

Committee: **Scrutiny Committee for Education**

Date: **13 March 2002**

Title of Report: **Progress report on the implementation of the Education Department's action plan from the review of the recruitment, retention and retirement of teachers**

By: **Director of Education**

Purpose of Report: **To update members on progress with the Implementation of the recommendations of the Scrutiny Committee for the Learning County report on Teacher Recruitment, Retention and Retirement**

Recommendation:

To receive the report and note progress

1. Introduction

- 1.1 In 1999 a report was presented to the Learning County Scrutiny Committee which summarised the recruitment and retention issues in East Sussex, together with information pertaining to the teachers Early Retirement Scheme. A scrutiny review board was set up to review the LEA strategy and processes with regard to teacher recruitment, retention and retirement. This board's final report was presented in March 2001 and made six recommendations. The Scrutiny Committee received a progress report on 13 September 2001, thus the purpose of this paper is to further update members.
- 1.2 All of these recommendations have been acted upon but recent national and local events have impacted on the degree of action taken. The following section describes the effect of national initiatives and provides a summary of the progress made against each recommendation.

2. Commentary on the action plan

2.1. Recruitment

- 2.1.1 Recommendation 1 To compete favourably with other LEAs in the recruitment of quality teachers, East Sussex should further promote features which make it an attractive county in which to live, and the factors which make the County Council an attractive employer.**
- 2.1.2 Continuing the work already achieved regarding teacher recruitment, particularly with Newly Qualified Teachers (NQTs) and the Graduate Teacher Programme (GTP) is a key element of the recommendation. The following table provides a summary of the trainee teachers on the GTP, and details the recruitment of NQTs from the primary pool and in secondary schools within East Sussex.

NQT Primary Pool 2002	<ul style="list-style-type: none"> • 128 student teacher applicants to the primary pool • 126 student teacher applicants shortlisted for the primary pool interview process • 2 student teacher applications deferred • 120 student teachers offered a primary pool interview • 6 student teachers rejected on the basis of not fulfilling the requirements of the shortlisting process • 5 student teachers have requested later interviews to take account of college and teaching practice pressures - this has been agreed • 10 student teachers have withdrawn their application, 4 of which have accepted posts in East Sussex schools, 3 in West Sussex schools, 1 has accepted a post in Berkshire, 1 has accepted a post in London and the other has decided to remain in Hampshire • There is no longer one closing date for the primary pool. Further interviews will be offered towards the end of the Spring term 2002, and into the Summer term 2002 as required. Regular requests are received for the NQT brochure and further applications for the primary pool are anticipated. 																						
Secondary trained teacher register 2002	<ul style="list-style-type: none"> • The secondary trained teacher register has recently been made available electronically to schools in the form of a spreadsheet. It currently contains 221 records of secondary trained teachers across a wide range of national curriculum subjects. The records have been obtained through attending recruitment fairs at Initial Teacher Training establishments across the country and as the result of sending out to interested students the new recruitment brochure which contains a business reply paid card for the register. • The register will be maintained by the Recruitment Team through contact with the student teachers and East Sussex schools to ensure that the records are kept up to date and the availability of student teachers is monitored. • To date it is known that at least one appointment has been made by a secondary school in Hastings of a Science teacher for September 2002 from the register. 																						
Primary Graduate Teacher Programme	<p>Number of applicants for GTP</p> <p>January – December 2001</p> <table data-bbox="555 1395 874 1529"> <tr><td>January 2001</td><td>4</td></tr> <tr><td>April 2001</td><td>3</td></tr> <tr><td>September 2001</td><td>29</td></tr> <tr><td>Total</td><td><u>36</u></td></tr> </table> <p>January 2002 to date</p> <table data-bbox="555 1597 874 1697"> <tr><td>January 2002</td><td>16</td></tr> <tr><td>April 2002</td><td>4</td></tr> <tr><td>Total</td><td><u>20</u></td></tr> </table> <p>Number of successful applicants appointed to the GTP</p> <p>January – December 2001</p> <table data-bbox="555 1832 874 1966"> <tr><td>January 2001</td><td>4</td></tr> <tr><td>April 2001</td><td>2</td></tr> <tr><td>September 2001</td><td>20</td></tr> <tr><td>Total</td><td><u>26</u></td></tr> </table>	January 2001	4	April 2001	3	September 2001	29	Total	<u>36</u>	January 2002	16	April 2002	4	Total	<u>20</u>	January 2001	4	April 2001	2	September 2001	20	Total	<u>26</u>
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	<p>January 2002 to date January 2002 10</p> <p>In addition, 5 applications were awarded training grant only by the TTA. The applicants did not commence the training programme because schools were unable to support the salary of the trainee. 4 of these applications have been re-submitted to the TTA for April 2002.</p> <p>Number of student teachers to complete the scheme</p> <p>January – December 2001 Summer 2001 12 Autumn 2001 2 Total <u>14</u></p> <p>January 2002 to date Spring 2002 tbc (2 due assessment) Summer 2002 tbc (22 due assessment) Autumn 2002 tbc (9 due assessment) Total tbc (33 due assessment)</p> <p>Number of GTP graduates to achieve employment as teachers in East Sussex schools</p> <p>January – December 2001 Summer 2001 7 (plus 1 applied to Primary Pool Spring 2002 and 1 has returned from America and now looking for a job in East Sussex)</p> <p>Autumn 2001 1 (plus 1 applied to Primary Pool Spring 2002)</p>

2.1.3 The total number of vacancies in East Sussex schools with effect from 19 December 2001 was as follows:

Primary	13.1 Full Time Equivalent
Secondary	14.1 Full Time Equivalent
Special School	1 Full Time Equivalent

2.1.4 These vacancy statistics were provided to the DfES at the end of the Autumn term 2001. It is now a requirement for all LEAs to respond to a telephone survey by the DfES on teacher vacancies. No classes were sent home in January 2002 due to teacher vacancies. Outstanding vacancies have been covered by temporary teachers, supply teachers, and in some cases with classes being covered by headteachers and other senior members of staff. Some vacancies have been deferred to Easter 2002.

2.1.5 During February 2002, 3 schools notified the LEA of the need to send classes home due to staff sickness. Sidley (nursery class), Tideway (several year groups - unusual level of staff and pupil sickness) and Torfield (autistic special unit). The usual procedures were followed to inform senior management within the Education department, the press office, DfES Rapid Response Team, Health and Safety as well as the local member of the County Council.

2.1.6 **Housing Initiatives (1066 and Moat)** - The LEA formed a partnership on a pilot basis with 1066 Housing Association to provide accommodation for up to 32 NQTs over a three-year period, commencing 1 September 2001. NQTs are entitled to access this low cost housing

scheme from the first year of their employment within the EAZ. This accommodation strategy is currently being reviewed and is now open to other key workers within the County Council.

- 2.1.7 The LEA has given support to the East Sussex Consortium bid for funding under the Starter Home Initiative, liaising with the local councils, headteachers and the appointed housing association. A total of 30 grants over 3 years were awarded for teachers within the East Sussex Consortium area. The grants are to be allocated equally between the 5 councils, so that 6 individual grants will be awarded within each geographical area and split equally between Primary and Secondary. The scheme, administered by Moat Home Ownership, gives help for home purchase for key workers through shared ownership schemes.
- 2.1.8 Primary and Secondary headteachers have been consulted on the criteria for eligibility for the grants. Primary headteachers have agreed that the focus should be on the retention of teachers with over two year's service. For funding not allocated in this area, priority will be given to the recruitment of key stage two teachers. Secondary Headteachers focused the priority on the recruitment of teachers in key shortage subject areas (Maths, English, Science and MFL). For funding not allocated in this area, priority will be given to the recruitment of teachers of other subject areas, or retention of teachers in key shortage areas.
- 2.1.9 Moat have contacted the LEA to advise us that two teachers have so far been interviewed within East Sussex for the scheme and will update us shortly on progress made.
- 2.1.10 The bidding under Round 2 is now open and 22 further allocations have been set aside for teachers in East Sussex.
- 2.1.11 **DfES Standards Fund Grant 511 - Recruitment and Retention** - East Sussex LEA has been allocated £703,000 for distribution to schools based on criteria similar to the funding mechanism for 2001. A working party consisting of one headteacher from each school phase, officers from the School Improvement Service and the Recruitment Strategy Manager has been formed. A consultation exercise with headteachers will take place and a report will be presented to Headteacher Steering Committees at the beginning of May 2002. The LEA will be submitting a bid for a centrally retained allocation of the funding to contribute further to recruitment and retention strategies.
- 2.1.12 Funding retained centrally from the 2001 allocation of the Standards Fund is being used to support the following recruitment and retention initiatives:
- The placement of a second advertisement in the TES NQT First Appointments Supplement in February 2002
 - To establish a re-advertisement fund for secondary schools who did not benefit from the initial allocation of funding
 - To fund the development and maintenance of the Secondary Trained Teacher Register
 - To fund the subscription for one year to the NQT virtual recruitment fair operated by eteach.com
 - To fund the temporary post of an Accommodation Assistant (Scale 4) to work alongside the Recruitment Strategy Manager to develop further teacher accommodation strategies
- 2.1.13 **Visiting International Faculty** - Formerly known as British American Schools Partnership (BASP) the LEA will be participating in this programme for the 2002/02 academic year and hopes to recruit up to 20 teachers for this internationally and culturally diverse programme. There are currently 8 teachers on the programme (6 primary and 2 secondary) who commenced working in East Sussex in September 2001. The LEA is working alongside Surrey County Council, Warwickshire County Council and Kent County Council on this venture. The placement fair will take place in North Carolina, USA in May 2002. Feedback from schools, pupils, parents and the teachers themselves on the current cohort of teachers is excellent.

2.1.14 East Sussex LEA Supply Teacher Register - The existing arrangements are currently under review following a consultation with all East Sussex schools. Breakfast meetings will be arranged shortly to share with schools a range of options, including the possibility of a partnership agreement with Hays.

2.1.15 Teacher Recruitment Seminar - November 2001 - The Recruitment Strategy Manager and members of the Recruitment Team supported by Headteachers, existing NQTs and officers from the School Improvement Service held a highly successful seminar open to student teachers from all phases, teacher returners and GTP students. 45 student teachers and a number of potential GTP students and returners to teaching attended.

2.1.16 Return to Teaching Courses - The LEA is in the process of submitting a bid to the TTA for funding to support the development of Return to Teaching courses. In order to be successful, the funding will need to be matched by a contribution from the DfES Standards Fund, Grant 511.

2.1.17 TTA Funded Recruitment and Retention Initiatives - The Recruitment Strategy Manager and the Recruitment Team have completed the implementation of the TTA funded recruitment and retention initiatives - the complete revision of all teacher recruitment literature, including the teacher recruitment brochure, flyers, the application form and the portable recruitment stand, together with the development of an interview skills and student teacher portfolio training package. The TTA have recently announced the continued funding of the Recruitment Strategy Manager post to 31 March 2003.

3. Retention -

3.1.1 Recommendation 1 - The Board recommends that the scrutiny review of challenging behaviour, identified by the Learning County Scrutiny Committee for 2001/2002, should give serious consideration to all inclusion issues.

3.1.2 The new Scrutiny Committee for Education considered which scrutiny reviews it should undertake in 2002/03 and agreed to maintain a watching brief on this issue, but would not carry out a specific review in light of the Ofsted inspection and other review work on this topic.

3.1.3 Recommendation 2 - Headteachers should conduct exit interviews with leaving teachers and:

- (i) encourage possibility of future employment with the LEA;**
- (ii) manage negative feelings;**
- (iii) encourage those teachers who may be considering supply work to become supply teachers within the East Sussex LEA.**

3.1.4. Headteachers can be encouraged to conduct exit interviews, but this cannot be insisted upon by the LEA. The LEA will, however, be conducting exit interviews through the questionnaire approach with teachers at the time of leaving the LEA, rather than at the end of the academic year. The review process of the current exit questionnaire is almost complete. This process will be completed for the current academic year.

3.1.5 Recommendation - 3 Further strategies should be developed to ensure that there is an increase in quality deputy headteachers and teachers, in local schools, applying for senior or middle management positions.

3.1.6 The actions outlined in Recommendation 3 (Page 10 of Teacher Recruitment, Retention and Recruitment Scrutiny Review) have been noted and will become part of a long-term element of the recruitment strategy currently being developed.

3.1.7 Recommendation - 4 The Board recommends that, in relation to management and leadership training and development for headteachers and deputies, the following actions should be taken:

- (i) improve access to information on effective development programmes provided by the LEA and external providers to encourage teachers to invest in their own professional development;**

There is an Education Department Continuous Professional Development (CPD) programme provided for schools. There are plans for this to be also available on the Intranet. Programmes are provided in-house by the School Improvement Service and brokered by external providers.

- (ii) clarify the channels by which good management and leadership practices are shared within the LEA;**

The sharing of good practice and learning from each other's experiences across all of our schools is central to, and underpins all of the key actions in EDP2. In addition Headteacher meetings take place regularly which include the sharing of good practice sessions.

- (iii) review existing training provision for Chairs of Governors to extend their skills as 'critical friend';**

The "critical friend" role of all governors is integrally built into Governor training. Governor training was an area of strength in the LEA Ofsted.

- (iv) evaluate the effectiveness and timeliness of existing Education Department policy and procedures in identifying headteacher competency issues.**

There are well-documented procedures for the management of competence which are followed by Education Personnel and the School Improvement Service. Opportunities to identify and respond to issues relating to headteacher competence exist within a range of sources, including Ofsted inspections, the School Improvement Service, governors, parents and in some situations where matters relating to health are being investigated.

3.1.8 Recommendation - 5 The Board recommends that in order to address significant issues of stress, low morale, potential high turnover, and the knock-on effect on the quality of teaching and learning, the following actions should be implemented:

- (i) extend training and support for all teachers (*not just Newly Qualified Teachers*) in dealing with children with emotional/behavioural difficulties through strategies such as mentoring; Para 3.1.11 (i)**

A key target of the Authority's Education Development Plan for 2002 – 2007 is to develop motivated learners by providing resources and guidance to a pilot group of schools on the development of emotional literacy across the school, based on the "emotional health and well being" standard of the National Healthy School Standard. The LEA will also:

- a) implement plans for developing support to schools in relation to the management of behaviour, set out in the Council's Behaviour Support Plan (to be reviewed Autumn term 2002).
- b) Pursue sources of funding to expand the Personal Adviser/Inclusive Learning Tutor scheme within and beyond the EAZ, to provide more adults able to provide counselling and practical support to disaffected pupils and their families, linked with plans for Connexions and the Children's Fund in East Sussex.
- c) In the light of progress with these initiatives and the implementation of the Behaviour Support Plan, explore with schools the potential value of a local accreditation scheme for schools in the fields of emotional literacy, listening and engaging with pupils, behaviour support and links with other children's services.
- d) Provide a programme of training through the SEN & Inclusion strategy

(ii) explore the introduction of well-being facilitators within each establishment (similar to Norfolk Education Well-being Project), a pro-active approach to promote the occupational well-being of everyone with the minimum of cost;

Following the Stress Audit of Headteachers and teachers, and subsequent consultation with schools in relation to the results, the following priority areas have been identified:

- a) Pastoral support for Headteachers.
- b) Training for Headteachers and other senior teachers in relation to stress management, time and change management. Also project management.
- c) The identification of subsidised leisure facilities for all levels of staff to access.
- d) Exploration with regard to providing localised health screening facilities for school based staff.

Members will be aware of the Strategic Partnership for School Improvement project. A requirement has been introduced into the output specification for the Strategic Partner to provide a mechanism for the pastoral support and the training identified in a) and b) above.

A proposal will be put to Headteacher Steering to seek the allocation of some of the centrally retained element of the DfES Standards Fund Grant 511 to support a temporary administrative post (Scale 4) for the period of 4 - 6 months to investigate the potential for subsidised leisure facilities for school based staff and to explore the provision of local health screening for school based staff, as identified in c) and d) above.

(iii) sufficiently promoting the encouragement of good performance of pupils, appropriately targeting pupil needs and good practice in teaching;

Increasing motivation has been identified as the key to raising attainment by lower achieving groups. To this end, the Education Development Plan for 2002 – 2007 has as a key action to support and challenge schools in raising the attainment of pupils with SEN and other specific vulnerable groups of pupils, and provide direct support to the pupils themselves. This will include working with schools to develop and disseminate approaches to individual pupil target setting, and the focusing of support services around those targets. Schools will also be supported in developing effective ways of getting across to parents key messages about supporting their children's attainment.

In addition, a key target of the Plan is to improve the skill levels of teachers by developing a framework, in consultation with schools, for identifying and disseminating good practice,

with a view to increasing significantly the volume and range of examples and information available to schools, focusing on areas of greatest need.

(iv) encourage schools to reduce the number of meetings held;

Advice and guidance will be provided to schools on reducing the burden on teaching staff, including reducing the number of meetings they are required to attend, through the identification and dissemination of good practice. This will include advice on making effective use of ICT to reduce the need for meetings and be provided through the education extranet and include links to the DfES website “Cutting Burdens on Teachers”.

With the agreement of headteachers groups, the previous arrangements for LEA working groups and consultation processes have been rationalised. A small number of groups have been established for in-depth discussion and consultation in key policy areas. These groups supplement consultation with both individual schools and the headteacher steering groups and have helped to rationalise the large number of groups dealing with specific issues that had existed under the previous arrangements.

(v) seek ways in which the LEA can further reduce the volume of information circulated to schools and maximise e-mail facilities.

The East Sussex ICT Strategy 2001 – 2004 has as a key target the reduction of the “bureaucratic burden” on schools through the effective use of electronic communications with schools. Schools are being equipped with secure connections to create an Education Extranet that will streamline communications and business transactions and enable schools to benefit from the use of email, electronic data transfer and access to central County Council management systems. This programme is on track for completion by July 2002. A range of content and transactional systems have been developed and are in the process of being trialled in conjunction with a number of pilot schools.

4. Retirement

4.1. Recommendation 1 In the light of evidence obtained on national and local recruitment and retention problems, the Board requests that the education Department continues to review early retirement policy on an ongoing basis.

- 4.1.1 The policy in respect of teachers was reviewed in 2000, with more prudent arrangements established. The situation was reviewed again during 2001, the outcome of which was to continue with a prudent approach, bearing in mind financial constraints and the recruitment/retention issues currently being faced. A fresh review is planned during the summer term 2002.

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