

SLOUGH BOROUGH COUNCIL

REPORT TO: Education & Children's Services Scrutiny Committee

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WARD(S): All.

PART I **FOR INFORMATION**

RECRUITMENT AND RETENTION OF SCHOOL TEACHING STAFF

1. **Purpose of Report**

To provide the panel with an overview of the national and local picture in relation to the recruitment and retention of teachers.

2. **Recommendation(s)/Proposed Action**

The Committee is requested to note the report.

3. **The Slough Joint Wellbeing Strategy, the JSNA and the Five Year Plan**

3a. **Slough Joint Wellbeing Strategy Priorities –**

Priorities:

1. Protecting vulnerable children

3b. **Five Year Plan Outcomes**

- Slough children will grow up to be happy, healthy and successful
- Slough will be an attractive place where people choose to live, work and stay

4. **Other Implications**

(a) **Financial**

There are no financial implications to this report

(b) **Risk Management**

Recommendation from section 2 above	Risks/Threats / Opportunities	Current Controls	Using the Risk Management Matrix Score the risk	Future Controls
This report is for noting and makes no recommendations				

(c) Human Rights Act and Other Legal Implications

There are no Human Rights Act Implications.

(d) Equalities Impact Assessment

EIA not required.

(e) Workforce

There are no direct implications for directly employed Slough Borough Council (SBC) workforce. SBC is the employer in 5 community nursery schools, 3 community primary schools, one community secondary school and one voluntary controlled school. However, the responsibility for employment matters in these schools is delegated to the Governing Body. In the case of the 41 academies, voluntary aided and foundation schools in Slough, the trustees or relevant diocese are the employers.

5. Supporting Information

5.1 **Trends in teacher supply - national**

The DfE undertake an annual census of the school workforce. The most recent data was collected in November 2017 and published in June 2018. (*Background Paper 1*) This indicates that in recent years, the overall number of teachers has not kept pace with increasing pupil numbers and the ratio of qualified teachers to pupils has increased from 17.8 in 2013 to 18.7 in 2017.

While the recruitment of initial teacher trainees was above target in each year from 2006-07 to 2011-12, it has been below target in each year since, with wide variations across subjects. In addition, the number of full-time teacher vacancies and temporarily filled posts have both risen since 2011.

Nationally, pupil numbers are expected to continue rising, with the number of secondary school pupils projected to increase by 15% between 2018 and 2025. This, along with other factors such as the Government's ambition for more pupils to take the English Baccalaureate combination of GCSE subjects, means that pressure on secondary teacher recruitment could increase further in the coming years.

The number of people leaving the profession is slightly higher than the proportion of new entrants. There is a growing trend of teachers leaving the profession for reasons other than retirement and of younger teachers leaving the profession. In 2011 33% of those leaving teaching were aged over 55 and 25% under 34. In 2017 40% of those leaving teaching were aged under 34 and only 20% were aged over 55.

Recently published research by the National Foundation for Education Research (NFER- *Background paper 4*) indicates that teachers report higher levels of stress than other professionals and that teaching's traditional 'recession-proof' advantage over other professions has eroded over time due to a relatively strong graduate labour market. High job security for graduates outside of teaching makes it harder to attract graduates into teaching and to retain them.

5.2 Trends in teacher supply- Slough

These trends are mirrored and in some cases magnified, in Slough schools. Pupil teacher ratios remain broadly in line with national averages, but vacancy rates of 15% are much higher than the national average of 3%. The proportion of vacant posts filled by temporary staff at 34% is more than double the national average of 15%. This in turn may have a detrimental effect on the quality of teaching and learning.

Primary pupil numbers in Slough have increased by 58% since 1999, rising from 10,649 pupils in year groups R to 6 and peaking in 2018-19 at 16,818 pupils. Secondary numbers (years 7-13) are currently increasing by over 700 pupils per year and are expected to continue increasing until at least 2024-5. So the demand for teachers will continue to rise, particularly in English Baccalaureate subjects.

Slough schools report that the high cost of living, lower pay compared to nearby London authorities and the poor image of Slough all create additional difficulties in recruiting and retaining high quality teachers and support staff. In many cases schools are reliant upon teacher recruitment agencies who charge high costs to provide temporary and permanent staff.

5.3 Supporting schools with teacher supply - national developments

There are a number of financial incentives offered nationally aimed at encouraging recruitment to initial teacher training, including bursaries and scholarships for trainees in certain subjects such as maths and physics.

In January 2019, the DfE published a [Teacher Recruitment and Retention Strategy](#). The strategy's central reform is the introduction of [Early Career Framework](#), which will underpin an entitlement to "a fully-funded, 2 year package of structured support for all early career teachers"

The current and past governments have also highlighted efforts to reduce teacher workload as a means of encouraging teacher retention. In October 2014, the Coalition Government launched the Workload Challenge – a survey asking teachers for ways to reduce workload. A number of initiatives and commitments followed on from this, including a department protocol for changes to accountability, curriculum and qualifications. The Protocol was last updated in February 2017.

The Department for Education (DfE) and the Crown Commercial Service have worked together to develop a commercial framework for agency supply teachers to support schools to get value for money when recruiting supply teachers and other temporary staff. The national framework has been available for schools since September 2018 and aims to bring transparency to agency fees and requires agencies to adhere to standard levels of practice, including the use of temp-to-perm fees.

5.4 Supporting schools with teacher supply – local developments

In March 2018 the Director of Children, Learning and Skills established a teacher recruitment and retention working group. The working group included officers from across the council, together with a number of school leaders from all phases. The group considered several local initiatives to try to improve the recruitment and retention of staff. Discussions focussed on areas over which schools can have

direct influence such as the quality of the professional development offer, teacher workload and behaviour management. Schools shared approaches to “growing their own” working with Slough Teaching Schools Alliance to recruit and train new teachers. The group also discussed specific support which SBC might be able to provide, in particular around key worker housing and apprenticeships.

5.4.1 Slough Teaching School Alliance (STSA) Teacher Training

The STSA is responsible for the training of teachers in Slough/ **TeachSLOUGH** is the operational name for the school-led, Initial Teacher Training (SCITT) partnership based at Upton Court Grammar School and accredited by Reading University Institute of Education. The SCITT offers a variety of on the job routes into teaching such as:

- **School Direct route** - TeachSLOUGH offers trainees the opportunity to gain Qualified Teacher Status (QTS) through the School Direct route. They offer both salaried and unsalaried placements in local primary and secondary schools and applicants can choose to work towards gaining a PGCE qualification as well as QTS.
- **Assessment only route** - If someone already has teaching experience, it may be possible to gain Qualified Teacher Status (QTS) or Early Years Teacher Status (EYTS) through the Assessment-only route validated by the University of Reading, Institute of Education.

5.4.2 Key Worker Housing Policy

In April 2018 Cabinet approved the revised Housing Allocation scheme which included a commitment to assist Key Workers.

The working group agreed that key worker homes should be targeted at teachers in the early years of their career who had worked in Slough for at least 12 months. Two teachers have been allocated properties to date and we expect more to follow. This will not address all of the housing issues for teachers, but it is a significant gesture of support by SBC.

5.4.3 Apprenticeship Levy

The 12 schools which use SBC payroll can access the SBC apprenticeship levy. This will include access to Slough Academy opportunities. There are over 80 programmes available and more coming on stream; these will cover the whole school workforce not just teachers. Monthly newsletters are provided to schools on the payroll outlining new opportunities. SBC have offered workshops to schools, including academies to understand how they might make best use of the levy to address recruitment issues.

6. Comments of Other Committees

The Housing allocation scheme was approved by Slough Cabinet in April 2018. This matter has not been considered by any other committees

7. Conclusion

The recruitment and retention of high quality teachers remains a national and local challenge, which is likely to increase with the growth in demand for secondary school places. The council does not have direct responsibility for this issue, but will continue to support schools where possible.

8. **Background Papers**

- '1' - <https://www.gov.uk/government/statistics/school-workforce-in-england-november-2017>
- '2' - <https://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-7222>
- '3' - <http://www.slough.gov.uk/moderngov/ieListDocuments.aspx?CId=109&MId=5964&Ver=4>
- 4. <https://www.nfer.ac.uk/teacher-labour-market-in-england-annual-report-2019/>