

# Agenda – Children, Young People and Education Committee

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Meeting Venue:

Committee Room 1 – Senedd

Meeting date: 4 October 2017

Meeting time: 09.30

For further information contact:

Llinos Madeley

Committee Clerk

0300 200 6565

[SeneddCYPE@assembly.wales](mailto:SeneddCYPE@assembly.wales)

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## Private Pre-meeting

(09:15 – 09:30)

### 1 Introductions, apologies, substitutions and declarations of interest

(09:30)

### 2 Additional Learning Needs and Education Tribunal (Wales) Bill – stage 2 proceedings

(09:30 – 12:30)

Alun Davies AM – Minister for Lifelong Learning and Welsh Language

Emma Williams – Senior Responsible Officer

Tania Nicholson – Head of Additional Learning Needs Legislative Programme

Mair Roberts – Legal Services Department

Catherine Lloyd – Legal Services Department

Documents relevant to Stage 2 proceedings are available on the [Bill page](#).



### **3 Paper(s) to note**

#### **3.1 Inquiry into Perinatal Mental Health – Letter from Betsi Cadwaladr University Health Board**

(Pages 1 – 2)

Attached Documents:

CYPE(5)-26-17 – Paper 1 – to note

#### **3.2 Letter from Rt Hon Robert Halfon MP, Chair of the Education Committee**

(Page 3)

Attached Documents:

CYPE(5)-26-17 – Paper 2 – to note

#### **3.3 Letter from Dr Sarah Wollaston MP, Chair of the House of Commons Health Committee**

(Pages 4 – 5)

Attached Documents:

CYPE(5)-26-17 – Paper 3 – to note

#### **3.4 Letter from Secretary of State for Wales – Wales Act 2017: Principle Appointed Day (PAD)**

(Pages 6 – 7)

Attached Documents:

CYPE(5)-26-17 – Paper 4 – to note

#### **3.5 Inquiry into Teachers' Professional Learning and Education – Letter to the Cabinet Secretary for Education**

(Pages 8 – 9)

Attached Documents:

CYPE(5)-26-17 – Paper 5 – to note

**3.6 Inquiry into The Emotional and Mental Health of Children and Young People – Letter from Cabinet Secretary for Health, Well-being and Sport**

(Pages 10 – 14)

Attached Documents:

CYPE(5)-26-17 – Paper 6 – to note

**3.7 Letter from the Cabinet Secretary for Education – The Government's new action plan: Education in Wales: Our National Mission.**

(Pages 15 – 16)

Attached Documents:

CYPE(5)-26-17 – Paper 7 – to note

**3.8 Letter to the Cabinet Secretary for Education – Community Focussed Schools**

(Pages 17 – 18)

Attached Documents:

CYPE(5)-26-17 – Paper 8 – to note

**3.9 Letter from the Cabinet Secretary for Education – Inquiry into Supply Teachers**

(Pages 19 – 23)

Attached Documents:

CYPE(5)-26-17 – Paper 9 – to note

**4 Motion under Standing Order 17.42(ix) to resolve to exclude the public from the meeting on the meeting on 12 October 2017.**



Bwrdd Iechyd Prifysgol  
Betsi Cadwaladr  
University Health Board

Bloc 5, Llys Carlton Park Business Centre,  
Llanelwly, LL17 0JG

## Agenda Item 3.1

Block 5, Carlton Court, St Asaph Business  
Park, St Asaph, LL17 0JG

Llinos Madeley – Clerk  
Children, Young People and Education  
Committee

Via email:  
[SeneddCYPE@Assembly.Wales](mailto:SeneddCYPE@Assembly.Wales)

**Ein cyf / Our ref:** GD/HO/4839/1079

**Eich cyf / Your ref:**

**☎:** 01745 448788 ext 6364

**Gofynnwch am / Ask for:** Dawn Lees

**E-bost / Email:** [Dawn.Lees@wales.nhs.uk](mailto:Dawn.Lees@wales.nhs.uk)

**Dyddiad / Date:** 13<sup>th</sup> September 2017

Dear Llinos,

I am writing in response to your email dated 24<sup>th</sup> August 2017, received via Nesta Lloyd-Jones from the Welsh NHS Confederation in which the Children, Young People and Education Committee, as part of the inquiry into perinatal mental health, had requested a further update.

The BCUHB perinatal service is now established and is comprised of the following:

- Band 8b Service manager for Perinatal and Liaison mental health service
- Band 7 Team manager
- 3 x band 6 practitioners
- One specialist midwife
- Part-time Psychiatrist
- Part-time Psychologist
- Band 4 secretary

The Health Board provided updates to Mr John Gittins, H M Senior Coroner, on progress with the SUI action plan and the formation of and recruitment to the perinatal team, in order that Mr Gittins could be assured that the team was being developed.

In 2016, a project manager was secured by the health board to continue with the development of the perinatal service.

Part of this work included the formation of a strategic steering group in conjunction with partners, including CAMHS, health visiting, maternity and local authorities. Initially, this group was convened to oversee the development of the team/service and remains in existence as the North Wales Regional Perinatal Steering Group, linking with the relevant All Wales leads from other Health Boards.



**GIG**  
CYMRU  
**NHS**  
WALES

Bwrdd Iechyd Prifysgol  
Betsi Cadwaladr  
University Health Board

If you require further information, please do not hesitate to contact me.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Gary Doherty'.

**Gary Doherty**  
**Prif Weithredwr**  
**Chief Executive**



## Education Committee

House of Commons London SW1A 0AA  
Tel 020 7219 1376 Email [educom@parliament.uk](mailto:educom@parliament.uk)  
Website [www.parliament.uk/education-committee](http://www.parliament.uk/education-committee)

# Agenda Item 3.2

Lynne Neagle AM  
Chair, Children, Young People and Education Committee  
National Assembly for Wales  
Cardiff Bay  
Cardiff  
CF99 1NA

15 August 2017

Dear Lynne,

Many thanks for your letter of 20 July congratulating me on my election as Chair of the Education Committee.

I am grateful to you for sending me the list of your current work in the field of education. It is clear that there will be a number of areas of mutual interest to our committees. I would be please to meet you to discuss these areas of work – I am sure that maintaining a dialogue will prove to be useful and informative.

I have asked the staff of my Committee to contact your Committee Clerk to discuss a suitable time to meet. I look forward to meeting you soon.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Robert Halfon'.

**Rt Hon Robert Halfon MP**  
Chair of the Education Committee



# Agenda Item 3.3

## Health Committee

House of Commons London SW1A 0AA

Tel: 020 7219 6182 Fax 020 7219 5171 Email: [healthcom@parliament.uk](mailto:healthcom@parliament.uk)

Website: [www.parliament.uk/healthcom](http://www.parliament.uk/healthcom) Twitter: [@CommonsHealth](https://twitter.com/ CommonsHealth)

From Dr Sarah Wollaston MP, Chair

Dr Dai Lloyd AM

Chair of the Health, Social Care & Sport Committee

Lynne Neagle AM

Chair of the Children, Young People & Education Committee

10 August 2017

Dear Dr Lloyd and Ms Neagle

Dr Sarah Wollaston, Chair of the House of Commons Health Committee, has asked me to reply to your letter to her of 1 August.

The Health Committee has not yet been re-established in this Parliament, so we do not yet know what it will be working on in the coming months. However, Dr Wollaston has indicated that she would be happy to meet later in the autumn when the Committee's programme is clearer.

In the meantime, I note that a number of the areas which your committees are working on reflect subjects on which the Health Committee worked in the last Parliament, and to which it may return. I note in particular the Health, Social Care and Sport Committee's work on suicide prevention: I am sure that you will have noted the Health Committee's [two reports on that subject](#) in the last session of Parliament, and its intention to hold a follow-up hearing after there has been opportunity for the Government and other relevant stakeholders to implement the measures set out in the latest progress report (March 2017 report, para 169). I also note the Children, Young People and Education Committee's work on the emotional mental health of children and young people, which has strong resonance with the work the Health Committee did jointly with the House of Commons Education Committee on [children and young people's mental health—the role of education](#): that work was cut short by the general election, but the Committees expressed the hope in their report that their successor Committees would return to the issue in the new Parliament (para 4).

I am grateful for the offer to contact the Clerks of your Committees if we would like to discuss anything in further detail: likewise, I and my team would be very happy to discuss any aspects of our Committee's work with your teams further as required.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'H. Yardley', is positioned below the closing text.

**Huw Yardley**  
Clerk, Health Committee  
House of Commons  
London

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[healthcom@parliament.uk](mailto:healthcom@parliament.uk)



# Agenda Item 3.4



UK Government  
Llywodraeth y DU

Rt Hon Alun Cairns MP  
Secretary of State for Wales  
Ysgrifennydd Gwladol Cymru

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SW1A 2NP

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[www.gov.uk/cymru](http://www.gov.uk/cymru)

Y Swyddfa Breifat

18 SEP 2017

PO 262

Private Office

Elin Jones AM  
Presiding Officer  
National Assembly for Wales  
Cardiff Bay  
CF99 1NA

Ref: 414SUB 17

17<sup>fed</sup> September 2017

## Wales Act 2017: Principal Appointed Day (PAD)

Further to your letter of 18 August, I am writing to confirm that I am content for the Principal Appointed Day (PAD) to be the 1 April 2018. I have instructed my officials to proceed on that basis. They will of course work closely with your officials to ensure a smooth transition to the new devolution settlement.

I am copying this letter to the First Minister and have written to him in similar terms.

Rt Hon Alun Cairns MP  
Secretary of State for Wales  
Ysgrifennydd Gwladol Cymru



UK Government  
Llywodraeth y DU

Rt Hon Alun Cairns MP  
Secretary of State for Wales  
Ysgrifennydd Gwladol Cymru

Gwydyr House | Tŷ Gwydyr  
London | Llundain  
SW1A 2NP

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Cardiff | Caerdydd  
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[www.gov.uk/wales](http://www.gov.uk/wales)  
[www.gov.uk/cymru](http://www.gov.uk/cymru)

The Rt Hon Carwyn Jones AM  
First Minister of Wales  
Welsh Government  
Tŷ Hywel  
Cardiff Bay  
CF99 1NA

Ref: 414SUB 17

17 September 2017

*Alun Cairns*

**Wales Act 2017: Principal Appointed Day (PAD)**

Further to your letter of 25 August, I am writing to confirm that I am content for the Principal Appointed Day (PAD) to be the 1 April 2018. I have instructed my officials to proceed on that basis. They will of course work closely with yours to ensure a smooth transition to the new devolution settlement.

I am copying this letter to the Presiding Officer and have written to her in similar terms.

*Xams,*  
*Alun*

Rt Hon Alun Cairns MP  
Secretary of State for Wales  
Ysgrifennydd Gwladol Cymru

**Kirsty Williams AM**  
Cabinet Secretary for Education

20 September 2017

Dear Kirsty,

### **New professional standards for teaching and leadership**

As you will be aware, the Committee is undertaking an inquiry into Teachers' Professional Learning and Education. The Committee has recently taken additional evidence specifically relating to the new professional standards for teaching and leadership, including oral evidence sessions with Professor Mick Waters and the Regional Education Consortia.

The Committee is now considering the evidence received, and is hoping to publish a report on our findings during the autumn term. In relation to the new professional standards specifically, the Committee would like some additional information from you on the following, to help inform its considerations.

On 6 July 2015, a decision was made by the Welsh Government in Cabinet to move in the direction of enhancing the Education Workforce Council powers, including potentially granting them powers in 'improving standards'. The Committee notes that this direction has not been followed, in favour of the approach that was finally adopted. Can you provide details of why the 2015 direction was not followed more fully, including the rationale for this?

In your earlier evidence to the Committee, you confirmed that you had not 'closed the door' on the EWC taking responsibility for standards, but it is not clear to the Committee how the Welsh Government intends the EWC to develop over the coming years. The Committee would be grateful if you could provide clarity on this.

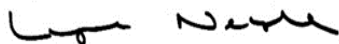
The Committee is also concerned that evidence received suggests there is a 'large gap' between the high level vision and concept of the new standards and the practical mechanisms in place to drive their implementation. Could you clarify who will be responsible for ensuring that the sector is prepared for, adopts and uses the new professional standards?



Finally, can you confirm how these standards will evolve over time, to respond to emergent best practice?

These concerns are likely to be highlighted in the Committee's report, so I would be grateful to receive a response by the end of September 2017, so that the details can be incorporated into our findings.

Yours sincerely,



**Lynne Neagle AM**  
**Chair**





Llywodraeth Cymru  
Welsh Government

Ein cyf/Our ref: MA(P)VG/2190-17

Lynne Neagle AM  
Chair  
Children, Young People and Education Committee  
National Assembly for Wales  
Cardiff Bay  
CF99 1NA

25 September 2017

Dear Lynne,

### **CHILD AND ADOLESCENT MENTAL HEALTH INREACH TO SCHOOLS**

In recent years the Committee has taken a keen interest in our work to improve emotional and mental health services for children and young people, through the Together for Children and Young People Programme and our investment of almost £8m new funding in child and adolescent mental health services (CAMHS).

I am also aware you have agreed to undertake some further work on improving the emotional and mental health of children and young people and one of the areas you are seeking evidence on relates to CAMHS links with education. I therefore wanted to make you aware of a new initiative we are launching to build links across education and CAMHS.

The Cabinet Secretary for Education and I have agreed almost £1.4m new Welsh Government funding to take forward an important initiative specifically aimed at ensuring children and teachers have the emotional and mental health support they need when it is most needed.

Our intention is that activity will commence by the end of 2017 and cover two full academic years, concluding in the summer of 2020. I attach a copy of the written statement we have provided to the National Assembly for Wales on the initiative and which provides some further detail of the proposal. Activity will be evaluated taking into account a broad range of measures from the teachers and pupils' perspectives.

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[Correspondence.Vaughan.Gething@gov.wales](mailto:Correspondence.Vaughan.Gething@gov.wales)

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

I'm sure you will welcome this initiative as an exciting and unique proposal.

Yours sincerely,

A handwritten signature in black ink that reads "Vaughan Gething". The signature is written in a cursive, flowing style.

**Vaughan Gething AC/AM**

Ysgrifennydd y Cabinet dros Iechyd, Llesiant a Chwaraeon  
Cabinet Secretary for Health, Well-being and Sport



Llywodraeth Cymru  
Welsh Government

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## **WRITTEN STATEMENT BY THE WELSH GOVERNMENT**

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<b>TITLE</b>	<b>Providing for the emotional and mental health needs of young people in schools</b>
<b>DATE</b>	<b>25 September 2017</b>
<b>BY</b>	<b>Vaughan Gething, Cabinet Secretary for Health, Well-being and Sport and Kirsty Williams, Cabinet Secretary for Education</b>

*Prosperity for all: the national strategy* identifies mental health as a priority area. This builds on *Together for Mental Health* (2012) where we recognised that by identifying and addressing issues early we can prevent more serious problems occurring later in life.

School settings are key to promoting good health and in May 2017 we published a School Nursing Framework for Wales which sets out the Welsh Government's framework for a school nursing service for children and young people that is safe, accessible and of a high standard. The Framework aims to proactively build on the current school nursing service and extend good practice to all school age children and young people. In particular, the all Wales Standards for NHS School Nurses for the Promotion of Emotional Well-being and Supporting the Mental Health Needs of School Age Children, sets standards for NHS School Nurses to ensure they are competent in supporting the emotional well-being and mental health of children and young people attending educational establishments.

Most children between the age of three and 18 attend school for up to 30 hours a week. This makes schools key locations for promoting positive mental health and well-being and providing evidence based prevention and early intervention. There is a need for teachers to have help and support in responding to children experiencing difficulties such as anxiety, low mood, and compulsive, self-harm or conduct disorders, whilst the NHS has a role in training and consultation across sectors; and providing early help in schools by suitably trained staff. School-based services can improve accessibility; better address school related stress; ease pressures on specialist Child and Adolescent Mental Health Services (CAMHS) by reducing inappropriate referrals; and facilitate a wider culture which promotes and values positive mental health and well-being within schools. These issues are directly linked to the goals in the Wellbeing of Future Generations Act 2015, namely a healthier Wales and the Government's well-being objectives to deliver quality health care services fit for the future and to promote good health and well-being for everyone.

Recognising this important issue, we have agreed to make £1.4m new Welsh Government funding available, to strengthen the support from specialist mental health services to

schools and build relationships which extend from the classroom to those specialist services.

Initially operating as a pilot programme to test several models of intervention, the intention is that activity will commence by the end of 2017 and cover two full academic years, concluding in the summer of 2020, and the results of the pilot will be evaluated.

Three pilots will operate covering secondary schools, middle schools and feeder primary schools in the north east (Wrexham and Denbighshire), south east (Blaenau Gwent, Torfaen and south Powys) and west Wales (Ceredigion). The choice of pilot areas encompasses the diverse social demographic and geographical distinctions within Wales. By including pupils in year 6 of primary, as they work towards transition to secondary school, we can evaluate the outcomes of providing emotional and mental health support amongst this younger age group.

Specialist CAMHS practitioners will be recruited to act as link workers with the pilot schools, working in a multidisciplinary model to reduce emotional distress and prevent mental illness by offering early support, and appropriate referrals and interventions when needed. The model will enable:

- support for teachers to better understand childhood distress, emotional and mental health problems, and reduce stress in teachers concerned about their pupils by up-skilling teachers to recognise and deal with low level problems within their competence;
- ensuring that when issues are identified that are outside teachers' competence and skills then liaison and advice is available to enable the young person to be directed to more appropriate services, such as specialist CAMHS or Local Primary Mental Health Support Services, enabling the school to meet the ongoing educational needs of the young person; and
- ensuring systems are in place to share appropriate information between CAMHS and schools, shared care arrangements are agreed between CAMHS and schools for those young people requiring more intensive support, and that arrangements are in place to escalate/de-escalate as the young person's needs dictate.

Funding includes provision to evaluate the pilots, and the evaluation will take into account a broad range of measures from the teachers and pupils' perspectives. This work will link with wider activities aimed at improving the emotional wellbeing of children and young people, such as the Adverse Childhood Experiences (ACE) Support Hub, one of the aims of which is to ensure that professionals are ACE informed. Also activity around development of the new curriculum, which includes the Health and Well-being Area of Learning and Experience. This will ensure an integrated approach to ensure the best possible outcomes for children and young people in line with the Well-being of Future Generations (Wales) Act 2015.

We will ensure you are kept informed of this important initiative as activity progresses.



Lynne Neagle AM  
Chair  
Children, Young People and Education Committee

26 September 2017

Dear Lynne,

As you will be aware, this morning we have published the Government's new action plan: Education in Wales: Our National Mission.

I will be making a full statement in the Senedd this afternoon, but I thought it helpful to provide you, and committee, with some further background information.

You will note that the action plan sets out a clear and transparent timeline for development and delivery of our new curriculum and assessment arrangements. This update will also be publicised through social media channels, direct school and teacher communication and across many other platforms to key audiences.

Securing delivery of the transformational new curriculum and assessment arrangements is at the heart of the action plan, supported by four key enabling objectives. As you will know from evidence to committee, work is well underway on designing and developing the curriculum, in line with the vision set out in Successful Futures.

You will also be aware that the OECD, in its recent report on our reform journey, said *"To support the realisation of its education objectives and ultimately its vision of the Welsh learner, Wales should continue its curriculum reform... ensuring that its reform journey is comprehensive and effective."*

I have also reflected on the committee's challenge and advice regarding curriculum implementation, and have sought further feedback from the profession, international experts and other stakeholders. I believe that it is right that we roll-out the new curriculum, rather than introduce it as a 'big bang', with the support of educational professionals and stakeholders, and in line with international evidence.

The new curriculum and assessment arrangements will be available for schools to feedback, test and refine in Easter 2019. Following that period, all schools will have access to the final curriculum from 2020, allowing them to get fully ready and prepared for statutory

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[Correspondence.Kirsty.Williams@gov.wales](mailto:Correspondence.Kirsty.Williams@gov.wales)

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

roll-out in September 2022. It will then be introduced from nursery to Year 7 in 2022, rolling into Year 8 for 2023, Year 9 in 2024 and so on as each cohort moves through.

The Pioneer model is working well. Our commitment remains the same - to design and implement a new curriculum for all learners aged 3-16 which is fit-for-purpose, innovative and world-class, and to introduce assessment arrangements which will give primacy to Assessment for Learning and which will support and inform first class teaching and learning.

I look forward to continuing to update the committee on progress in the weeks and months to come.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Kirsty Williams', written in a cursive style.

**Kirsty Williams AC/AM**

Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education

Kirsty Williams AM  
Cabinet Secretary for Education  
Welsh Government

28 September 2017

Dear Kirsty

## Community Focused Schools

Thank you for your letter of 24 July which updated the Committee on action the Welsh Government is taking to encourage and promote community focused schools. The Committee discussed your response at its meeting on 20 September and agreed to seek clarification on a few specific areas.

We would be grateful if you could clarify whether Circular 34/03: Community Focused Schools remains operational and, if so, what assessment has the Welsh Government made of the extent to which local authorities, schools and other partners are following it?

Furthermore, please could you confirm if the Welsh Government retains the following definition of community focused schools contained in paragraph 1.2 of the 2003 Circular:

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A community focused school is one that provides a range of services and activities, often beyond the school day, to help meet the needs of its pupils, their families and the wider community. Across Wales many schools already provide some community services including adult education, study support, ICT facilities and community sports programmes.

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The Committee notes with interest that your officials are currently considering how to take forward the Public Policy Institute for Wales' recommendations and looks forward to a further update on this in due course. We also note the reference to this agenda in *Rewriting the Future* and the Family and Community Engagement (FaCE) guidance.

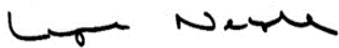


However, it appears to us that there needs to be a clearer, more specific mechanism for ensuring that every maintained school is a truly community focused school. As the PPIW report, and indeed your letter, allude to, this could include specific criteria within 21<sup>st</sup> Century Schools funding and Estyn's inspection framework.

Resources inevitably play a significant part in helping a school become, and continue to be, community focused, which is why historically specific funding was allocated to this purpose through the Community Focused Schools Grant. From the Committee's work on Gypsy Roma and Traveller, and Minority Ethnic educational outcomes, you will be aware of our concerns that some of the individual purposes of the un-hypothecated Education Improvement Grant (EIG) get overlooked, which is compounded by a lack of monitoring. In your letter, you state that expenditure relating to community focused and school projects 'remain eligible' under the EIG 'where it supports improved outcomes for learners'. The information the Committee has requested for draft budget scrutiny includes details of how the EIG is used to support community focused school initiatives and any other relevant Welsh Government budget provision. We look forward to receiving this in due course, in conjunction with a reply to this letter.

A copy of this letter will be sent to the Chair of the Equalities, Local Government and Communities Committee given its relevance to the Committee's portfolio.

Yours sincerely



**Lynne Neagle AC / AM**  
**Cadeirydd / Chair**



Kirsty Williams AM/AC  
Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education



Llywodraeth Cymru  
Welsh Government

Ein cyf/Our ref: MA-P/KW/3057/17

Lynne Neagle AM  
Chair  
Children, Young People and Education Committee  
National Assembly for Wales

27<sup>th</sup> September 2017

Dear Lynne,

Thank you for your letter of 8 August and the enclosed exchange of correspondence with Richard Knights, campaign leader for the Fair Deal for Supply Teachers.

On behalf of the current CYPE Committee you have requested details about how the predecessor Committee's key conclusion and recommendations in respect of its inquiry into supply teachers are being addressed.

### **Alternative Delivery Models**

In response to the Committee's report recommendations my predecessor, Huw Lewis, established a Supply Model Taskforce to consider the possibility of introducing an alternative delivery model for Wales. The Taskforce was able to identify the complex issues and barriers involved in identifying a single delivery model and recommended a number of practicable options for supporting and developing supply teachers in its report published in February.

Although the Taskforce was unable to recommend a central supply pay model at that time, the Welsh Government remains committed to investigating alternative new models for supply teaching. The investigatory work has commenced and there are a number of issues that Welsh Government need to consider following the work of the Supply Model Taskforce, including the planned transfer of powers to set teachers' pay and conditions.

The model in Northern Ireland promoted by Mr Knights is linked to the setting teachers' pay and conditions (including supply teachers). The power to set teachers' pay and conditions is yet to be transferred with September 2019 being the earliest date by which a teachers' pay system would come into force in Wales. These powers will provide the opportunities to set teachers' pay and conditions to underpin our

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

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aspirations for the wider education system, to raise standards and support and develop the teaching profession including those who undertake supply work.

There is more work to do in developing a new model, but this will take time. The legislative and contextual landscape in Wales is quite different to that in Northern Ireland when they implemented their system. There are a range of legal and policy issues to be addressed.

It is important that we look at all alternative systems, including the system that operates in Northern Ireland as well as trial new and innovative ways of providing supply teacher provision such as the supply cluster model I've outlined below. However, there are some potential advantages in the type of centralised scheme operating in Northern Ireland.

### **Action taken to support the Taskforce recommendations and Build on CYPE Report Findings**

To date, in supporting the broader recommendations contained in the CYP&E Committee report alongside those contained in the Taskforce's report, we have undertaken the following actions:

We have addressed important issues in terms of employer roles and responsibility for safeguarding. Officials have issued regular communications directly to commercial supply agencies operating in Wales, Local Authorities and schools to remind them of their legal obligations in terms of undertaking appropriate identity and Disclosure and Barring Service checks. Guidance factsheets have also issued to commercial supply agencies on matters affecting the qualification and registration of supply teachers; including the terms of the statutory specified work requirements. We have also issued guidance on the Agency Worker Regulations 2010, which includes an explanation of the Swedish Derogation issue and an induction model policy which sets out the information and support that commercial supply agencies should make available to supply teachers from day one of their temporary placement.

A Supply Working Group which includes representatives of the wider education sector, including education workforce representatives, employers and a supply teacher, has been convened to support the implementation of the Taskforce recommendations and to discuss, consider and support workable solutions to address related issues as they arise.

We agree with the CYP&E Committee and feel that support for the professional development of supply teachers is important. We have put in place arrangements for all supply teachers to register for personal access to professional learning resources and opportunities on Hwb the Welsh Government's education learning platform. Hwb is an integral part of teaching and learning which enables all teachers, including our supply teachers, to access and share resources to broaden their pedagogical development. These arrangements will enable supply teachers, including newly qualified teachers undertaking supply, to have full and continuing access to Hwb regardless of length of temporary placement or school. As part of this arrangement work is underway to develop a network facility for supply teachers to communicate

and share resources and best practice. Supply teachers also have access to Professional Learning Passports to support their professional development.

We are also reviewing our policy on how we can ensure our newly qualified teachers who do not obtain permanent teaching posts when completing their initial teacher education can access regular professional learning opportunities and are adequately supported during their induction year, including access to distance learning opportunities and to regional consortia core professional learning programmes. To complement this, further work is underway to consider and develop how bespoke developmental opportunities can be made available to supply teachers on short term placements based on the findings of a recent survey which asked supply teachers to highlight the areas in which they would benefit from additional training and support.

To support schools we are about to publish streamlined guidance on the 'Effective Management of School Workforce Attendance' to share the good practice that schools and local authorities have adopted in managing absence - both planned and unplanned.

To support newly qualified teachers, schools in meeting their supply needs and to build capacity across regions we have asked Local Authorities to express an interest in participating in pilot arrangements supported by Welsh Government grant funding to support regional supply cluster models as an alternative means to cover absence in a more co-ordinated and sustainable way. This has been well received with 21 out of 22 Local Authorities expressing an interest in participating and progressing to submitting grant applications later this autumn.

Finally, we are about to circulate the recently published Toolkit Guide – Code of Practice – Ethical Employment in Supply Chains to the education sector including commercial recruitment agencies. The Code and related guidance will help ensure that workers in supply chains are treated fairly and commit public, private and third sector organisations to a set of actions that tackle illegal and unfair employment practices.

### **Next Steps**

I would like to assure the CYPE Committee that Welsh Government will continue to explore all options including the feasibility of a centralised supply/pay model. I want to see successful model(s) for deploying temporary supply cover in our schools and are working toward a system where good quality teaching staff are available, with a positive impact on learner outcomes, and where teaching staff are treated fairly and developed appropriately.

Yours sincerely



**Kirsty Williams AC/AM**

Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education

**Kirsty Williams AM**  
Cabinet Secretary for Education

8 August 2017

Dear Kirsty,

**Supply teaching in Wales: request for update on key conclusions and recommendations made by the Fourth Assembly's CYPE Committee**

Please find attached correspondence received by all Assembly Members on 22 July relating to arrangements for supply teachers in Wales.

In light of our predecessor Committee's work during the Fourth Assembly on supply teaching I was asked to respond in my capacity as Chair of the current Children, Young People and Education Committee. I attach my response for your awareness.

To inform the Committee's consideration of this matter, I would be grateful if you could provide an update on progress in relation to the Fourth Assembly Committee's key conclusions and recommendations. I would be particularly grateful for a detailed outline of the steps taken to date to implement our predecessor Committee's first recommendation:

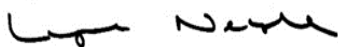
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The Welsh Government should start work to design a new model for the employment of supply teachers. In making this recommendation the Committee acknowledges that the current contract runs until August 2018, but calls on the Welsh Government to start work now to ensure that the new system is in place in readiness.

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I would be grateful to receive a response by the end of September 2017.

Yours sincerely,



**Lynne Neagle AM**  
Chair





'Fair Deal for Supply Teachers'  
By email: [rknig14652@aol.com](mailto:rknig14652@aol.com)

8 August 2017

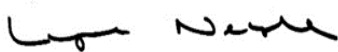
Dear Colleagues,

Thank you for your correspondence of 22 July relating to arrangements for supply teachers in Wales, sent to all Assembly Members. You requested a response from me in my capacity as Chair of the National Assembly for Wales' Children, Young People and Education Committee.

The current Committee was established on 28 June 2016 to examine legislation and hold the Welsh Government to account by scrutinising its expenditure, administration and policy matters, encompassing (but not restricted to): the education, health and well-being of the children and young people of Wales, including their social care. While the current Committee has not discussed supply teaching in detail, our predecessor Committee – charged with similar responsibilities during the Fourth Assembly (2011-2015) – undertook a comprehensive [inquiry into supply teaching](#), reporting in December 2015. It is the recommendations of this Committee to which you draw attention in your open letter to AMs.

In light of your correspondence, I will write to the Cabinet Secretary for Education, Kirsty Williams AM, to ask for an update on progress relating to each of the key conclusions and recommendations made in that report, requesting in particular a detailed outline of the steps taken to implement the report's first recommendation. Once a response is received, I will ensure that it is shared with you and published on the Committee's website. While the Committee's programme is heavy with legislative, policy and financial scrutiny in the autumn term, I will ensure that the Cabinet Secretary's response is considered by the Committee and that you are updated on any action deemed necessary by the Committee in light of the response received.

Yours sincerely,



**Lynne Neagle AM**  
Chair

