

**National Assembly for Wales
Children, Young People and Education Committee**

ST 14

Inquiry into Supply Teaching

Evidence from : Deputy Headteacher

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?	
Very general in both cases. Unplanned in order to conform to the policy of sporadic use of supply cover.	
If you believe that this results in problems (for example, for schools, pupils or teachers), how do you think they could be resolved?	
<p>Yes, this has led to endless problems. We are a school that has to some extent succeeded in building a team of supply teachers that can be relied upon to teach and maintain order. However, the team is very small and it changes constantly as people are appointed to posts by other organisations. This means that the team has to include people that one would not engage as full-time staff for several valid reasons.</p> <p>Abolishing sporadic supply cover, or adapting it, would result in increased organisation and control.</p>	
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?

Under the rules for sporadic supply cover, there is little choice in the type of class staff will teach; of course, a morning audit is conducted to ensure that things run smoothly and problems are reduced, and in the case of a challenging class, this often means that the leadership team provide cover.

It is seldom the case that one can secure supply staff who specialise in the subject they are taking. Rules are set out at the start; i.e. no games if taking a PE lesson (risk of accidents), no experiments if they are in the laboratory, and staff who leave a lesson are expected to set a decent amount of meaningful and appropriate work for the pupils. It could be said that making such arrangements for a school of 1000 students and 70 staff is in itself a full-time job.

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

There are problems, and they stem from the inability to recruit enough suitable people to the profession.

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.

3 - This is a minor problem

4 - Not a problem.

X

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)?

Using staff who are unknown to the school and are unfamiliar with the school and its systems can have a negative effect on discipline and behaviour.

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

If school finances permitted, the perfect solution would be to employ a team (three people would be ideal for a school of 1000 students – two if money was scarce) of enthusiastic young teachers who would be available to stand in/provide cover/take intervention lessons. These teachers would receive their NQT qualifications and the school would benefit from having people who are familiar with the school and part of its systems. Unfortunately, the school does not have the finances to be able to do that.

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.

3 - This is a minor problem

4 - Not a problem.

X

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

See question 3. Under those conditions, of course, the school would/should sign up to the above. If we are referring to teachers who are employed day by day, it is unlikely that the above will receive priority.

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>	
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<i>2 - This is a problem that needs to be addressed.</i>	
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<i>3 - This is a minor problem</i>	X
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<i>4 - Not a problem.</i>	
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Question 5 – What are your views on performance management arrangements for supply teachers?

Again, it depends on the conditions – exactly as in the answer to question 4.

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>	
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<i>2 - This is a problem that needs to be addressed.</i>	
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<i>3 - This is a minor problem</i>	X
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<i>4 - Not a problem.</i>	
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Question 6 – Do you consider that local authorities and regional consortia have sufficient oversight of the use of supply teachers?

No, it is not something that has cropped up as a matter of concern in discussions with the county or with the EAS.

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

I know of some counties that insist on schools going through agencies. In my opinion, this is immoral because of the money that agencies take from supply teachers' pay. We do not use agencies in the school. The reason is most likely one of convenience. With regard to the teachers that the agency sends, there is no control and it could be someone you do not wish to use.

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>	
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<i>2 - This is a problem that needs to be addressed.</i>	X
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<i>3 - This is a minor problem</i>	
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<i>4 - Not a problem.</i>	
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Question 8 – Do you have any views on supply agencies and their quality assurance arrangements?

What quality assurance arrangements? See my answer to question 7.

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>	
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<i>2 - This is a problem that needs to be addressed.</i>	X
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<i>3 - This is a minor problem</i>	
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<i>4 - Not a problem.</i>	
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Question 9 – Are you aware of any specific issues relating to Welsh medium education? If so, what are they?

A shortage of appropriate staff who can be appointed to permanent positions, and a shortage of staff such as long-term supply teachers.

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

Recruit a greater number of suitable young staff to the profession.

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

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

Teaching needs to be made attractive. The policy of sporadic use of supply cover should be revisited.

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

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