

Report of the Director to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 17th January 2018.

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Subject: Recruitment and retention of teachers in the Bradford District

Summary statement:

The shortage of teachers is a continuing challenge for the education sector in England, particularly in certain subjects and regions. Although the Government recognises that there are issues, it has been unable to address them and consistently fails to meet recruitment targets. We would like to see a long-term, evidence-based plan for how investment will tackle challenges associated with the supply of teachers—particularly focusing on high-needs subjects and regions—including improvements to the Teacher Supply Model.

Recruiting new teachers has consistently been the Government's focus to address shortages. While recruiting sufficient new teachers is, of course, necessary, the Government should place greater emphasis on improving teacher retention. Not only is this a more cost-effective way to tackle some of the issues, but more teachers staying in the profession for longer would strengthen the pool of leadership positions. (House of Commons Education Committee; Recruitment and retention of teachers 21.2.17)

Bradford has no more nor less an issue than the national picture. However, Bradford has been the first local authority to commission a designated post to address these concerns at a district level. This model is now being replicated in other authorities due the publicly acknowledged success of the Bradford campaign to date. The DfE, both 'Teacher supply' and 'Get into Teaching' departments are now interested in the model and work established in Bradford, with a view to potentially expanding to other regions.

The campaign has been featured in national press (TES 24.2.17) and as a news feature on Look North (27.11.17)

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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. (*Bradford Survey findings June 2015*)
- 1.2 As there was no historical data on the retention of teachers at a neither regional nor subject level, 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.

Nationally, Government data shows that teacher retention rates have remained broadly stable since 2006 but a considerable number of teachers leave the profession within 5 years. However, the National Audit Office (NAO) report that the number of teachers leaving is growing and that between 2011 and 2014, 'the number of teachers leaving rose by 11% overall' (*National Audit Office, Training New Teachers, HC 798 Feb 16, p8*)

- 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 as the project comes to an end in August 18.

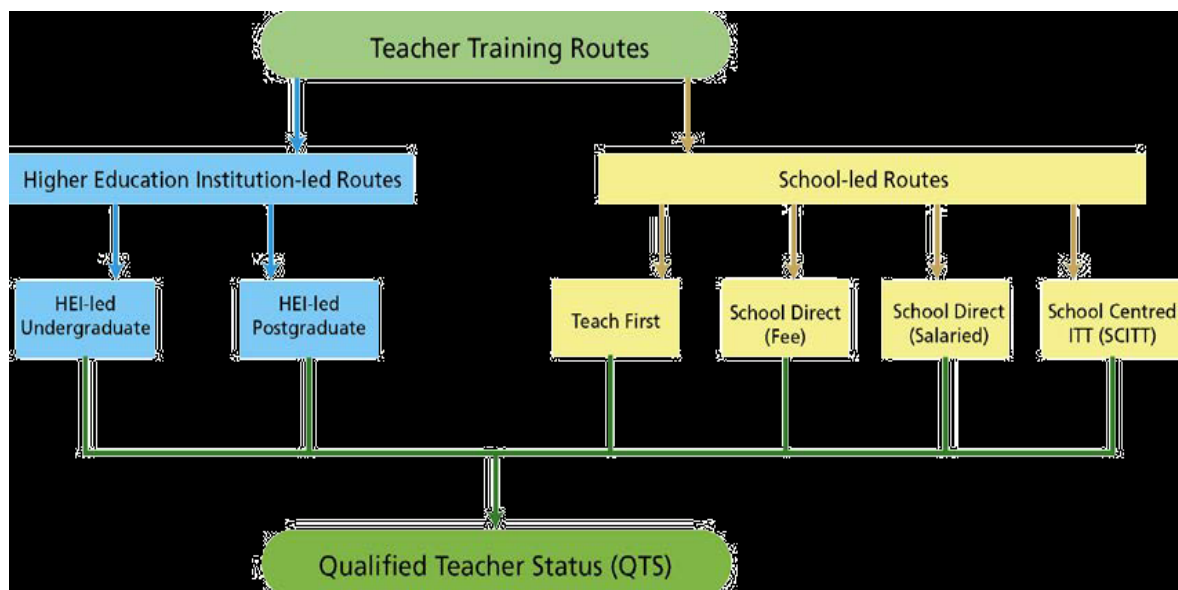
2. Background

- 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 school leaders were struggling to recruit in this area), science (34%) and English (23%).

Martin Thompson of the National Association of School-Based Teacher Trainers (NASBITT) 2017, 'teacher recruitment has been a challenge for probably a number of years, and for three years an increasing challenge, and certainly now I think it is a crisis in some areas'

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 since, this has improved within the primary & nursery sector to 32% in 2016 (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. All schools are to be surveyed again Spring 18 for latest figures.

2.2 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 fifth 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, Exceed SCITT and Northern Lights SCITT. There are school direct training places, primary and secondary, also available such as through Beckfoot TSA (Teaching School Alliance) and Dixons Academy Trust and CSP (Catholic Schools Partnership). 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 50% 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.

2.3 DfE figures show that in the 12 months to November 2016 (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 **nationally 10.5%**. The same figures reveal that more than 100,000 potential teachers have never taught, despite finishing their training. The 'wastage rate' in Bradford schools **2015/16 was 14.7%**: 485 teachers (including those on the leadership scales) left a Bradford school during the academic year. Whereas, the wastage rate reduced to **12.3% 2016-17**.

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.

Government intervention to improve the supply of teachers in England has consistently focused on recruitment of new or returning teachers, rather than retention of existing teachers. The NAO reported that "the cost to central government and schools of training new teachers is around £700 million each year". (*National Audit Office, Training New Teachers, HC 798 Feb 16, p5*). Professor Sir John Holman (*President elect, Royal Society of Chemistry*) "you can be much more cost effective by improving the retention rate than by having to keep recruiting and training new

teachers”.

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.

The House of Commons Education Committee ‘Recruitment and retention of teachers’ 5th report of Session 2016-17 concluded 16 points of action including:

- The Government’s lack of a coherent, long-term plan to effectively address the challenges that schools face in teacher shortages, particularly in certain subjects and regions.
- Rising numbers in secondary schools and changes to school accountability
- Failure of the National Teaching Service
- Lack of a central application for school-led ITT and a confusing allocation process
- Need to introduce initiatives to help improve teachers’ job satisfaction and enhance retention rather than just a focus on recruitment. E.g. culture of well-being, reduction in workload, more opportunity for high quality CPD relevant to subject specific and career stage

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 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 issues filling 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. These figures will be one of the key focus questions of the Spring 18 survey.

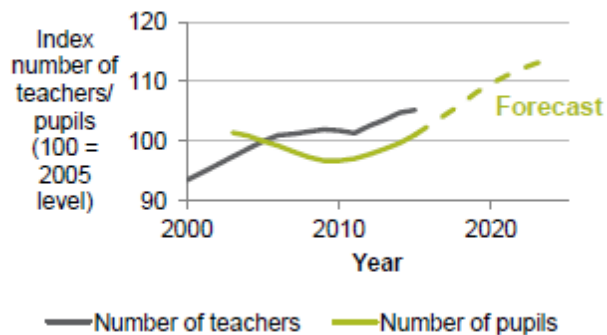
2.6 Nationally, overall pupil numbers in state funded schools, which began to increase in 2011, are projected to continue rising. Between 2015 and 2024 the number of pupils in state-funded primary schools is expected to increase by 8%, or 335,000, and the number in state-funded secondary schools by 20%, or 547,000, to 3.04 million by 2020 and due to peak at 3.33 million in 2025.

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 several 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 215 schools at December 2017. This analysis covered 141 of those schools (3888 teachers) for which data is available in September 17; 18 schools provided a Nil Return, i.e. no teachers left the school during 2016/17.

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: 53% of the teachers leaving Bradford schools were aged 26 to 35 in 2016/17, 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: 36% of teachers leaving schools were aged 36 to 45, 19% were aged 46 to 55 and 17% 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.

165 teachers left the profession in 2016/17, which is 4.2% of the Bradford teaching population. In Bradford 2016/17 of all leavers which includes retirement, was 479 teachers (removing those teachers who made promotional or sideways moves within the District), giving a wastage rate of **12.3%- a reduction of 2.4%**

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

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

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

House of Commons Education Committee: Recruitment and retention of teachers Fifth Report of Session 2016-17 HC199 (Feb 17) Available at www.parliament.uk/commons-library

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 exclusive access to over 600 graduating teachers. The primary principle is to promote the District as a positive place to begin their career. Over 600 final year students will attend the innovative '**bus tours**' devised to 'showcase' the diversity of our Districts schools and promote career potential, including both primary and secondary trainees. These tours involve visiting 3 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. Case studies available.

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 has been in place for 2 years within the primary sector, placing **190** NQTs into schools over this period. 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 to extend this to secondary for Sept 2018 start.
- 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. **31** people placed in posts to date through this 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 **6** Executive headteacher partnership agreements to date, 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

- Commissioned the secondary based TSA, Northern Lights, to lead and manage the secondary aspect of recruitment and retention based on the model established. This is being very successfully led by Peter Addison-Child, who has established a well-represented core group of CEOs' driving the project.
- Development of the Bradford Teaching brand and website. Launched 2.11.17 with high profile media. Focuses on 10 secondary ambassadors. Expanding to incorporate 10 primary ambassadors, with launch date 22.2.17



www.bradfordteaching.org

- Exploring and developing an apprenticeship route to teaching- Linking with apprentice partners & ITT providers and working with other settings to establish a set of standards for apprenticeship. Recruitment & Retention strategy manager is on the strategic development group linked with West Yorkshire Combined Authority & Leeds Trinity Uni to frame the apprenticeship offer.

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, have established a data collection process to gather this information termly and have commissioned the services of the Information Management Team (IMT) to collect and analyse each data set on retention as they are returned at the end of each term.
- 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. The Recruitment & retention strategy manager has 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. To date:
 - ✓ 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: 3 cohorts of 11, 14 & 10 successful headteachers recruited to develop as potential executive headteachers for the future. All Cohorts completed with excellent feedback.
 - ✓ 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, 10 in 16-17 and 19 currently in 17-18
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.

- ✓ RQT (recently qualified teacher) training package for all teachers in their 2nd year of teaching to develop their practice to good and outstanding.
Impact: awaiting report
- ✓ NQT mentor training – to strengthen the mentoring skills of teachers who support newly qualified teachers, ensuring consistency of quality across the district
Impact: Very well received- feedback excellent- next steps to cascade across whole district- key to raising quality of teaching.
- ✓ 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.
Impact: positive feedback with 3 out of 18 now in HoS or HT posts.
- Developed Bradford Retention project. Working in partnership with Dr George Madine, all Bradford teachers surveyed throughout district using a DfE approved retention survey created by Dr Madine. Dr Madine and his colleagues then conducted face to face interviews to validate data from survey, analysed the data & established ‘trends’ of retention for Bradford. This has been collated into a comprehensive report. The report is available.

The main findings from the report show:

1. Retention of teachers is a multi-faceted issue with no single reason and there are many patterns such as more secondary teachers leave than primary, more teachers leave early in career than later, men and women have different patterns of leaving, different subjects have higher wastage rates, level of social deprivation of an area a school is in also has an effect.
2. Targeted recruitment at groups with better retention e.g. support staff, second career choosers
3. Workload issues is the biggest reason stated by teachers wishing to leave
4. Pay is usually a secondary factor

The findings are now being used to develop a strategic plan of actions and create a ‘buffet’ of possible solutions aimed at school leaders initially to be rolled out Spring term 18. These solutions are in line with NFER Engaging Teachers: NFER Analysis of Teacher Retention (Sep 16):

- Flexibility within and beyond school groups
- Support staff well-being
- Value and trust teachers
- Engage the workforce
- Monitor teacher intentions and engagement

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.

- 3.3 It is hoped that funding from the Opportunity Area (OA) will enable this work to continue. It is a key priority for the OA and building on the very successful work that has already been undertaken; it would enable this work to be moved forward in the future.

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.

5. LEGAL APPRAISAL

- 5.1 None

6. NOT FOR PUBLICATION DOCUMENTS

- 6.1 None

7. OPTIONS

- 7.1 None

8. RECOMMENDATIONS

- 8.1 That the Committee comments on the report.

9. APPENDICES

- 9.1 None

10. BACKGROUND DOCUMENTS

- 10.1 None