



National Teacher
Accreditation

Annual Report
2020 - 2021





The 1920-2021 academic year was characterised by:

- a continued focus on proactively supporting schools through the impact of the pandemic and guiding their preparation for the changes to statutory induction
- our own preparation to take on our new responsibilities under the Early Career Framework.
- rising to the challenge presented by the unintended consequences of the induction and TSH reforms

Who we are

- NTA was originally set up in 2013 at the request of the DfE, to provide an independent sector-led alternative to the then NQT accreditation services provided by LAs.
- The organisation has seen significant growth and is now one of the largest national Appropriate Bodies providing its service to schools and trusts of all types and phases including a number of international school and a growing number of larger organisations including Outwood Grange, Learners First, Astrea, Nova and ATT.
- As an established high-quality provider of this important service, we are increasingly the “go-to” organisation, setting the standard and demonstrating good practice for the induction process.



What we believe

Teachers
change
lives

- The quality of an education system cannot exceed the quality of its teachers.
- Parents and carers trust teachers with the education and safety of their children.
- Teachers have the ability to make a huge difference to society by ensuring all children, regardless of socio-economic background or perceived ability, reach their academic and personal potential.
Teachers change lives.
- We believe in the value and potential of teachers, and in the power of professional learning throughout a whole career but particularly in the induction period and the early career years.

What we do

- Go the extra mile to support our registered schools and trusts to deliver a high quality early career curriculum and induction process that enables teachers to meet the Teachers' Standards and to feel valued, supported and confident.
- Maintain high standards for the sector through continuous improvement, keeping processes under review and identifying opportunities to raise the bar.
- Routinely visit 40% of registered schools every year and offer additional supportive visits if an NQT/ECT is at risk.
- Provide an advice service that is accessible daily to all schools.

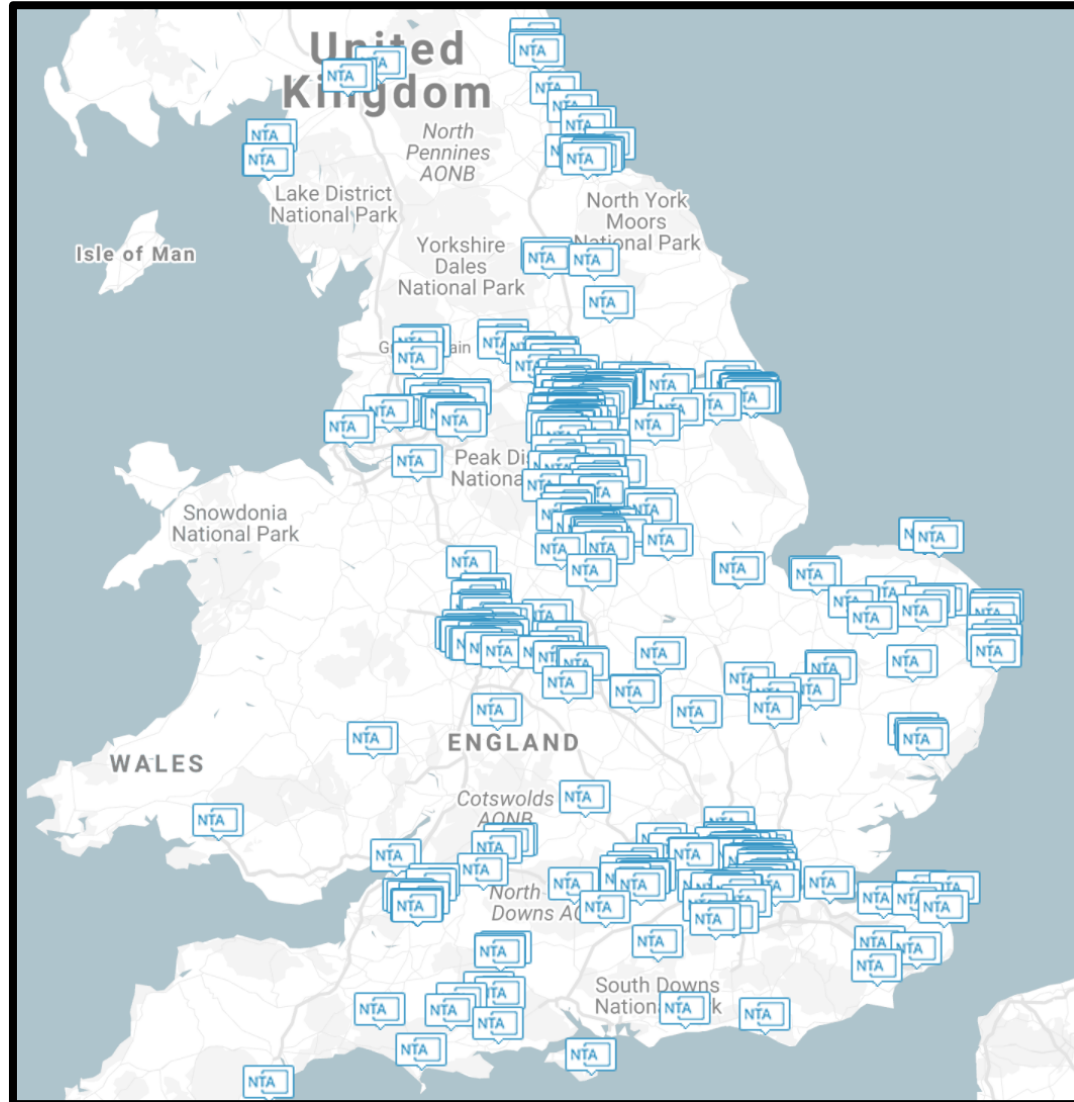
What sets us apart from other providers

- Our dedicated service – we specialise in this area rather than it being one of a range of services offered.
- Our service is different in that it is primarily delivered online but is supplemented by telephone support and personalised customer service.
- Our approach minimises the disruption to children’s learning and associated hidden costs caused by staff being out of school.
- Our capped, inclusive pricing structure has no subsequent add-ons which gives cost certainty.
- Our flexible service can be tailored to meet in-house needs such as different term structures and particular individual circumstances.
- Our commitment to our experienced quality assurance team providing feedback at each and every assessment point.
- Our specialist help, support, advice and high quality training that is increasingly delivered at a trust level; specific to the needs of the organisation.
- Our partnership approach with rapid response times and dedicated QAO support.
- Our dialogue with the DfE on a range of developments relating to ECT induction.

What sets us apart from other providers - Added value for larger trusts

- One consistent robust process across all trust schools rather than managing different LA processes of varying quality and cost.
- The reporting capability enabling central oversight of the progress of the entire trust-wide cohort of ECTs.
- One point of contact rather than dealing with multiple LA's and for larger trusts, the provision of a dedicated quality assurance officer.
- We work with schools and trusts using a partnership approach to create a service that acknowledges specific contexts and is supportive of their systems and procedures, meets their specific needs and supports their customised in-house programme.
- We actively seek to develop mutually beneficial value added elements within each of these partnerships

Our national coverage

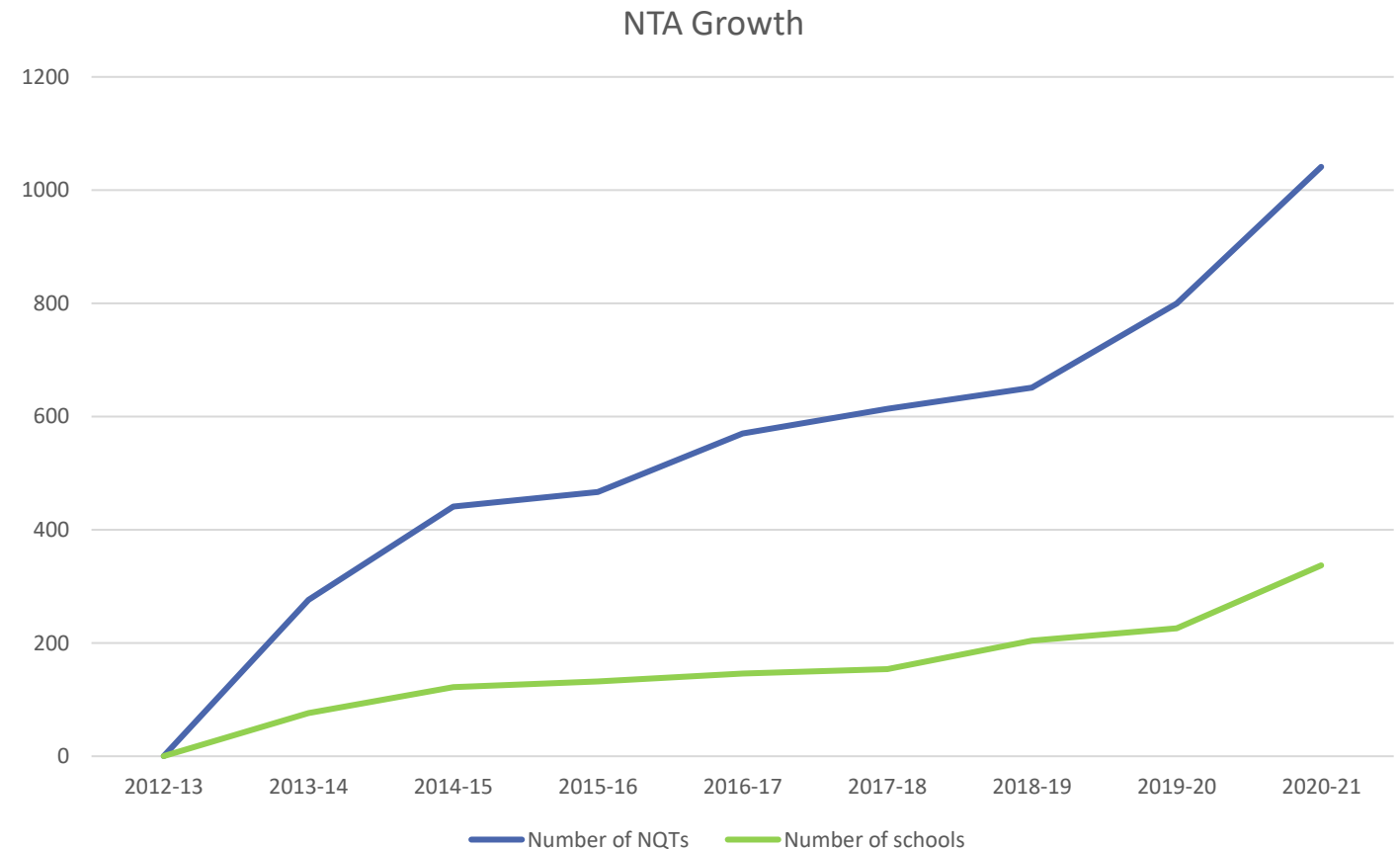
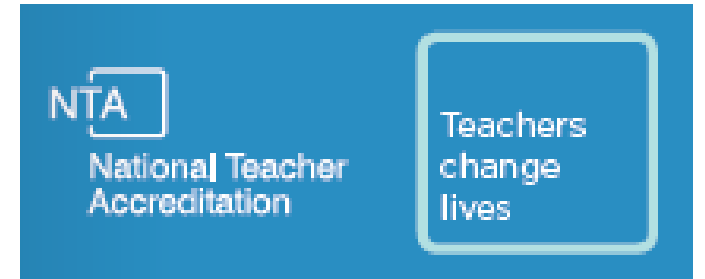


Our growth

The number of registered schools and trusts and NQTs/ECTs has grown steadily year-on-year since the service was first launched.

This year we have continued to achieve year-on-year growth (despite the loss of Ark and ULT), taking us to a record 1,040 ECTs by the end of December 2021.

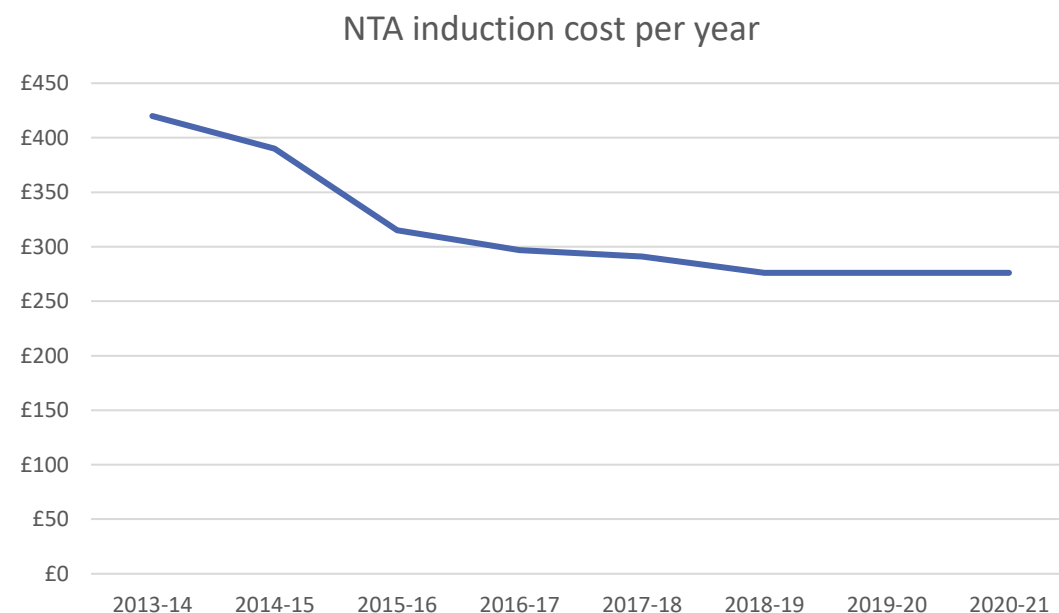
We are delighted to welcome a high proportion of new organisations to NTA. Notably, this new business has outstripped the loss of c 45% of 2020-2021 business as of our two largest trusts took their AB service in house.



Our not for profit basis of operation

NTA continues to be very aware of the financial pressures that schools and trusts are facing. As the scheme has grown we have achieved economies of scale which we have passed back to schools and trusts.

This year, following consultation with other ABs, we developed a new pricing structure to reflect the new two levels of service provided, with a fixed base cost, plus where applicable, a fixed supplement for schools opting for CIP and SIP where the additional Fidelity Checking service is required. Our base cost is an inclusive £417 per ECT for the whole 2-year induction programme with a £30 Fidelity Checking supplement. As previously this puts us midrange in relation to AB charges nationally.



In year changes & improvements

- Successful proactive recruitment of Outwood Grange, Learners First and Nova amongst other new MATs, more than offsetting the 45% of business lost from two large trusts taking their AB service in-house.
- Capacity added with additional consultancy support engaged to develop additional resources
- Capacity added at Quality Assurance Officer Level in response to growth
- One further independent Director appointed to the NTA Board
- Trialled new 'Strategy as a Journey' approach to strategic planning
- Two new members appointed to the NTA Appropriate Body Panel
- Self-evaluation review process developed and piloted with NTA Board
- Progressed collaborative quality assurance project with Sheffield Hallam University Institute of Education
- ECF virtual Agile seminar run jointly with CST and Ambition
- One of 4 selected ABs regularly meeting with DfE colleagues to help inform policy development.



In year changes & improvements (cont'd)

- Ongoing dialogue/information sharing with DfE colleagues
- Convened regular meetings with other ABs for benchmarking, discussion/information sharing purposes and constructive feedback to the DfE, during this critical period of policy change and reform.
- Comprehensive programme of 'ECF Immersion' activity run in-house to prepare the Team for the policy changes and their related new responsibilities
- Development of a robust approach to Fidelity Checking tested out in a 'dry run' exercise to build the team's knowledge and confidence
- New advice and guidance issued to help schools to navigate planning for the induction and ECF policy reforms while still managing the challenges of the pandemic
- Agile approach to Induction Lead and Mentor training achieving a punchier online format resulting in us training more individuals than ever before now reflected in the quality of progress reviews coming through
- Successful application to 'trademark' NTA and protect business name



What our service users think.....

Key responses to our bi-annual Customer Service Questionnaire Summer 2021

- If you have used any of the NTA support material, how helpful was it?

90% of respondents who had accessed this service rated it as good or excellent

- How helpful have you found the comments made by the Quality Assurance Officer in response to the assessments submitted by your school?

87% of respondents rated it as good or excellent

- How robust do you feel the NTA process is overall?

88% of respondents rated it as good or excellent

- If you have contacted the NTA office with a question or a request for support, how would you rate the resolution to your problem / question?

100% of respondents who had accessed this service rated it as good or excellent

What our service users say about us.....



“We appreciate the efforts that NTA have gone to in order to read all of the Progress Reviews for our ECTs and provide thorough and critical feedback. This is of great benefit to us and this is not something we previously received under our last Appropriate Body.”

“I would like to extend my thanks regarding the Quality Assurance visit. The support was brilliant and he was super at making me feel at ease. His expertise and guidance ensured that I felt a greater sense of confidence regarding the areas for development moving forward. I look forward to continue working together next academic year.”

“We are absolutely loving the support and guidance we are receiving from NTA (compared to our old Appropriate Body) and are really glad our Trust came on board with you.”

“ECT Manager has been very straightforward to use and all the resources are there should they be required. The Newsletters are a useful addition to the process – not too long and not too short”

“We have used NTA for a number of years and continue to enjoy but also benefit from using them as the appropriate body.”



Our contribution to the wider system

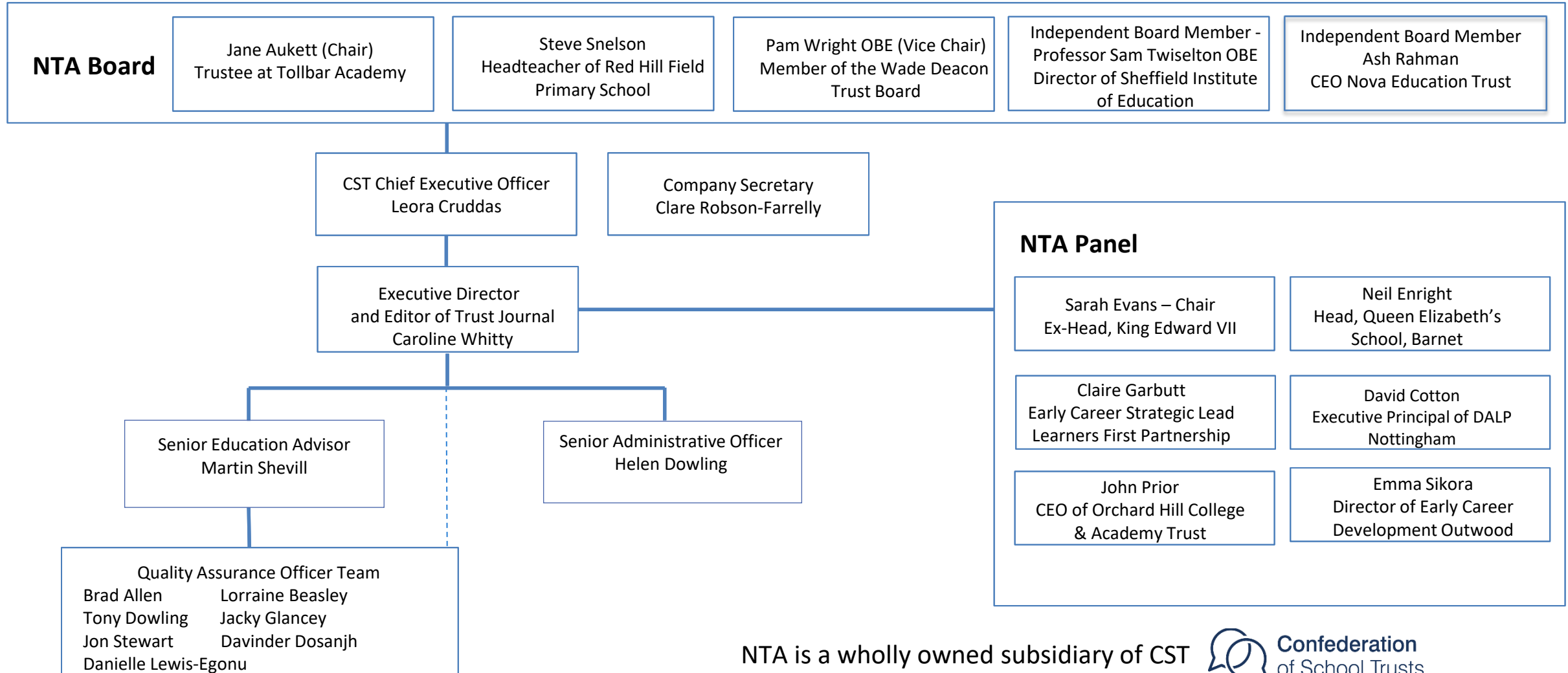
As part of our drive to provide the ‘gold standard’ of ECT Accreditation Service, we continue to be committed to bringing our collective knowledge and experience to bear on the national debate about how best we train, develop support and retain excellent teachers to the benefit of our children and young people’s life chances.

We have continued our regular dialogue with the DfE and other key players and extended our collaboration and benchmarking with representatives of the wider AB community. There has been a particular focus on considering how best to prepare the sector for the successful introduction of the Early Career Framework (ECF) and the extended induction period. Due to our extensive internal ‘ECF Immersion’ development work, we were well placed to make a significant contribution to these discussions. Our scale and particular mix of registered schools and trusts has anecdotally given us unequalled experience of the first round of fidelity checking work and an opportunity to test the robustness of the NTA process and to learn from it.

We have also piloted and further developed our internal process of self-review and quality assurance and will shortly be conducting a second stage pilot with another Appropriate Body.

We share the values of the CST family and we stand ready to support the system in any way we can, as demonstrated by our offer provide additional AB capacity, should any of those new to the Appropriate Body role need help.

NTA Organisational Structure



NTA is a wholly owned subsidiary of CST

Thank you to all those with whom we collaborate to the benefit of the system.

Particular thanks also to our registered schools and trusts and to all the NQTs/ECTs with whom we have had the privilege of working in this particularly challenging period.





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NTA contact information

The NTA Registered Office is: c/o The Confederation of School Trusts (CST)
Suite 10, Whiteley Mill, 39 Nottingham Road, Stapleford, Nottingham NG9 8AD

The NTA Administrative Office address is: Paulton House, Old Mills, Paulton, Somerset
BS39 7SX. Helen Dowling, the Senior Administrative Officer, can be contacted by
phone on 01761 231818 and by email on admin@nta.org.uk

Should there be any questions relating to this report, please address them to Caroline
Whitty, NTA Executive Director (c.whitty@nta.org.uk or 0115 9332200 / 07881 825182)

Caroline Whitty
NTA Executive Director

December 2021