

# Report of the Director of Children's Services to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 24<sup>th</sup> January 2017

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**Subject:**

Recruitment and retention of teachers in the Bradford District

**Summary statement:**

There is a national issue with regards to the recruitment and retention of teachers across all sectors. This is acknowledged by all teaching unions, professional bodies and schools. In May 2016, the House of Commons Public Accounts Committee criticised the DfE's attempts to recruit teachers and stated in a report that the Department had no plan for how to meet its ITT recruitment targets and did not understand "the difficult reality that many schools face in recruiting teachers".

Bradford has been the first local authority to commission a designated post to address these concerns at a district level. This model has now been replicated in other authorities such as Walsall and Lincolnshire.

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**Portfolio:**

Education, Employment & Skills

**Overview & Scrutiny Area:**

Children's Services



## **1. Summary**

- 1.1 Nationally there is increasing evidence of schools facing challenges in teacher recruitment and retention just as the number of pupils and the demand for new teachers begins to increase sharply. In the academic year 15-16 Bradford 58% of primary schools and 63% of secondary schools were facing recruitment issues due to smaller numbers of applicants, quality of applicants especially NQTs and specific subject specialism shortage, especially within the secondary sector in STEM and English. These figures are not uniform across the district with inner city areas far more subject to recruitment issues than outer areas. Likewise schools with Ofsted ratings of inadequate (Special measures or serious weaknesses) or Requires Improvement (R.I) report facing recruitment issues more than schools classified as Good or Outstanding.
- 1.2 As there was no historical data on the retention of teachers, only national benchmarks gained from workforce census, this has been rectified in our District. A data collection system of teachers' employment length and career trajectory within our district has been set up, enabling much more detailed analysis of areas of need which will now ensure appropriate and timely resources are directed to these.
- 1.3.1 This paper will report on how the Recruitment & Retention Strategy Manager is addressing the key issues, progress to date and next steps.

## **2. Background**

- 2.1 Nationally there is increasing evidence of schools facing challenges in teacher recruitment and retention just as the number of pupils and the demand for new teachers begins to increase sharply. An NUT survey of leadership group members carried out in March 2016 found that nearly three quarters (73%) of school leaders were experiencing difficulties in recruiting teachers, with 61% saying that the situation had got worse (42%) or much worse (19%) over the last year. The greatest problem areas were in Maths (36% of schools leaders were struggling to recruit in this area), science (34%) and English (23%).

In 15-16 61% of Bradford schools reported facing recruitment issues (in line with National figures) due to smaller numbers of applicants, quality of applicants especially NQTs and specific subject specialism shortage, especially within the secondary sector in STEM (science, technology, engineering, maths) and English. Due to the work undertaken over the last year, this has improved within the primary & nursery sector to 32% (a decrease of 26%) mainly due to the introduction of the Talent Bank and the promotion of the district to over 450 final year trainee teachers.



2.2.1 National Initial Teacher Training (ITT) figures for 2016/17 show a decrease in the overall number of recruits compared with 2015/16, with only 93% of places being filled. The overall contribution to the secondary target was 89%, meaning nearly 2,000 places went unfilled. Since 2015/16, ITT figures have included applicants for Teach First, who were previously excluded from these statistics. This boosted the overall figure for 2016/17 by over 1,000 applicants. Despite the inclusion of Teach First applicants in the ITT statistics, the overall TSM (Teacher Supply Model) target was not met, for the fourth year in a row. Although the demand for teachers nationally is rising, last year the government announced a 15 per cent cut in teacher training places for universities.

Bradford recruits from various providers: HEI (Higher Education Institutions) such as Bradford College, Leeds Beckett and Leeds Trinity as well as, increasingly, through school direct providers or SCITTs (School Centred Initial Teacher Training). With the increase of Teaching Schools in our District, there has been an increase in teacher training provision. These include Birth to 19 SCITT who successfully recruited 110 trainee teachers 2015/16, predominantly within the primary sector and have 85 trainees this year in partnership with Exceed TSA. There are plans to introduce a secondary SCITT through Beckfoot TSA (Teaching School Alliance) and Dixons Academy Trust have set up a secondary school direct training programme in partnership with Leeds Trinity, as have Northern Lights TSA, who offer both secondary and primary training. Exceed TSA has also been approved to develop their own SCITT and are currently recruiting for Sept 17 entry. Additionally CSP (Catholic Schools Partnership) offer school direct training places, both primary and secondary. A number of Bradford primary schools also utilise Educate (based at Pudsey Primrose Hill primary) as a school direct provider and there is provision for the training of special education teachers through Yorkshire Education Partnership. This means that there has been an increase of training places across our District of approximately 40% within the school led system. The majority of trainees from the school direct model then go on to work within our District.

Bradford has been selected, alongside Norfolk, to be a DfE pilot for their new 'Get into Teaching' campaign. The pilot will test whether additional regionalised marketing will boost the number of applications received. The campaign launched in October 2016 where they have implemented activity such as local advertising, outdoor advertising, radio, geo-targeted social media, PR and events. The Recruitment and Retention Strategy Manager is working closely with this pilot alongside colleagues from our District's TSAs.

2.2.2 DfE figures show that in the 12 months to November 2015 (the most recent year for which statistics are available) over 50,000 qualified teachers in England left the state sector. This equates to one in ten teachers leaving the profession and is the highest number of teachers leaving in the last decade. The number of teachers leaving as a proportion of the total number of teachers in service, known as the

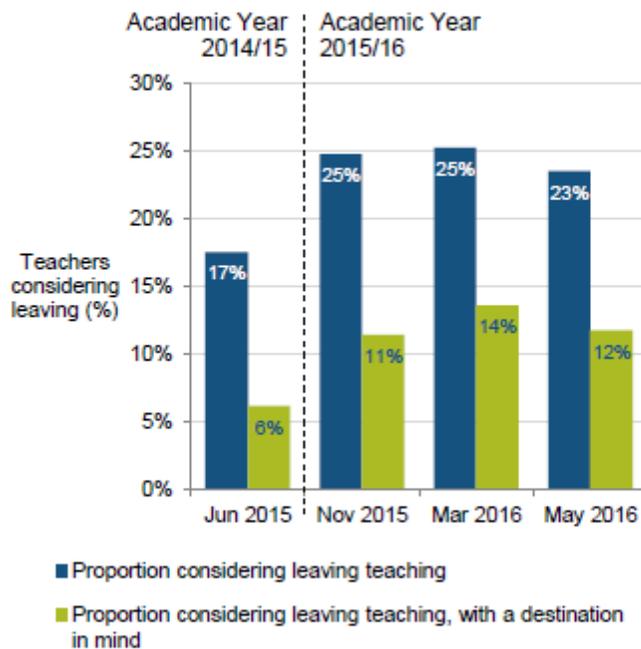


'wastage rate', is 10.6 per cent. The same figures reveal that more than 100,000 potential teachers have never taught, despite finishing their training. In 2015/16 the 'wastage rate' in Bradford schools was 14.7% : 485 teachers (including those on the leadership scales) left a Bradford school during the academic year.

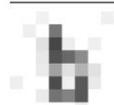
The number of NQTs registered with the LA Appropriate Body, working in District's settings, to date from September 16, are 1 nursery, 268 Primary, 142 Secondary, 4 Special/PRU primary and 5 Special/PRU secondary: totalling 420. There are some anomalies as some academy trusts are using their own appropriate bodies, such as Tauheedul Trust, Leading Learners Trust and Focus Education Trust. This movement to MATs will therefore pose future challenges at tracking and monitoring NQT provision across the District as more academies may use their own appropriate bodies to monitor their registered NQTs, so work must be done to ensure a data sharing protocol to maintain accurate figures for the district as a whole.

2.4 According to House of Commons Briefing Paper 7222, Teachers: Supply, retention and workload (Feb 16), 49,100 qualified teachers left the state-funded sector in the 12 months to November 2014, a 'wastage rate' of 10.4%. This rate was above equivalent figures for 2013 and 2012 (9.7% and 9.4% respectively). The number of teachers leaving the profession was higher than the number entering for the first time since 2011, although the gap was just 200. In the previous year, around 3,000 more joined the profession than left.

**Figure 3. The proportion of teachers considering leaving has increased significantly**



Source NFER Teacher Voice.



19% of newly qualified entrants to the sector in 2012 were not recorded as working in the state sector two years later. The five year out-of-service rate for 2010 entrants was 28%; the ten year rate for 2005 entrants was 38%. Neither rate has shown much change over time. At the end of March 2013, there were around 230,000 qualified teachers aged under 60 who had worked in state schools in England but were no longer doing so.

The National Foundation for Education Research used the Labour Force Survey to analyse a sample of around 6,900 teachers between 2001 and 2015. It found that, excluding those who retired, 51% of teachers who left state schools left to jobs in the wider school sector. Similarly, it found that, excluding student entrants, 53% of those taking jobs in state schools had previously worked in the wider school sector.

An outline of the Government's position regarding the retention of teachers was provided by the Minister, Lord Nash, in response to a parliamentary question in February 2016:

**Lord Hunt of Kings Heath:** To ask Her Majesty's Government what strategy they have in place to increase retention of teachers in the profession.

**Lord Nash:** Teacher retention rates have remained stable for over a decade and the turnover rate in teaching is lower than for the economy as a whole. Approximately 90% of all teachers are still in service in the year after they qualify and 72% of those who qualified in 2009 were still in teaching five years later. Over 60 percent of teachers remain in service 10 years after qualifying.

The Government recognises that it is vital for schools to be able to retain good teachers. That is why we have made policy interventions in areas such as improving pupil behaviour and reducing unnecessary workload.

The Department has appointed behaviour expert Tom Bennett to lead a review to ensure new teachers are fully trained in managing behaviour in 21st century schools.

Three groups have been established to address the biggest concerns that teachers raised in the workload challenge: marking, planning and data management. All three groups are due to report in Spring 2016 and the Department is commissioning a biennial survey to track teacher workload, starting in Spring 2016.

- 2.5 The DfE statistics also highlight the growing number of teaching posts that schools nationally are not able to fill; the number of teaching vacancies in 2014/15 had increased by a third within twelve months. The total number of vacancies was over 1000 in November 2014, whilst in November 2013, this stood at 750. In addition, there were over 3000 temporarily-filled teaching posts in November 2014, and over 20,000 teachers without QTS (qualified teacher status); both of these figures had substantially increased since the year previous. In Bradford the current position with regards to unfilled vacancies is very low in the primary settings but some of the secondary schools still have unfilled vacancies predominantly in maths and/or science and to a lesser extent, English. Special Education settings and PRUs (Pupil Referral Units) have a much more positive picture.

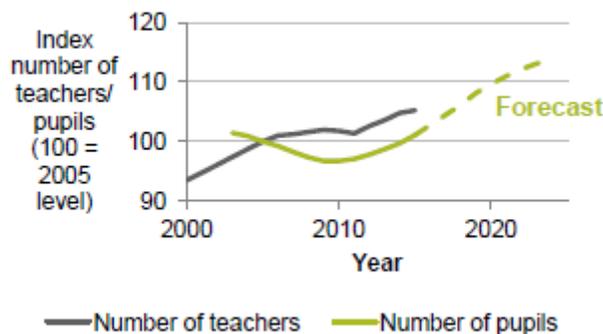


2.6 Nationally, overall pupil numbers in state funded schools, which began to increase in 2011, are projected to continue rising. Between 2015 and 2024 the number of pupils in state-funded primary schools is expected to increase by 8%, or 335,000, and the number in state-funded secondary schools by 20%, or 547,000.

It has been contended that this projected growth in pupil numbers, along with an improving economy creating greater competition for graduates, could increase pressure on teacher supply. This is particularly the case for certain subjects, including maths, physics, and design and technology, and in certain geographic areas. Questions have also been raised about the additional languages teachers that will be required under the Government's proposals that in time 90% of pupils in mainstream schools should be entered for the English Baccalaureate.

Bradford schools have increased pupil numbers by nearly 8000 pupils within the last 5 years, predominantly within the primary sector and predictions are that by 2021 numbers will further increase by the same amount, with swelling numbers moving into the secondary sector.

**Figure 2. More teachers are needed to meet future demand**



Note vertical axis does not start at zero.

Sources: [School Workforce Census](#) and [National Pupil Projections](#)

2.7 Analysis of the Bradford data highlights a number of areas of interest, as well as signposting the LA to further analysis. Bradford teacher workforce comprised 5,929 teachers, including classroom teachers and those on leadership scales, in 212 schools in November 2015. This analysis covered the 138 schools (3,289 teachers) for which data is available in December 2016; 12 schools provided a Nil Return, i.e. no teachers left the school during 2015/16. This analysis relates to the 485 teachers leaving a Bradford school of the remaining 3,147 teachers in 126 Bradford schools.

**Gender:** 73% of the teachers leaving Bradford schools were female and 27% male. This is broadly in line with the gender profile of teachers: approximately 75% of teachers are female across all phases.

**Age:** Two in five (40%) of the teachers leaving Bradford schools were aged 26 to 35 in 2015/16, reasons included sideways moves within and outside of the district,



career progression or promotion, as well as family reasons. Older teachers left for broadly similar reasons with a number choosing to move to supply teaching: 25% of teachers leaving schools were aged 36 to 45, 13% were aged 46 to 55 and 11% were aged 55 or over. Younger female teachers (aged 35 and under) were more likely to leave a school than their male peers but male teachers (aged 36 to 55) were more likely to leave than females in the same age groups.

Ofsted: Unsurprisingly, the lowest rate of teachers leaving was in schools judged as Good or Outstanding (13%), followed by 16% in schools deemed as Requiring Improvement, then 19% of schools judged as Inadequate; however, the rate for schools with no Ofsted judgement as yet, i.e. following academisation, was much higher, at 22.3%.

2.8 The foci of subsequent analyses of the data available on teachers leaving Bradford schools will be:

- the impact of academisation;
- the impact of a change in Ofsted judgement, in particular a Requires Improvement or inadequate;
- further analysis of demographics, including leavers as a proportion of serving teachers;
- length of time in the profession;
- by area and ward across the district;
- subject specialisms of secondary phase teachers

### Sources:

DfE – Statistics: initial teacher training. Available at <https://www.gov.uk/government/statistics/initial-teacher-training-trainee-number-census-2014-to-2015>.

DFE – Statistics – national statistics - School Workforce in England: November 2014. Available at <https://www.gov.uk/government/statistics/school-workforce-in-england-november-2014> (Additional Tables)

TES (2015) 'Six new statistics that suggest teacher shortages are increasing'. Available at: <https://www.tes.co.uk/news/school-news/breaking-news/six-new-statistics-suggest-teacher-shortages-are-increasing>

House of Commons Briefing Paper 7222 Teachers: Supply, retention and workload (Feb 16)  
Available at [www.parliament.uk/commons-library](http://www.parliament.uk/commons-library)

NFER Engaging Teachers: NFER Analysis of Teacher Retention (Sep 16) Available at [www.nfer.ac.uk](http://www.nfer.ac.uk)

NUT report Teacher Recruitment and Retention (Nov 16) Available at <https://www.teachers.org.uk/edufacts/teacher-recruitment-and-retention>

## 3. OTHER CONSIDERATIONS

### 3.1 To RECRUIT high quality teachers & leaders to Bradford Schools

**Actions of the Recruitment & Retention Strategy Manager to date:**



- Development of key partnerships with ITE providers: Bradford College, Leeds Universities and various SCITT provision across the District. This has led to Bradford having access to over 600 graduating teachers as Bradford is the only local authority offering a district wide recruitment and retention service. The primary principle is to promote the District as a positive place to begin their career. Over 360 final year students attended the innovative ‘bus tours’ devised to ‘showcase’ the diversity of our Districts schools and promote career potential in 15-16, with over 450 planned for 16-17. These tours involve visiting 3-4 diverse schools across the district, being led by headteachers or senior leaders and giving trainees an opportunity to talk with NQTs and RQTs as well as senior leaders in an informal and supportive context, seeing our children ‘in action’ and dispelling misconceptions of Bradford as a place to live and work. Feedback has been 100% positive with a significant number of trainees now seeing Bradford as a positive place to begin their career.

These tours are then followed up with ‘Journey to your first teaching post’ workshops which provide clear guidance and structure to securing a teaching post in Bradford and an invitation to apply for the Bradford Talent Bank.
- Established the ‘Bradford Talent bank’, providing a ‘pre vet’ service through the interviewing of potential NQTs, by experienced Headteachers, who are then ‘marketed’ to schools using a database. Mutually beneficial, the bank provides comprehensive feedback to candidates on their interview techniques, their application and personal statement. Successful candidates were then ‘marketed’ to schools, via headteachers, whereby their usual recruitment processes are then followed. This first trial year was highly successful with 90 NQTs securing employment in Bradford schools for Sept 16. This was ‘triallyed’ through nursery and primary schools this year and will extend to secondary next year. The feedback from headteachers has been very positive and this action has reduced the percentage of schools reporting recruitment issues in nursery & primary from 58% to 32%. However there are still ‘mid-year’ recruitment issues.

Plans are in place with PACT HR to develop the Talent Bank through their Prospects Online advertising process. This will take effect this academic year making the talent bank a more sustainable and manageable project.
- Extended the Talent Bank to experienced staff and school leaders from both in and out of District who are interested in moving into the area, by actively seeking talent, providing a bespoke recruitment service and matching people to posts now or in the future as well as working collaboratively with alternative models of teacher recruitment- Teach First and Future Leaders trust.
- Developed a co-ordinated ‘pass on’ method whereby unsuccessful yet employable candidates are ‘passed-on’ to other schools in the District looking for staff- keeping talent in Bradford. This process also applies for experienced teachers who are



either facing redundancy or are in a position to be seconded to another school in need of their particular skill or experience.

- Worked with and advised Governing Bodies, headteachers and school partnerships on the most successful recruitment practices, processes and policies
- Worked with Governing Bodies to develop executive headteacher agreements securing 4 Executive headteacher partnership agreements over the last 12 months, all successful headteachers of good or better schools now additionally lead a second school in need of experienced leadership.
- Supported Governing Bodies in drafting of adverts, job descriptions and specifications for leadership posts and help to source headteacher candidates matched to the needs of candidates and schools

#### **Next Steps:**

- Further develop the partnerships with ITT partners and expand the bus tours to secondary by commissioning a secondary based TSA to lead and manage the secondary aspect of recruitment and retention based on the model established.
- Establish new relationships with others ITT providers including newly formed SCITTS
- Further develop the Talent bank including both secondary and special
- Work with headteachers and Governors to develop innovative approaches to recruitment e.g. actively 'selling' their schools to prospective teachers - ensuring their recruitment procedures are engaging and inviting as well as ensuring each school has a succession plan for all career stages, (link performance management and CPD)
- Actively attract teachers and senior leaders to District by providing 'showcase days'- leading to the Talent Bank of 'potential' candidates for up and coming posts
- Continue and expand the 'pass on' method of unsuccessful yet employable candidates to other schools in the District- keeping talent in Bradford.

### **3.2 To RETAIN high quality teachers to Bradford Schools**

#### **Actions of the Recruitment & Retention Strategy Manager to date:**

- All Bradford schools were surveyed to ascertain the perceived issues with regards to retention across the District. The survey indicated that Bradford is not unique with regards to the retention of teachers. Despite DfE statements, there is a crisis within our profession with an increased number of teachers, including senior leaders,



leaving due to significant changes in the demands of workload, increased demands from Ofsted and Governmental changes to curriculum etc.

- Data upon retention nationally and regionally is spurious and not accurately collected. Therefore I have established a data collection process to gather this information termly. I have commissioned the services of the Information Management Team to collect and analyse each data set on retention as they are returned at the end of each term (See 2.8 for next analysis steps)
- Developed a consistent LA model for supporting Governing Bodies with the recruitment of senior leaders, providing advice and structures re alternative leadership models including executive headship. I have supported schools to find their next leader, working alongside Governors and PACT HR to recruit and select. One key aspect of this role is to always be vigilant of raising talent across the District, encouraging Governors and headteachers to spot talent and actively encourage an altruistic approach to career development. Being involved in headteacher and executive headteacher recruitment means that candidates can be tracked and matched to appropriate schools, encouraged and developed to apply for the 'right' school matched to their skill set and experience.
- Created a 3 year roll out career continuum for all stages of teaching from aspirant teacher programme of volunteering linked into ITE through to Executive Headship. Established in 15/16:
  - NQT deal for all NQTs in primary, nursery and special across the District which includes enrichment & development locality based training as well as core training provided by Birth-19 TSA.  
**Impact:** *all primary, nursery and special school NQTs in receipt of additional training of good quality across the District.*
  - Emerging & enhancing middle leader training- primary, nursery through Exceed TSA  
**Impact:** *15 emerging and 10 enhancing middle leaders began Aut 16.*
  - Secondary Aspiring and Empowering English and Maths middle leader training - commissioned to Teaching Leaders  
**Impact:** *16 English and 16 Maths Aspiring middle leaders successfully recruited and undergoing training and development with Teacher Leaders (nationally recognised and approved training provider)  
15 of each established English and Maths leaders recruited to enhance their skills recruited for the Teaching Leader's Empowering middle leaders programme.*
  - Executive headteacher/ system leadership training (primary, nursery and special) commissioned to Exceed TSA  
**Impact:** *2 cohorts of 11 & 14 successful headteachers recruited to*



*develop as potential executive headteachers for the future. Cohort 1 completed with excellent feedback. Cohort 2 Spring 17.*

- Commissioned Leadership development monies for special schools through DAP

**Impact:** *DAP have developed a leadership programme to create a sustainable model for future leadership of special schools and PRUs.*

- New headteacher induction training programme including the provision of BHPP deployment (Bradford Headteacher Professional Partner) for every headteacher. There were 26 new substantive or acting headteachers or Heads of School in 15-16 and 10 in 16-17.

**Impact:** *feedback from 26 attendees 15/16 was 100% positive as they felt supported, gained new knowledge and developed their network of contacts. All were very positive about having the opportunity to be mentored by an experienced headteacher.*

Established this academic year 16-17 to date (Sep – Dec):

- RQT (recently qualified teacher) training package for all teachers in their 2<sup>nd</sup> year of teaching to develop their practice to good and outstanding.
- NQT mentor training – to strengthen the mentoring skills of teachers who support newly qualified teachers, ensuring consistency of quality across the district
- Bradford Aspiring Leaders programme – recruited 18 ‘trainee’ headteachers and 18 headteacher mentors to undertake a development programme being delivered by a former HMI and prepare for future headships. Commences 24<sup>th</sup> Jan 17.

### **Next Steps:**

- Using the analysis of the retention data, develop a strategic plan to address any emerging needs/ issues, focusing on the recommendations from NFER Engaging Teachers: NFER Analysis of Teacher Retention (Sep 16):

- **Flexibility within and beyond school groups**

Work with School groups (such as Multi Academy Trusts/ local achievement partnerships) in exploring whether teachers would be motivated and engaged by opportunities to move within the sector, rather than leave the profession entirely. This could include secondments, so that teachers working in the most challenging schools get opportunities to work in other schools and – importantly – vice versa. It could also be worth considering flexible deployment of staff, so that teachers can share their working hours between different types of schools in a peripatetic manner

Teachers may value the opportunity of alternative career pathways, not just a trajectory towards leadership but to utilise opportunities such as Specialist



Leaders of Education (SLEs), so that good teachers can stay in the classroom and have their skills recognised and shared across school groups, rather than taking up management positions on reduced timetables. This would need to be reflected through pay scales and professional development opportunities. This may help keep great teachers teaching.

The findings and recommendations in the NFER report highlight that the focus should not just be on recruitment of teachers. Therefore we need to ensure that, as a local authority, we positively influence all stakeholders such as policy-makers, multi-academy trusts, schools, and governing bodies to play an important role in helping to retain the current teacher workforce in state schools.

- **Support staff well-being**

A greater focus should be placed on staff well-being. This could include working with governing bodies to develop a governor responsible for staff welfare, or a member of the management team with specific time and responsibilities in this area. Mentoring and/or mental health provision could be beneficial for some staff.

School leaders – including governors and trustees – have a key role to play in protecting staff from what has described as a ‘tsunami of change’. This should include being able to distil policy without it becoming burdensome for staff.

Schools could consider how to implement flexible working opportunities effectively, to ensure that they benefit both teachers and the school

- **Value and trust teachers**

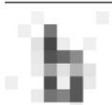
There is a need to explore alternative methods of engaging the workforce within a positive narrative, to ensure teachers feel valued and are seen by others as such. Too many policies, too much negativity and too little support can lead to teachers feeling undervalued – an issue which they argue trickles down to parents and pupils too.

- **Engage the workforce**

For some groups of teachers, retention rates could be improved by addressing the causes of their dissatisfaction with teaching. Attention should be given to the protective factors found to be associated with retention, including job satisfaction, having adequate resources, reward (including appropriate pay but in other ways too) and recognition (to help teachers feel valued). These factors are likely to be important in maintaining engagement amongst motivated teachers and in re-engaging ambivalent teachers.

A more targeted approach to retention should be taken among high-risk groups identified by NFER research as more likely to consider leaving – namely science teachers, and men with more than five years of teaching experience.

We are currently working with an organisation that targets teachers who would like to return to the classroom by offering a term course of ‘re-train’



and opportunity to do a 'placement', similar to a teaching practice, to fine tune and update their skill set in preparation for employment.

- **Monitor teacher intentions and engagement**

There should be more systematic monitoring of teacher engagement and their future intentions, either informally or through more formal methods such as teacher surveys. For some groups of teachers with relatively low levels of engagement, retention rates could be improved by identifying the root causes of their low engagement. Monitoring engagement would help to identify at-risk groups, their reasons for considering leaving, and what would motivate them to stay. Findings could then inform the Teacher Supply Model, helping to better match the supply of new teachers to any anticipated gaps in the workforce.

- 'Talent spot' teachers early in their careers, accelerating their career by the introduction of 'one in waiting' schemes whereby talented teachers are matched with experienced middle leaders to learn their 'craft'. I successfully implemented this as a headteacher, whereby all RQT teachers following their appraisal were 'linked' to a key middle leader, encouraged to learn from experienced colleagues, providing a successful succession plan for the stability and progression of the school
- Ensuring each school has a clear and ever evolving succession plan for all career stages, linked to performance management/ appraisal and CPD. Ensuring all teachers, at each career stage, have a clear plan of career progression. Ensure the provision across the District of high quality CPD matched to each career stage and track participants.
- Using new powers of remuneration to retain excellent teachers through the awarding of recruitment and retention payments etc. Ascertain whether all schools clear of their powers
- Work with Unions and HR to redeploy redundant teachers through the Talent bank - ensuring experienced teachers are not lost from the District, matching staff to schools.
- Evaluate work life balance and stress management processes to reduce the number of teachers leaving the profession pre-retirement. What do the most successful schools do to retain their staff? Evaluate and cascade effective practices.



In conclusion, the retention of high quality teaching staff is a national issue. This role is to clearly identify the issues, proactively seek ways to up-skill the work force through high quality CPD, address key reasons why teachers are leaving by investigating and evaluating practices in those schools that have the best retention rates, then sharing and cascading these findings to all our District's schools. Bradford children need the best teachers, therefore Bradford teachers need to be valued and developed to be the best they can be.

#### **4. FINANCIAL & RESOURCE APPRAISAL**

4.1 There has been an allocation of £220,000 per annum for a three year period, financial years 15/16, 16/17 and 17/18.

Spending to date:

	<b>LA Council funded</b>	<b>School / HEI contribution</b>
Training & development	275,450	65,850
Bus tours & promotion materials	21,700	2,075
Infrastructure & fees	40,850	

#### **5. LEGAL APPRAISAL**

5.1 None

#### **6. NOT FOR PUBLICATION DOCUMENTS**

6.1 None

#### **7. OPTIONS**

7.1 None

#### **8. RECOMMENDATIONS**

8.1 To note this report.

#### **9. APPENDICES**

9.1 None

#### **10. BACKGROUND DOCUMENTS**

10.1 None

