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| **PRIMARY SPRING TERM** | |
| **The Changing Face of Education** (EPS theme: The Purpose of Education) | |
| **Objectives**   * Know how school education has changed since the landmark moment in February 2010 * Know the role of the Local Education Authority (The LEA) * Know what types of organisational structures might our students attend now and how these might differ * Consider the question: what type of school might you end up teaching in and what sorts of questions must you ask at Interview to ensure you get the` best fit `? | **Link to the Core Content Framework**  This topic goes beyond the CCF and is particularly relevant to Part 2, 'Understanding of statutory frameworks which set out [teachers'] professional duties and responsibilities. |
| **Activity** | **Resources Required** |
| **Link to prior knowledge**  **It would be ideal if trainees had individual access to the internet to help them complete tasks during this session**  Without any help (but let them discuss together if you have more than one) ask trainees to make a list of the different types of school in the UK.  Afterwards, check against the Gov website 'Types of school' list, and run through the different types of school very briefly - you don't need to give information about them at this point. | Trainees on computers linked to the internet if possible  https://www.gov.uk/types-of-school |
| **Understanding types of school**  Trainees should use government website site to collaboratively complete this table:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Types of state school | Must follow the National Curriculum | Funded by local authority (LA / LEA) | More freedom in e.g. curriculum design / pay & conditions | Any other unique features | | Community (local authority maintained schools) |  |  |  |  | | Foundation & Voluntary schools |  |  |  |  | | Academies and Free Schools |  |  |  |  | | Grammar Schools |  |  |  |  |   <https://www.gov.uk/types-of-school>  Feedback - check appendix for summary of information (could be shared with trainees) | |
| **Consolidating understanding**  Use the powerpoint to guide the trainee/s through the different types of schools, and how and why changes have occurred over the past 15 years, stopping to discuss the implications of this where relevant. | **Powerpoint**: Types of school |
| **Plenary discussion:**  Teacher leads conversation about:   * What type(s) of school do you think you would be best suited to teach in at this moment in time? Be able to give some justification. * Is there any type of school you would not want to teach in? List the reasons for this in order of strength. * If a job opportunity came up in a school that was not in a school type you had considered working in, would you simply discount it or would you do some research and if favourable would you then apply for it?   Make a list of potential interview questions to ask a school, in the light of what's just been learned. |  |

**APPENDIX: TYPES OF SCHOOL**

1. **State schools** receive funding though their local authority **or** directly form the government. The most common ones are :-

**Special Schools**

Children aged 11 and older can specialise in 1 of the 4 areas of special educational needs ( <https://www.gov.uk/children-with-special-needs> ) notably: -

1.Communication and interaction 2. Cognition and learning 3.Social, emotional and mental health 4. Sensory and physical needs

Schools can further specialise within these categories to reflect the special needs they help with ie autistic spectrum disorders, visual impairment, or speech, language and communication needs.

**2. Faith Schools**

- These must follow the national curriculum, but they can choose what they teach in religious studies.

- They may have different admissions criteria and staffing policies to state schools, although anyone can apply for a place.

**Faith academies**

-Faith academies do not have to teach the national curriculum and have their own admissions processes.

**3. Free Schools**

-Free schools are funded by the government but are not run by the local authority. They have more control over how they do things.

-They are `all-ability` schools, so can not use academic selection processes like a grammar school.

-Free schools can set their own pay and conditions for staff

-Change the length of school terms and the school day.

-They do not have to follow the national curriculum.

Who can set up free schools?

They are run on a not-for-profit basis and can be set up by groups like:

charities / universities / independent schools/ community and faith groups / teachers / parents / businesses

Types of free school

* ***University technical colleges***

- These specialise in subjects like engineering & construction and teach these subjects along with business skills and using IT.

- Pupil`s study academic subjects as well as practical subjects leading to technical qualifications.

- The curriculum is designed by the university and employers, who also provide work experience for students.

- University technical colleges are sponsored by universities / employers / further education colleges.

* ***Studio Schools***

- These are small schools (usually around 300 pupils) teaching mainstream qualifications through project- based learning. This means working in realistic situations as well as learning academic subjects.

- Students work with local employers and a personal coach.

-Students follow a curriculum designed to give them the skills and qualifications they need to work or take up further education.

**4 Academies**

- Academies receive funding directly from the government and are run by an academy trust.

- They have more control over how they do things than community schools.

- Academies do not charge fees.

- Academies are inspected by [Ofsted](https://www.gov.uk/government/organisations/ofsted).

- They have to follow the same rules on [admissions](https://www.gov.uk/schools-admissions/admissions-criteria), [special educational needs](https://www.gov.uk/children-with-special-educational-needs) and [exclusions](https://www.gov.uk/school-discipline-exclusions/exclusions) as other state schools and students sit the same exams.

- Academies have more control over how they do things, for example they do not have to follow the [national curriculum](https://www.gov.uk/national-curriculum) and can set their own term times.

- Some schools choose to become academies. If a school funded by the local authority is judged as ‘inadequate’ by Ofsted then it must become an academy.

**Academy trusts and sponsors**

- Trusts are not-for-profit companies. They employ the staff and have trustees who are responsible for the performance of the academies in the trust.

-Trusts might run a single academy or a group of academies.

- Some academies are supported by sponsors such as businesses, universities, other schools, faith groups or voluntary groups. Sponsors work with the academy trust to improve the performance of their schools.

**5 City Technical Colleges**

- City technology colleges and ‘the city college for the technology of the arts’ are independent schools in urban areas that are free to go to.

- They are funded by central government - companies can also contribute.

- City technology colleges emphasise teaching science and technology.

-The city college for the technology of the arts teaches technology in its application of performing and creative arts, eg. by offering interactive digital design courses.

**6.** **State boarding schools**

-State boarding schools provide free education but charge fees for boarding.

-Most state boarding schools are academies; some are free schools and some are run by local authorities.

-State boarding schools give priority to children who have a particular need to board and will assess children’s suitability for boarding.

-Charities such as [Buttle UK](http://www.buttleuk.org/pages/grant-programmes-school-fees-programme-45.html) or the [Royal National Children’s Foundation](https://www.rncf.org.uk/applying-for-help/) can sometimes help with the cost of boarding.

**7. Private schools (Independent Schools)**

-Private schools charge fees to attend instead of being funded by the government.

- Pupils do not have to follow the [national curriculum](https://www.gov.uk/national-curriculum).

- All private schools must be registered with the government and are inspected regularly.

Reports on private schools

-All school reports are published online by the organisation responsible for inspecting them.

- Half of all independent schools are inspected by [Ofsted](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report).-The [Independent Schools Inspectorate](http://www.isi.net/reports/) inspects schools that are members of the associations that form the Independent Schools Council.-Some other schools are inspected by the [School Inspection Service](http://www.schoolinspectionservice.co.uk/new/home.html).

**Special educational needs:** - There are also private schools which specialise in teaching children with special educational needs.