

Minister for Education and Lifelong Learning



Union Street | St Helier
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Deputy Catherine Curtis
Chair – Children, Education and Home Affairs Scrutiny Panel

Sent by email only

27 November 2025

Dear Chair,

Follow-up matters from the Public Hearing on 19th November 2025.

Thank you for your letter of 20th November asking for further details following our public hearing last week. Please see the below answers to your questions and please do not hesitate to contact me if you require any further information.

Data and further details which indicate vacancy trends in teaching roles

- Direct vacancy data is not available prior to April 2024 as this is when the Connect Recruitment System went live.
- As an alternative, we have used the number of **new teacher appointments** in each academic year as a measure.
- This provides an indicative view of potential vacancy levels for the last three years.

Division	Area	New Teachers			
		Sep-21 - Aug-22	Sep-22 - Aug-23	Sep-23 - Aug-24	Sep-24- Aug-25
Education	Early Years, Education, Inclusion, SIAS, JMS, Mont-a-L'Abbe and Le Passerelle	20	13	23	8
Education	Primary	37	61	63	48
Education	Secondary	32	52	55	36
Young People, Further Ed, Skills & Learn	Highlands College	6	8	12	6
Total		95	134	153	98

Recruitment activity has fluctuated noticeably over the past four years. The number of new teacher appointments grew steadily between 2021–22 and 2023–24, rising from 95 to a peak of 153. This increase reflects both wider workforce needs and targeted investment in schools, particularly in areas such as inclusion and SEND. In 2024–25, however, new teacher appointments fell back to 98. These figures cover appointments into Government schools only and do not include teachers moving between schools or services.

All areas saw their highest recruitment in 2023–24, followed by a drop in 2024–25.

Primary and Secondary schools account for the majority of new teacher appointments, with 384 over the four-year period — an average of 96 per year.

Together, these represent around 80% of all recruitment, which aligns with their share of the overall teaching workforce: approximately 39% in Primary and 42% in Secondary.

Early Years and Inclusion recorded only 45 new appointments across the four years, reflecting their smaller scale and more specialist nature. These areas account for around 9% of the teaching workforce, so lower recruitment levels are expected. Highlands College also remains relatively small, with 32 appointments in total. Highlands lecturers make up about 10% of the teaching workforce, and recruitment there peaked in 2023–24 before falling back, mirroring the wider system trend.

The current teaching workforce stands at 1,096, meaning these figures represent an annual intake rate of between 9% and 14%. Some of this intake reflects genuine vacancies that needed to be filled, while some reflects growth in provision and investment in new roles.

Island SEND Review

What plans are in place to improve strategic planning and system cohesion across CYPES and schools to support a more unified approach to inclusive education?

In response to the Island SEND Review, CYPES will be publishing an 'Immediate Priorities' plan by Christmas 2025 (The draft is nearing completion). This seeks to; improve communication, provide reassurance to stakeholders and lay the initial foundations for systemic change. It outlines our commitment to ensure better strategic planning underpins a more unified and cohesive approach to inclusive education

This initial plan will reflect immediate priorities from the 3 key recommendations within the Island SEND Review report: *Ensuring Stability, Clarifying Strategy, Quality Assurance. Over the next year medium term (3 year) and longer-term (7+ year) strategic plans will be shared building upon this immediate priorities plan*

As part of this work, CYPES will set up an Inclusion Executive Board to oversee governance. This body will be responsible for the ongoing internal and external monitoring programmes required to determine the impact of work done to address the priorities in these plans.

The [updated 2025 JSRF](#) has already been published with the new cycle of review starting last month. This framework underpins GoJ school accountability and self-evaluation across the Island. This updated framework was written in collaboration with schools and CYPES officers have delivered a wide range of teacher support and training for senior and middle leaders and teachers. The JSRF underpins our high expectations for inclusion in schools as defined by the '4 pillars of the curriculum'. (Development of the Child, Entitlement, Equity & Quality) *See Part 1 of the JSRF Handbook.*

What specific support will be provided to schools and educators to help them implement inclusive practices more effectively and consistently?

Since July, building on best practice from here and the UK, CYPES have designed, written and shared a comprehensive package of new Inclusive Practice Guidance with schools. This is designed to support a more cohesive and common language for what we consider more inclusive '**Universal Provision**' (*The curriculum, teaching & learning and personal development opportunities offered to all pupils*) in mainstream schools.

So far, 3 workshops have been used to co-develop and share these with senior leaders across all GoJ primary and secondary schools.

An online platform ensures the latest training materials and resources are easily accessible by school staff. Initial trials of the resources are underway in a variety of early adopter schools. Initial case studies of impact in the classroom are being collated and will be shared across schools in the summer term. Another phase of schools are planning to roll out their initial trials of these resources and approach from January 2026.

This ongoing programme of support for teachers to develop and enhance Universal Provision will continue to be rolled out over the next 2 years during which time it will be expanded to include new resources and agreed approaches to support:

- **Targeted Provision** - Support that is 'additional to and different from' the universal provision for some children and young people. Those with identified needs (such as SEND, being multilingual learners and/or eligible for the Jersey Premium)
- **Specialist SEND Provision** - Support identified through and Exceptional Action Assessment and recorded on a Record of Need for a few children or young people. Provision to meet these needs may be made in a mainstream school, Additionally Resourced Provision (ARP) or in a Special School.

What challenges are preventing the timely completion of Record of Need reports? a. Is the process for completing Record of Need reports currently being revised?

The main challenges are linked to the capacity within the Central Education Team due to:

- increasing numbers and complexity of pupils with SEND on-Island with a corresponding increase in the amount of statutory work. The rate of requests for Exceptional Action assessment has doubled over the last two years together with a trend of increasing numbers of Elective Home Education requests. All of which require time to process.
- the Department has faced significant challenge to recruit Educational Psychologists for some time. So with reduced numbers in the team, they have been only able to concentrate on statutory work and not enable to get into schools and provide early advice, intervention and support. A dispute between the Association of Educational Psychologists (AEP) and the Government of Jersey has now been resolved. A Consultant Principal Educational Psychologist has been recruited to support the Central Team and oversee the process of recruiting a new permanent Principal Educational Psychologist.
- the significant work in processing complaints and tribunals has diverted officers from their core duty.

Piloting a new RoN

The Department followed the UK's plan for updating their EHCP with interest. Jersey piloted the UK's test template in spring and summer terms 2025 by involving 19 pupils from across different primary, secondary schools and from Highlands College. Last month the UK changed their plans and will not be going forward with the changes in their draft template.

However, the pilot of the EHCP template in Jersey demonstrated progress in statutory compliance and the improved inclusion of child and family voices.

We have however amended our existing RoN template to build on successes we experienced during this pilot. So, going forward, once we have compiled the draft RoN we will meet parents and SENCO in-school to discuss and agree the paperwork resulting in better pupil and family voice during the co-production.

The 19 pupils who currently have a RoN on the EHCP style test template will continue to do so for the next year with no further paperwork changes being planned until their next annual review.

Outstanding RoNs

Currently we have 25 outstanding RoNs which have been agreed by the panel but whose paperwork is not yet complete. We are aiming to have them all on the new template by Christmas 2025.

In line with the recommendations of the Island SEND Review, our strategic plans will identify how, in due course, we will update Jersey's SEND Code of Practice. Doing this will enable us to further refine the RoN process, ideally to ensure that it is made more simple, user-friendly and more closely aligns to other Department-wide strategic priorities.

Higher Education Funding

Would you consider reintroducing a guaranteed top-up loan system to support Jersey students in accessing higher education, particularly in cases where students require additional funding beyond the current grant provisions?

I have reviewed the previous scoping work undertaken to explore the long-term viability of student loans in Jersey. I do not intend to reintroduce student loans.

I outlined my concerns about student loans in my previous comments within the amended proposition (P.12/2024 (Amd.)). My review of earlier work on this topic did not identify any substantive mitigations that address those concerns. These are summarised below:

- They place a significant long-term debt burden on the public purse, with high risk of unpaid loans.
- They are costly to administer, with funds better directed toward a more generous and targeted grant system.
- Practical challenges in enforcing repayment while students reside outside of Jersey. This may discourage graduates from returning to Jersey.
- Financial strain on young people who accumulate significant debt can have serious consequences. It may affect their mental health and overall well-being and limit their ability to access credit for important life milestones, such as buying a home.

Yours sincerely,



Deputy Rob Ward
Minister for Education and Lifelong Learning