

**EDUCATION AND HERITAGE SCRUTINY COMMITTEE****1 MAY 2002****MEMBER REVIEW PANEL ON THE RECRUITMENT AND RETENTION OF TEACHERS****REPORT ON THE OUTCOMES OF THE REVIEW.****Purpose**

1. To report the outcomes of the review and present recommendations to the Committee.

**Recommendations**

2. That the Education & Heritage Scrutiny Committee agrees the main findings and recommendations of the review panel and that these are forwarded to the Cabinet for consideration.

**Background**

3. The review panel was established following a meeting of the Education and Heritage Scrutiny Committee on 3 October 2001. The terms of reference were agreed by the Spokespersons of the Committee and were reported to the Committee on 31 October 2001. It was agreed that it would be appropriate at the first meeting of the Review Panel to identify the scale and scope of the problem of recruiting and retaining teachers and for it to consider a paper on the current work being undertaken and potential sources of information on successful work/innovation elsewhere on this subject. It was agreed that the Review Panel would work towards being able to offer proposals for helping to recruit and retain teachers by the end of May 2002. It was recognised that, while the panel would need to talk to a wide range of stakeholders, it would also need to work closely with the headteacher/officer reference group on recruitment and retention in order to avoid duplication.

Through the Political Group processes Mrs. V.P. Bill, Mrs. R. Camamile, Mr. J.W. Royce, Mrs. M.L. Sherwin and Mr. D.J. Knaggs were nominated to serve on the Review Panel. Mrs. Bill was subsequently appointed as Chairman.

**Recruitment and Retention of Teachers**

4. The recruitment and retention of teachers has become increasingly difficult during the last few years, but it is only in the last two years that this has had a significant impact in Leicestershire schools. Early difficulties arose mainly in secondary schools, especially upper schools, which were seeking to appoint specialists to posts in shortage subject areas such as Maths, Science and Modern Foreign Languages.

5. A number of factors have contributed to the increasing difficulties which schools in all phases are having in recruiting and retaining teachers including:-
- fluctuations in the level of economic activity – fewer graduates enter teaching when the economy is prospering.
  - limitations on the numbers of students entering teacher training.
  - an increasing drop-out rate among new teachers after about three years in the profession.
  - increasing demand for teachers in response to national education strategies and funding.
  - increasing demand for supply teachers as teachers engage in a range of training activities arising from national initiatives and more teachers are released from teaching to undertake professional activities including classroom observation.
  - the diminishing number of teachers seeking to take on senior responsibilities especially headships because of the perceived level and nature of public accountability.
  - the age profile of the teaching profession means that a high proportion of teachers will retire in the next few years.

Information from Leicestershire headteachers and principals confirms that these factors have been evident in local schools.

### **Work in Progress**

6. A reference group of headteachers, officers and a representative of the Teachers Consultative Committee (TCC) has met regularly since Spring 2001. Having identified a range of issues relating to the recruitment and retention of teachers the group decided to focus its attention initially on the issue of supply teachers, without whom it might prove necessary to close schools. The reference group has explored the possibility of a contractual arrangement with a supply agency whereby Leicestershire schools would receive priority. The senior management team of the education department has approved further work on this proposal.
7. The adviser with responsibility for the induction of newly qualified teachers (NQTs) has undertaken a survey of NQTs to ascertain their reasons for applying for teaching posts in Leicestershire and to acquire other information to assist in targeting the recruitment of NQTs. The results of this survey have been reported to the Review Panel and feature in its findings and recommendations. They have also been used as the basis for developing a web page on teaching in Leicestershire which went on line in February and will be further developed.
8. The LEA was informed in January of an allocation of funding from the DfES for 2002-2003 to support the appointment of a Recruitment Strategy Manager. This post was advertised as a fixed term contract or a secondment. Two people have been appointed on a job-share basis and will take up post on 1 May.
9. Following the annual headteacher conference in November 2001 on the Education Development Plan (EDP) it was agreed that the recruitment and retention of teachers should be a key priority within the EDP for 2002 – 2007. An extract from the EDP relating to this priority is attached to this report as Appendix A. A detailed action plan for 2002 – 2003 is being prepared and will form the basis for the work of the Recruitment Strategy Manager.

10. During 2001 – 2002 the LEA has worked with Leicester LEA and Leicester University to run two Return to Teaching courses attended by a total of 35 people, several of whom are now teaching in Leicestershire schools on either a contractual or a supply basis. Funding has recently been secured to run further courses for 40 people.
11. There has been a significant increase in interest in the Graduate Teacher Programme through which graduates aged 25 or over can train as teachers while employed in schools. The scheme is funded by the Teacher Training Agency and requires schools to work closely with a body (usually a University) which is accredited to award Qualified Teacher Status. Although the LEA has no direct role in this programme officers are regularly involved in providing advice and guidance both to schools and to individuals. At the present time a number of individuals are engaged in this programme in Leicestershire schools. The LEA has recently received information about the Fast Track programme for new teachers that will come into operation in September 2002 and is evaluating this programme in relation to the needs of Leicestershire schools.
12. Following promotion by the LEA a number of teachers have been accredited as Advanced Skills Teachers (ASTs). It is anticipated that 30 teachers will be accredited as ASTs by the end of this school year, including teachers in Primary, Secondary and Special Schools. These posts offer career enhancement for classroom teachers and may contribute to a retention strategy.

### **Consultations**

13. During the course of the review the Review Panel met a range of consultees to gather information about the reasons behind the difficulties in recruiting and retaining teachers and ideas about the actions which the Council could undertake to help address these difficulties locally. Those consulted were:
  - Members of the Recruitment and Retention Reference Group
  - The Teachers' Professional Associations
  - The Co-opted Members of the Education and Heritage Scrutiny Committee
  - Representatives of the teacher training departments at Leicester and Loughborough Universities.

The panel was advised by two officers of the Education Department who also provided the Review Panel with documentary evidence.

### **Main Findings of the Review**

#### **14. Recruitment**

- The appointment of a Recruitment Strategy Manager would help to address the issue during 2002 – 2003.
- There is a need to more actively promote teaching as a career which the Careers Service could be asked to address.
- There is a need to promote Leicestershire as a place in which to teach and a place to live. This implies work with local teacher training institutions to promote the benefits of teaching in Leicestershire and work with the City Council

if appropriate, further development of the web-site and a reappraisal of advertising materials and procedures.

- Close links need to be maintained with local teacher training institutions so that they can promote, for example, the induction programme for new teachers in Leicestershire schools. Although many Leicestershire schools already offer placements for trainee teachers there is a need to promote the benefits of partnership arrangements with local teacher training providers as a means of increasing the recruitment of NQTs.
- Accurate information needs to be kept centrally by the LEA about vacancy levels in Leicestershire schools and the use of supply teachers.
- The potential benefits of a contractual arrangement with a supply agency should be further explored as should strategies to recruit supply teachers to serve groups of schools.
- Particular strategies may need to be developed to address specific recruitment issues e.g. the recruitment of headteachers in small schools and teachers in shortage subjects.
- Further strategies need to be developed to encourage former teachers to return to teaching, including consideration of childcare arrangements.

## **15. Retention**

- The ability of schools to offer financial retention incentives is limited by budgetary constraints, although national research shows that pay is not a major factor in the recruitment and retention of teachers.
- A local response is needed to the forthcoming national developments resulting from the research undertaken by Price Waterhouse Coopers into teacher and headteacher workload including administrative support in schools and a reduction in bureaucracy/paperwork.
- Retention in secondary schools might be helped by planned opportunities for teachers to gain experience in both High and Upper Schools.
- The development of a local programme of support and development for recently qualified teachers beyond their induction year could help to address the issue of the 30% of teachers who leave the profession within their first three years.
- The LEA should encourage teachers to remain in Leicestershire through its programme of continuous professional development and by encouraging schools to recognise specialist teachers and support their career progression.
- The LEA needs to support schools in responding to and managing new routes into teaching and structural changes in the profession e.g. Fast Track and ASTs.

## **16. Other Aspects**

- It is important for the LEA to recognise stress in schools and to support schools and teachers in managing this. (The budget growth item enabling the appointment of a Welfare Adviser – Education was welcomed.) An appointment has recently been made to this post. The appointee is expected to take up post by 1 June.
- There is a need to address locally the poor image of teaching in the media.
- The LEA should take steps to minimise the impact on teacher morale and hence on recruitment and retention of new initiatives and the pace of change; also create opportunities for creativity and initiative within Leicestershire schools to counteract the perception of over-prescriptive working practices.

- Improvements to the working environment within schools impact positively on morale.
- The need to promote the positive behaviour of most pupils in Leicestershire schools given the deterrent effect of perceived behaviour problems in schools.
- In order to enhance its status among applicants nationally, the LEA needs to portray itself as innovative by promoting successes and the distinctiveness and creativity that characterises many Leicestershire schools.

### **Links to the Education Development Plan 2002 - 2007**

17. The activities detailed in Priority 7 of the EDP provide a programme to address the issues relating to the recruitment and retention of teachers during the next five years. The programme will be reviewed annually and developed in response to national developments and any changes in local circumstances.

### **Recommendations**

18. (a) The committee is asked to recommend to Cabinet that it:
- (i) Notes the main findings of the review.
  - (ii) Endorses and supports action to develop the following themes within the EDP.
    - Advertising campaigns including the use of the County Council website.
    - Activities within Development Groups to provide training opportunities for potential returners and to secure local supply teachers.
    - The development of a post induction programme for recently qualified teachers to enhance both recruitment and retention.
    - Work to establish a Leicestershire Supply Pool with an external agency as appropriate.
    - The development of a strategy for the continuous professional development of teachers in Leicestershire.
    - Monitoring and evaluation of the work of the Recruitment Strategy Manager in relation to the longer term recruitment strategy.
  - (iii) Agrees that the authority should take action to:
    - Promote Leicestershire as a place in which to teach and live.
    - Develop the County Council/Education website and encourage schools to develop their own websites.
    - Secure positive media coverage of teaching and of Leicestershire schools (locally and nationally).
    - Sustain and enhance stress management support for schools.
    - Develop systems to recognise and celebrate the achievements of individual schools and (groups of) staff.
- (b) The committee is also requested to consider the view of the panel that it should reconvene during Autumn 2002 to consider progress on the implementation of its recommendations and report back to this committee in December 2002.

### **Resource Implications**

19. The appointment of a Recruitment Strategy Manager for 2002 – 2003 will facilitate work on priority issues relating to the recruitment of teachers. The DfES grant to support this is for one year only. Other activities will be funded within the existing resources of the department.

### **Equal Opportunities Implications**

20. The activities detailed within the EDP and in this report are intended to support the recruitment and retention of qualified and potential teachers. It may be appropriate to target particular groups in certain circumstances e.g. women returners, men into primary education, ethnic minority groups.

### **Officers to contact**

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SCS/LP/74/46/SR/LPH  
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<b>PRIORITY 7</b>	<b>To support the LEA's programme of school improvement through establishing a strategy for the recruitment and retention of teachers and headteachers</b>
<b>PROGRAMME OF ACTIVITY</b>	<p>The programme of activity will be as follows:</p> <ul style="list-style-type: none"> <li>• Promote the career opportunities available in Leicestershire schools.</li> <li>• Establish a co-ordinated career development strategy, which maximises all available resources.</li> <li>• Alleviate the difficulties, which schools are encountering in finding suitable supply teachers.</li> <li>• Establish a structure within the Education Department for addressing recruitment and retention issues.</li> </ul>
<b>PURPOSE OF THE PROGRAMME</b>	<p>This programme will contribute to the LEA's overall strategy for school improvement by:</p> <ul style="list-style-type: none"> <li>• Minimising the negative impact of recruitment and retention difficulties on schools' programmes for raising standards.</li> <li>• Ensuring a high quality workforce of teachers.</li> <li>• Providing a career structure, which will attract and retain teachers and Headteachers.</li> </ul>
<b>RELATIONSHIPS WITH OTHER PLANS</b>	<p>The following plans will make a significant contribution to the activities proposed for this priority:</p> <ul style="list-style-type: none"> <li>• Continuing Professional Development Strategy</li> <li>• Management Development Strategy</li> <li>• Identification and Dissemination of Good Practice Strategy.</li> <li>• Small Schools Development Strategy</li> </ul>
<b>TARGET GROUPS</b>	<p>The programme is aimed at:</p> <ul style="list-style-type: none"> <li>• Teachers and Headteachers in schools in all phases.</li> <li>• Schools with particular recruitment difficulties.</li> <li>• Teachers who are new to the profession or to Leicestershire.</li> <li>• Teachers seeking career enhancement.</li> <li>• Teachers seeking flexible working opportunities.</li> </ul>

**EXPECTED OUTCOMES**

- By April 2002 a minimum of 30 returning teachers will have completed a 'Return to Teaching' course. Monitoring data will show that most of these have secured teaching posts in Leicestershire.
- By April 2002 there will be a fully operational LEA web page specifically designed for teachers seeking posts in Leicestershire.
- By September 2002 monitoring data will show significant use of the site and there will be positive feedback from users.
- By December 2002 there will be a fully operational Leicestershire Supply Teacher Agency which, by July 2003, will have subscriptions from 50% of Leicestershire schools. 90% of schools will show that the Agency has helped alleviate difficulties in finding supply teachers.
- By 2004 the LEA will have met its DfES target for the appointment of ASTs and there will be significant involvement in the Fast Track programme.
- Annual monitoring of newly qualified teachers will report no significant retention difficulties following completion of the induction year.
- Annual feedback from schools will show a 90% satisfaction rate that actions taken through this EDP priority are helping alleviate their recruitment and retention difficulties.

**RESPONSIBILITY**

The key individuals and groups responsible for this programme are:

- Assistant Director (School and College Support).
- Principal Adviser responsible for ASTs and Fast Track Teachers.
- Principal Education Personnel Officer.
- Education Officer responsible for Recruitment and Retention.
- Adviser with responsibility for Newly Qualified Teachers.
- Reference Group of Headteachers and Principals.

**MONITORING AND EVALUATION**

**The key monitoring and evaluation activities will be:**

- The Headteacher Reference Group, and appropriate officers, will meet once each half term to monitor the programme of activity.
- The Education Officer will meet termly with the Principal Adviser responsible for ASTs and Fast Track Teachers to review the progress of these schemes.
- The Education Officer will meet termly with the Adviser with responsibility for newly qualified teachers to monitor the recruitment and retention of newly qualified teachers.
- The Education Officer and Principal Education Personnel Officer will meet termly to monitor the Supply Teacher scheme using feedback from participating schools.
- Appropriately timed reports to the EDP Liaison Group
- Six monthly monitoring reports to Senior Management Team of the Education Department, Cabinet and Scrutiny Committee.
- Evaluation is through regular meetings with the Assistant Director for School Effectiveness, The Advice and Inspection service management team, and the reference groups of headteachers and officers.



- Annual report to Cabinet
- The Assistant Director (School and College Support) will meet termly with the Education Officer and Principal Education Personnel Officer to evaluate the impact of the overall programme of activity.
- The EDP Liaison Group will meet regularly to evaluate the effectiveness of the programme.
- Evaluation will be informed through regular feedback from Development Groups and individual schools.

All the above must be read within the context of the Monitoring and Evaluation Strategy identified in Annex 4 of the EDP.

Specific activities to support Priority Seven

<b>Promote the career opportunities available in Leicestershire schools.</b>	<b>Timing</b>	
	<b>Yr 1 (term)</b>	<b>Yrs 2-5 (yr)</b>
<ul style="list-style-type: none"> <li>• Mount national advertising campaigns, including use of the County Council Website, targeted at newly qualified teachers, returners to teaching and teachers seeking career enhancement.</li> <li>• Extend the current NQT induction programme to ensure Continuing Professional Development opportunities in the post-induction period.</li> <li>• Work with local Development Groups of schools to mount training opportunities for potential returners to the profession.</li> <li>• Continue to take advantage of funding opportunities through the Teacher Training Agency to provide 'Return to Teaching' courses and other courses as appropriate.</li> <li>• Work with schools and the Teacher Training Agency to co-ordinate the operation in Leicestershire of the Graduate Teacher Programme and other similar schemes as they develop.</li> <li>• Work with schools and the DfES to provide professional development opportunities for classroom assistants and nursery nurses, including routes into teaching.</li> </ul>	<p>Summer</p> <p>Summer</p> <p>Summer</p> <p>Autumn</p>	<p>Ongoing</p>

**This activity makes a significant contribution to the following themes:  
Theme 9.**

<b>Establish a co-ordinated Career Development Strategy, which maximises all available resources.</b>	<b>Timing</b>	
	<b>Yr 1 (term)</b>	<b>Yrs 2-5 (yr)</b>
<ul style="list-style-type: none"> <li>• Develop and implement the LEA/Regional Continuing Professional Development Strategy.</li> <li>• Extend the LEA's involvement with the AST programme.</li> <li>• Support school involvement in the Fast Track Scheme in order to recruit high quality entrants to the profession who can be developed as future leaders and managers in Leicestershire schools.</li> <li>• Provide career enhancement opportunities for Leicestershire teachers through use of secondment opportunities, including placements in schools in different settings and phases.</li> </ul>	<p>Autumn</p>	<p>Ongoing</p> <p>Autumn and ongoing</p> <p>Yr 2 Autumn</p>

**This activity makes a significant contribution to the following themes:  
Theme 9.**

Alleviate the difficulties, which schools are encountering in finding suitable supply teachers.	Timing	
	Yr 1 (term)	Yrs 2-5 (yr)
<ul style="list-style-type: none"> <li>Establish a Leicestershire Supply Pool in conjunction with a commercial supply agency.</li> <li>Operate regular professional updating sessions for teachers in the Supply Pool.</li> <li>Advise Development Groups on recruiting and training supply teachers in their localities.</li> <li>Continue to promote 'Return to Teaching' courses among potential supply teachers.</li> </ul>	Autumn	Ongoing
	Summer	
	Autumn	
	Summer	

**This activity makes a significant contribution to the following themes:  
Theme 9.**

Establish a structure within the Education Department for addressing recruitment and retention issues.	Timing	
	Yr (term)	Yrs 2-5 (yr)
<ul style="list-style-type: none"> <li>Identify an officer who will co-ordinate the LEA's Recruitment and Retention Strategy.</li> <li>Maintain a cross-phase Reference Group of Headteachers and Principals.</li> <li>Provide briefings for elected members.</li> <li>Provide an advice line for Headteachers and Governors.</li> <li>Provide training opportunities for Governing Bodies and Headteachers on issues related to recruiting and retaining staff.</li> <li>Ensure a regular flow of information to schools on local and national initiatives, including sources of funding, designed to address recruitment and retention issues.</li> </ul>	Autumn	Ongoing
	Ongoing	
	Ongoing Spring	
	Ongoing	
	Ongoing	

**This activity makes a significant contribution to the following themes:  
Theme 9.**

