

MEETING OF GOVERNORS
HELD AT HAYWOOD ACADEMY 17th JANUARY 2018

Present: Dawn Clewes (Chair of Governors), Jane Ashworth, Annette Barnett, Geoff Doyle, Trevor Goddard, Tom Martindale, and Kath Smith.

Apologies were received from Claire White.

The purpose of the meeting was to hear a presentation on Teacher Training, Staff-Well Being and Staff CPD given by Deb Poole, Vice Principal.

Deb distributed to Governors copies her Power Point presentation.

INITIAL TEACHER TRAINING (ITT)

Deb explained the change in jargon now used for Trainee Teachers. They used to be referred to as AT's but are now called TT's.

She then went on to explain the ITT criteria and the 'rules/guidelines' relating to Government Bursaries offered in subjects where there is a shortage of teachers.

The national teacher shortage is now in crisis, as in the region of 9,000 teachers leave the profession every year.

Deb commented that we are lucky at Haywood to have specialist teachers in each department.

Governors were then given an overview of **SCITTs (School Centred Initial Teacher Training) and School Direct – QTS (Qualified Teacher Status)**

We deal with both of these initiatives and trainees on SCITTs attend university for 1-2 days and deliver the PGCE element of the course.

They must pass Literacy and Numeracy skills tests to pass QTS and only have 3 attempts at this.

They have 2 placements, one for 3 months and one for 5 months in different schools and trainees have numerous assessments by the schools and universities.

The QTS courses are usually for placements in Tech, Art, Dance, Music etc.

There are no PGCE elements involved and the trainees are placed for longer in schools, usually over 3-4 schools. They follow a different timetable to the SCITTs and it usually leads to employment in the school's that they have been present at.

We currently have one trainee at Haywood.

Our Side of the Partnership

We offer to deliver to them an immersive training experience, subject and professional mentors, weekly meetings, lesson observation feedback, a CPD programme, and we allow access to classes at the Academy and 6th Form.

Advantages and Disadvantages

Some of the advantages include:

Safeguarding the future of education, funding for Haywood (£450-£600 per trainee per placement), recruitment etc. (full list on Power Point copies).

The funding that is received is not ring fenced and can be used by the school in whatever manner it wishes.

As part of their development, the trainees appear in front of a class at regular intervals ranging from initially 8-10 hours per week culminating in 12-14 lessons per week over a period of time from October to June.

Some of the disadvantages include:

The demands on Haywood staff, time, no say in who gets places/who doesn't, non-strategic placements (full list as above)

Moving Forward

Deb shared with Governors her plan for Trainee Teachers in the future.

This includes getting the right people in to Haywood and ensuring that Trainees go through the recruitment procedure.

A reciprocal agreement with schools to provide training sessions, and to put in place lots of interactive strategies for 'drop outs'. (full list on Power Point copies).

When asked which group she would prefer to recruit from, Deb replied that she would go for PGCE because of the more rigorous training. The problem with trainee teachers is with the ones who 'drop out' after 2 years.

Becoming a Teaching Assistant can be a way to advance to teaching.

STAFF WELL-BEING

This has changed massively over the years. Staff invest an enormous amount of time in planning, marking, interventions and revision. They are expected to be more data 'savvy' today.

The Government introduced performance related pay 3 years ago, and of course with increased salary comes increased responsibility.

A very important part of staff well-being is of course to get the work/life balance correct.

At Haywood some of the initiatives introduced have been:

Well-being sessions, which take the form of spending a shared experience with colleagues for an hour, limiting meeting times to every two weeks, PPA time, publication of 'Staff Matters' newsletter, access to mental health support if needed, Principal's meetings with the Unions and the staff questionnaire.

Deb reported that the staff at Haywood are 'in it for the students'.

There are also early finishes for teaching staff only.

Governors asked the question as to why non-teaching staff did not benefit from this also, and would like the answer to this question to be forwarded to them.

STAFF CPD

Deb provided a list of CPD sessions planned for January to February half term.

She explained how CPD is identified and is delivered using a blend of meetings, faculty time and training sessions, with a move to using more faculty time in response to the staff questionnaire and the Heads of Faculty.

Deb is building a Teaching and Learning Committee for the next academic year and would like to move towards more bespoke training.

Answering a question on how do we measure the impact of CPD, Deb replied that this is mainly through results, and there are strategies in place to improve them.

Deb herself plans to visit the classrooms on a more regular basis.

Governors were very impressed with Deb's presentation.

She had explained everything in detail and answered any questions that arose from time to time.

Her commitment to her responsibilities at Haywood is palpable and Dawn thanked Deb for her obvious enthusiasm and her very professional approach to her very varied role.