

Report to the Children's Services Overview and Scrutiny Committee to the meeting to be held on Wednesday 10 February 2016.

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Subject: Recruitment and Retention in Teaching across Bradford Schools

Summary statement:

The attached report presents a piece of research by Dr George Madine, and focuses on the following questions

- What is stopping people becoming teachers in Bradford?
- What is causing teachers to want to leave their current **school** in Bradford?
- What is causing teachers to want to leave the **profession** in Bradford?

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1. **Summary**

1.1 The attached report presents a piece of research by Dr George Madine, and focuses on the following questions

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- What is causing teachers to want to leave the **profession** in Bradford?

2. **Background**

2.1 At a previous meeting held on 10 November 2015 the Committee heard from Dr George Madine, and invited him back to present the findings of his research and to engage in a discussion with members.

3. **Appendices**

3.1 Appendix 1 of this report presents the research report from Dr George Madine.

4. **Recommendations**

4.1 That the Committee consider the finding of Dr Madine's research and comment as appropriate.

5. **Background documents**

5.1 None

6.. **Not for publication documents**

None

7. **Appendix**

7.1 Appendix 1 – Recruitment and Retention in Teaching across Bradford Schools



Report: Recruitment and Retention in Teaching across Bradford Schools

Presented to: Children's Services O&S Committee, 10th February 2016

Overview of Research into Bradford Schools

- Over 600 Bradford teachers surveyed
- 250 teachers interviewed face to face
- 150 Support staff surveyed and interviewed
- These then compared against 450 Bradford people who are not teachers / support staff
- 4000 Bradford school children surveyed
- 150 school children interviewed

This report is based on the latest study which is a direct comparison of 450 NUT members in Bradford Schools versus a matched comparison group of 450 people from Bradford who are non-teachers.

What is the problem?

- Numbers recruited nationally onto ITT (Initial Teacher Training) courses fell by around 14% in 2014/15 and they look as though they are continuing to decline
- **Something(s) is stopping people wanting to be teachers**
- DfE figures show that in 2014 almost 50,000 qualified teachers in England left the state sector. This 'wastage' is about 14% but it is accelerating.
- **Something(s) is making those that are teachers leave in greater numbers**
- This tells us that whatever it is, it is current and toxic
- This is not just a Bradford problem
- Bradford's position on national league tables compounds the problem
- **The result is that this is generating a recruitment and retention crisis in Bradford schools**

This study was about finding answers to these questions:

- What is stopping people becoming teachers in Bradford?
- What is causing teachers to want to leave their current **school** in Bradford?
- What is causing teachers to want to leave the **profession** in Bradford?

Results Summary

Number of teachers in Bradford that want to leave

Question 1: *How likely are you to leave your current school in the next 12 months?*

-1 - Very likely	27.67% 119
-2 - Likely	17.44% 75
-3 - Moderately likely	24.65% 106
-4 - Unlikely	20.00% 86
-5 - Very Unlikely	10.23% 44
Total	430

Question 2: *How likely are you to leave the profession in the next 12 months?*

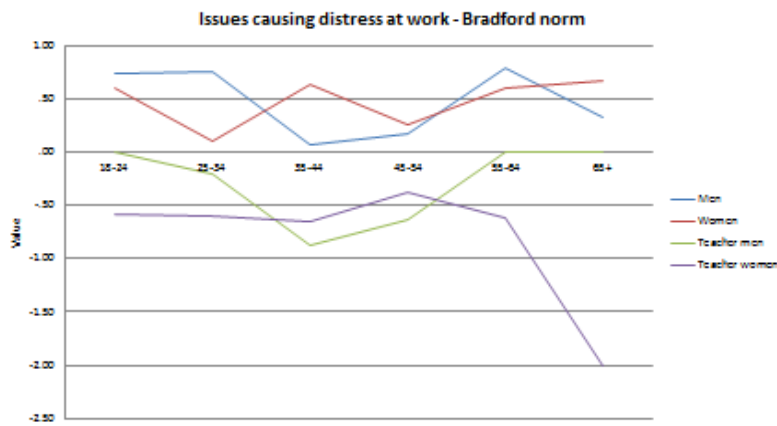
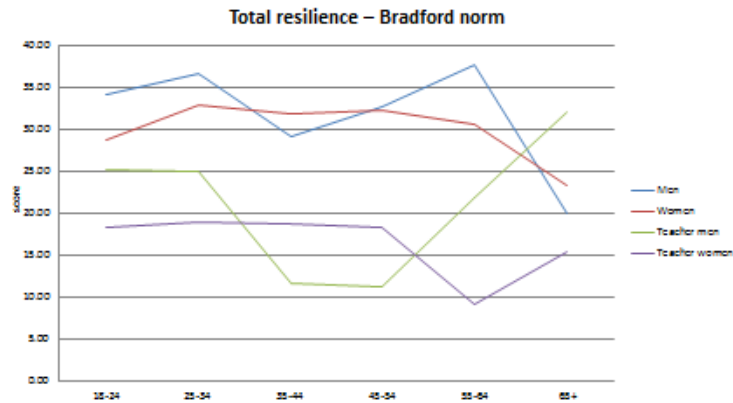
1 - Very likely	15.21% 66
-2 - Likely	17.74% 77
-3 - Moderately likely	24.88% 108
-4 - Unlikely	32.26% 140
-5 - Very Unlikely	9.91% 43
Total	434

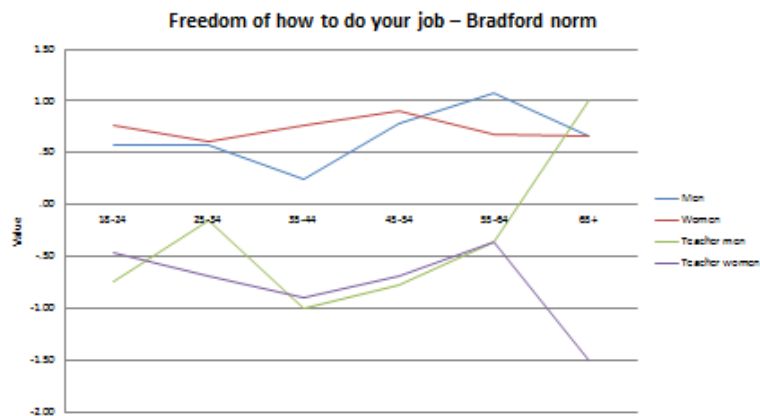
If the respondents act on these figure this will deepen the crisis in Bradford schools.

Is there a difference between teachers and the Bradford 'norm'?

- The study looked at 17 factors that affect resilience (the ability to deal with stress and pressure) in Bradford teachers
- Comparing teachers versus the Bradford 'norm' i.e. non-teachers, it is evident that teachers have lower resilience than the norm.
- Teachers have more issues causing them distress at work (a lower score indicates more distress)

- Teachers have significantly less freedom in **how** they do their job than the ‘norm’.
- These last two factors i.e. the amount of distress in the job and the control over how they teach are two key factors in retention and recruitment
- *How we deal with them in Bradford – The Bradford Factor – will determine how well we deal with the retention and recruitment crisis*





Do all schools in Bradford have the same issues?

- We could only determine by postcode rather than individual schools but some areas are much better than others.
- Some areas have less stress and more control than the norm i.e. they are getting it right
- **This is indicative that it can be applied to Bradford as a whole, albeit that some areas have challenges that are specific to them, a Bradford wide improvement can be made**

A teacher or a school problem?

- Teachers consistently score lower on resilience than support staff in schools, indicating that it is a 'teacher' problem not a 'school' problem
- **This is indicative that something about how specific schools manage their teachers, rather than the staff in general, is causing the issues**
- **This means that if we can isolate these factors then we can address the issues causing distress and so address the retention and recruitment issue**

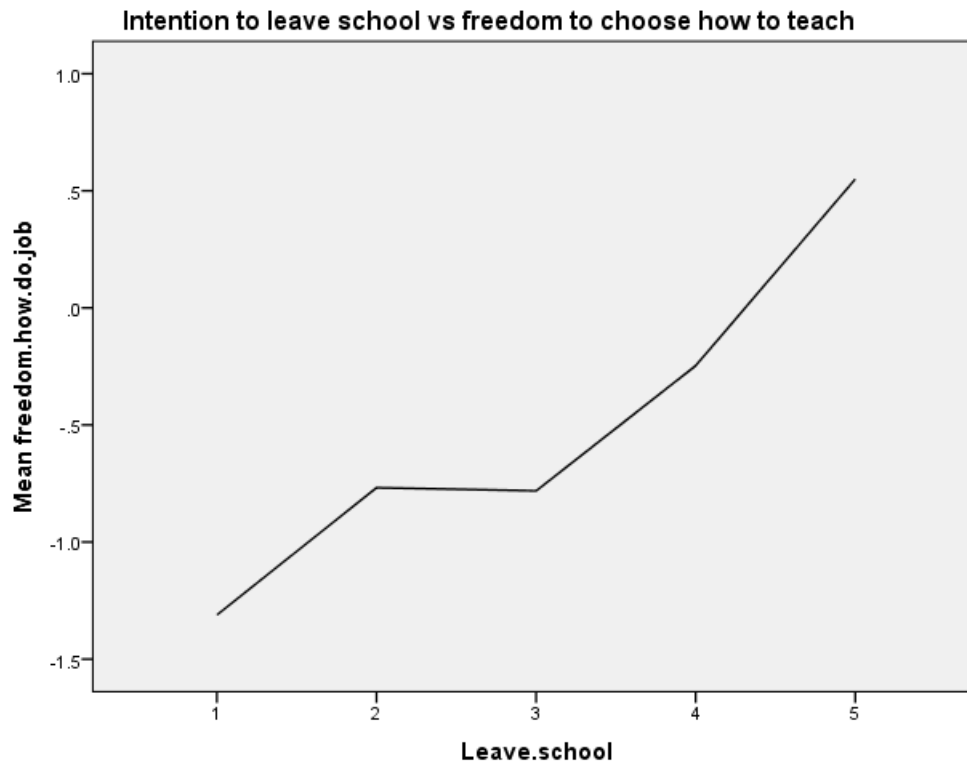
Factors that cause distress at work

- Formula to teach by
- Expectation of progression in a single lesson
- Constant monitoring
- Threat of support plan
- Excessive workload – marking and lesson preparation
- Lack of support from senior staff
- Unfair expectations of grades
- Behaviour

What is the issue with control?

- It is not what we teach i.e. the curriculum, it is the freedom of **how** to teach

- Constant monitoring with the threat of a support plan if you don't follow the formula
- Teachers accept that they are responsible for overall grades but *let me do it my way*
- Feel that they are not in control of life – the pressure of the job impacts on outside life e.g. excessive marking and lesson preparation to prove that you have done it according to the formula
- The relationship with lack of control and intention to leave is clear



Issues of reward from the job

- Teaching is generally seen as a vocation and it is the non-financial aspects of the job that are often the most important to them
- Non-financial rewards include such factors as: Identity, Status, Self-esteem, Doing good, Validation
- **It is the lack of control over how to teach that is the primary factor in perceiving that there is insufficient reward in the job.**
- This leads to 'school hopping' i.e. moving from school to school to find a school that will give me the non-financial rewards that I want
- If I come to the conclusion that the profession does not offer these non-financial rewards, I leave the profession.

Reward



Attribution of Blame

- **Attribution of blame is crucial to the situation**
- Teachers often attribute the distress that they feel to the management of the school and leaving the school becomes the way to relieve the distress
- After 'school hopping' the distress is often attributed to the profession, this is when they leave teaching
- The OFSTED inspection system means that senior leaders have to be seen to address 'failing' teachers and this can exacerbate the feelings of distress and lack of control as the teacher then gets increased observations
- Going on a support plan is highly correlated with reduced self-esteem, which itself is a major factor in performance
- *A key factor in recruitment in teaching is that new recruits often look to a 'mentor' teacher when entering the profession. If that mentor reflects the above pressures then this has a significant impact on whether new people join the profession.*

The correlation between OFSTED result and pressure – women

- In women there is a correlation between an OFSTED result and an inability to access times when they have coped under pressure before. This is directly linked to the number of observations / walk-ins.

The correlation between OFSTED result and pressure – men

- In men the OFSTED score seems to be related more to the control that they feel they have in the job, notably their freedom in how to teach.

How do we deal with the problem?

The answer is on the surface a simple one, to let teachers have control of how they teach and address the factors that cause distress at work, namely:

- A formula to teach by
- Expectation of progression in a single lesson
- Constant monitoring
- Threat of a support plan
- Excessive workload – marking and lesson preparation
- A perceived lack of support from senior staff
- Unfair expectations of grades – e.g. for new to English students
- Behaviour – which is in itself directly correlated with these above

However, the current system that attributes blame for failure results as a ‘sum zero option’ when it comes to control. In other words, if senior leaders relinquish more control to teachers, and thus relieve some of the teacher’s pressure, that means that they have less control, and so they have more pressure. Our survey indicated that 80% of senior leaders already fear for their future, hence relinquishing control will be a difficult ask.

A ‘non-sum zero’ way of managing is already practiced in some Bradford schools and it clearly works for the teachers and presumably the senior leaders.

The way forward is to look at the successes of these existing ‘non-sum zero’ schools, which are also subjected to the ‘Bradford factor’, draw up an action plan and translate this to all schools in the area.

A pilot study to assess the feasibility of this is the first step in the process.

The role and support of the Council is crucial in this process as they also play a part in the sum zero option.