

5 January 2022		ITEM: 5
Standing Advisory Council on Religious Education		
Teacher Education in Thurrock – the role of Teaching School Hubs		
Wards and communities affected: All	Key Decision: Non-Key	
Report of: Deborah Weston, Associate Adviser for Religious Education		
Accountable Assistant Director: Michele Lucas, Assistant Director Learning Inclusion and Skills		
Accountable Director: Shelia Murphy, Corporate Director of Children’s Services		
This report is Public		

Executive Summary

One of the responsibilities of SACRE is to advise the LA on the provision of training for teachers in RE. In the past, the majority of teachers were initially trained through higher education institutions; Universities and Colleges. Over recent years, more and more teacher training has become led by schools. Continuing Professional Development was often provided mainly by local authority specialist advisers, commercial companies and charities.

From September 2021 the government has agreed to fund 87 teaching school hubs “to provide high-quality professional development to teachers at all stages of their careers.” This report aims to allow SACRE to explore the implications of changes to teacher education for SACRE in fulfilling its responsibilities. It proposes a partnership that will support both SACRE and Teaching School Hubs in achieving their goal to strengthen teacher education in RE in all schools.

- 1. Recommendation(s) that SACRE:**
 - 1.1 receive a presentation from one of the Teaching School Hubs working in Thurrock.**
 - 1.2 share their ideas about the strengths and weakness of teacher education for RE nationally considered in previous meetings such as:**
 - primary trainees receiving between 0-3 hours teaching on RE during their initial training (NATRE primary survey)**
 - lack of primary teacher confidence in RE subject knowledge (NATRE primary survey)**

- **insufficient supply of secondary RE specialists reported by Thurrock senior leaders**
 - **the need for RE Teachers' Network group**
- 1.3 Agree a series of actions for establishing a partnership between SACRE and Teaching School Hubs serving Thurrock**

2. Introduction and Background

2.1 Teaching Schools and Teaching School Hubs

The work of TSH are built around four key areas:1. ITT (Initial teacher training), 2. ECF (The early career framework) 3 Wider CPD (Continuing Professional Development)

Important differences between teaching schools and teaching school hubs.

- TSHs have a designated area (made up of Local Authority Districts) – designed to ensure that no 'cold patches'
- TSHs are larger (200-300 schools) – designed to work at a scale to effect area outcomes
- TSHs have larger grants (min £170k / Year for three years) – give confidence to system
- TSHs have specific Key Performance Indicators linked to DfE policy aims – there is a new, closer relationship between TSH and the DfE
- TSHs are expected to work closely with MATs (Multi Academy Trusts), Curriculum Hubs and Research Schools
- Schools – the idea is for TSHs to have a 'multiplying effect' across the wider system

What will the TS Hub be expected to deliver?

Function	Activity includes	This could mean
CPD	Deliver EEF Programmes	Working in partnership with Research School Network to increase offer
	Deliver DfE Approved Programmes	Providing local access to national programmes
	Support Curriculum Hubs to prioritise support	Working with English Hubs, Maths Hubs, Language Hubs, Computing Hubs and Science Partnership Hubs to facilitate, support and monitor support

Function	Activity includes	
ITT	Train new teachers	Review existing provision; implement new approach that simplifies market and increases recruitment and quality of training experience
Early Career Framework	Support national rollout of ECF	Build capacity to support delivery of National Roll Out in Sep 2021
Appropriate Body	Register as an AB	Review existing AB services; build on existing partners' expertise delivering AB

Acronyms:

EEF-Education Endowment Foundation: an independent charity dedicated to breaking the link between family income and educational achievement

NLE:National Leaders in Education: NLEs are outstanding headteachers or principals who, together with the staff in their schools, use their skills and experience to support schools in challenging circumstances.

3. Issues, Options and Analysis of Options

- 3.1 Increasing the role of schools in teacher education and training is a government priority which has secured significant funding from HM Treasury for three years. It would be wise for SACRE to be informed and engaged in this work as soon as possible.

4. Reasons for Recommendation

- 4.1 This recommendation is made on the basis that SACRE is required to give advice to the local authority on the provision of training for teachers in RE. From September 2020, teaching school hubs have been playing a central role in this area.

5. Consultation (including Overview and Scrutiny, if applicable)

- 5.1 Not applicable

6. Impact on corporate policies, priorities, performance and community impact

- 6.1 [The Thurrock Education support strategy](#) (2019-2022) begins with the following statement of commitment to partnership working:

Our school education support strategy – which includes our policy for school improvement – sets out how we will work in partnership with early years settings, schools, academies, multi-academy trusts, colleges and teaching schools to give children and young people the best start in life.

This report recommends SACRE established a partnership with teaching school hubs.

7. Implications

7.1 Financial

Implications verified by: **David May**
Strategic Lead Finance, Corporate Finance

Funding for SACRE is provided by Department for Education through the Dedicated Schools Grant, Central Schools Services Block.

There are no financial implications to this report since the actions recommended in this report, if approved will be conducted by the Associate RE Adviser as part of her work

7.2 Legal

Implications verified by: **Lindsey Marks**
Deputy Head of Law

The teaching school hub programme is part of a comprehensive strategy dedicated to supporting teachers throughout their teaching career. It forms part of the implementation of the recruitment and retention strategy to raise teacher quality and effectiveness. The teaching school hub programme will create a network of 87 centers of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country. This programme replaces the previous network of around 750 teaching schools, which came to an end in August 2021.

Teaching school hubs will provide high-quality professional development to teachers at all stages of their careers. The teaching school hubs will be expected to play a significant role in delivering:

- School based initial teacher training.
- The early work framework when it is available nationally from September 2021
- The new specialist national professional qualifications
- Leadership national professional qualifications.
- Appropriate body services for early career teachers and schools that are not currently appropriate bodies will need to register as an appropriate body after becoming teaching school hubs

Teaching school hubs will also promote and deliver other high-quality evidence-based professional development to school leaders and teachers.

7.3 **Diversity and Equality**

Implications verified by: **Roxanne Scanlon**
Community Engagement and Project
Monitoring Officer

The aim of this report is to establish a partnership with the Teaching School Hubs that serve Thurrock with an aim to improve the training of teachers. If teachers are well trained, this will help to raise standards in the teaching of RE. In this way schools will be supported to fulfil their statutory duty to promote community cohesion and to encourage better respect and tolerance for those with different religions and beliefs.

Report Author:

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