

LA /ESSEX PRIMARY HEADS' ASSOCIATION NORTH EAST AREA
THURSDAY 15 JUNE 2017

MEETING SUMMARY: ISSUES AND RECOMMENDATIONS

Agendas and minutes for these meetings available at www.essexprimaryheads.co.uk

Attendance List

DISTRICT AND EPHA AGENDA (a.m.)
(Notes below)
Nick Hutchings, Chair

Welcome to the following Headteachers:

Natasha Bennett	Two Village CE Primary
Charlotte Booth-Rylett	Kirby Primary
Ceri Daniels	Holy Trinity CE Primary, Eight Ash Green
Clare Walker	St Luke's CE Primary, Tiptree (Acting Head)

Farewell to the following Headteachers:

Lehla Abbott	Broomgrove Infants
Mandy Barlow	Frinton Primary
Dave Bridge	Stanway Fiveways Primary
Claire Claydon	Brightlingsea Juniors
Tony Cosans	Prettygate Juniors
Helen Dudley-Smith	Friars Grove Primary
Julia Hall	St Martin Frobisher Academy
Jenny Hunt	Hazelmere Juniors
Janet Meacock	Alresford Primary
Val Metcalf	Harwich Primary/The Mayflower Primary
Jackie Moore	St George's New Town Infants
Jayne Mitchell	Gosbecks Primary
Pam Rose	Kings Ford Infants
Clare Sampson	The Mayflower Primary
Mark Walter	Monkwick Juniors
Serena Williams	Roach Vale Primary

NEEPHA meeting and AGM
Election of Officers and Local Delivery
Group representatives

Chair	Nick Hutchings (Hamilton Primary)
Vice-Chair	Lehla Abbott (Broomgrove Infants)
Treasurer	Bridget Harris (St Thomas More's Catholic Primary)
Colchester West	Nick Hutchings (Hamilton Primary)
Colchester East	Paula Pemberton (Hazelmere Infants)
Colchester South	Jacqu Martin (Langenhoe Primary)
Tendring Mid	Ian MacDonald (Elmstead Primary)
Tendring North	Donna Parker (Ardleigh St Mary's CE Primary)
Tendring South	Sue Bardetti (Holland Haven Primary)
Harwich & Dovercourt	Mark Millbourne (All Saints Primary)

Education Support

Caroline Geilnik
Clare Kershaw, Director of Education

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AREA AGENDA

Looking forward, including

- outcomes and recommendations from the Specialist Teacher Team and the Statutory Assessment Service reviews
- growth funding
- attendance update on penalty notices/prosecutions for unauthorised leave of absence
- proposed model for School Improvement from September 17

p 12-15	Primary Improvement <ul style="list-style-type: none"> • Update on statutory assessment • Support for review of safeguarding • Update on data tools (Analyse School Performance and FFTAspire) • Support for School Led Improvement Partnerships 	Jacky Castle, Lead Commissioner North East
p 16-19	General Data Protection Regulations Briefing	Lauri Almond, Information Governance Services
P 19-20	Key dates	<p>NORTH EAST meetings with the Local Authority officers 2017/18 - at Weston Homes Community Stadium Wednesday 8 November 2017 Thursday 22 February 2018 Thursday 14 June 2018</p> <p>Deputy Headteachers' Annual Conference 2017 Friday 6 October 2017 Weston Homes Community Stadium</p> <p>Headteachers' Annual Conference 2018 Friday 23 March 2018 Stock Brook Country Club, Nr Billericay</p>
<p>*Page numbers refer to the full minutes (posted on the website) of the Summer term Area meetings with LA Officers and Headteachers.</p>		

**LA /ESSEX PRIMARY HEADS' ASSOCIATION NORTH EAST AREA
DISTRICT AND AREA MEETING
THURSDAY 15 JUNE 2017
ATTENDANCE**

Present

Lehla Abbott	Broomgrove Infants
Sue Bardetti	Holland Haven Primary
Natasha Bennett	Two Villages Primary
Gavin Bradley	White Hall Academy
David Bome	Copford CE Primary
Toby Bull	The Bishop William Ward CE Pri
Gail Burns	St Michael's Primary & Nursery
Tracy Caffull	Great Bentley Primary
Mark Carter-Tufnell	St Osyth CE Primary
Claire Claydon	Brightlingsea Juniors
Brian Combes	Stanway Primary
Tony Cosans	Prettygate Juniors
Ceri Daniels	Holy Trinity, Eight Ash Green
Helen Dudley Smith	Friars Grove Primary
Clare French	Kendall CE Primary
Alan Garnett	North Primary & Nursery
Jackie Halliday	Messing School
Jeremy Hallum	Heathlands CE Primary
Claire Holmes	Monkwick Infants & Nursery
Jenny Hunt	Hazelmere Juniors
Julia Hunt	Brightlingsea Infants
Nick Hutchings	N East Chair/ Hamilton Primary
Julie Ingram	Chappell CE Primary
Jackie Irwin	Engaines Primary
Karen Jones	Mistley Norman CE Primary
Becky Keitch	St George's CE Primary, Gt Bromley
Lorraine Laudrum	Braiswick Primary
Sally Leung	Montgomery Infants & Nursery
Alison Grigg	Unity Primary Academy

LA Officers

Clare Kershaw	Director for Education
Jacky Castle	Lead Strategic Commissioner (NE)
Alison Fiala	Head of Primary Improvement
Kerry McGrory	SE Commissioner (North East)
Louise Evers	SE Commissioner (North East)
Lee Bailey	ECC
Brian Shaw	Active Essex
Lauri Almond	Information Governance
Caroline Geilnik	Education Support

Susan Locke	Milldene Primary
Maria Luck-Davies	Bradfield Primary
Andrew Macdonald	Langham Primary
Ian McDonald	Elmstead Primary
Nerys Maidment	Baynards Primary
Kerry Malcolm	St Lawrence CE Primary
Joanna Marshall	Tendring Primary
Jacqu Martin	Langenhoe Primary
Carl Messer	St George's New Town Juniors
Mark Millbourne	All Saints CE Primary, Harwich
Jayne Mitchell	Gosbecks Primary
Matthew Moseley	Holland Park Primary
Julie O'Mara	Chase Lane Primary
James Newell	Wix and Wrabness Primary
Claire Newson	Parsons Heath CE Primary
Samantha Norfolk	Alton Park Juniors
Donna Parker	Ardleigh St Mary's CE Primary
Paula Pemberton	Hazelmere Juniors
Lorraine Ratcliffe	Rolph CE Primary
Pam Rose	Kings Ford Infants & Nursery
Clare Sampson	The Mayflower Primary
Leesa Sharpe	Broomgrove Juniors
Jakki Sibley	Fordham All Saints CE Primary
Nicola Sirett	Mersea Island School
Darren Smith	Brinkley Grove Primary
Rita Tingle	Prettygate Infants
Steven Turnbull	Hazelmere Infants & Nursery
Craig Twin	St John's CE Primary
Clare Walker	Tiptree St Luke's CE Primary
Donna Wenden	Lawford CE Primary
Serena Williams	Roach Vale Primary
Patricia Wilkie	Layer-de-la-Haye Primary
Clare Woodward	Queen Boudica Primary

In Attendance

Pam Langmead	EPHA Professional Officer
Nigel Hookway	EPHA Executive Director
Jan Tringham	Tolleshunt D'Arcy CE Primary

Apologies

Amanda Mitchelson	Old Heath Primary
Debbie Griggs	Myland Priamry
Charlotte Booth-Rylett	Unity Primary Academy
Ryan Kendall	Hamford Primary Academy

Note: If your attendance or apologies have not been noted please contact the EPHA Professional Officer at pam@langmead.me.uk for amendment.

NORTH EAST EPHA AREA MEETING MINUTES 15 June 2017

1. Nick Hutchings, the North East Area Chair welcomed headteachers to the meeting.

Welcome to the following Headteachers:

Natasha Bennett	Two Village CE Primary
Charlotte Booth-Rylett	Kirby Primary
Ceri Daniels	Holy Trinity CE Primary, Eight Ash Green
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Farewell to the following Headteachers:

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Serena Williams	Roach Vale Primary

It was noted that a particularly large number of headteachers were leaving the North East area at the end of term and heads asked what the headship position was in North East schools at the end of the year and into 2017. Jacky Castle (Lead Area Commissioner) agreed to provide an analysis of the headship changes in 2016/17 and this is included as an appendix at the end of the minutes.

2. NORTH EAST EPHA ANNUAL GENERAL MEETING

a) CHAIR'S REPORT

Nick Hutchings, Chair of North East EPHA, gave the following report.

Review of the year

What a year! Never has education been such a changeable feast, or under so much financial pressure. Retention of good staff and headteachers has been very difficult, and it doesn't help that some of you have decided that the new mid-life crisis hits at 50 something and as a result decide to bugger off from teaching!! How is it that I am getting to a point in meetings where I am one of the most experienced heads in the room with all of 6 ½ year's experience!!!

This year we have had a couple of things thrown at us! Where did the baseline go? What has happened to the interim assessment frameworks – is still fair to call them interim when they have been used for more than a year? A new education secretary and prime minister and then a general election.

I know we all felt very sad when Sir Michael Wilshaw left Ofsted, but he still has an annoying habit of sounding off in the press. When will he stop?!

Safeguarding, safeguarding, safeguarding – this seems to have been the message this year. If I hear

one more time that I should keep records, I should shred records or I should publish the whole lot, I might just lose the will to live!

Staffing issues have played very heavily on our minds. Where to get them to begin with – Australia or Canada anyone! Interview by skype? Can we tempt you with some reduced cost housing or a stay in an empty vicarage? What about our wonderful curriculum and assessment methods? Aren't they enough? Of course not.

Let's just focus on the children for a moment.

They are the bright lights in our dark days (most of the time!) How can you not smile when a child answers the following question:

What do you enjoy about writing?

And they reply:

'It helps me with my vocabulisation' What a wonderful new word.

Or the children that respond to the question: Who is in charge of keeping children safe in this school? With

'The cook?'

Then there has been the fall of the academy and the rise of the grammar. Somewhere along the way we have also lost our RSC to an academy chain. I wonder what prompted that?

Let's not forget the National Funding Formula!!!

What is to come?

This year I have absolutely no clue. If America can elect Trump, then the possibilities are endless! Could it be?:

- Grammars
- Academies
- More coasting schools
- A new Education White Paper
- The loss of Key Stage 1 SATs
- The introduction of a new national baseline
- Final ideas on the National Funding Formula
- Training every teacher to be a mental health worker

My thoughts

So; with all of that having taken place, it's no wonder heads have decided their time to move on may have come. For those of us who are left behind...

May luck and good judgement be on our side.

To all of you in this room...

EPHA will continue to work on your behalf, bringing you together to solve issues, to allow your voice to be heard, to provide you with a shoulder to cry on and a laugh to share. No other county has such a strong group of Heads and in the North East in particular.

EPHA has gone from strength to strength and is, I think, supporting primary, infant and junior headteachers more than ever. The EPHA "offer" now includes termly briefings for groups of heads (in addition to these termly meetings), the helpful website, two brilliant conferences each year and free

training events such as the RAISEonline training and the Coaching for the Soul sessions, as well as continued support from Pam and Nigel. These are very welcome in a world where all support seems to come with a hefty price tag. Thank you to them both for the work that they do to support EPHA and keep the association running so smoothly.

You are all brilliant. You work under some of the most challenging circumstances every day; moving from being a mother or father in one breath, to being a social worker in another, to being a fundraiser with your right hand and at the same time using your left to balance a budget; not forgetting to smile, or grimace, at the occasional child or member of staff!!

Take heart in the fact that this is a bloody hard job and you have a right to be tired all of the time. I am incredibly proud to chair this group and I know that you have the children's interests at the heart of what you do.

Have a brilliant break when it comes, drink a truck load of prosecco and relax.

b) ELECTION OF OFFICERS AND LOCAL DELIVERY GROUP REPRESENTATIVES

Chair	Nick Hutchings (Hamilton Primary)
Vice-Chair	Lehla Abbott (Broomgrove Infants)
Treasurer	Bridget Harris (St Thomas More's Catholic Primary)
Colchester West	Nick Hutchings (Hamilton Primary)
Colchester East	Paula Pemberton (Hazelmere Juniors)
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Tendring Mid	Ian MacDonald (Elmstead Primary)
Tendring North	Donna Parker (Ardleigh St Mary's CE Primary)
Tendring South	Sue Bardetti (Holland Haven Primary)
Harwich & Dovercourt	Mark Millbourne (All Saints Primary)

The officers and Local Delivery Group representatives were thanked for the hard work that they do on behalf of headteachers in the North East Area and for agreeing to continue in their roles or taking on new positions.

- c) The Summer term EPHA newsletter**, including dates for the 2017/18 school year, was circulated to headteachers at the meeting -these can also be found on the Newsletter page of the EPHA website www.essexprimaryheads.co.uk.

d) EPHA Annual Subscription

As agreed at the summer term meetings in 2015, funding for EPHA will no longer be through subscription, but will be top-sliced from the Delegated Schools Grant. Area meetings will continue to be "free" to all primary headteachers, as will the website, headteacher briefings and advice and support from the Professional Officer and Executive Director.

e) Conferences

Headteachers were reminded that the Deputy Headteachers' conference will be held on Friday 6 October 2017 at the Weston Homes Community Stadium (key note speakers Andrew Hall and Sir John Jones) and next year's annual Headteachers' conference will be held on Friday 23 March 2018 at Stock Brook Country Club.

The programme and booking form for the Deputy Conference will be posted to schools at the end of June.

f) Recruitment and retention survey

Headteachers were asked to complete a survey about current recruitment and retention in their

schools, and also their engagement and the impact of the strategies introduced by the Recruitment and Retention Task and Finish Group.

The outcomes of the survey have been collated and are included as an appendix (2) to these minutes.

g) Future structure for area meetings

The EPHA Executive is considering changing the structure of area meetings, to reduce them to half days, with or without lunch. (The latter option would save a significant amount of funding). This is because the afternoon sessions are often poorly attended, despite booking a number of presenters. It is increasingly the case that many headteachers find it difficult to be out of their school for a whole day.

North East heads were asked for their opinion.

- There was unanimous agreement that the meetings should be half a day.
- Around 40% of heads wanted to have lunch provided.

**3. EDUCATION SUPPORT PARTNERSHIP
Presented by Caroline Geilnik**

Caroline explained that the Education Support Partnership is unique in that it is a not-for-profit organisation which started as the Teachers' Benevolent Fund in 1877. All profits generated through the sale of their programmes help fund the charitable work. The organisation has worked with more than 300,000 in more than 4,000 schools, local authorities, universities and charities across the UK. Research indicates that there is a recruitment, retention and well-being problem in education – in 2015 a YouGov poll suggested that a third (34% to be precise) of the education workforce are expected to leave by 2020.

With a rising school population 190,176 extra teachers will be needed in England by 2020 unless more current teachers can be persuaded to stay. Whilst some will be retiring, many others are set to leave for negative reasons at a time when pupil numbers are increasing and recruiters are struggling to find trainees. To give a feel for the scale of this challenge, unless more staff can be supported to stay, the UK will need to recruit 200 teachers every single day just to keep staffing levels the same.

In 2013-14, 55% of teachers in England had one period off for sickness absence.

The benefits of looking after your staff are obvious:

- Improved pupil outcomes
- Increase in management capacity
- Reduced absence and associated costs
- Increased productivity
- Improved staff performance
- Improved staff retention
- Improved morale across the organisation
- Helps meet your legal duty of care as an employer

The services offered by the Education Support Partnership include:

Individual counselling and support

This includes 24/7 support and counselling through the Employee Assistance Programme, face to face counselling and legal and financial support.

Creating a Positive Workplace

The purpose of the Positive Workforce Programme is to help organisations to work collaboratively with staff to create a positive working environment by securing the wellbeing and effectiveness of their workforce. The programme begins with a confidential online Positive Workplace survey, followed by flexible support from a consultant over a two-year period.

Coaching and support for leaders

Headspace is already running in Essex and offers a confidential, personal and professional development programme specifically designed for groups of headteachers. Headspace runs over a period of between six and twelve months and is customised to meet the needs of the headteachers in the group. The programme consists of a whole day introductory session followed by five half-day sessions facilitated by a consultant.

YourSpace is a similar programme for deputy heads and school leaders. It is a simple and effective support and development programme based on a four session model of 3 hours per session.

Learning and development

The comprehensive range of Smart Training and Development Workshops will help organisations achieve high levels of staff engagement; they focus on SMART communication, work, change, resilience leadership, relationships, survival, transition and/or coaching and can be tailored to the needs of the school.

Health and wellness

An occupational health service is available, as well as health assessments, health checks and so on.

Charitable services – funded by the paid-for programmes, include

- Grants
- Campaigning work
- Recruitment and retention
- #Not quitting teaching
- An Education Manifesto
- Telephone support 08000 562 561

For further information about the Education Support Network go to <https://educationsupportpartnership.org.uk/>

For further information about Headspace of any of the Education Support Services, contact caroline Gielnik, the Regional Development Consultant for Essex by email: caroline.gielnik@edsupport.org.uk or mobile 07814 515 980

4. FUTURE DATES

NORTH EAST meetings with the Local Authority officers 2017/18 -at Weston Homes Community Stadium

Wednesday 8 November 2017

Thursday 22 February 2018

Thursday 14 June 2018

Deputy Headteachers' Annual Conference 2017

Friday 6 October 2017 Weston Homes Community Stadium

Headteachers' Annual Conference 2018

Friday 23 March 2018 Stock Brook Country Club, Nr Billericay

ASP/Inspection dashboard training

Monday 9 October	9.30 am – 11.30 am	Great Hallingbury Manor
Monday 9 October	1.30 pm – 3.30 am	Weston Homes Stadium, Colchester
Monday 9 October	5.00 pm – 7.00 am	Weston Homes Stadium, Colchester
Tuesday 10 October	9.30 am – 11.30 am	Holiday Inn, Basildon
Tuesday 10 October	1.30 pm – 3.30 am	Lion Inn, Boreham

Please let Pam Langmead know if you would like a place.

Appendix 1 - North East Essex Headteacher recruitment 2016-2017

School	Reason for recruitment	Current position
Hazelmere Junior	Headteacher retiring	New headteacher appointed for September 2017
Gosbecks Primary	Headteacher retiring	New headteacher appointed for September 2017
Prettygate Junior	Headteacher retired summer 2016. Interim headteacher for one year until summer 2017	Headteacher of the infant school to be executive headteacher from September 2017
St John's Primary	Headteacher secured new headship in Essex	New headteacher appointed January 2017
Frinton Primary	Headteacher leaving headship	Head of Great Bentley to be executive headteacher from September 2017
Alresford Primary	Headteacher returning to just lead own school	New headteacher appointed for September 2017
Brightlingsea Junior	Headteacher secured new headship in Suffolk	Headteacher of the infant school to be executive headteacher from September 2017
Two Village Primary	Headteacher retired at Xmas	New headteacher appointed April 2017
Harwich Primary	Headteacher retiring	New headteacher appointed for September 2017
Mayflower Primary	Headteacher retiring	New headteacher appointed for September 2017
Holy Trinity Eight Ash Green Primary	Headteacher secured new role in Suffolk	New headteacher appointed April 2017
Tiptree St Luke's Primary	Headteacher left	New headteacher appointed for January 2018
St Joseph's Catholic Primary Harwich	Headteacher left headship	Headteacher of St Theresa 's Catholic primary to be executive headteacher from September 2017
Roach Vale Primary	Headteacher retiring	New headteacher appointed for September 2017
King's Ford Infant School	Headteacher retiring	New headteacher appointed for September 2017
St George's Infant School	Headteacher retiring	New headteacher appointed for September 2017
Broomgrove Infant	Headteacher secured new headship in Essex	Interim headteacher appointed for one year
Monkwick Junior	Headteacher moving on	New headteacher appointed for September 2017
Spring Meadow Primary	Headteacher retiring at Xmas 2017	New headteacher appointed for January 2018
Stanway Fiveways Primary	Headteacher retired	Recruitment process underway. Deputy headteacher is acting headteacher until an appointment is made and the successful candidate can start.
Friars Grove Primary	Headteacher moving on	Recruitment process underway. Deputy headteacher will be acting headteacher until an appointment is made and the successful candidate can start.
Sir Martin Frobisher Academy	Headteacher retiring	This is a REACH2 academy. At the moment the LA don't know what the leadership arrangements are for

Appendix 2 – Recruitment and Retention questionnaire – June 2017

Number of responses - total number from primary, infant and junior schools

South	North East	West	Mid
33	17	22	25

Number of teachers leaving in July – and reason

South	<ul style="list-style-type: none"> • 2 – 1 going to private sector/1 education to part-time • 2 – 1 leaving profession (pre-capability)/1 moving to another school offering more money • 6 class teachers – out of 9!!! 2 contracts not renewed as not good enough, 1 relocation, 2 time to move on, 1 returning to old school (not very clear reason). • 2 – 1 retirement/1 relocation • 4 – 2 on long term supply, contract ending/1 moving out of Essex/ 1 moving into secondary education • 1.5 teacher vacancies • 1 – greater opportunities in a large (5 form entry) school • 1 – promotion to SEN adviser in Essex • 2 – 1 retiring/1 moving out of area • 3 – co-head leaving education/Deputy – headship appointment/NQT 1 year contract and capability issues • 2 – 1 moving to China to teach/1 moving into private sector • 4 – 1 unknown reason, 1 moving to Devon, 2 moving to different schools • 1 – leaving professions, ill health • 3 – 2 to go travelling/1 wants to work in a special school • 1 moving out of Essex • 3 – 1 promoted to headship/1 promoted to DHT/1 moving to special school • 6 – 2 relocating (Billericay and Colchester)/1 moving to private school/1 leaving profession to have more time for family/1 leaving teaching to be a new parent/1 moving to Southend school to be nearer home. • 5 – 1 leaving/4 maternities • 3 maternities • 2 – 1 relocating to Midlands/1 maternity • 3 teachers left in Feb, March and May – capability. 1 part-time teaching leaving in July to gain KS1 experience.
North East	<ul style="list-style-type: none"> • 0 (several schools) • 4 – 1 retirement, 1 early retirement, 1 career change, 1 promotion • 5 – 2 NQTs moving, 1 teacher leaving profession, 2 teachers moving to different county – using a supply teacher in Year 1 • 5 – EYFS retiring, Yr 2 OTT relocating to London, Yr 3 OTT relocating to London, Yr4 moving to Oman, Yr5 supply teacher wanting less responsibility, moving to Europe. • 3 (2 are SLT) 1 promotion/1 stress/1 abroad • 4 – 3 moving to other schools/1 returning to higher education • 2 teachers going on maternity leave – I only have 4 in total! • 6 – 1 capability/1 to be closer to home with new baby/1 promotion/1 maternity leave/2 retiring

	<ul style="list-style-type: none"> • 2 – 1 to work part-time/performance/ 1 on long term supply from a supply agency. • 3.5 – 2 moving because of partner's job/1 retirement/.5 to a different school • 1 retirement – (DHT) • 5 – 2 NQTs relocating/3 maternity leave
West	<ul style="list-style-type: none"> • 4 + 2 maternity • 6 in total Year 5 teacher Moving to work in an Independent School in Hong Kong Year 3 teacher Promotion – relocation out of area –housing costs etc Year 2 teacher Moving to work in a school closer to home Year 4 teacher Workload – wants to achieve better work/life balance AHT – Maternity SEND Co – Maternity • 3 – two for a career break and one relocating to Lancashire • 1 – moving on, bigger school, more opportunity, different LA • 1 full time – moving to private sector, 1 part time – no reason given • Senior teacher poached by another school. • 4 – 0.4 music teacher resigned; 0.4 leaving for family reasons; 2 agency staff not using again • 1 – not renewing contract • 4 – 3 retiring, 1 promotion • 1 – maternity – 6 in the last 5 years, the school has a great number of part time staff to manage. • 2 teachers – one moving near home, the other moving to work for a LA (not Essex). • 2 – 1 taking a sabbatical year, 1 relocation. • 2 – 1 moving to private sector, 1 going to work as a supply teacher because of worklife balance. • 1 - Taking a year out – travel • 1 – promotion to Deputy in neighbouring school. • 2 maternity covers • 2 – 1 maternity, 1 promotion. • 2 moving to schools closer to their homes. • 4 in total – 1 EYFS contracted 1 year to teach bulge class, 1 wanted SENCo post so moving on, 2 CPD opportunities.
Mid	<ul style="list-style-type: none"> • 3 teachers leaving in total. 1 linked to maternity cover / Other two teacher's work part-time – one resigned because they want a new challenge and to work full time and the other covered PPA 2 days a week teaching French and wants to revert back to supply teaching. • 2 teachers are leaving. One teacher went on maternity leave in September and had always intended to leave at the end of her maternity leave. The second teacher was on maternity leave and wanted to come back for 3 days per week. For a number of reasons, we were unable to accommodate this request. • 1 –moving closer to home • 2 – promotion • 2 – 1 relocated to live in Norfolk in December 2016 but has lodged locally in the week to stay with us until July. Deputy Head has moved into private sector. • 1 – leaving education • 1 – to another school • 3 – 1 leaving the profession, 1 NQTs, one moving to private sector, one to a new school. • 3 – 2 to other schools, 1 stay at home dad • 5 – one promotion to Deputy, 4 due to quality of teaching decisions! • 2 – 1 promotion to a different area, 1 temporary no longer required. • 2 – 1 retiring, 1 for family reasons • 3 – 1 promotion to SENCo, 1 relocating to Scotland, 1 leaving teaching. • 3 – 1 emigrating, 1 promotion to Deputy, 1 NQT release from contract.

	<ul style="list-style-type: none"> • 3.5 – 1 to relocate to live with boyfriend, 1 to Dubai (Chasing the money), 1 to work in a private school (poached and offered the earth), 1 maternity leave starting autumn. • 3 – moving nearer to home – traffic chaos on A12 and A120! • 3 – 1 retiring and 2 to be closer to home (already lost 2 teachers at Easter – journey to Burnham turned out to be too far)
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Comment

Significant number moving to private sector.

Some leaving teaching altogether.

Maternity crops up over and over again – plus the challenge of covering leave.

Number of class teacher vacancies/temporary cover arrangements from September			
South	North East	West	Mid
<p>One FT vacancy Two I have a 7th teacher on maternity leave who I have covered on a short term contract. One unqualified due to being unable to find quality maternity cover. 0.4 part time KS1 teacher – trying to appoint in next few weeks Temporary cover for maternity leave, covered internally due to tight budget. Currently 1 unfilled vacancy</p>	<p>One vacancy from September and one from January – although may be filled by the new term.</p> <p>Neither of 2 vacancies filled yet – 2 rounds of advertising, 1st round no applicants, 2nd round 4 applicants but only 1 suitable, who accepted a permanent place elsewhere. Now looking at agency CVs. Very difficult, very stressful.</p> <p>One vacancy currently – Yr4</p> <p>None – but no SENCo</p>	<p>3 – I cannot replace any of these teachers with a permanent staff member so am desperately trying to get agency staff. This in itself is proving to be extremely difficult, as there is a definite shortage of agency teachers wanting full-time work.</p> <p>One not filled None at present, but each term we are managing recruitment issues.</p> <p>Two classes covered by agency staff as no quality responses to 3 advertisements. 2 – one due to school expansion. 2 – no appointments made yet for September. 1 post still vacant – advert out at the moment and hope to recruit one year fixed term.</p>	<p>1 job share in Year 1 is to be covered by two supply teachers. School has done this for a reason and will be looking to recruit a full time teacher in January 2018.</p> <p>We are interviewing soon for the one class teacher vacancy we have. If we are not able to appoint then my Deputy Headteacher will cover 3 days and I will use supply for the other 2 days. I will advertise the post again in the autumn term. 1 – one year contract to give time to recruit senior leader. 1 2 temp teachers until Christmas required, due to maternity leave teachers returning. None- have managed to fill vacancies, but only through DH taking on class responsibilities. Another maternity leave to fill for February.</p>

Number/quality of applicants for recently advertised posts (if any)	
South	<ul style="list-style-type: none"> • We have struggled to recruit the right people in this academic year and for our EYFS vacancies had to advertise 5 times. Also, we couldn't recruit a Y2 teacher for Spring & Summer terms. • 1 poor – not qualified • 1st advert – 6 applicants, none shortlisted • 2nd advert – 10 applicants (including 2 from first round!) – 2 shortlisted and appointed 1 • 3rd advert – 2 applicants – none shortlisted • 9 – probably 4 out of these were of decent quality • Greater number for part-time vacancies. About 50% would not have considered appointing.

	<ul style="list-style-type: none"> • Yr5/6 teacher post has been advertised since October 2016. Very few applicants, many want part-time and don't want responsibility for Year 6 SATs • 12 applicants for 2 posts – 8 were shortlisted and 1 appointed • 3 – 1 leaving teaching to become a surveyor/1 leaving to teach in Malaysia/1 moving to another school • 14 for DHT post • 17 applications for co-head vacancy/10 application for mainscale teachers • 9 applied for 3 posts – 4 were interviewed • 5 applicants for 1 post – none appointed • Good – 9 applicants for headteacher role. 8 applicants for Deputy role. CT was sought after. Other role covered by staff increasing contracts. • 3 applicants from 5 shortlisted- 2 appointed elsewhere before interviews. • 7 applicants invited – 3 to be interviewed, 2 had jobs before interview. • 4 – 3 of which were poor • 6 – only 2 worth interviewing.
<p>North East</p>	<ul style="list-style-type: none"> • On average, three or four applicants per advertisement. The quality is varied though most candidates are not suitable. • Recruited via teaching school – high quality • Replaced a teacher for last September – was able to recruit from a good quality range of applicants • Good initial field but rapidly dwindled as candidates were appointment elsewhere. • Retained 2 maternity cover teachers on a permanent basis, plus 2 new appointments (one from Suffolk) • 2 applicants for maternity leave – lower quality, one no primary experience/ 6 applicants for UPKS2 (strong) • Around 2 per post – quality variable • 2 applicants – not suitable
<p>West</p>	<ul style="list-style-type: none"> • Last advertised post – 2 applicants. Neither were shortlisted • 4 • 4 applied – 2 posts to fill • 15 applicants for assistant HT role – good quality; 6 applicants for 2 CT roles, 2 were good, luckily! But one Romanian with limited English, 2 without QTS and 1 trapeze artist!!! • Very little interest in Headteacher position – very small school so recruiting around L8 • Just one candidate for one vacancy, the other 2 NQTs applied. • Recent applicants have been poor. At least 2 interviewed within last 6 months I am unclear about how they have QTS! • I have had to advertise 3 times to cover one post. 15 applications over 3 adverts – 2nd advert, no applicants at all. Out of 15 candidates 3 were of good quality, the rest either long term supply teachers e.g. have never had a full time job. • 2 – 1 appointed, 1 NQT with gaps in knowledge at interview. • 8 – 7 were good, 1 teaching in Vietnam and her application was full of typos! • Maternity – 3 applicants, quality was medium to low. Teacher who was promoted – appointed our own SCITT student (also ex-TA at the school). We aim to “grow our own” teachers – this has been successful (4 out of 11 teachers recruited this way). Get in there early – offer strong CPD/induction to support career as well the school's needs. • Higher number and quality than historically as now we are rated “god”. Average 4 applicants per post.

Mid	<ul style="list-style-type: none"> • We had an excellent response for a KS1 Class Teacher advert (March 2017) We shortlisted 6 and were able to appoint 2 – 1 being a fixed term maternity cover. The quality of remaining applications were generally very poor and quality of written references are also becoming a major issue. • One • Good quality applicants for some posts but very few in numbers - in one case only 1 applicant- shortlisting not really a consideration. Some poor quality applications also received • I have, so far, received 3 applications for the advertised KS1/Early Years teacher. One person was not actually a teacher and did not hold QTS. One of the applicants did not read the advert carefully and thinks it is for an early years co-lead! • None of the applicants have requested a show round • 3 applicants – none shortlisted • Very poor – only 1 applicant for last advert • 3 applicants for post advertised in February for September – No applicants for one year contract CT • No appointments – 6 applicants, all poor. • 14 – generally good NQTs • 10 – but didn't appoint first time and re-interviewed. • Lots NQT. Very good quality field following SENCo advert. • First round – 6 applicants, 4 shortlisted, 3 arrived for interview; Second round – 5 applicants, 3 shortlisted, 2 arrived for interview;
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Comment

A definite reduction in number of applications.

Many concerns about quality.

A “sellers” market and, in some areas (particular West) teachers asking for additional money.

Any R&R strategies which your school/partnership of schools is considering	
South	<ul style="list-style-type: none"> • A re-structuring of teaching staff has helped to retain my experienced middle leaders which has aided stability for the school otherwise I could potentially have been losing up to 4 good+ teachers. • Now desperate! • Implemented extra week holiday in October, change of hours to create 1.30 pm finish on Friday afternoon, enabled creation of “leadership Academy” for all staff to focus and accelerate CPD. • CPD • Phase-group PPA • Not able to offer enhanced salary due to decreasing budget. • Early start NQTs • Overstaffing when finances allow. • Fast track EY trainee teacher to reach QTS, enabling her to teach a class full time. • Early start for new staff. • In the process of converting to a MAT with 3 other schools; hopefully this will open up greater opportunities for recruitment. • Reducing workload, responsibility and changing roles. • Good CPD – middle leader opportunities and training

	<ul style="list-style-type: none"> • Our school endeavours to provide support and shared responsibility to ensure the massive attainment pressure is collective responsibility. We still have our share of melt downs, but as yet no one has left!
<p>North East</p>	<ul style="list-style-type: none"> • Visits to Ireland for currently unemployed (but already qualified) teachers. Recruiting staff with potential and investing in supporting and training. • Networking and local intelligence • Graduate training schools • Portable salary • Academy with teachers' pay and conditions/Burgundy Book • Encouraging teachers 3-4 years into teaching with enhancements, areas of responsibility and good quality CPP. • One candidate recruited from an agency. • Appointing early (before vacancy in one case!) • Have engaged post maternity leave teachers in the past 2 years • Retention payments • Step into Teaching • LSAs on to Pathway to Teaching • Maintaining supportive, valuing work life, school's family ethos. • Ex-retired teachers • Over-recruiting has been discussed in past. • Teach First • Having trainee teachers/SCITT students • Graduate LSAs – assessment only route
<p>West</p>	<ul style="list-style-type: none"> • Working with TT training providers • Would consider overseas candidates • Use of R&R payments and for exceptional performance, movement of two places on the MPR • Part of 2 teaching training partnerships – Homerton/FIPC. • Advertising and taking a risk to appoint for a potential vacancy in the Trust without actually know for definite – could backfire so high risk • If budget allows, we are considering overstaffing to ensure we have enough teachers to cover all classes • Joint appointments across MATs • Offering health care plans to all teachers • Training more school based route teachers so that we have potential NQTs in school • I think any local Deputy heads need to be encouraged into headship in schools (especially small schools), particularly as small schools are unable to afford experienced HTs due to leadership spine. • Having students in school in order to appoint (if they are good quality) early on in the academic year. • Sharing a SENCo? • We don't have any issues recruiting BUT we write "bonkers" adverts that don't include the usual "outstanding teacher" blurb as we take that for a given! I only advertise online as I want IT savvy staff and not people having a moan in the staffroom reading Jobscene! • Use of School Direct salaried trainees to support direct teaching. • Working with ITT providers. My DHT is associate lecturer with main aim to recruit talented teachers. • Developing ITT. • Partnership with other schools.

Mid	<ul style="list-style-type: none"> • I am also employing one of part-time teachers to lead on pupil premium interventions next year. • Early communication with students – supporting students – ‘growing our own’ • Considering temporary TLR for teachers in school to do a specific piece of work linked to their area of responsibility. • Staff wellbeing and team building sessions. • The teacher who relocated to Norfolk in December was given PPA time on Friday afternoon, allowing her to leave at 12 noon on Friday to travel home. • Advertising through Facebook and Youtube • Joining a MAT to offer more school promotion pathways. • Childcare vouchers. • PD programme. • Restructuring TA posts. • SCTT • “Grow your own” into roles etc • RQT programme • We rely on agencies. • Sharing of contacts between partnerships. • Considering taking UQT and supporting through training. • Have already paid an external company to help with recruitment, but so far to no avail.
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Which, if any, of the initiatives of the recruitment & retention group have you engaged with/are you aware of?		
	Yes	No
Communications strategy to promote Essex jobs	10	87
Overseas recruitment	12 However, not required Overseas did not remain after initial year But did not help fill vacancy.	85
Affordable housing	3 Didn't really help due to family needs	94
North East Essex (Coast2Coast) recruitment service	0	98
Support for Recently Qualified teacher groups	13 Craig Duncan's 2-4 group begins in September for the Dengie schools.	84
Return to Teaching programme	9 Met a few possible candidates through the Return to Teaching programme, but none wanted full time. It has been good to link my “recently qualified” teachers with other	88

	colleagues in the area, as a supportive link. But did not help fill vacancy.	
AirSupply	1 Saw the presentation but not using	97
Heads in Waiting programme	8 I am a "graduate" of the Heads in Waiting programme! It was the boost I needed in going forward for Headship – brilliant! Preparing DHT as succession planning	90
Retention ideas from "Top tips for retaining your best teachers"	6	92

Comment

Disappointing uptake of strategies – lack of awareness, not applicable to primary in many cases, and insufficient focus on retention.

What, if any, has the impact been for your school?

Most answered this as a general comment about the impact of recruitment difficulty, rather than the use of the above strategies.

We appointed our last SCITT placement student on a full time contract.

None of the above. The issue (recruitment) has been slow to affect this school but we are now finding we need to address this more assertively.

Parental concerns over lack of consistency in teacher (4 teachers on maternity and one long term sick since September 2016).

Much less choice – back in 2012 I had 56 applicants for CT roles. Difficult to recruit to fixed term posts e.g. maternity cover

I've been aware of almost all of the above. We were attracting people to the school but we had to wait to get the quality of candidate we were looking for.

Always manage to recruit, but the quality of some NQTs is questionable and I am in dialogue with SCITT to improve the standard of teachers leaving training, particularly in basic classroom skills

There has been a huge time commitment for leadership team in recruiting staff. This is particularly difficult due to the school's geographical location. There is a considerable amount of new housing and schools with growing roles - Two areas in close proximity offer Outer Fringe payments as part of salary package.

Need to revisit many areas of school practice and policies with staffing changes

Poor transition for pupils. Parents worried. Time and money recruiting.

RQTs appreciated support and network.
Praise notes for staff has improved morale.

Disastrous. Recruitment and retention is the worst I have seen it in all my teachers in leadership. We are constantly being trumped by schools in the nearby London boroughs of Waltham Forest and Redbridge who can offer more financial inducements than us. Also, there is the growing unwelcomed trend of some schools actively trying to poach teachers from other schools by contacting them to try to induce them to leave. This is not only unprofessional and immoral, but causing great instability amongst our workforce.

Possible use of overseas recruitment – updating of our Home Office Licence to sponsor potential teachers

Would not use Airsupply – not yet credible, no previous history and, if the EPHA presentation was anything to go by, poor.

Overseas agencies – have used these before in a bid to recruit staff, however was badly let down by one and their practice. In spite of appointing a teacher (via Skype interview) and emailing the firm etc the teacher continued to accept interviews (unbeknown to me) and several weeks later declined the job offer which left me in an even worse position with little time to recruit in the latter stages of the summer term. Therefore I am very nervous about using these in the future.

Continue to look for ways to recruit effectively and attract good candidates. To retain quality staff is key – however, budget restraints plus the size/capacity of the school also affects what can be offered (aspiration and desire do not always match with the reality of the situation).

This current academic year was the most difficult I have experienced in recruiting quality staff. We had to use additional EYFS Nursery experienced staff to cover the lack of teacher in the Nursery and had to resort to using one of our HLTAs in our Year 2 class (with support from the KS1 Phase Leader). A very difficult year! Staff were fully aware of what was happening and how difficult it was to recruit and we were all agreed we didn't just want to take someone because they had a piece of paper that said they were a qualified teacher.

Although formal advertisement has generated adequate interest, I believe that more proactive and creative recruitment activities have been more impactful. Speaking to parents about vacancies and gaps in support have been at the forefront of our recruitment drive as has professional networking locally. Budget constraints decimate the possibility of remunerating colleagues according to their impact on the school. However, REAch2 (world-class) CPD and the supportive, collaborative focus of a Visible Learning School have been instrumental in convincing potential colleagues that Kirby is worthwhile in investing in.

Funding retention

Succession planning (#growyourown!)

Central advertisement of potential vacancy.

When recently recruiting we contacted various agencies, Graham Lancaster re the overseas teaching initiative, teacher training providers and obtained the list of teachers on the return to teaching programme.

As part of TEIG R&R is a standing item on the agenda. Have worked with Tendring District Council. As the TTraining course at TEC is able to take more students, that should help.

Very understaffed during inspection of 2015, fully staffed in 2016/2017 – inspection grade 3 in 2015, high grade 2 in 2017.

SCITT programme has provided good quality applicants.

Engaging with SCITT. Encouraging TAs to train.

As you can imagine, huge (this was a school losing 6 out of 9 teachers). Lots of uncertainty (esp expecting Ofsted). Issues around subject leadership, in-school expertise. Also perception of parents, lots of gossip, think there is a big problem.

We continue to engage and work with Essex Teacher Training, we have 2 students for next academic year. One of our newly appointed teachers for September is our current student.

Current NQT and Beyond NQT programmes show commitment to candidate.

Two classes have had long term supply teachers for a term/half term – impacting on progress and attainment as well as behaviour.

Posts covered this academic year by agency staff. EYFS post at one school had to resort to agency teacher (lovely but recently acquired English speaker meant that phonics were interesting!). Replaced after some time of searching by good quality part-time staff who had recently left an Essex schools as disillusioned but experienced teachers, highly effective in my opinion. IMPACT – Ofsted inspection in January 2017 highlighted EYFS as a key issue. Parental confidence low and children obviously unsettled, but remarkably resilient to change.

Build culture so all systems are clear and have purpose.

Links to ITT had been strong across federation but placements are not coming through.

Development of roles (like SENCo) that could be shared across schools.

Retention of staff. Being part of a MAT has also helped as staff can move within which also helps professional development.

No impact from these strategies.

What would you like the Recruitment and Retention strategy group to focus on in the future?	
South	<ul style="list-style-type: none"> • One of my biggest issues is the quality of teachers coming out of ITT; they are generally not well prepared for working in a school like ours. • No idea! But there are no suitable candidates applying. • To be honest, I really am not sure. I knew about all but one resignation in March so did not have too many issues recruiting (I think I was lucky!). • Recruiting and retaining LSAs to work with children with SMEH is a real issues for us – even more than retaining teachers. • To focus on NQTs and supporting them not only in their 1st but also 2nd year to help retention. (Suggested by a number of respondents) • Alternatives to teacher pay and conditions. • Continue doing the positive work for us. Very grateful. • Looking at the root cause of all the dissention, unease and depression – so that we can then look at strategies to overcome and report those reasons directly to government, who seem to be completely oblivious to the real picture and causes.
North East	<ul style="list-style-type: none"> • Perhaps a pool of close quality “seconds” following interviews in a local area. • How to make your school advert stand out in Jobscene. • Strategies to promote Essex. • Helping experienced LSAs (without a degree) to study for teaching qualifications. • <u>Quality</u> teacher recruitment • Pathways – high quality applicants, use as LSA for first year.
West	<ul style="list-style-type: none"> • To continue to seek / find ways of providing incentives for candidates to locate to the area and stay for the longer term • We trained an Essex ITT student in school this year. He was very happy working with us, but he had to seek an appointment elsewhere due to the high cost of living in this area. • It is difficult to make a suggestion, as so many of the current problems stem from a lack of pay progression for teachers. Whilst this continues, they will leave the profession in droves or go to the highest bidder which is already taking place. • Encouraging more highly skilled people into the profession. • Addressing workload issues to support retention. • More training places. • Headship shortage a huge worry. • When you get good staff – focusing on retention as there is not enough money for UPS scales, promotions etc • Looking at attracting NQTs to Essex by offering incentives. We had a candidate who was

	<p>asking for £7,000 more than we offered because that's what she was paid in her current LA (incentives offered).</p> <ul style="list-style-type: none"> • Visas for overseas staff over 30. • Quality teaching assistants also hard to find.
Mid	<ul style="list-style-type: none"> • References and their quality! • Teacher training. • Attracting high quality graduates into teacher training. Developing paid internships. • Funding high quality graduates. • Well planned dates/tasks/expectations. • Growing new teachers through training. • Support recruitment of temp teachers • Encouraging more people to go into teaching as it is a great job, despite what the media/government portray! • Supply of NQTs • RETENTION STRATEGIES.

Comment

Teacher training, ITT places and attracting high quality graduates is mentioned a lot.