



# Priorities for the new government

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From the Chartered College of Teaching

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COLLEGE OF  
TEACHING

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Across the education sector, there is broad agreement about the key challenges we are facing, and many innovative ideas to meet those challenges. The profession is keen to work with the new government to bring about sustainable change to meet the needs and aspirations of our pupils. The Chartered College of Teaching is the professional body for teachers. We celebrate, support and connect teachers, leaders, support staff and other education professionals, bridging the gap between classroom practice and research, and equipping teachers with the knowledge and confidence to make the best decisions for their pupils. We are well placed to bring together professional expertise and evidence to develop and evaluate new policy thinking.

## Start with professionalism

Unless we can attract and retain high-quality teachers, other initiatives to improve education will fail. At the Chartered College of Teaching, we believe that this begins with a focus on professionalism. Evidence shows that supporting teacher professionalism has an effect on the perceived status of the profession, teacher professional identity, job satisfaction and levels of self-efficacy, which in turn improve recruitment and retention.<sup>1</sup> Recruiting and retaining high-quality teachers and leaders has a positive impact on student outcomes.

If the best and brightest are to be attracted to and retained in the teaching profession, we must empower teachers with greater autonomy, celebrate expertise and amplify their voices in shaping education policy. We need to balance commitment to pupils and to the common good with a focus on the wellbeing of those who work in education.

## What does this mean in practice?

### 1. Improve recruitment and retention by valuing teacher expertise

#### a) Pay and conditions that are attractive for all staff

- Develop systems of reward and recognition for those with long experience, alongside attracting new people into the profession.
- Build better career opportunities for those who wish to stay in the classroom, and multiple opportunities for teachers to specialise and focus.
- Identify the barriers to entry and progression for educators from under-represented communities, and provide resources to overcome them.

#### b) Funded high-quality professional development as an entitlement for all staff

- Fund teacher professional learning focussed on critical and ethical engagement with educational research.
- Support school partnerships and multi-academy trusts to develop a wider range of continuous professional development (CPD), coaching and mentoring, and networking and career opportunities, particularly for diverse leaders.

<sup>1</sup> Müller LM and Cook V (2024) Revisiting the notion of teacher professionalism: A working paper. London: Chartered College of Teaching. Available at: [https://chartered.college/wp-content/uploads/2024/05/Professionalism-report\\_2-May.pdf](https://chartered.college/wp-content/uploads/2024/05/Professionalism-report_2-May.pdf) (accessed 5 July 2024).

- Increase the time available for staff to engage in CPD, through extending planning, preparation and assessment time.

### **c) Workload that is manageable and supports staff wellbeing**

- Audit every policy against whether it will improve wellbeing and reduce workload. Introduce changes gradually and evaluate their cumulative impact over time.
- Provide resources to support flexible working and opportunities for flexible initial teacher training. This includes sharing innovative ideas about crafting different types of teaching roles that can more easily be carried out flexibly.
- Continue to work with the profession to identify and remove tasks that are unnecessary.

The Chartered College of Teaching can use our network of learning partners to support the development of a career-long CPD strategy underpinned by our evidence-informed Professional Framework, balancing individual choice with national priorities and the needs of institutions. Our research briefings can support the development of an effective recruitment and retention strategy. We are working on a publication, for spring 2025, to support school leaders with teacher recruitment, retention and career progression, with a focus on building diverse and inclusive staff teams.

## **2. Reform the accountability system to empower the profession**

### **a) An inspection system that supports school and college improvement**

- Remove single-word judgements from Ofsted reports and work with the profession and parents to find better ways to provide the information that parents need.
- Enable an inspection system that is built on professional dialogue, that recognises local contexts and that empowers schools and colleges to share strengths and find the right support for their weaknesses.
- Work with the Chartered College to develop rigorous, evidence-informed training for inspectors.

### **b) An accountability system that builds trust and respect**

- Work with the profession to develop and trial a range of evidence-led measures that focus on what pupils need and what schools and colleges can do.
- Build a clearer understanding of how data should be collected and reported, establishing what data should be collected annually and what data is better reported as rolling averages.
- Develop ways to evaluate, and hold government to account for, policies that affect education, so that better decisions can be made.

Fellows of The Chartered College of Teaching are experienced education professionals who can bring creative solutions and constructive challenge to the accountability system. We have a range of professional development pathways which could be adapted to meet the needs of school inspectors, improvement partners or peer-to-peer accountability partners.

## **3. Take a considered approach to curriculum and assessment reform to meet the needs of pupils and society**

### **a) A curriculum that is led by evidence, not ideology**

- Work with the profession to review the curriculum from early years to post-16 education, taking time to properly understand what is working and what needs to be removed in order to make it manageable, and building on existing curriculum projects.

- Increase the time available for staff to engage in CPD, through extending planning, preparation and assessment time.
- Build a long-term strategy for change, focussing on evidence of what supports all pupils to enjoy learning and to expand their horizons, to build the skills and knowledge they need for the world they are in and to make that world better.
- Ensure any curriculum changes are supported by measures to increase teacher recruitment, reduce workload and build time for professional learning.

### **b) Assessment that sustains a broad and engaging curriculum**

- Work with the profession, and all who use the outcomes of assessment, to review assessment methods and purposes.
- Focus on ensuring that assessment is inclusive, allowing all pupils to demonstrate what they know and can do.
- Consider the role of statutory assessment, particularly at Key Stage 2 and in post-16 education.

The Chartered College of Teaching works with teachers, leaders and other experts on curriculum design, leading inclusive schools, and pupil mental health and wellbeing, and can bring classroom expertise and evidence together to support the review of curriculum and assessment.

## **4. Improve funding to build sustainable change**

- **Increase funding for schools and colleges**, so that they can aim for genuine improvement on a sustainable basis.
- **Increase funding for special educational needs and disabilities (SEND) education**, so that children with SEND can be properly supported in the right provision and with highly qualified professionals.
- **Increase funding for early years education and care**, so that children and families can be supported, providing the best start in life.
- **Increase funding for services** that provide support networks around schools, including social care, family support, mental health, educational psychology and youth work. Ensure these services can intervene early and work collaboratively to meet needs.
- **Build a funded strategy to reduce child poverty**, ensuring children and their families have access to housing, and that no-one needs to choose between clothing, heating and eating.

The Chartered College of Teaching can bring together experienced classroom practitioners and school leaders to identify the evidence, the needs and the effective practices in each of these areas.

## **5. Use the expertise of the Chartered College of Teaching to build relationships of trust and respect between the profession and policymakers**

- Policymakers and politicians should **commit to the principles of ethical leadership, and communicate openly and transparently**. We are currently working to translate those principles into examples of practice that can underpin leadership at all levels.
- Work with the Chartered College to **bring new and diverse voices to the table**, and encourage ways of working where policymakers, professionals and other stakeholders can learn from each other.
- Building on the programmes and projects that we already have underway, **develop policy in partnership with the profession** and alongside those who will be affected by the changes.

As the professional body for the teaching profession, The Chartered College of Teaching brings educators together to learn, to engage in and build research, and to use evidence to advocate for children and young people. We recognise that a new government will have many different needs to meet and will have to prioritise its resources. Sustainable change takes time. But we believe that a focus on education is key to achieving success in other policy areas, including building a knowledgeable and skilled workforce to improve the economy, developing engaged citizens who can revitalise democracy, and growing collaborative and creative individuals who can rebuild our communities.

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