

CHILDREN'S SERVICES SCRUTINY REVIEW of Educational Attainment at Key Stage 4 – Action Plan to address recruitment and retention of teachers in East Sussex schools			
SCRUTINY RECOMMENDATION		DIRECTOR'S RESPONSE AND ACTION PLAN	OUTCOME
East Sussex Teacher Recruitment and Retention Strategy 2015-2017			
R1	<p>a) additional work is undertaken to understand the scale of the recruitment challenge in East Sussex. This would help the Children's Services Department and local schools establish clear targets for teacher recruitment and in turn, enable progress to be effectively monitored; and</p> <p>b) more focus is given to the retention of existing teaching staff. This would include developing a clearer understanding of why teachers are leaving the profession and whether there are factors which are specific to East Sussex.</p>	<p>The East Sussex Teacher Recruitment and Retention Strategy is currently being updated with partners and stakeholders in order to embed and develop further the strategies it has developed in relation to teacher recruitment and to place greater emphasis on the retention of staff .</p> <p>Action</p> <p>1.1 SLES to undertake a consultation with all schools to ascertain why teachers are leaving the profession in East Sussex in order to identify and local patterns. By July 2017</p> <p>1.2 SLES to undertake an analysis of which roles and specific subjects schools in East Sussex face a challenge in recruiting to. By July 2017</p> <p>1.3 SLES to update the next phase of the East Sussex Teacher Recruitment and Retention Strategy 2017-19. By July 2017</p>	<p>ESCC are working in partnership with Canterbury Christchurch University, Kent and Medway in an innovative ITT campaign. The project includes market research which will pinpoint the subjects and geographic areas that face a challenge in recruiting, and undertake collaborative campaigns to promote teaching in the region. This is an exciting collaboration that will add strength to ITT training, teacher recruitment and retention in the region.</p> <p>1.1 An online survey was completed but the level of response was disappointing. There were no clear trends to identify why teachers were leaving the profession or whether there were specific factors relating to East Sussex.</p> <p>1.2 An online survey of secondary schools has shown that between September 2016 to January 2018 recruitment to the sciences, languages, computing, technology and mathematics were the most challenging. Of these, mathematics was overwhelmingly the area of shortage. Head of department positions were also difficult to fill in secondary schools.</p>

			<p>1.3 The timescale for the updated ESCC Teacher Recruitment and Retention strategy has been revised to take account of the changing role of the Council and changes to teacher training routes from September 2019. The new strategy is being developed in partnership with the teaching schools, in order to reflect their emerging role as centres for teacher and school leadership training and development.</p>
<p>Succession planning and leadership</p>			
R2	<p>a) work is undertaken to identify those schools with effective succession planning policies; and</p> <p>b) having identified the range of successful policies which local schools have adopted, work is undertaken to update the current succession planning policy statement and to actively promote the new succession planning policy with governing boards and local schools. This would mean that governing boards and schools are better placed to promote suitably trained and motivated teachers to leadership roles at all levels as vacancies become available.</p>	<p>SLES acknowledges that the current succession policy needs to be updated to reflect current national and local developments regarding different models of leadership.</p> <p>Actions:</p> <p>2.1 SLES to work with the Primary External Advisors and the Secondary Headteacher Consultants to identify those schools with clear and effective succession planning policies. By July</p>	<p>Our rapidly changing educational landscape requires a move from the traditional model of one headteacher for one school. Different leadership styles and models are required to meet the various needs and circumstances of East Sussex schools. We are working with our schools and governing bodies to promote new models of leadership which open up career development opportunities and pathways for all staff. A partnership between SLES and the teaching schools sets out a clear progression pathway into systems leadership. Existing headteachers and middle leaders are encouraged and supported to take on system leadership roles which in turn provide deputies, assistant heads and others the chance to broaden their leadership experience. Teaching schools provide training for leadership at each level and SLES supports training for the growing number of newly appointed heads of school working to executive Headteachers. A network has been set up to support Executive Headteachers in meeting the demands of their role.</p> <p>2.1 Advisors, Consultants and SLES staff continue to work with schools to ensure there are effective succession</p>

		<p>2017</p> <p>2.2 SLES to work with schools and Governors to update the current succession planning policy. By Sept 2017</p> <p>2.3 SLES to work with colleagues to provide training opportunities for governors on the importance of succession planning and link this into the performance management cycle. By December 2016</p>	<p>planning policies in place and to share good practice. They work with schools to develop distributed models of leadership and to build the capacity of middle leadership. This includes subject leader hubs, a network for deputy headteachers and a head of school training programme. School staff with potential for leadership at middle, senior or executive level are encouraged and supported to undertake appropriate training and accreditation in order to take on more senior roles and to fill emerging leadership vacancies.</p> <p>2.2 The Succession Planning Policy was updated and is provided for governors to adopt This is currently available on czone under the Policy page:https://czone.eastsussex.gov.uk/policies/model-documents-for-education/ and on the governor website https://czone.eastsussex.gov.uk/school-effectiveness/leadership-development/east-sussex-leadership-framework/</p> <p>2.3 Training opportunities for governors were provided as follows: Governor Local Are Forums are held at 4 locations across the county, 3 times a year. At the Spring 2016 forum one of the topics presented was ‘Effective Succession Planning’. In the summer 2017 one of the topics presented was ‘ HT Performance Management and the School Improvement Plan’</p> <p>In addition the Governor Services training programme includes specific training sessions on Headteacher Performance Management for both primary and secondary governors. We have also launched from this year (January 2018) a new training session on ‘Governor</p>
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Recruitment Strategy - East Sussex as a unique place to live and work.			
R3	<p>a) the Education Secretary’s recent announcement of the expansion of the ‘Opportunity Areas Programme’ to include Hastings and the further funding it attracts be investigated as a possible resource for improving teacher recruitment and retention rates.</p> <p>b) where appropriate, the scope of the investigation into the viability of developing housing projects as a way of attracting teachers as ‘key workers’ is widened; this should include exploring with all local borough and district councils the potential for including teachers as key workers within plans for future affordable housing projects</p>	<p>SLES have worked with the East Sussex Communications team to develop a modern marketing strategy which promotes East Sussex as a place to live and work. The website and portal are now in place and an additional social media campaign has been implemented which has targeted teaching staff into senior leadership roles within East Sussex.</p> <p>Actions</p> <p>3.1 SLES to work with the Hastings Educational Improvement Partnership and Robsack Wood Teaching School to investigate whether funding from the Hastings Opportunity Areas Programme can be accessed to support teacher recruitment and leadership development programmes. By Dec 2017</p> <p>3.2 SLES to work with colleagues from the Communications team to make more explicit and promote on the website the range of housing support that can be offered to teachers as key workers. Dec 2017</p> <p>3.3 SLES to work with colleagues within</p>	<p>3.1 Recruitment and retention is incorporated into the Hastings Opportunity Area’s improvement agenda. Discussions are being held by an executive panel comprising representatives from RSC, DfE, Robsack Wood Teaching School, all Hastings academy trusts, special schools, and ESCC representatives. Nationally accredited leadership training (NPQ) for senior and middle leaders is being encouraged from Lewes and Hastings priority areas, sponsored by the DfE. These courses are provided locally by St Richard’s Teaching School and Robsack Wood.</p> <p>3.2 Two home buying support schemes are listed on the relevant ‘Find your Spark’ web page accessed through https://www.eastsussex.gov.uk/changecareer</p>

		<p>Economic Development to establish an approach towards working with district and borough councils on key worker housing. July 2018</p>	<p>3.3. A key worker housing scheme is not yet established in East Sussex. SLES will continue to work with Economic Development to raise further awareness with Districts and Boroughs on how key worker housing could help address some of the problems of teacher and recruitment in their local communities</p>
<p>Broadening the scope of the recruitment strategy</p>			
<p>R4 Consideration should be given to broadening the scope of the recruitment and retention strategy so as to explore other potential sources of recruitment and aligning these proposed developments within the 'Find Your Spark' recruitment campaign. This could include: a) activities aimed at inspiring young people within our local schools to become teachers; and b) finding ways of encouraging parents who might be interested in teaching as a career.</p>	<p>Within the Find Your Spark media campaign a flyer was produced which went into all primary schools to promote and encourage parents who may be considering a career change to consider teaching, this can easily be extended to secondary schools. Actions 4.1 SLES to produce a secondary school flyer which targets parents who may consider a change of career into teaching. By Nov 2017</p>	<p>The distribution of leaflet in primary schools was successful as leaflets could be easily sent into homes via children's book bags. Investigation showed this system of communication does not exist in secondary schools and so is not a viable means of reaching into homes. 4.1 In place of the leaflet, the strategy has exploited more popular social media as a wide-reaching and cost effective means of promoting teaching in East Sussex as a career. Further resources have been invested in the 'Find you Spark' campaign to further develop media exposure: A radio campaign promoting teaching as a career ran in October 2017. Linked to the Find Your Spark web pages is a new 'talking head' video of a young NQT from Hastings now teaching maths in East Sussex. This has been used in Facebook and Instagram posts and has reached over 2,500 people. Twitter, Facebook and Instagram have been used to promote both teaching a career and East Sussex as a</p>	

	<p>4.2 Work with the Post-16 Educational Improvement Partnership to establish and implement a programme with sixth formers which includes opportunities to visit schools on work placements and targets teaching as a positive and exciting career. By July 2018</p>	<p>place to train and to teach. Paid advertisements on Facebook have generated over 800 leads (divided into those interested in teaching as a career and existing teachers looking for a senior leader role) and newsletters are sent to this group regularly with information on teacher recruitment events and senior leader job vacancies as appropriate. To date this has seen limited success.</p> <p>4.2. In response to 2017 pupil outcomes, funding delegated to schools through EIPs has been focussed on building the capacity within and across schools for improvement at all key stages. The focus of the Post-16 EIP has been on outcomes for vulnerable groups, GCSE English and Maths and A Level Attainment. As part of our strategy for securing post-16 participation, we continue to work with schools to ensure that pupils receive appropriate opportunities for career development, including increased opportunities for work placements and engagement with employers.</p> <p>Work will be undertaken with the ESCC Skills, Education and Employment training team and the ESCC Apprenticeship Levy Strategy Manager to roll out the apprenticeship route into teaching.</p>
<p>Partnership working between schools</p>		
<p>R5 Schools should be encouraged to work together to find innovative ways to develop teacher training models which share resources and good practice, are cost-effective and produce quality teachers which meet the needs of our schools. Such partnership working should be encouraged and</p>	<p>Currently secondary schools are members of the East Sussex Initial Teacher Training (ITT) network which includes all local Higher Education Institutions, School Direct providers, SCITT and the five teaching schools from across East Sussex who all offer</p>	<p>ESCC are working in partnership with Canterbury Christchurch University as part of the Confederation for the Education of Teachers in East Sussex, Kent and Medway. The project brings together key ITT providers and lead schools for Schools Direct with local authorities, diocesan boards and other schools to transform the ways in which ITT provision supports teacher recruitment, and to</p>

<p>promoted by the Children's Services Department through the Schools Direct and SCITT programmes</p>	<p>teacher training programmes. They meet regularly and work together to promote all teacher training opportunities within East Sussex. In April 2017 four secondary schools will hear if their teaching school applications have been approved. If so, this will provide excellent opportunities to develop even further the range of local training opportunities and provide the lever for schools to work in partnership to develop their own secondary school SCITT. By July 2018</p> <p>Actions</p> <p>5.1 SLES to support School Direct partner secondary schools and the Teaching Schools to explore how they can work together to develop new models of teacher training delivery.</p>	<p>secure ITT placements for 3 years. The project will engage target schools systematically in ITT, improve the training, qualification and retention of staff in target schools and ultimately improve outcomes for pupils. This is a powerful partnership which brings the benefits of drawing on wider resources and expertise.</p> <p>With the national move towards a school-led system the local authority's role in providing ITT is changing. As teaching schools develop an increasingly significant role we are working pro-actively with the SCITT partnership schools to explore the implications of this change and ensure a successful transition to a new model of delivery.</p> <p>The introduction of a nationally accredited apprenticeship route into teaching has further implications for the traditional model of ITT delivery. Significant change in the 19/20 year will provide a useful opportunity to explore how secondary ITT can be developed and expanded and provide a transition vehicle to the new apprenticeship model of delivery.</p> <p>Since the last report two secondary schools have been successful in their teaching school bids (Beacon and Lewes Priory) which will add to capacity within the system. A further primary school is awaiting the outcome the most recent bid. SLES continues to support schools which are in a strong position to meet the requirements and take on this role.</p> <p>5.1 The ITT network is gaining strength and is now attended by a DfE representative. The network seeks to develop a regionally co-ordinated approach to recruitment, marketing and signposting of trainee teachers and developing high quality teacher training. Teaching schools</p>
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Broadening the geographical area of search for recruits		
<p>R6</p> <p>Work is undertaken to investigate developing an 'East Sussex Ambassador' role. This role would involve the Ambassador travelling to recruitment fairs across the country to promote East Sussex as a place to live and work. The role would require partnership working between schools, as the Ambassador role could be performed by appropriately trained senior staff and/or governors from different schools</p>	<p>Currently through the East Sussex ITT network all providers have developed a joint approach to attending and offering Teach to train events and attendance at local University events, all of which are advertised through the East Sussex website www.eastsussex.gov.uk/teach and on websites of those offering Schools Direct. This group focuses on attending local events due to time and financial constraints on the staff involved.</p> <p>The Council has previously had mixed success with adopting Ambassador roles and would not propose to adopt it this time but consider it as part of the wider piece of work being undertaken to promote the Council.</p> <p>Actions</p> <p>6.1 Schools continue to work in partnership to promote opportunities to teach in East Sussex. By Dec 2017</p>	<p>The partnership with Canterbury Christchurch University extends the reach of teacher recruitment to the area to Kent and Medway. This will broaden the geographic area of search for recruits.</p> <p>6.1 ESCC and Teaching School staff continue to plan, deliver and attend recruitment fairs across East Sussex. Around 15 have been held over the year.</p> <p>A schedule of planned 2017-18 recruitment events included drop in sessions held by all providers ahead of the 21/07/2017 deadline for applications, recruitment mornings held by Robsack Wood, SCITT drop in events held at Newick and St Richard's teaching schools.</p> <p>'Get Into Teaching' events have been co-hosted by the University of Sussex; University of Brighton; Wood Primary Academy, Hastings; Manor Primary school, Uckfield; The Haven, Eastbourne; University of Brighton and Newick CE Primary School, Lewes. A Saturday morning Recruitment Event is held at St Richard's CC</p>