

**Report to:** People Scrutiny Committee

**Date of meeting:** 1 October 2018

**By:** Director of Children's Services

**Title:** Scrutiny Review of Educational Attainment KS4 – Progress on the action plan.

**Purpose:** To update the Committee on the action plan to address recruitment and retention of teachers in East Sussex schools.

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***RECOMMENDATION:***

**The People Scrutiny Committee is asked to receive and consider the updated action plan to address recruitment and retention of teachers in East Sussex schools and the revised East Sussex Teacher Recruitment and Retention Strategy 2018 – 2020.**

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## **1. Background**

1.1. On the 20 March 2017 the Children's Services Scrutiny Committee received a report from the Scrutiny Review Board on its review of Educational Attainment at Key Stage 4, attached as Appendix 1. The review investigated the issues and challenges that secondary schools and academies face in relation to the recruitment and retention of teachers and the potential impact this has on educational attainment.

1.2. Children's Services welcomed the Scrutiny Review and in particular the recognition that it gave to the importance of the recruitment and retention of teaching staff and senior leaders. An Action Plan was produced setting out the response to the recommendations made by the Scrutiny Committee. The report of the Review Board and the Action Plan was submitted to Cabinet for comment in June 2017 and to Full Council for approval in July 2017.

1.3. On the 2 March 2018 Children's Services Scrutiny Committee received an update on the action plan and the Committee asked that the revised East Sussex Teacher and Recruitment Strategy be circulated to the Committee once it was completed.

## **2. Supporting information**

2.1 The Action Plan attached as Appendix 2 has been further updated and continues to show progress and outcomes of the actions in response to the six recommendations.

2.2 In recent years we have seen an increasing move away from Local Authority control and provision to an increasingly school-led system. This has meant a reduction in LA resources with government funding coming directly into schools and resulted in an increasingly fragmented system. In order to pursue quality and cohesion in our education provision and to maximise resources we are fostering collaborative partnerships across the system.

2.3 A central plank in the school-led system is the role of teaching schools. In East Sussex we currently have four Primary, three Secondary and one Special education teaching school who have formed a strong alliance based on collaboration. Teaching schools are regulated by the DfE and are required to provide:

- School to school support to raise standards
- Continuing professional development for teachers and school leaders
- Initial teacher training, in partnership with other schools and teaching school alliances

2.4 Within this context the revised Recruitment and Retention strategy attached as Appendix 3 draws together various work streams to encompass the contributions of the East Sussex Teaching School Alliance, East Sussex Teacher Training Partnership, East Sussex Education Improvement Partnerships, Orbis (East Sussex HR and Employee Services Team) and East Sussex Governor Forum. Each have been fully consulted and made contribution to the document.

2.5 The key features of the revised strategy are:

- The strategy has been streamlined into four key objectives which encompass and build on the work of the previous strategy. Each objective sets out what it is intended to achieve.
- Changes to key roles and responsibilities, most significantly the migration of initial teacher training (ITT) and the newly qualified teacher training (NQT), previously provided by the local authority, to the Teaching School Alliance.
- Incorporation of the growing body of research into teacher and school leader recruitment and retention. Factors cited by teachers and leaders as disincentives are reflected throughout: the desire for continued professional development and support from initial training through to leadership; the need to look after teachers' and school leaders' mental health and well-being (including work-life balance); and the satisfaction that comes from a sense of doing a worthwhile job.
- Maximising the resources that exist within the Local Authority and bringing various work streams together across organisational boundaries, for example the work of SLES and ISEND.
- Drawing on wider partnerships to gain the benefit of knowledge and resources

### **3 Conclusion and reasons for recommendations**

3.1 The Committee is requested to note the updated action plan to address recruitment and retention of teachers in East Sussex schools and the revised East Sussex Teacher Recruitment and Retention Strategy 2018 – 20.

#### **Appendices:**

Appendix 1 – Scrutiny Review of Educational Attainment at Key Stage 4 – Report by the Review Board. March 2017

Appendix 2 – Children's Services Scrutiny Review of Educational Attainment at Key Stage 4 – Action Plan to address leadership and teacher shortages. September 2018

Appendix 3 - East Sussex Teacher Recruitment and Retention Strategy 2018 - 2020

**STUART GALLIMORE**  
**Director of Children's services**

Contact Officer: Elizabeth Funge  
Tel. No. 01273 336879.

Email: [elizabeth.funge@eastsussex.gov.uk](mailto:elizabeth.funge@eastsussex.gov.uk)

LOCAL MEMBERS: All.

BACKGROUND DOCUMENTS: None