against our priorities and ambitions for our young children and to be able to access development opportunities. There is a responsibility on the part of the employer and the employee themselves to ensure that they keep up to speed with good classroom practice.

Recommendation 1

The Committee recommends that the Welsh Government captures and disseminates relevant and reliable data on teachers' absence from the classroom to enable a more robust monitoring of occurrences of, and the reasons for, absence.

The responsibility for monitoring and evaluating the reasons for absence, and associated costs, rests with the schools and employers.

The Welsh Government does, however, collect and publish data at an all Wales level on teacher absence annually and from June 2016, to help enable any potential issues or trends to be identified, we will publish this data at local authority level. This data will be available to form part of the people management monitoring, reviewing and challenge process within local authorities and consortia.



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The *National Model for Regional Working – Revitalising People Management in Schools* published in April 2015 provides a people management framework for the delivery of specialist HR functions. This document builds on the requirements set out in the *National Model for Regional Working (Guidance document 126/2014)* and underlines the responsibilities on schools, local authorities and consortia to collect, analyse and report on data to improve school performance.

To further support this and as recommended by the Committee, guidance will be published (*Effective Management of School Workforce Attendance*) in July 2015 for September 2015 implementation (see recommendation 7 for detailed timescales for delivery). The guidance will set out the responsibilities of local authorities and consortia in relation to school data collection, dissemination and analysis as well as the responsibilities for head teachers and governors in providing data and responding to issues.

Additionally from September 2015 all schools are legally required to have a School Development Plan (SDP)¹ in place. The Guidance on School Development Plans (Guidance document 155/2014) refers to the importance of performance and contextual data to inform the plan and to set targets for the school. School workforce absence information is an example of the ‘quantitative data’ to be utilised for schools to identify and address their strengths and needs. The guidance also refers to schools accessing benchmarking data so that they can compare themselves against both the best performing schools and those within their family of schools. This will be reiterated in the guidance document *Effective Management of School Workforce Attendance*. The SDP will provide a focus for engagement within schools and challenge advisers will advise and support schools in identifying and implementing the actions necessary to bring about improvements on a range of data, including teacher absence data.

Welsh Government will regularly review this data with the HR Directors Network and the WLGA.

Target date: Stakeholder engagement underway; guidance to be published in July 2015 and implemented in schools in September 2015.

Recommendation 2

The Committee recommends that the Welsh Government conducts an evaluation of the effectiveness of training delivery and reports back to the Committee by January 2015. This evaluation should include the impact of different forms of training delivery on teacher absences from the classroom.

A review of training and professional learning instigated by the Welsh Government during the period January to July 2014 has been carried out (a copy of the report was provided in our correspondence dated 23 February 2015). In addition, an analysis of the evaluation forms collated at these training events show that the majority have been rated good or excellent.

Guidance on the best practice approaches that should be considered when organising training events for teachers will be included in the *Effective Management of School Workforce Attendance* document to be published for all key stakeholders in July 2015 (being developed as part of recommendation 7). This will include ensuring the Welsh Government and its partners considers the range of delivery options when providing learning opportunities to the school workforce to ensure that the impact of teacher absence from the classroom forms part of the decision making process.

¹ Education (School Development Plans) (Wales) Regulations 2014

On the 18th March 2014 the Minister for Education Skills announced a 'New Deal for the Education Workforce' which offers all education practitioners, including supply teachers, in Wales an entitlement to access world class professional learning opportunities to develop their practice through their career. Underpinning *New Deal* is embedding professional learning activities within schools but also providing access to learning opportunities through online professional learning materials and resources. This provides a more flexible and effective approach for all teachers to develop and will contribute to improving teacher standards whilst reducing teacher absence from the classroom for training purposes.

Target date: Initial analysis complete; guidance to be published in July 2015 and implemented in schools in September 2015.

Recommendation 3

The Committee recommends that the Welsh Government amend regulations to make it a requirement for at least one member of each governing body to be designated to lead on HR matters and that such members are suitably trained to fulfil this role.

This recommendation was rejected in the Welsh Government's response to the Committee (June 2014) as the regulations (The Government of Maintained Schools (Wales) Regulations 2005) specify that an individual governor cannot be required to be a designated lead for a specific issue.

Additionally, as the Minister explained in his follow up response (August 2014), governors are volunteers and HR and staffing matters are a significant responsibility, often of a statutory nature and as such are normally delegated to committees rather than an individual governor. Given the complexity often involved in HR and staffing matters a single governor, in our view, would be unlikely to want to be responsible for dealing with such sensitive matters as they would not have the confidence, knowledge and experience. There are also risks in attaching such responsibilities to a single person.

However, there is already existing provision within the regulations for governing bodies to delegate functions to a committee or to decide by choice to delegate certain functions to an individual.

Target date: Not applicable.

Recommendation 4

The Committee recommends that the Welsh Government reviews the training (eg: through the National Professional Qualification for Headship/ first year mentoring) provided to head teachers to ensure that there is a greater emphasis on managing classroom absences. This focus on managing absence should also be incorporated into the Continuing Professional Development for head teachers.

It may be helpful to note that the National Professional Qualification for Headship (NPQH), which is provided as an example in the Committee's recommendation, is not a training course – it is an assessment process to judge whether or not a practitioner is able to demonstrate that they meet the Leadership Standards in full. It is therefore the Leadership Standards that form the basis of the assessment and I can confirm they already include standards related to managing the school, which include managing staffing issues.

However this is an area where further policy development is underway. The professional standards frameworks for education practitioners in schools and further education institutions are currently being reviewed to reflect the findings of a number of independent

reports commissioned by the Welsh Government, including the Donaldson Report and the Furlong Review. A timetable for delivery is set out below:

Revised standards developed, supported by programme of engagement with stakeholders	March – August 2015
Formal 12 week public consultation commences	September 2015
Revised standards published	January 2016
Schools and colleges build familiarity with new standards	February – August 2016
Standards become mandatory for existing practitioners	September 2016
ITET Centres re-validate courses based on new standards	February 2016 – August 2017
New standards become mandatory for entrants to ITET courses	September 2017

These new standards will therefore influence training provision for all levels of teachers and managing school staffing will need to be effectively captured in the revised standards.

Target date: To be complete by September 2017 (as per above timetable)

Recommendation 5

The Committee recommends that the Welsh Government, in collaboration with local authorities, ensures that when HR services are procured by schools from local authorities, service level agreements are strengthened to ensure that head teachers and governors receive sufficient HR support as well as appropriate training and guidance, to enable HR matters related to supply staff to be managed appropriately.

The *National Model for Regional Working – Revitalising People Management in Schools* published in April 2015 provides a people management framework for the delivery of specialist HR functions. This document builds on the requirements set out in the *National Model for Regional Working (Guidance document 126/2014)*. The document sets out the requirement for consortia business plans to detail how local authority HR support will be provided to schools. It also outlines the responsibilities of local authorities and consortia in delivering HR support and services. The document explicitly references the requirement for local authorities to deliver HR support and advisory services to schools under a Service Level Agreement. The guidance sets out the requirement for schools, and governing bodies, to take part in training and development programmes to assist them to meet their people management responsibilities.

Business plans in relation to HR provision for schools will be monitored through the annual Ministerial review and challenge events with each consortium. Where HR issues have an adverse effect on school improvement we will collectively analyse causes and identify suitable interventions.

Target date: First round of consortia review and challenge events autumn 2015

Recommendation 6

The Committee recommends that the Welsh Government:

- a) Outlines how it expects Estyn to inspect and report on cover arrangements**
- b) Alters the guidance for Estyn inspections by September 2014 to explicitly require inspectors to examine cover arrangements**
- c) Provides the Committee with clear evidence that this approach is working and any actions they intend to take to address and shortcomings in this approach by September 2015**

We request that an update on the details of the changes to guidance and early indications of how the revised approach is working be provided to the Committee by January 2015.

As outlined in the Minister's letter a proposal to conduct a thematic review into cover arrangements and how the guidance (in recommendation 7) was being adopted went forward for consideration by an evaluation panel in October 2014. A number of competitive bids were submitted and it was determined that the guidance would not have had time to bed in sufficiently for a review to be valuable on this timescale (2015/16). This is not, however, to say that we do not agree with the need to investigate the impact. It was concluded that to defer this thematic review by at least one year would provide opportunity for the new guidance to be fully developed and embedded (for a whole academic year) before the study takes place. It was further suggested that the study should have a focus and that it may specifically consider the effect of long term absence on primary schools.

As for altering the guidance for school inspections this would be a function for Estyn, an independent body, to undertake. However, their process of risk based school inspections would lead them to follow such lines of enquiry if their pre-inspection preparation identified this as an issue.

Target date: October 2015 for a thematic review bid to be considered for 2016/17

Recommendation 7

The Committee recommends that the Welsh Government publishes a timetable for disseminating guidance on the effective management of cover and a plan for evaluating this guidance. The Committee would expect an update on this work by January 2015

The draft guidance for effective management of workforce absence, which is being developed with local authority partners and school practitioners, has been discussed at the School Practitioners Panel and further discussions are due to take place with trade union partners and employers this month. The timetable for its development, consultation (informal) and publication is:

March 2015	Commenced drafting guidance document
March/April 2015	Key Stakeholder Consultation e.g. School Practitioners Panel (23/3 and 8/6) Union Partners (14/4) HR Directors Network (21/4) ADEW (date tbc)
June/July 2015	Document agreed and published
July 2015	Communication campaign to publicise new guidance
September 2015	Implemented in schools

The plan for evaluating the guidance has been set out above in recommendation 6. A thematic review to evaluate the guidance will be considered for the Estyn remit in 2016/17. If, however, absence is identified as an issue by Estyn within their pre inspection

preparation for a school they will, as stated above, follow up this issue in their inspection visit.

We will also work with the WLGA and the HR Directors' network and the ADEW HR Officers network to informally monitor its effectiveness on an ongoing basis.

Target date: Guidance published in July 2015, implemented in schools in September 2015 and evaluated in 2016/17.

Recommendation 8

The Committee recommends that the Welsh Government evaluates its policies such as the development of different forms of training and Continuing Professional Development that rely less on teachers being absent from the classroom and the demands of the regional consortia on schools, and considers the impact these have had on cover requirements. We request that the outcome of the evaluation be reported to the Committee by January 2015.

The Welsh Government accepts and supports the principle that teachers need to be present in the classroom more often, even when undertaking professional development. It cannot however, guarantee that all such development can be delivered in this way. The move towards a self improving system, which started with the refocussing of the Regional Consortia just over a year ago, advocates sharing best practice within the classroom and teachers learning and developing 'on the job' supported by each other. Additionally Estyn supports this process of peer to peer support, review and learning from each other and looks favourably upon this practice in its inspections.

Guidance on the best practice approaches that should be considered when organising training events for teachers will be included in the *Effective Management of School Workforce Attendance* document to be published for all key stakeholders in July 2015 (being developed as part of recommendation 7). This will include ensuring that the Welsh Government and its partners considers the range of delivery options when providing learning opportunities to the school workforce, to ensure that the impact of teacher absence from the classroom forms part of the decision making process.

As previously mentioned *New Deal* aims to embed professional learning activities within all schools, providing a more flexible and effective approach for all teachers to develop. It will contribute to improving teacher standards whilst reducing teacher absence from the classroom for training purposes.

Target date: Guidance to be published in July 2015, implemented in schools in September 2015.

Recommendation 9

The Committee recommends that the Welsh Government takes steps to ensure that school and local authority Continuing Professional Development be available to supply teachers, and ensures it develops an effective mechanism for communication these opportunities to supply teachers.

New regulations for School Development Plans, introduced in September 2014, specify that schools set out in their development plans how they intend to develop their staff including those temporarily placed at the school. These plans were voluntary for the first year but will be compulsory from September 2015.

The *Effective Management of School Workforce Attendance* document (recommendation 7) will set out the requirements on schools, local authorities and consortia to ensure that, where possible, their training sessions will involve supply teachers working in their school.

The guidance document will also include exemplar material on information to be provided to supply teachers working in a school, this will recommend providing information on *Dysg* and the *New Deal* to improve dissemination of information on training opportunities to supply teachers. Currently, we have been able to identify over 1,400 supply teachers who now as a result of our contact with them receive the *Dysg* newsletter. It includes a range of information regarding Welsh Government policies, training and development events and other relevant information for the education workforce and is distributed fortnightly.

We want to ensure that the Professional Learning Model which is being developed as part of the *New Deal* takes account of how all teachers, including supply teachers, can access the model and benefit from CPD in the same way.

Target date: Regulations introduced September 2014, compulsory from September 2015 with ongoing monitoring

Recommendation 10

The Committee recommends that the Welsh Government works with representatives from WLGA, Supply Agencies and schools in developing the specification for retendering of the Framework contract for school supply staff, to include a requirement for supply staff to have access to Continuing Professional Development and to determine arrangements to recover from the supply agencies any additional costs for Continuing Professional Development for supply staff.

The National Procurement Service recently retendered for the Framework contract for school supply staff. The specification included a requirement for bidders to provide an explanation on how they would ensure 'training and Continuous Professional Development is provided to their temporary workforce'. The successful supplier, New Directions, was announced on 8 April. Within their tender documentation New Directions outlined how they would ensure all temporary workers receive relevant training and CPD, and how they will monitor this. The successful tenderer provided specific evidence in their bid on training it provides for its members on safeguarding, classroom management and conflict and behaviour management, through the Team Teach programmes.

Target date: Tender process complete and the new contract will come in to effect from 1st August 2015.

Recommendation 11 and 12

11 - The Committee recommends that the Welsh government includes the costs and take up of the Masters in Educational Practice in its evaluation of the programmes
12 – We also recommend that an evaluation of the mentor element of the Masters in Education Practice programme is undertaken before the end of 2014 to address concerns that it may not be delivering value for money. The evaluation should include consideration of the utilisation of retired teachers as mentors and the impact of the extraction of experienced teachers from the classrooms to be engaged as mentors.

The discontinuation of the existing Masters in Educational Practice (MEP) means that undertaking the form of evaluation originally envisaged in recommendation 11 and 12 of your report is no longer appropriate.

A new MEP is currently in development. Having taken into consideration a range of comments from the cohort of trainees on the initial programme and from senior practitioners, including those who were supporting the trainees, the new MEP will be available to a wider audience and over a less restrictive timescale. The final specification and model of delivery is being finalised and will be implemented in September 2016. The new MEP will be open to any practitioner who is registered with the Education Workforce Council.

Target date: Not applicable.

Recommendation 13

The Committee recommends that the Welsh Government collects further information on the extent and cost of covering teachers' absence. We recommend that the Welsh Government publishes a timetable and plan for gathering this information and provides detail on how value for money will be monitored and evaluated.

In response to recommendations 1, 8 and 10 we have outlined activity that the Welsh Government will undertake to monitor when and why teachers are absent from the classroom. To fully monitor the cost and value for money of the use of supply teachers to cover teacher absence across all schools in Wales (approx. 1580) would be an onerous burden requiring significant resource. However, the Welsh Government is exploring proportionate mechanisms and processes to be able to evaluate and monitor value for money and to explore potential efficiencies with Regional Consortia and local authorities.

Target date; Collect and publish sickness absence data by local authority by June 2016

Recommendation 14

The Committee recommends that the Welsh Government's proposed guidance clearly addresses the identified safeguarding issues for temporary staff and that the Welsh Government develops an effective mechanism to check that the guidance is being followed. The Commission should be provided with an update on this by January 2015.

New statutory guidance on arrangements for keeping children safe in education, *Keeping learners safe*, was published in January 2015. This guidance sets out the requirements for the local authority and the governing body of a school to operate safe recruitment procedures and make sure that appropriate checks are carried out on new staff working with children.

The Welsh Government expects all local authorities and schools in Wales to comply with statutory arrangements, including those put in place through the Disclosure and Barring Service.

Effective Management of School Workforce Attendance (recommendation 7) will refer to *Keeping Learners Safe* and set out the safeguarding requirements for schools, local authorities and supply agencies, re-enforcing the messages to supply teachers. Schools will be advised to provide information to supply teachers before they enter the school which will include details on the schools safeguarding policy and individual contacts for these issues.

The Welsh Government will continue to support all education providers to ensure that they have effective systems in place to promote safe practice. Central monitoring arrangements covering individual aspects of the guidance would be prohibitive.

Target date: Complete January 2015

I hope the above information provides the Committee with the clarification required and we again thank you for your consideration of this significant area of education.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Owen', followed by a period.

Owen Evans