

## Annex A - Important work strands

### Increasing the number and quality of Science, Technology, Engineering and Maths (STEM) teachers

1. Increasing the number of STEM teachers is a very high priority and will enable us to meet the targets set for 2014. You need to take the following specific actions in support of this:

- a) Continue development of the Transition to Teaching Programme announced in the Children's Plan, through a high profile launch and with guidance from an employer steering group, for which TDA will generate and provide secretariat support. This will include managing the contractors to ensure that employers attract employees towards a career in teaching, supporting potential new teachers in making their decisions while making use of existing TDA programmes that lead to QTS. This programme is funded up to an annual cost of £728,250 plus £21,750 administrative overhead.
- b) Seek every possible way of improving the recruitment and retention of mathematics, physics and chemistry specialist teachers, including expanding subject enhancement courses to improve the subject knowledge of intending science and maths teachers without a recent degree in the subject. More information and details of funding will follow separately.
- c) Get more physics, chemistry and maths specialist teachers into schools by continuing to pilot and evaluate Science and Maths accredited CPD courses, and by advising the Department whether these should be rolled out fully nationwide. We intend to support this by providing a financial incentive for those that complete the courses (although the timing of the payment of the incentive has yet to be decided) and by continuing to pay supply cover for participants. This programme is funded in 2008-09 at £1.7 million. This sum includes the cost of the courses and accreditation, supply cover, incentives, evaluation. It also includes the cost of mentoring for mathematics teachers who complete the courses (Gatsby will be funding a mentoring programme for science teachers who complete the pilot courses).
- d) Improve the retention of science teachers during their early years in the profession by taking on a new area of work in relation to mentoring for new science teachers as reported in Lord Sainsbury's review of science. More information and details of funding will follow separately.
- e) Develop a database of schools seeking Graduate Teacher Programme (GTP) placements and mechanisms for more active promotion of the Programme to schools, to widen the take up by schools and ease the routes into GTP for candidates.
- f) Review the effectiveness, targeting and value for money of the current suite of financial incentives for people to enter initial teacher training (ITT) and make recommendations for possible changes which might increase take-up in priority subjects. The total amount spent on incentives should be the same or less as now.

- g) Build on the success to date of the Student Associate Scheme, while pursuing the twin aims of increasing recruitment to ITT and widening participation in higher education with a particular focus on maths and science placements, followed by other secondary shortage subjects.
- h) Continue to manage contracts with ITT providers for Teach First training and mentoring for 365 places, funding will include the start-up costs for the expansion of the programme to Liverpool and Yorkshire and the Humber.
- i) Work with Future Leaders and others as necessary, and when requested, in the development of a recruitment stream for the Future Leaders programme. This will include examining options to allow QTS to be gained as part of the programme.
- j) Provide advice on whether we could make more of the potential resource that overseas trained teachers offer - even beyond the context of STEM. In particular, whether it would be possible to encourage overseas trained maths and science specialists already teaching here to gain Qualified Teacher Status (QTS) so they may stay and teach for more than the four years the law allows; and how maths and science specialists from EEA countries, for whom QTS is available on demand, might be encouraged to apply for posts in this country.

## **Other priorities**

### Teaching workforce supply and training

2. Within the Agency's principal responsibility of ensuring teacher supply, I want to see a continuing focus in 2008-09 on securing enough new teachers equipped to meet the challenges of the new secondary curriculum, personalisation and 14-19 reform. In pursuit of this it should:

- a) Devise and implement strategies for helping schools in difficult circumstances to recruit good quality trainees and teachers; dealing with geographical shortages; increasing the representation and retention in ITT of black and minority ethnic trainees and increasing the number of men entering primary ITT.
- b) Work up detailed proposals based on the Agency's earlier suggestion that changing its funding methodology to something similar to the Department of Health's fixed contract price model might make it possible to remove PGCE courses from the variable fees regime after 2011/12.
- c) Consider how the significant expansion in the number of primary pupils projected from 2009/10 until 2014/15 might be met in part by encouraging more former primary teachers to return, and how this might be balanced with the contribution that ITT will need to make to this expansion.
- d) Work with the Department and ITT providers to ensure the mainstreaming of functional skills into ITT and a transition to Diploma-based ITT courses, as appropriate, in anticipation of the gradual roll-out of Diplomas between now and 2011. To begin this, funding will be provided to allow the Agency to offer 'with experience' places to providers who may wish to offer trainees an extended programme which will give them a background in teaching Diplomas. Officials will confirm the level of funding when the Agency's proposals have been agreed.

- e) Continue to work with Lifelong Learning UK (LLUK) to prepare to up-skill the existing workforce to support the successful implementation of the 14-19 reforms, by continuing to support LLUK's work in piloting short courses in occupational currency and by working closely with other partners with responsibility for 14-19 workforce development to revise the training needs analysis tools for Diploma practitioners.
- f) Work with DCSF, DIUS and LLUK to prepare a draft CPD strategy in support of the 14-19 reforms, with particular reference to the teaching of the Diplomas. The strategy should include a framework within which CPD for practitioners teaching of the Diplomas may be developed. The framework will reflect the need for closer alignment of the further education and schools teaching workforce to facilitate collaborative delivery of the Diplomas by schools and colleges and should therefore be suitable for consideration within the FE Workforce Strategy implementation plan. It will take account of current QTS and Qualified Teacher: Learning and Skills (QTLS) standards, and will include reference to both pedagogic and subject content. It should reflect the need for there to be opportunities for both accredited and non-accredited professional development in line with the personalised training needs of participants. The first draft of the 14-19 CPD strategy should be produced by the end of September 2008, with a view to its being monitored and evaluated as the Diplomas are introduced into schools and colleges. As a first step to producing a comparable strategy for support staff, the Agency should research and report to the Department on the roles that support staff are likely to play in the delivery of the Diplomas, and the likely training needs that arise from these roles. As staffing for the Diplomas may not be finalised before the end of the summer term, initial findings of the research should be available to the Department in July 2008 to inform the planning of workforce development for support staff in Gateway 2 consortia, and the outcomes of this research should be completed by the end of September 2008. I intend to commission a further piece of work later in the year, when we have emerging findings from this initial work.
- g) Jim Knight's letter of March 2007 reminded the Agency of the importance we attach to increasing the number of young people staying on and attaining in education or training after 16. It also referred to the challenges of the 14-19 agenda and the implications for the skills of the workforce of the widening range of learning routes for young people. In this context, I would like you to review the support that the TDA provides for the delivery of careers education in schools, and consider more widely the further ITT and CPD support needed by all key stage 4 and post 16 teachers to ensure that they are aware of the pathways for progression through the 14-19 phase in school, college and work-based settings and can talk confidently to students about progression, within and from their own subject and the range of qualifications to which their subject contributes.
- h) Following the publication of the Children's Plan, which confirmed languages will become a compulsory part of the primary curriculum, you should continue the Primary Languages ITT strand and work with the Department to develop alternative routes to boost the primary workforce. You should continue the Anglo-French secondary ITT pilot for one further.
- i) Develop a pilot programme of retraining modules for secondary language teachers to support language development in primary schools. This will help retain

secondary teachers in the system while the reforms outlined in the Department's Languages Review are embedded.

- j) Work closely with the National Strategies in aligning and supporting the ongoing implementation of both the Rose review of early reading and the teaching of phonics, and the findings of Sir Peter Williams' review of mathematics teaching in early years settings and primary schools. Newly qualified teachers need to be equipped with the necessary skills to implement the recommendations of the Rose review and TDA should ensure that training providers support and facilitate this.
- k) Continue to work to improve diversity in the workforce, including hosting a conference on diversity in the spring of 2008 to produce signposts towards future action for the stakeholders involved. It is important that new and existing teachers and support staff are reminded of their duties under the Race Relations (Amendment) Act 2000. Race equality awareness training within ITT and subsequent CPD is also important in strengthening compliance with the Act within schools.
- l) Support Training Schools in playing a central reform role within the Specialist Schools Programme by acting as lead centres of innovation and excellence in the training and development of the whole school workforce.
- m) Recognising the increasing significance of EAL support for children and young people, the Agency should take forward work within the integrated qualifications framework to develop a pathway of qualifications for teachers and support staff to provide leadership in effective EAL teaching and learning. In addition we will pilot a CPD programme building on TDA's current work on CPD courses for non-specialist mathematics, physics and chemistry teachers and the SENCO accreditation framework which should be available by September 2009.

#### Delivery of CPD and new professionalism

3. Ongoing engagement in effective CPD is essential for all teachers, from induction onwards, if we are to ensure the best possible quality of teaching in all our schools. As part of its CPD remit, the Agency needs to take the lead in developing the proposals set out in the Children's Plan for all teachers to achieve a Masters qualification over the course of their career. You should work with the social partnership in taking this forward and lead on the delivery as confirmed in 'Being the best for our Children'. The new qualification should recognise the improvement in teacher quality that impacts on raising standards and narrowing the attainment gap, as well as raising the status of the profession. We expect that you will evaluate the effectiveness of the programme through the impact it has on pupil achievement.

4. The Agency will also want to consider the implications of the ambitions set out in the Children's Plan for the TDA's existing CPD work strands. Jim Knight will be writing to you separately, in response to your latest advice about teachers' CPD, to identify priorities for the coming year.

5. The effective implementation of the revised performance management arrangements and revised professional standards remains critical to our plans for a teacher workforce in which all teachers are engaged in effective professional development throughout their careers. The Agency must ensure that it has good intelligence about the impact of

performance management, the professional standards and CPD in schools. Across local authorities (LAs) and, working with social partners, it needs to have systems in place that enable the Agency and its local, regional and national partners to take action to resolve any concerns promptly. As we move into the second year of the revised performance management arrangements, I want the Agency to focus increasingly on promoting and supporting real quality and challenge in performance management and CPD so that teachers, schools and children fully realise the benefits. It will be necessary to keep the level and nature of the support provided under review as further information about schools' support needs becomes available.

### SEN and disability

6. The Department remains committed to doing more to improve outcomes for children with special educational needs and disabilities and that commitment has been restated in the Children's Plan. Enhancing workforce skills is clearly central to this goal and I want the Agency to continue its important work in this area. This includes practical steps to strengthen provision in ITT, induction and CPD, and working with the Department to respond to points arising from the thematic review we have commissioned from OFSTED of the 'journey' the trainee teacher takes in terms of acquisition of SEN knowledge and skills. I also want the Agency to continue to work with partners to establish nationally accredited training arrangements for SEN co-ordinators in schools, given their key role in securing effective provision.

7. The Children's Plan announced £18m for SEN over the next three years. My officials will discuss with yours how much of this can be deployed in support of projects agreed with TDA. We currently envisage about £4m in each of the three years being assigned to training, although £500,000 of this will be deployed to SEN Regional Hubs in support of the Inclusion Development Programme being carried forward by the National Strategies. This points to a projects figure of £3.5m pa for each of the next three years, which would include TDA costs and the costs of an independent evaluation.

### **Workforce reform**

#### Offering training and development opportunities to support staff

8. The Agency should encourage schools to use their workforces in the most appropriate and efficient way. This will include working with LAs, particularly those in London, to promote the benefits of efficiency and new roles for support staff. It should work with those schools that have made less progress in remodelling and promote and extend effective deployment practice for support staff.

9. The Government's *Skills for Life* target is to ensure that 95% adults reach a reasonable competence in basic literacy and numeracy skills by 2020, and we aim to get all public organisations to support this. As learning organisations, schools should have processes for supporting all staff literacy and numeracy, including contract staff and parent advisers with low literacy and numeracy skills, as will be found in extended schools. TDA has already contributed to this with some earlier work on developing resources and 'whole organisation approaches' in schools to raise the basic skills of literacy, numeracy and ICT for the whole school workforce, and I want it to continue reinforcing this message wherever the opportunity presents itself.

10. The Agency should continue to work in strategic partnership with the NCSL on the current school business manager programmes and should extend that strategic partnership to the pilots of Advanced School Business manager and School Business Director programmes to ensure coherence across TDA and NCSL programmes in support of school modernisation, and particularly their role in support staff development and deployment. The Agency should direct the NCSL towards the delivery of at least 1,500 Certificate of School Business Management and 800 Diploma of School Business Management places.

11. The Agency will receive one support staff training and development budget for 2008-09, and I expect it to support LAs and schools to develop their support staff in a way that address local needs and helps to raise their skills levels in line with the national standards. In its sector body role, the Agency should continue to make progress in developing a sector qualifications strategy that is aligned to the emerging Integrated Qualifications Framework for the children's workforce, and to work with the NCSL to refresh the three year skills strategy for school support staff to be aligned with the Children's Plan. I would appreciate an update on progress here by September 2008.

### National Agreement

12. TDA should continue to embed and sustain the contractual changes arising from the National Agreement, using the TDA Local Authority workforce where necessary. The Agency should build capacity and capability in LA teams and, through them, schools and Local Social Partnerships. It should continue to promote remodelling practices and principles generally, while ensuring that the remodelling gains already made (for example on Planning, Preparation and Assessment time) are protected and sustained. It should focus particularly on supporting schools to move towards 'rarely cover' and to make further progress on those aspects of remodelling where less has been made, such as Dedicated Headship Time and Leadership and Management Time. Importantly, the Agency should investigate and respond to any allegations of non-compliance by schools.

13. I expect the Agency to continue to work in partnership with NCSL to deliver the next stage of The Key pilot service to school leaders. The pilot should test the scope, scalability and cost of the project leading to a business case assessment of a national service. My officials will continue to discuss with you the outcomes of the pilot.

### Partnership between schools and children's services

14. The Agency should:

- a) Provide leadership and targeted and differentiated support in the development of extended services in and around all schools by 2010, and in half of primary and a third of secondary schools by the end of September 2008.
- b) Lead and coordinate the input of the partners ContinYou and 4Children in developing a clear communication strategy, and work with Government Offices (GOs) and the NCSL to support the delivery of Extended Schools.
- c) Continue to develop a strong relationship with Together for Children to support the delivery of Extended Schools and alignment of Children's Centres.

- d) Continue to support the development of high quality, accessible and sustainable extended school activities.
- e) Ensure coherence with other policies, including a stronger focus on outcomes and will support LA's in developing their evidence base for extended services.
- f) Assist the Department in setting up and running a pathfinder to test how best to make funding available to schools, to support the tackling of economic barriers which prevent children and young people from accessing extended school activities including culture and sport.
- g) Integrate this work with the Agency's Extended Schools Delivery Programme and, in particular, to improve the range of activities to enrich the extended schools core offer and to gain maximum benefits from the extended school infrastructure – which may be extended to include work on Personal Tutors (formerly known as Learning Guides),

15. Funding has been made available to support the expansion of the Parent Support Advisers project to all LAs. The Agency should deliver a high quality programme of support and promotion which LAs can draw down as appropriate, depending on their locally identified priorities for parenting support.

16. The Agency should continue to support GOs and others at local level to meet their objective of implementing full targeted youth support throughout each LA by December 2008. There should be a particular focus on those areas where there is a need for support and challenge to ensure the target is achieved.

### **Working strategically with the Department and others**

17. The Agency should:

- a) Continue to co-ordinate its work effectively with a range of other partners especially the National Strategies, BECTA, QCA, Ofsted, NCSL, CWDC and the LSC. I particularly want TDA to work with BECTA to ensure that workforce standards, and their exemplification, cover the effective and safe use of technology in teaching and learning. This includes ensuring that the work of developing a national CPD strategy both recognises the needs of the educational workforce to use technology in teaching and learning, and the opportunities that technology offers to reduce the administrative burden and support CPD programmes.
- b) Support the implementation of 21<sup>st</sup> Century Schools by working with NCSL to further energise and develop the capability and capacity of school leaders to engage in the Every Child Matters and Extended Schools agendas in a way that ensures quality and sustainable delivery. Details will be agreed with officials but my expectation is that the full Partnership model should be delivered to 150 schools, within 10 LAs, by March 2009.
- c) Continue to provide the secretariat for the Social Partnership. It should, through its local and regional links, offer Social Partners and the Department, meaningful and timely feedback from the front line. I am interested in both best practice and emerging challenges to help develop a better understanding of how workforce

issues affect and support the delivery of the Department's priorities. TDA should also continue to work to promote and support the benefits of social partnership at the local level.

### **Funding, efficiency and reducing burdens**

18. The Director of School Resources Group wrote to you on 23 November 2007 setting out indicative baseline grant-in-aid figures (excluding ring-fenced funding) and Annex B provides more details. However, I must emphasise the importance of the Agency playing its part in ensuring that there is a downward trend in the level of NDPB administrative costs. In the light of the agreed level of efficiency savings over the CSR period, the Department feels that a target of £592k, in the 2008-09 financial year, is both realistic and achievable and is therefore reflected in Annex B.

19. Relocation to Manchester is both an opportunity and a risk to the Agency, and it will be important for it to work closely with officials to ensure that the Department's expectations are fully met, while ensuring business continuity and value for money. This will be a significant challenge and ring-fenced funding is included this year to help you meet those demands and prepare the groundwork for a move in 2009-2010.

20. The Agency should work with officials to provide Ministers and the DCSF Board with the information required to assess TDA's performance. The Agency is expected to pay close attention to the performance of work areas and the funding deployed to carry them out, and have a clear focus on rigorous risk assessment, value for money and proactive contract management to ensure that the best use is being made of public money.

21. In the coming months, the Department will be working towards a Cabinet Office request to reduce data demands on the frontline by up to 30% against the current figure. In helping to meet this target the Agency should put cases for any new data collections from schools or local authority children's services through the DCSF Star Chamber for Schools and Local Authorities process so that we can continue to manage more effectively the burdens on the delivery frontline.

### Condition of Grant

22. When the Department makes the grant to the Agency in April 2008, I will, as required by Parliament, impose a condition relating to regulated tuition fees under the Higher Education Act 2004. This will require the Agency itself to impose conditions on the institutions that it funds, a separate letter setting out these conditions is attached in Annex C.