

NORTHUMBERLAND COUNTY COUNCIL
FAMILY AND CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE
TEACHER RECRUITMENT AND RETENTION TASK AND FINISH WORKING
GROUP REPORT

May 2018

As a result of the discussions at the working group the following recommendations are made:

1. The Schools North East organisation should be asked to create a dedicated Northumberland page on their website.
2. The creation of a distinct recruitment website for Northumberland along the lines of that provided by Northumbria Health in respect of their recruitment should be explored.
3. More and better strategic links should be made with universities in the North East and with teaching schools. Lack of funds available for good continual professional development was highlighted as a major problem especially within the smaller schools
4. Further enhancements to teachers pay and conditions should be explored i.e. shopping discounts, leisure centre membership.
5. Contact should be made with current trainee teachers to get their perspective on whether they would consider applying for vacancies within Northumberland and if not why.
6. An Awards Ceremony, to acknowledge good teaching and leadership should be established.
7. An offer of additional leadership training should be established via the existing University of Newcastle upon Tyne programme or through Cramlington Learning Village.
8. It was considered that the 3 tier system and the small size of many schools in Northumberland were linked to specific difficulties in recruitment. Newly qualified teachers wished to gain experience across EYFS, KS1, KS2 and KS3, KS4 and KS5. It is suggested that partnerships, federations or trusts could help with the recruitment/retention issues by ensuring NQTs have a broad range of opportunities across schools and phases.

9. The need to generate leadership role-models was highlighted with opportunities for work shadowing and secondments to be explored. The leadership in a school was seen as crucially important with teachers needing to have trust and belief in the leadership to be fair and expert. There were secondary and special school headteacher groups but no equivalent in First and Primary schools – this should be further explored.

10. The role of teaching schools across Northumberland needs to be clearly described and shared.

BACKGROUND TO MEETINGS AND ISSUES DISCUSSED

During the discussions the following points were noted:-

1. It is not the responsibility of a local authority to recruit teachers it is the schools themselves who drive this process however it was thought that governing bodies required the support of the LA.
2. Good recruitment practice should be shared between schools.
3. Difficulties had been identified in recruiting to both first and middle schools. To become good teachers experience was required across different key stages.
4. Provision of a CPD plan was crucial and whilst this was the responsibility of individual schools it was thought the Local Authority could help to facilitate their provision.
5. The funding formula was skewed to support small schools in Northumberland and lump sums differentiated due to this requirement. This may not continue after the introduction of the national formula.
6. Schools should be aware of vacancies at other schools so potential candidates could be signposted to these vacancies if not successful at a particular school.
7. Secondment opportunities could be explored between schools so that teachers could be appointment at one with a promise of a secondment for 2-3 years at a school with differing year groups to allow experience to be gained.
8. The promotion of schools in Northumberland should be undertaken within Universities and a recruitment evening at Northumbria was highlighted where the Ponteland Partnership would be represented with brochures to be provided and flyers circulated. Other schools/partnerships should be encouraged to attend these type of events. A vacancy board could also be utilised at Northumbria University to advertise posts.

9. The proximity of Northumberland to Newcastle should be exploited as prospective candidates did not realise how close the city was or indeed how close to the major road and rail networks along with the airport Northumberland actually was.

10. The possibility of providing extra benefits to encourage teachers into the area should be explored.

11. The marketing of Northumberland as good place to work/live should be carried out both within the North East and further afield highlighting cheap house prices etc.

12. An awards ceremony held for schools across Newcastle was highlighted as being well received with staff feeling valued and the possibility of a similar event within Northumberland could be explored. This would allow good networking opportunities for schools who were further afield although it was noted that this could require a financial contribution to be provided.

13. On Monday 29 January 2018, the Minister for School Standards, Nick Gibb, sent a letter to providers of ITT about maximising recruitment to ITT in the coming year. In this, he announced initiatives to increase the number of graduates entering the teaching profession.

14. These changes clarify that universities and schools should assess candidates on their readiness to train to teach and their potential to meet the Teachers' Standards by the end of their training.

15. The government will also extend the current allocations approach for 2018 to 2019 into the recruitment year 2019 to 2020. Subjects that are unlimited for 2018 to 2019 will also be unlimited the following year. This will enable universities and schools to expand recruitment in 2018 to 2019 and plan for 2019 to 2020. It will confirm later in the cycle the position on fixed allocations, which includes PE (all routes) and Primary School Direct (salaried) for 2019 to 2020.

16. A £28,000 tax-free physics teacher training scholarship will be made available. Applications are open until 16 July 2018; candidates can apply via the Institute of Physics website or the Get Into Teaching website.

17. Use subject knowledge enhancement programmes will be used to recruit teachers with great potential in hard-to-fill subjects, using subject knowledge enhancement (SKE) courses. SKE is funded in maths, physics, languages, computing, chemistry, biology, design & technology, English, geography and primary maths. Courses range from an 8-week refresher up to a more intensive course of 28 weeks. Eligible candidates with a 2:2 degree will receive a bursary of £200 per week.

18. Teacher subject specialism training courses are available now, (TSST) courses are available for non-specialist and returning teachers in secondary mathematics, core maths, physics and modern foreign languages. Training is free for participants.

19. The 'Get Into Teaching' national campaign continues to be a priority for the government; the latest Get Into Teaching campaign has launched, with new advertising on TV, radio, social media and in print throughout February 2018.

20. National marketing days provide an opportunity for all ITT providers to access advice to improve the impact of your marketing activity. They are to be held in Leeds and London.

21. Local marketing – teachers to support candidate applications are being established in Bradford, Derby, Doncaster, East Cambridgeshire, Fenland, Hastings, Ipswich, Norwich, Oldham, Scarborough, and Stoke-on-Trent via - teacher.recruitment.marketing@education.gov.uk.

22. The Future Teaching Scholars programme is designed for maths and physics A level students with predicted grades of B or above; students must select a maths- or physics-related degree at an English university and be interested in a career in teaching. The programme is also open to international students, mature applicants, and career changers with equivalent qualifications. In return for a commitment to teaching, participants receive a £15,000 grant while studying their degree, and classroom experience to prepare them for teaching. After graduating, participants go onto bespoke employment-based teacher training, earning while they learn, working in schools from day one, and receive additional support for 2 years.

23. Funded primary apprenticeship places are now available. For schools that did not request primary School Direct (salaried) places in June 2017, the government is extending the window to enable schools to submit an expression of interest for funded primary apprenticeship places – via teaching.apprenticeship@education.gov.uk and National College for Teaching and Leadership grant funding for primary apprenticeship places.

24. There is a national consultation on strengthening qualified teacher status and improving career progression for teachers. The QTS consultation explores how we can support teachers during the early stages of their careers by strengthening qualified teacher status (QTS). It also explores proposals on how all teachers can be supported throughout their careers, whether they are expert classroom teachers, school leaders or specialists in their field; this may be through continuing professional development, mentoring and sabbaticals. The deadline to complete the survey is on Friday 9 March at 11:45pm.

25. The teacher workload reports on marking, data management and planning make clear recommendations to be taken at all levels of the education system, including

ITT provision. It is unclear how the workload report has been used by schools in practice.

26. NQTs appear to be signing with teacher recruitment agencies. Feedback suggests that supply teacher and recruitment agencies may be approaching trainees, prior to them completing their ITT course. Trainees will be aware that agencies charge a fee to provide permanent or temporary teachers to schools; this raises the overall cost to schools to hire a teacher. Supply teachers employed by agencies are not entitled to access the teachers' pension scheme only available to teachers employed directly by a scheme employer, such as a local authority, academy or further education college. Agency workers are also not automatically entitled to school teachers' pay and conditions. In some cases, this may mean they're paid less and may not have the same access to continuing professional development opportunities as peers. Trainees can apply for teaching roles without using agencies, and should review the terms and conditions of any agency contract carefully before signing it.

27. The National College for Teaching and Leadership published a consultation on 25 January 2018 to invite views on proposals to implement a deadline of 31 August 2019 for eligible teachers to submit their Golden Hello claims to academies or local authorities. The Golden Hello scheme was open to teachers who started an eligible postgraduate ITT programme between 1 August 2000 and 31 July 2011.

28. Ministers have been unable to meet the teachers recruitment targets for the last five years, leading to 10,000 fewer secondary teachers being recruited than intended. Staff levels in further education have also reduced by 20,000 since 2010. In secondary schools, shortfalls are most severe in subjects such as maths, physics and computing.

29. The recent Public Account Committee report 2018 says there is a growing sense of crisis for schools in England struggling to retain and develop teaching workforce. A variety of factors have contributed to the growing sense of crisis for schools in England struggling to retain and develop their teachers. Particularly worrying is that the number of secondary school teachers has been falling since 2010 and more teachers have been leaving the profession for reasons other than retirement since 2012. Many teachers have cited heavy workloads as a reason for their departure. At the same time pupil numbers are rising and the Department for Education expects schools to make significant savings from using their staff more efficiently.