

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

ST 03

**Inquiry into Supply Teaching**

**Evidence from : Headteacher – Primary**

**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?**

As [REDACTED] has 550 pupils and 26 teachers, our use of supply teachers can appear to be high. Despite this, staff attendance rates are high – see below

Teacher sickness absences during academic year – 122 days lost  
Teacher attendance – 97%

The situation is different regarding courses and training as we are able to plan ahead and prepare for these. Periods of illness and unplanned absences are extremely challenging and we sometimes have to use our HLTA staff.

At times there are not enough supply teachers available especially when training courses are held on county level or for large groups when all schools in the area need supply teachers on the same day.

**If you believe that this results in problems (for example, for schools, pupils or teachers), how do you think they could be resolved?**

When no supply teachers are available this naturally affects the running of the school and although we can use HLTA staff, they are taken away from their usual duties.

Our solution to the problem is to use HLTA staff but the situation is not ideal.

**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>	2
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	
<b>Question 2</b> – 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?	
<p>The quality of supply teachers varies considerably but they are teachers, not carers. We provide clear guidelines to supply staff setting out our expectations. If they do not meet our expectations, we will not use them again.</p> <p>In a non-Welsh area such as Rhyl, it is difficult to recruit staff who speak Welsh to a high standard and the pool of staff, therefore, is small.</p>	
If you believe there are problems in this area, how do you think they could be resolved?	
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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>	2
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	
<b>Question 3</b> – What are your views on the impact of the use of supply teachers on the outcomes for pupils (including any impact on pupil behaviour)?	

This depends a great deal on the quality of the supply teachers. There is less impact if teacher is used to working at the school.

The impact is greatest when we use staff who are new to the school. Consistency is a problem especially when using a number of supply teachers over different periods.

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

Induction arrangements for supply teachers  
Handbook for Supply Teachers  
Careful monitoring

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.*

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

Very few supply teachers receive adequate personal development. At times, we have to use supply teachers who have retired and who are therefore unaware of the latest developments in education.

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

Supply teachers should be required to attend a series of INSET days, like permanent members of staff, as part of their contract / right to

work.

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>	2
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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 5** – What are your views on performance management arrangements for supply teachers?

Very few supply teachers receive Performance Management – as they are not at school regularly it is difficult to set targets for them. Schools and supply teachers need a clearer structure and guidance to develop this.

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

A national system of performance management for supply teachers which meet national needs.

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>	2
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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 6** – Do you consider that local authorities and regional consortia have sufficient oversight of the use of supply teachers?

There is hardly any oversight but I believe that more should be done.

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

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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>	2
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

**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?

N/A

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

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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>	2
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

**Question 8** – Do you have any views on supply agencies and their quality assurance arrangements?

At times we have to use supply agencies to meet the needs of the school. Although there is some amount of quality assurance arrangements in place, this cannot be accomplished fully without observing staff in the classroom.

If you believe there are problems in this area, how do you think they could be resolved?	
Supply agencies should be required to take responsibility for the professional development, performance management and quality of their staff.	
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>	2
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	
<b>Question 9</b> – Are you aware of any specific issues relating to Welsh medium education? If so, what are they?	
In the Rhyl area, it is extremely difficult to attract Welsh-speaking staff and, usually, only a few applicants reply to advertisements. Compared to English-medium schools in the town, the number who apply for positions in the Welsh-medium sector is far lower and that places us at a disadvantage.	
If you believe there are problems in this area, how do you think they could be resolved?	
Schemes to attract teachers into the Welsh-medium sector in deprived areas e.g. bursaries	
How significant is this issue? (Please select one option)	
<i>1 - This is a key, urgent problem.</i>	1

<i>2 - This is a problem that needs to be addressed.</i>	
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	
<b>Question 10</b> – If you had to make one recommendation to the Welsh Government from all the points you have made, what would that recommendation be?	
Ensure that there are more systems in place to attract high quality supply staff to the Welsh–medium sector.	
<b>Question 11</b> – Do you have any other comments or issues you wish to raise that have not been covered by the specific questions?	