



National Teacher Accreditation

Annual Report
2021 - 2022





The 2021-2022 academic year has been characterised by uncertainty about the AB policy landscape and the launch of a DfE consultation on related changes heralding NTA's likely exit from the AB market. Despite this direction of travel - NTA's share of the market has been maintained and the team has professionally continued its focus on proactively supporting schools in the delivery of the new shape induction and ECF and helping to mitigate the continuing impact of the pandemic.

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 schools and a growing number of larger organisations including Outwood Grange, Learners First Partnership, Nova and ATT.
- As an established high-quality provider of this important service, we have continued to be 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 ECT is at risk.
- Provide an advice service that is accessible daily to all schools.

What sets us apart from other providers

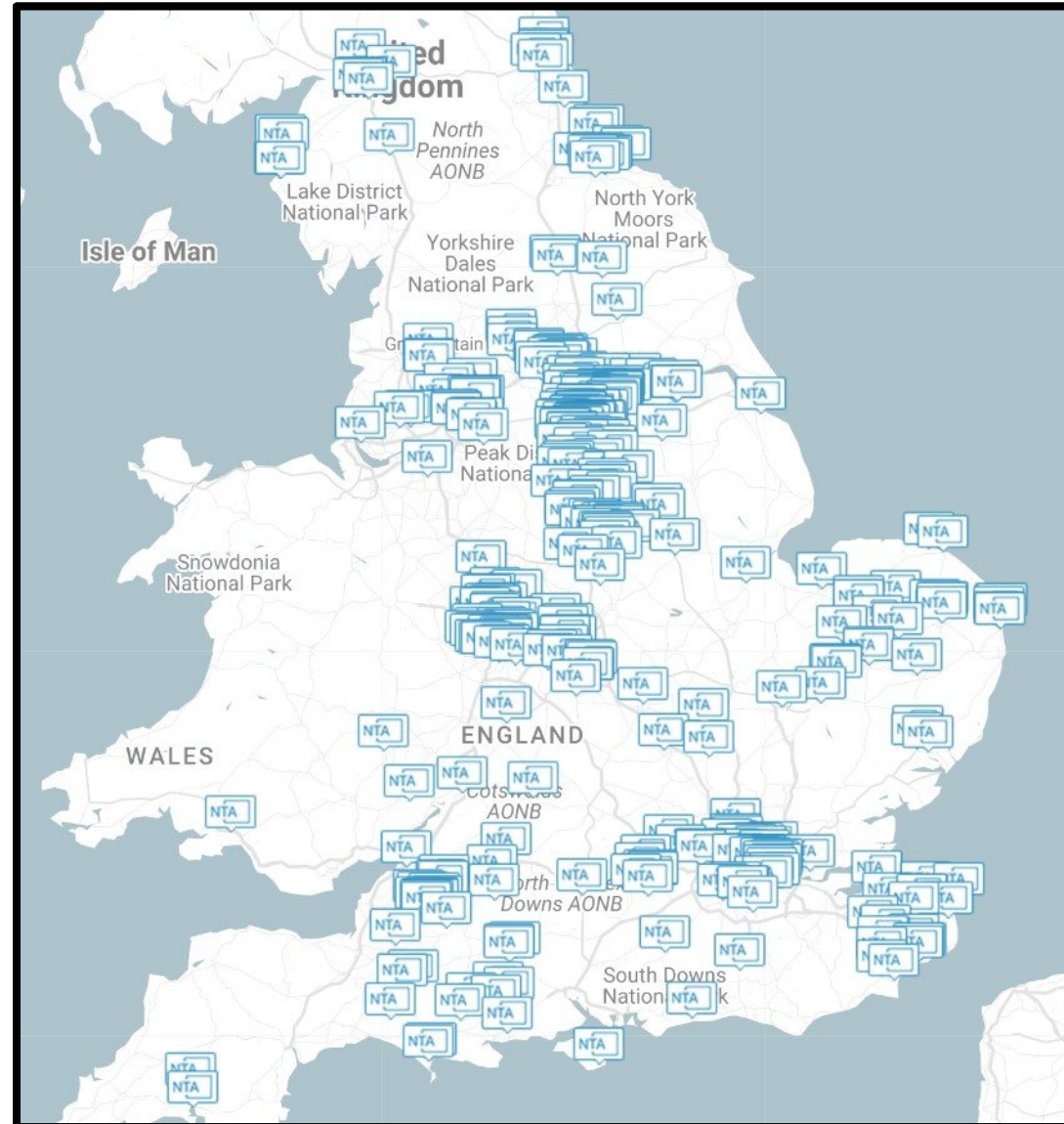
- Our dedicated service – we specialise in this area rather than it being one of a range of services offered.
- Our service is different in that it is primarily delivered online but is supplemented by telephone support and personalised customer service.
- Our approach minimises the disruption to children’s 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 continuing 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

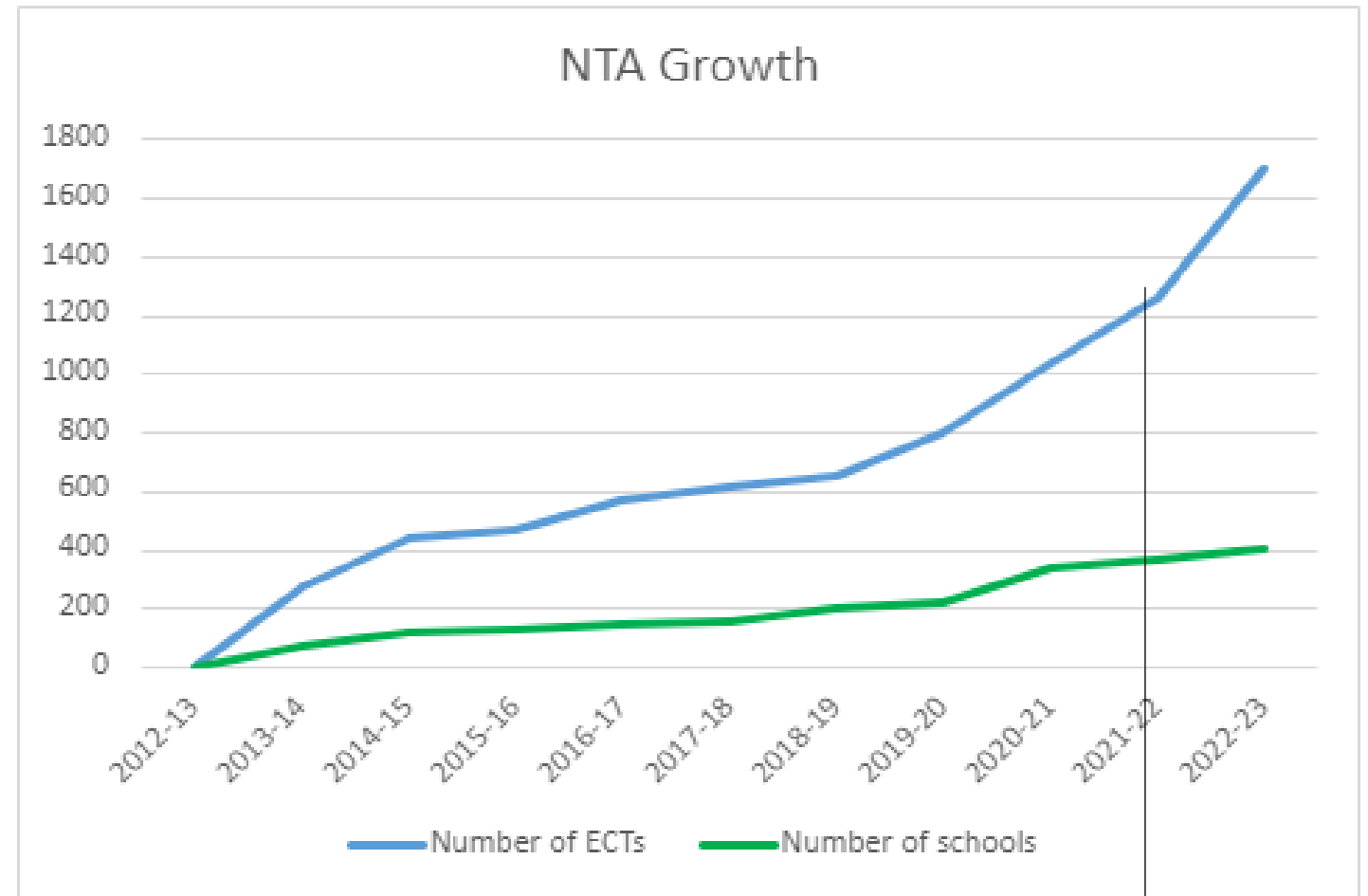


Our growth

The number of registered schools and trusts and ECTs has continued to grow steadily year-on-year since the service was first launched.

This year we have continued to grow, despite the uncertainty caused by the consultation announcement. This has taken us to a record 1,706 ECTs by the end of October 2022 reflecting the impact of the first year with 2 cohorts of ECTs going through their induction concurrently.

We are delighted that despite the direction of travel we have lost very few schools and trusts and indeed have gained some new business. We have established strong partnership relationships with some of the organisations who joined us in the last academic year, most notably Outwood Grange and the Learners First Partnership and Nova Education Trust.

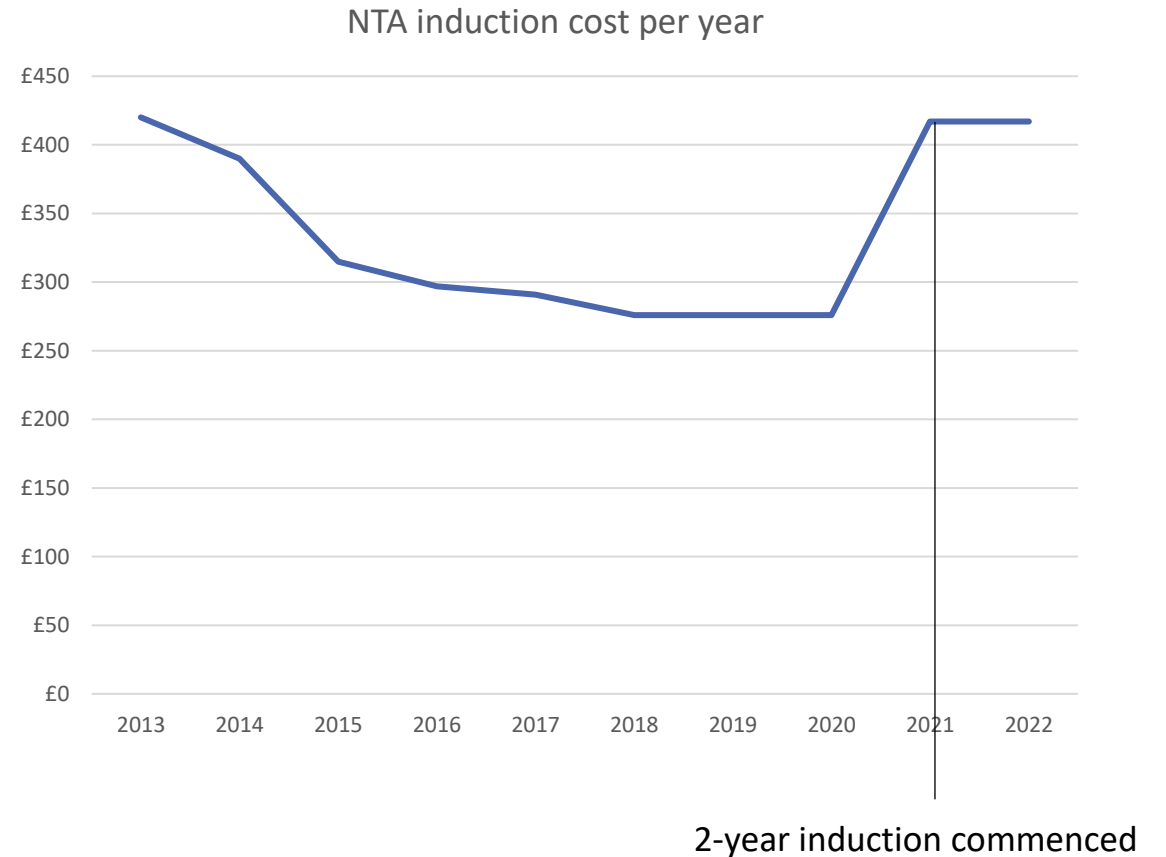


2-year induction commenced

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, we have held the cost of the pricing structure introduced last year reflecting the two levels of service, 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 remains an inclusive £417 per ECT with a £30 Fidelity Checking supplement. As previously this puts us midrange in relation to AB charges nationally.



In year changes & improvements

- In the light of the expected policy changes the focus of Board discussions and the work of the Executive has shifted from looking at further business growth and development to consolidating our position and considering the risks faced by the business and evaluating the various strategic options that may be open to NTA.
- In line with this, NTA's agreed future priorities are as follows:
 - Continuing to service our existing network for as long as this is required
 - Planning and executing an orderly and professional wind-up of the NTA business, should this be required.
 - Seeking to pass on our specialist skills and knowledge and help to support the system and in so doing, leave a positive NTA legacy.
- Despite the uncertainty we have continued to work closely with DfE colleagues and offer our constructive input to their policy thinking. One of the positive outcomes of this strong relationship is the start of a conversation with the Teaching School Hub Council brokered by the DfE. Discussions with TSHC colleagues have resulting in NTA being engaged to be involved in two important workstreams. This work is designed to add much needed capacity to the sector, if the planned changes are to be successfully implemented within the proposed ambitious time scale of September 2023.



In year changes & improvements (cont'd)

- Last year's TSH reforms resulted in considerable churn for NTA with the loss of Ark and ULT, representing a potential reduction of 45% in the number of ECTs. We more than replaced this business, which meant that c 50% of schools and trusts joining in September '21 were not only getting to grips with ECF but were also new to NTA processes. This caused a huge spike in workload in the Autumn Term which was well managed by the team despite being under-resourced due to unexpected sickness absence.
- We have continued to convene 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.
- We have put into practice the robust approach to Fidelity Checking that we developed in-house. Anecdotally we have gained more experience of this during this first year of the national roll-out of ECF than most other ABs, now making us something of an expert in this area.
- We have continued our very agile approach to the ongoing development of Induction Lead and Mentor training, achieving a punchier online format resulting in us training more individuals than ever before. This is now fairly consistently reflected in the quality of progress reviews and assessments.



What our service users think.....

Key responses to our biennial 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.....



“I just wanted to extend a sincere thank you for such a helpful, supportive and positive NTA virtual visit yesterday. It was an absolute pleasure to meet with you and have an outside perspective on our NQT induction and support systems. I know the team found the visit really valuable too.”

“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.”

“We just wanted to email to say a quick thank you for the QA visit. We really appreciated the time and the supportive and helpful comments on how to improve our provision further. We would like to take this opportunity to also thank you for your help with the queries we have called/emailed through too – we’ve really appreciated all your help and advice.”

“Due to the support NTA have provided I feel now that I know exactly what the job entails and the high expectations schools should have in training early years teachers.”

“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.”



Our contribution to the wider system

In a very different and unsettling year for NTA, with growing turbulence within the AB market, we have continued 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 about the direction of travel of ECT induction and in particular AB policy and extended our collaboration and benchmarking with other representatives of the wider AB community.

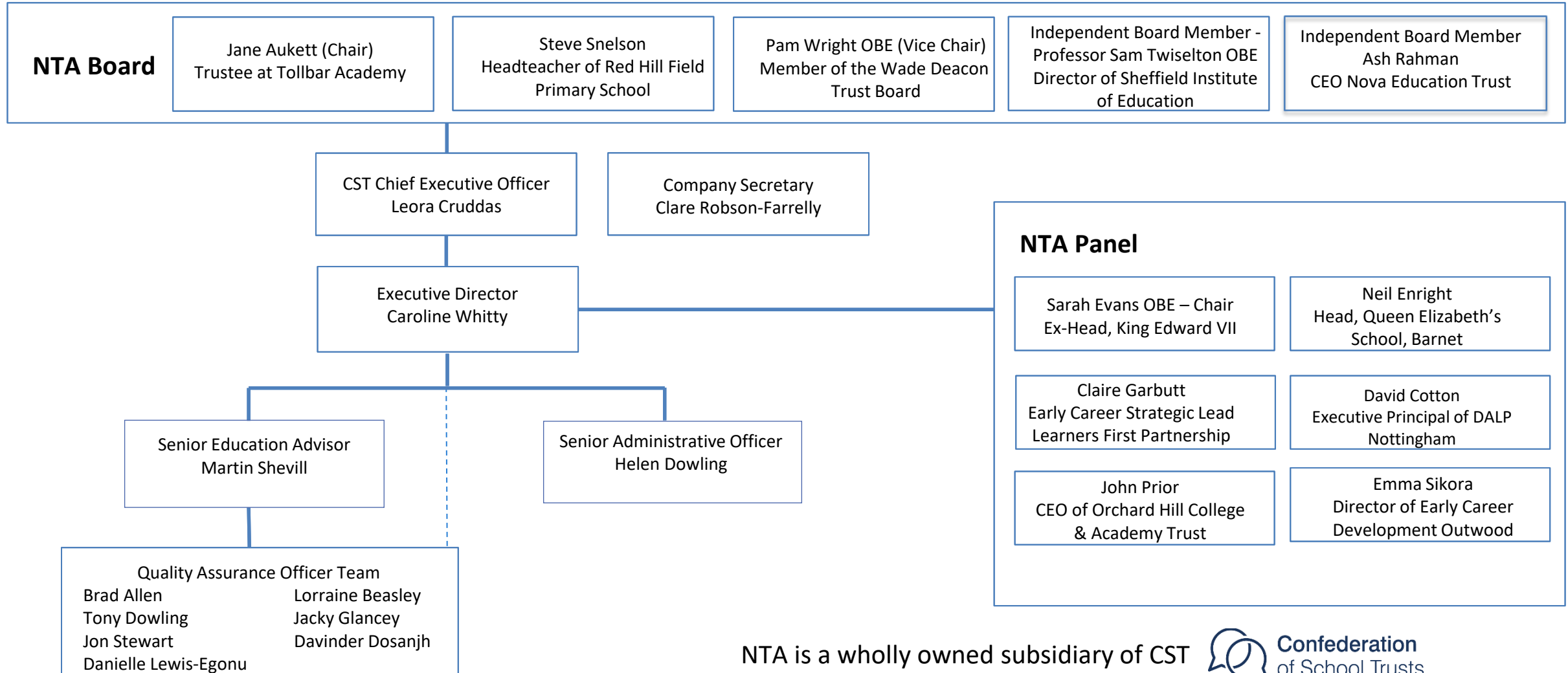
Following the introduction to the TSHC, there has been a particular focus on jointly considering how best to prepare the TSH network for these changes and add capacity to the sector to ensure these changes are successfully implemented. We have now been commissioned by the TSHC to be involved in supporting 2 distinct workstreams:

- 1) Feeding into the preparation of operational guidance, information and resources to prepare TSHs for the transition
- 2) Design and delivery of ongoing professional development for TSHs, with a particular focus on those that are not currently ABs or are new to the AB role, to ensure the TSH national network has the capacity and capability to deliver the AB role well at scale

One further potential strand of this collaborative work is progressing the development of the Quality Review Framework and updating it in the light of the consultation response, with a view to it being used as a good practice self or peer assessment tool promoted by the TSHC.

We share the values of the CST family and we continue to stand ready to support the system in any way we can at this time of change. This is demonstrated by our work with the TSHC and our offer to provide additional AB capacity should there be any 'orphaned' schools or trusts that need a short-term AB home before they are able to transfer to their permanent AB. We hope that this work will result in NTA leaving a lasting legacy and ensuring that the wealth of knowledge and experience held within the NTA team is passed on and not lost to the system.

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.





National Teacher
Accreditation

NTA contact information

The NTA Registered Office is: c/o The Confederation of School Trusts (CST)
Suite 1, Whiteley Mill Offices, 39 Nottingham Road, Stapleford, Nottingham NG9 8AD

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

October 2022