

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 has been updated with partners and stakeholders in order to embed and further develop strategies 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>	<ol style="list-style-type: none"> 1. The timescale for the updated ESCC Teacher Recruitment and Retention strategy was revised to take account of the changing role of the Council and changes to teacher training routes from September 2019. 2. A revised strategy has been developed in partnership with the teaching schools, in order to reflect their growing role as centres for teacher and school leadership training and development. 3. The strategy was drawn together by the Local Authority to encompass the contributions of its partners: the East Sussex Teaching School Alliance, East Sussex Teacher Training Partnership, East Sussex Education Improvement Partnerships, Orbis (the East Sussex HR and Employee Services Team), and East Sussex Governor Services and Governor Forum. 4. The strategy has been adopted by the East Sussex Teaching School Network and Teacher

			<p>Training Partnership to ensure all partners are focused in the same direction</p> <p>1.1 An online survey of secondary schools showed 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>The DfE conducted research into the causes of the recruitment and retention crisis and in response published a toolkit for schools to help them reduce workload. This is being widely disseminated into schools and a number of conferences are being run locally, with DfE input and support.</p> <p>ESCC are working in partnership with Canterbury Christchurch University, Kent and Medway in an innovative ITT campaign. This is an exciting collaboration that will add strength to ITT training, teacher recruitment and retention in the region. It includes collaborative campaigns to promote teaching across the region</p>
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Succession planning and leadership			
R2	a) work is undertaken to identify those schools with effective succession planning policies; and b) having identified the range of	SLES acknowledges that the current succession policy needs to be updated to reflect current national and local developments regarding different models of leadership.	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

	<p>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>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 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>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 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</p>
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		<p>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 Area Forums 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 Retention and Succession Planning'.</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</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</p>	<p>3.1 Recruitment and retention is incorporated into the</p>
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	<p>for including teachers as key workers within plans for future affordable housing projects</p>	<p>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 Economic Development to establish an approach towards working with district and borough councils on key worker housing. July 2018</p>	<p>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.</p> <p>The DfE will be running a roadshow on tackling the workload challenge in Hastings later the autumn 2018.</p> <p>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>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>
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Broadening the scope of the recruitment strategy

R4	<p>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</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</p>	<p>A social media teacher recruitment programme is in place with some evidence of success. While 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</p>
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<p>'Find Your Spark' recruitment campaign. This could include:</p> <ul style="list-style-type: none"> 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>teaching, this can easily be extended to secondary schools.</p> <p>Actions</p> <p>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>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>not exist in secondary schools and so was not a viable means of reaching into homes.</p> <p>4.1 In place of the leaflet, the strategy is exploiting more popular social media as a wide-reaching and cost effective means of promoting teaching in East Sussex as a career. Further resources are being invested in the 'Find your Spark' campaign to further develop media exposure and new opportunities are being developed. 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.</p> <p>Twitter, Facebook and Instagram have been used to promote both teaching a career and East Sussex as a 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</p>
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		employers.
Partnership working between schools		
R5	<p>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 promoted by the Children's Services Department through the Schools Direct and SCITT programmes</p> <p>Currently secondary schools are members of the East Sussex Initial Teacher Training (ITT) network which includes all local Higher Education Intuitions, School Direct providers, SCITT and the five teaching schools from across East Sussex who all offer 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</p>	<p>The Teaching School Network is gaining strength. Since the last report two secondary schools (Beacon and Lewes Priory) and one primary school (Polegate) have been successful in their teaching school bids . This has added capacity within the system. SLES continues to support schools which are in a strong position to meet the requirements and take on this role. With the national move towards a school-led system the local authority's role in providing initial teacher training has changed. While the local authority remains the lead provider, the responsibility for management, administration and delivery of the primary ITT programme has been transferred to Robsack Wood Academy with effect from September 2018 with partner schools continuing to provide placements. During the course of the 2018/19 academic year, the LA will provide some capacity to co-ordinate the delivery of the programme and to support the transition to new ITT programmes from September 2019. At the end of the 2018-19 academic year, the LA will cease to be the lead provider.</p> <p>NQT provision is led, coordinated and overseen by St Richard's College, with other ES teaching schools contributing to the training offer. The local authority contributes to programme planning and monitors and supports the programme through representation on the</p>

	<p>new models of teacher training delivery.</p>	<p>strategic board.</p> <p>The DfE has launched a nationally accredited apprenticeship route into teaching which poses further implications for the traditional model of ITT delivery.</p> <p>Pilot trials outside of our region have shown the need for further work before it becomes a viable and attractive offer to potential applicants and providers. Once refined work will be undertaken with the ESCC Skills Education and Employment training team and the ESCC Apprenticeship Levy Strategy Manager to roll out.</p> <p>Significant change in 2019/20 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>. The network is now attended by a DfE representative to ensure a flow of information between the TSN and DfE. The network seeks to develop a regionally co-ordinated approach to recruitment, marketing and signposting of trainee teachers and developing high quality teacher training</p> <p>5.1 Teaching schools offer affordable, continuing professional development for teachers at all stages of their career - from courses for newly qualified teachers to leadership training. An example is the NPQ accredited leadership at middle and senior levels, offered across the TSA, in partnership with the London University Institute of Education.</p> <p>ESCC SCITT recruitment data showed a significant proportion of students coming into teaching as a career</p>
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		<p>following a role as teaching assistant in local schools. The Teaching Assistant page of the ESCC website is updated to promote career progression route from teaching assistant to ITT within ESCC schools. The university of Brighton now offers in-service degrees to Teaching Assistants.</p> <p>The ‘Find your Spark’ campaign is supporting Sussex Downs College ‘Access to Teaching’ pathway and is looking to extend this partnership to other FE colleges.</p> <p>The ESCC SCITT reported some success with a part time route. Consequently the ITT Forum is considering formalising this route for candidates suited to this model of training.</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 to transform the ways in which ITT provision supports teacher recruitment. 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>
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Broadening the geographical area of search for recruits

R6	Currently through the East Sussex ITT network all providers have developed a	The partnership with Canterbury Christchurch University extends the reach of teacher recruitment to the area to
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<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>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>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>
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