

## Recruitment and Retention of senior leaders, teachers and staff

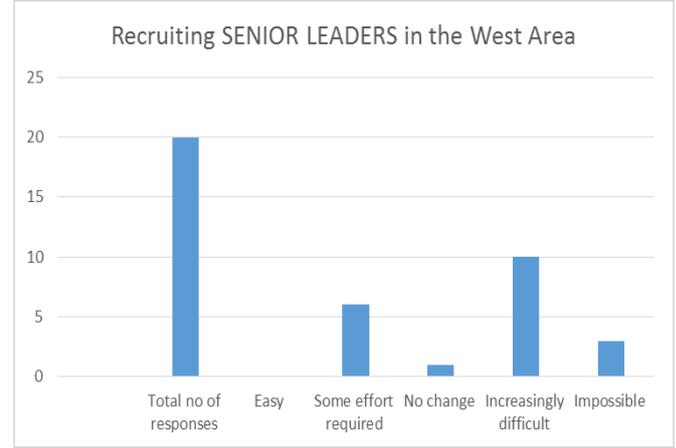
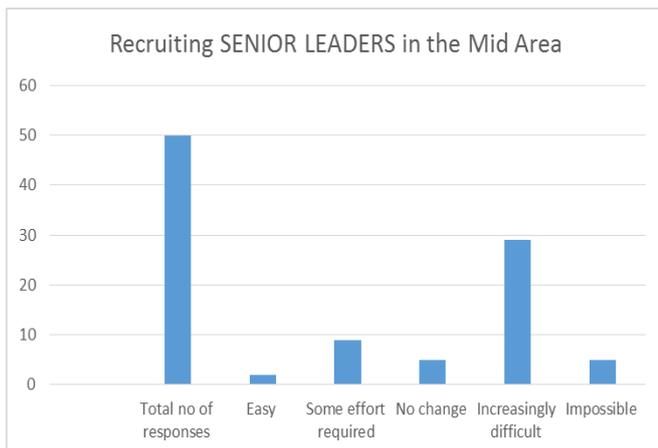
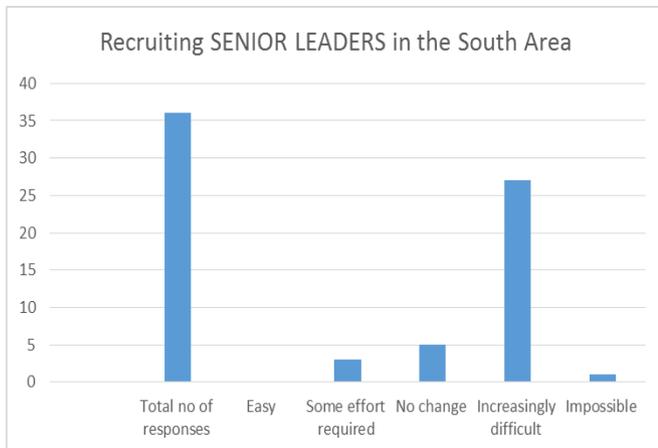
The recruitment and retention of staff is always a priority for schools, but local and national reports suggest that recruitment is becoming more and more critical.

EPHA has conducted a survey to help inform and develop a strategy for Essex  
160 headteachers responded in November 2015.

### Headlines

- Trying to find good quality staff is becoming the biggest challenge.
- Remote, rural, coastal, schools on fringe of London, and those in challenging towns are finding recruitment of teachers increasingly difficult or impossible.
- An increasing number of teachers are wanting to work part-time, particularly following maternity leave, and then do not want to (or won't) take on additional responsibilities (or even that of a class)
- Fixed national resignation dates during the year are unhelpful and lead to poor quality, rushed appointments, chasing a limited number of candidates.
- Fewer deputies want to move into headship – put off by the workload, accountability and increasing job insecurity.
- Headteachers are taking on more responsibilities due to the lack of high quality teachers, fewer wanting responsibility and those who do moving looking to progress in their careers.
- Poor quality of staff from agencies.
- Parents' expectations and demands are increasing as they believe they have more control over what a teacher/the school should do.
- There is a need to sort out the bad press and constant interference by Government.
- *“Recruitment takes a huge percentage of my workload, when I should be in classes improving teaching and learning. At certain times of the year it takes up a majority of a week/several weeks.”*
- *“A significant difference in the last two years – both in recruitment and seeing teachers leaving the profession.”*

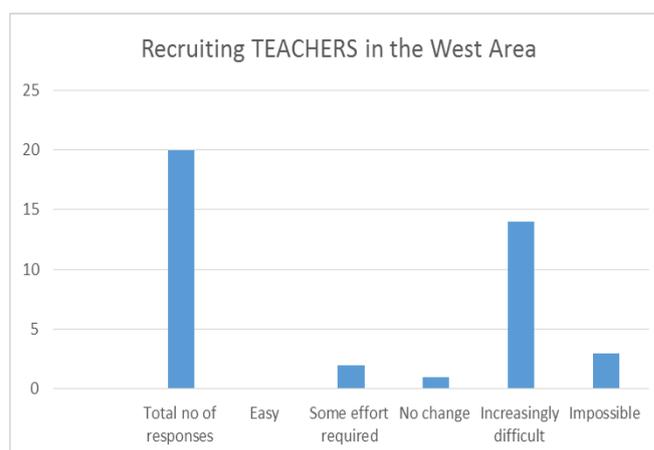
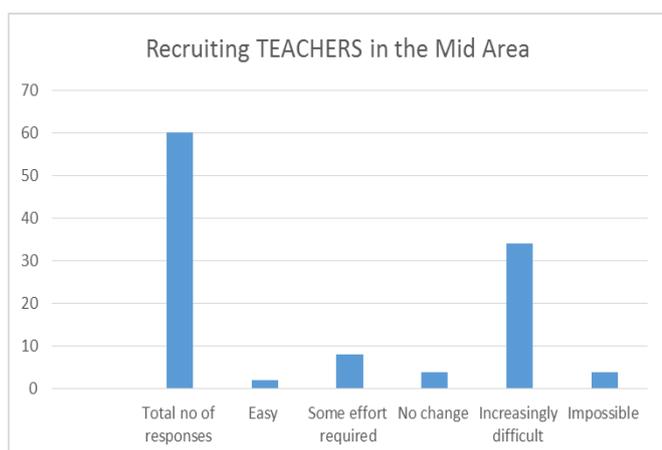
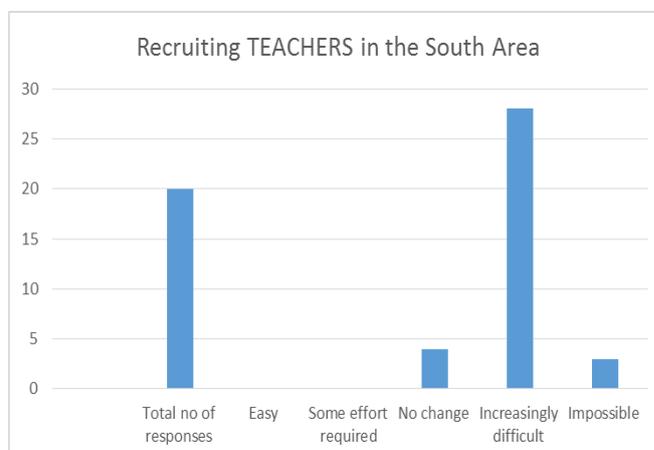
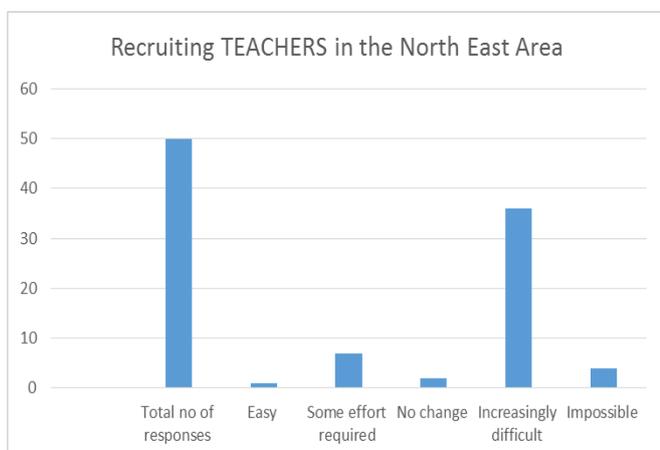
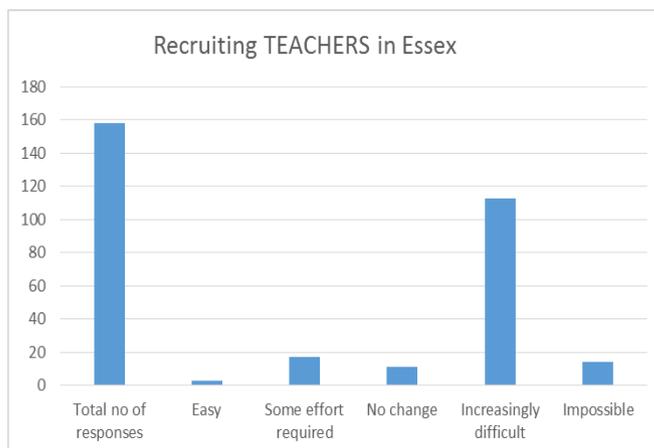
## Recruiting senior leaders – how easy or difficult is this in your school?



### Your comments

- Currently on 4<sup>th</sup> round of headteacher advertisement.
- Senior leaders retire early – feel job is too political and bureaucratic.

## Recruiting teachers – how easy or difficult is this in your school?

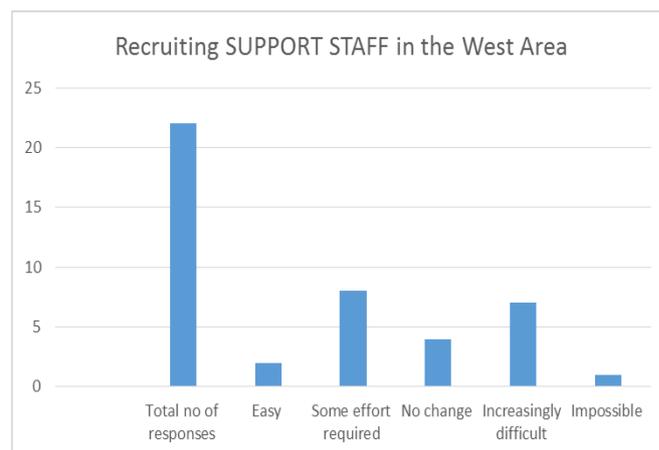
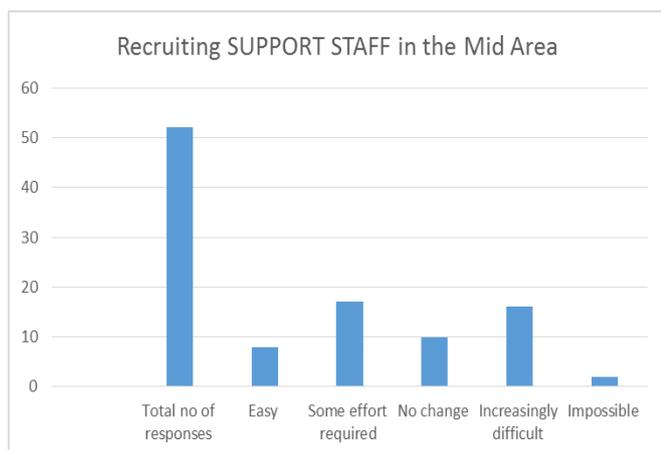
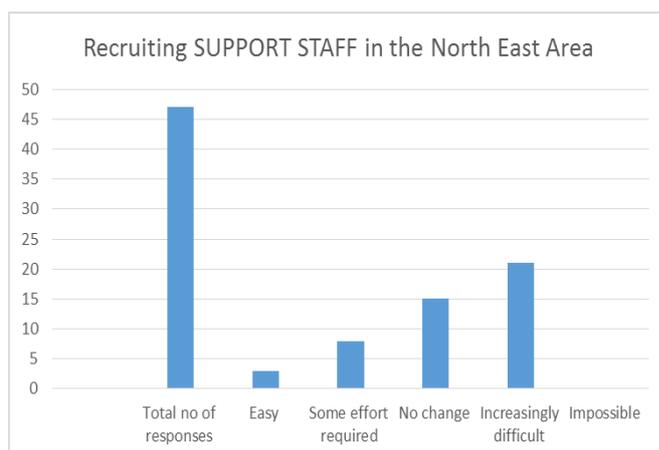
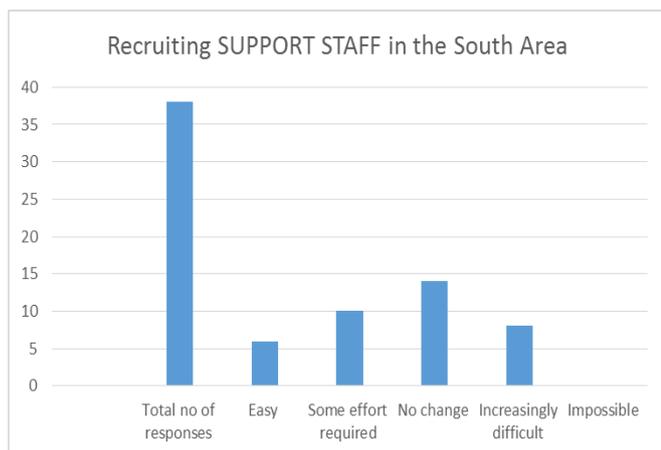
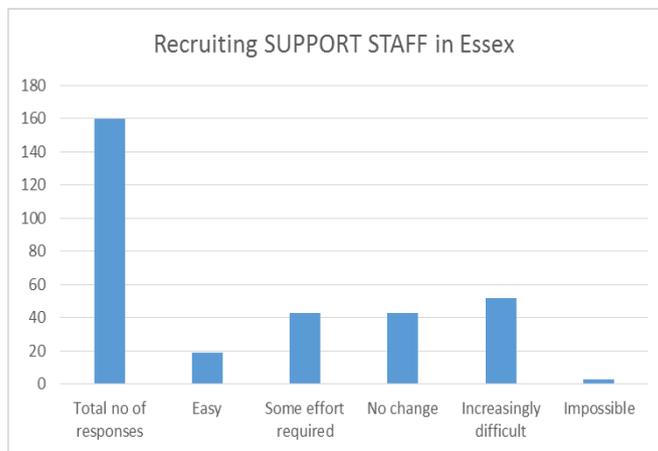


### Your comments

- In year recruitment is most difficult, getting a good quality teacher.
- Not only is it exceptionally difficult now to attract interest, the quality of those interested/applying varies significantly.
- No applicants.
- Fortunate enough to recruit teachers from FIPC SCITT which we are part of.
- There seems to be a shortage of quality teachers.
- As a remote village school we find it very difficult to recruit staff who are not support staff.
- Local colleges admit that the quality of the NQTs is falling.
- 3 rounds of recruitment for a class teacher post. Lack of choice. Cost implications. Insecurity for community.

- We have had high staff turnover and high maternity rate – this means we have had to use agency staff. They are often poor quality, or find the distance to school a problem. Behaviour management is sometimes an issue.

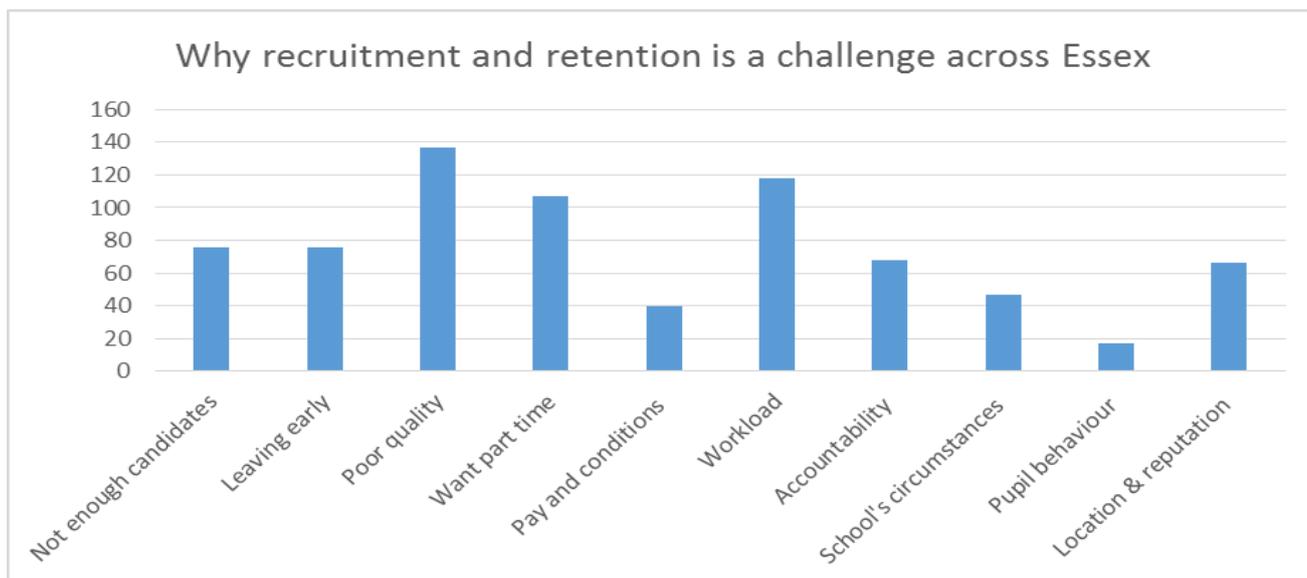
## Recruiting support staff – how easy or difficult is this in your school?



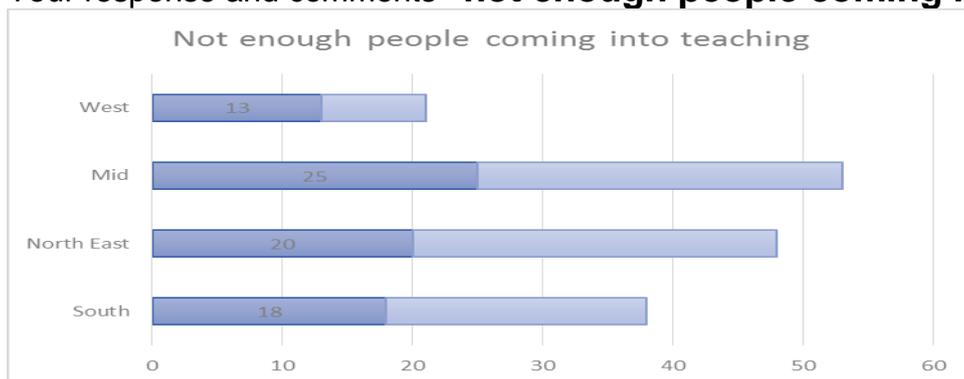
### Your comments

- Office based very popular and over demand for bursar/administrative role.
- Standard is not great.
- Depends on which role. TAs (classroom) quite easy; LSAs (one to one) increasingly difficult; support staff quite easy.
- Quality of support staff is difficult but applications plentiful – last round I had 76!
- Support staff don't have the training required.

## Why are you finding recruitment a challenge?

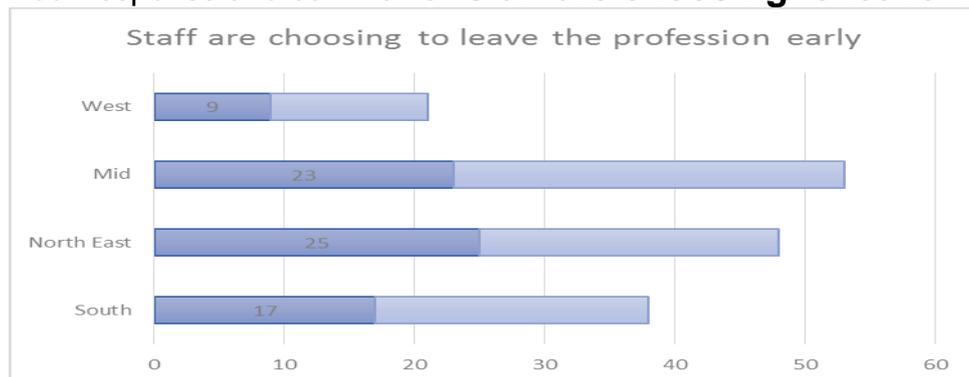


## Your response and comments –not enough people coming into teaching



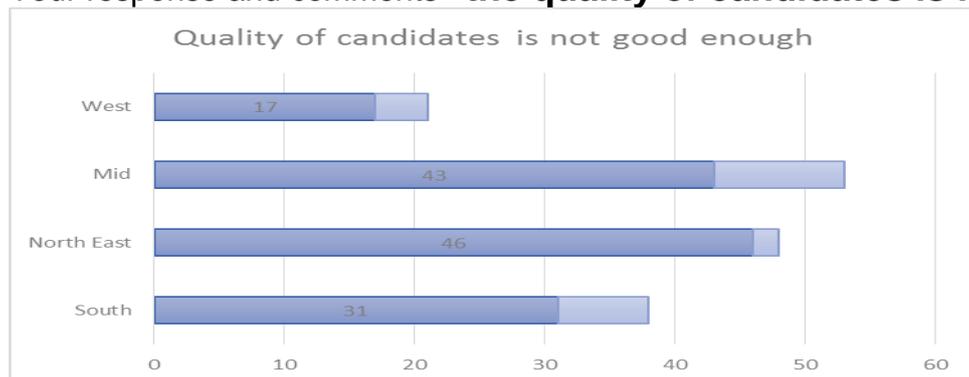
- School linked to SCITT that offered some assistance, but even then struggled to recruit the right calibre of candidate.
- It's relatively easy to recruit NQTs or September, but mid-year posts are almost impossible to fill.
- Was happy to accept SCITT students by not many available this year.
- Not enough quality trainees coming in – I consciously did not employ NQTs this year as I was concerned about the quality of their training.
- Continued interest in schools supporting ITT and good quality of students – however quickly disillusioned by workload and lack of autonomy.
- Yes – student teachers are very often employed by schools they have placements in.
- Starting pay – or the opportunity to progress fast – is too low in teaching for graduates, compared to other professions.

## Your response and comments –**staff are choosing to leave the profession early**



- Have had 2 NQTs leave after first year, yet they were excellent teachers. Down to workload.
- They are acceptable but teachers always take work home.
- Long hours lead to staff leaving, wanting to work part time.
- This continues to be a concern and I feel it will only cause difficulties with retention of good teachers in the future.
- Teachers are feeling over-worked.
- All changes in SEN, curriculum, assessment, increase workload.
- You invest huge amounts of training and time and staff leave, often after 3 -4 years.
- My Foundation Stage leader is leaving at Christmas because of stress.
- Staff are tired! Those who don't see it as a vocation don't stay.
- Because of workload and pressures of new curriculum.
- I have experience of "outstanding" teachers who talk about leaving the profession.
- Older teachers deciding to leave due to change and workload.
- Headteachers in particular are suffering both from huge amounts of stress and from continued bashing from LA and the pressure to academies. Several (3) heads I know who were doing good jobs in difficult circumstances have been encouraged to leave. People do not want to come into headship with such a real chance of having to leave again.
- One outstanding teacher left our school to become a beauty therapist. Teaching was too stressful and had too great an impact on her family life.

## Your response and comments –**the quality of candidates is not good enough**



- Not only is it exceptionally difficult now to attract interest, the quality of those interested/applying varies significantly.
- Quality of teaching not good enough. Experience not relevant to primary.
- Some applicants regard themselves as "outstanding" – and most definitely are not!
- Agencies provide very poor teachers as candidates for posts.
- Poor quality of staff from agencies.
- Poor quality candidates or no candidates applying for roles.
- Quality of language skills is poor.
- Local college admit that the quality of NQTs is falling.
- A number of graduates seem to choose teaching because they don't know what else to do.
- Seem to get the same old faces doing the rounds.
- Too many applications from people who have never been in a classroom!

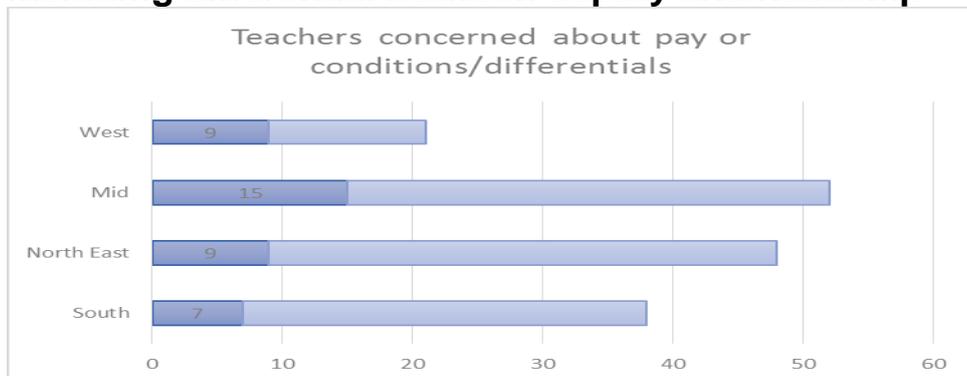
- Even the best candidates do not reach my expectation of a “good” teacher.
- Especially during school year (Jan/April starters)
- Overseas teachers being encouraged to apply – but they don't know the curriculum.

Your response and comments – **an increasing number of staff who want to work part-time**



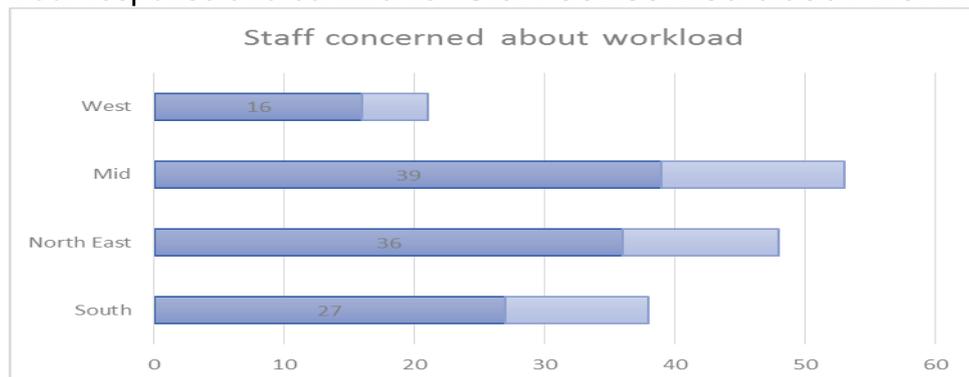
- If in job share – the sharing of targets/class often contentious.
- I have had more applicants for part time post that I did for full time post.
- Long hours lead to staff leaving, wanting to work part-time.
- And when they return (e.g. from maternity) they don't want responsibility. Become less committed.
- Hard to find anyone interested in maternity leave jobs.
- Maternity covers are almost impossible to cover.
- Maternity leave and subsequent job share requests are extremely difficult to manage and staff; they impact negatively on budgets and increase workload.
- Teachers (even supply) won't do full week because it involves huge commitment.

Your response and comments – **teachers concerned about pay and conditions, including differential between deputy and headship**



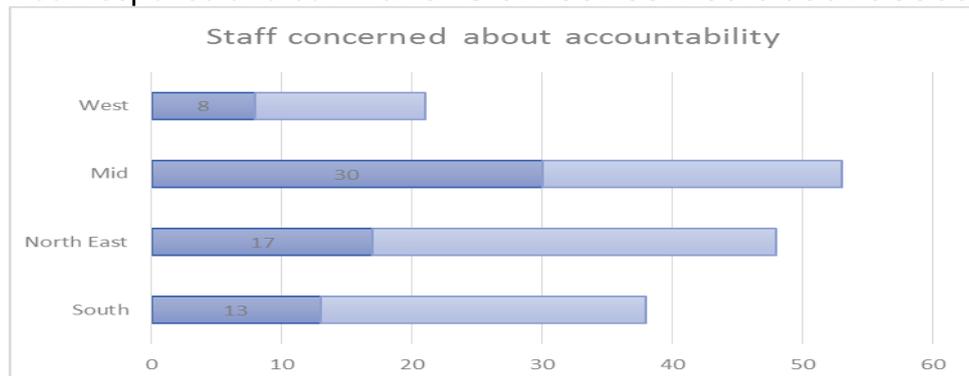
- We are only 5 miles from an area which receive outer London and 10 miles from inner London. Equality of pay between fringe/outer/inner especially when in close proximity is a big issue.
- House prices high so younger staff struggling.
- Deputies not keen to rush into headship. Mainly related to job security and workload.
- There is not a big enough differential (between DH and HT) when compared to responsibility and consequence.
- Certainly an issue for headteacher recruitment.
- Younger teachers very worried about pay progression and housing costs.
- Deputies of large schools can take a pay drop to be a head of a small school.

### Your response and comments –staff concerned about workload



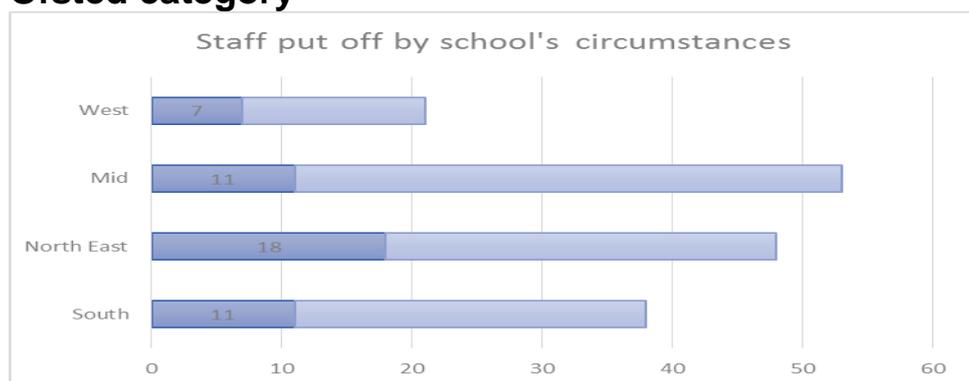
- More difficult to recruit in challenging schools.
- This continues to be a concern and I feel it will only cause difficulties with retention of good teachers in the future.
- The relentless focus on achieving higher and higher outcomes and needing to demonstrate this, is impacting on workload. Huge concerns about Ofsted and the implication of not doing well enough leads to huge amounts of stress.
- Teachers increasingly looking at support staff roles.
- We have had new teachers who have left the profession as they can't manage the basic workload of teaching, marking and assessing, let alone any additional responsibilities.
- Not sure workload is sustainable despite our best efforts to reduce it.

### Your response and comments –staff concerned about accountability



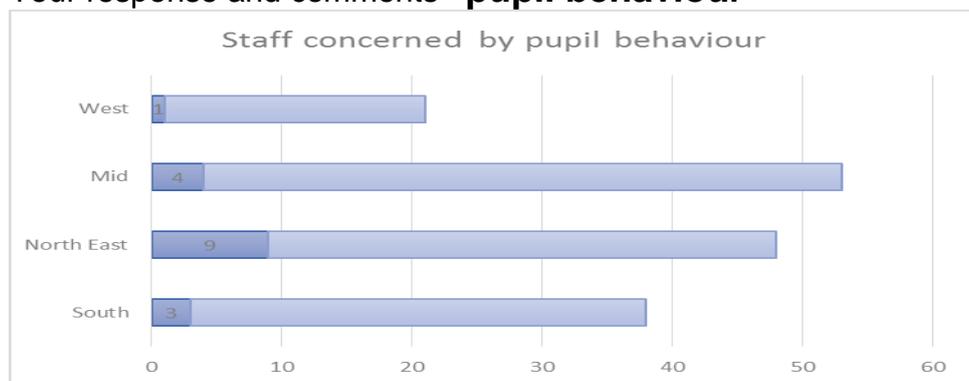
- Especially linked to pay.
- National problem.
- Staff reluctant to be accountable – really all at HT level.
- Pressure to perform for outside visitors can distract staff from their main role.

Your response and comments –**staff put off by the school’s circumstances e.g. Ofsted category**



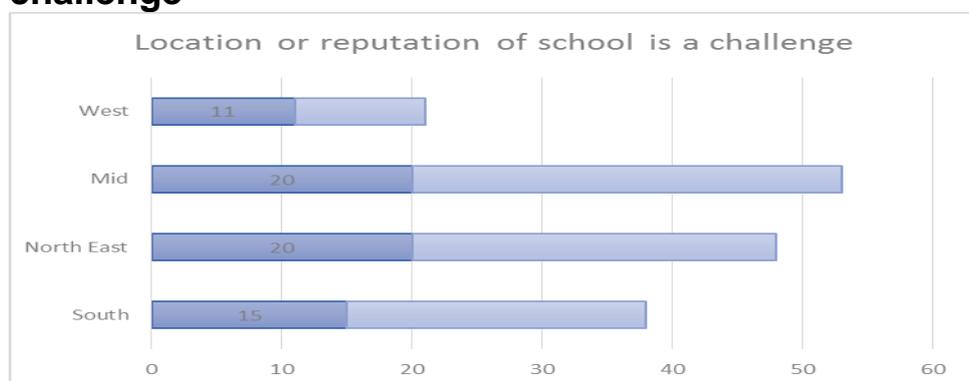
- This didn't seem to have an effect this year. My school is in Harlow and is currently judged as RI with an Ofsted inspection imminent.
- Can't see a HT wanting to take on a RI school now!!
- Yes. We have lost strong teachers who have taken sideways moves to schools in higher Ofsted categories.

Your response and comments –**pupil behaviour**



- This was an issue in very few schools – contrary to the Government opinion that teachers are put off by poor pupil behaviour.

Your response and comments –**location or reputation of the school is a challenge**



- Yes! Especially Harlow - some agencies charging premium rates because of location and reputation.
- Some areas border London boroughs which can offer uplifted salary, outer allowance or other benefits and better transport. Some areas don't offer fringe yet still expensive to live there.
- High petrol costs and poor transport links make rural small towns unattractive to candidates.
- Significant issue – need own transport. School has to work hard to retain younger ambitious teachers, considering what we can offer them when local facilities are very limited.
- Coastal areas have poor amenities and transport, and fewer opportunities.

## **Other reasons that recruitment and retention is a challenge**

- Public perception – constant negative media and press
- Pupil premium and SEN.
- Competitive market – seeing more and more schools poaching from others, and offering higher salaries to “good” staff, which small and financially-challenged schools can’t match.
- Schools that share allow their good staff to go into other schools, may find that they lose them!
- Historically primary teaching was seen as a second household income for a woman – salaries have not increased to reflect the changes in expectations and accountability.
- Parents obsessed with Facebook.
- Children with complex SEN issues.

## **What would make recruitment and retention easier? Your suggestions and possible solution(s):**

### **National changes to pay and conditions**

- Pay reflecting levels of responsibility.
- Better funding and incentives to keep staff e.g. travel allowance.
- Professional status and profile raised.
- I would like to have the capacity to offer secondments.
- Imaginative ways to recruit and retain through pay: being able to offer a “finder fee” if a member of staff finds a new recruit, being able to pay bonuses to existing staff.
- Funding to recognise and reward high quality staff.
- R & R for outstanding teachers.
- Funding – use of PPG for recruitment and retention? Is it permitted?
- Be able to offer inner or at least outer London fringe payments to areas where recruitment is really difficult (esp coastal areas and areas of deprivation).
- Make it possible for UPS teachers to move back to mainscale in their own school.
- For it to be more difficult to request/gain part time work after maternity leave (impossible I know, but would be great!)
- Change leadership pay to reflect experience rather than size of school.
- Change notice periods for education – they do not work for schools and make recruitment even harder.
- Government to stop impacting on pensions' terms and conditions.
- Relocation packages.

### **Government/national approach**

- Personal/professional support to develop career – range of opportunities provided. Definition of career and role – realism.
- Clarity and stability at a national level re curriculum, assessment, accountability.
- A change in the systems and approach to accountability nationally. Staff don't feel value or acknowledged for the good work they do. They feel anxious, worried and under pressure because of external accountability e.g. Ofsted. National approach to value teachers rather than battering teachers is required. The profession feels that it is not respected, valued or trusted.
- More protection for schools and staff when parents use social media to express their negative views.
- A more positive message about teaching from government and media.
- Sort out the bad press and interference by Government!
- High calibre candidates.
- Profession given more status, teachers acknowledged as hard working and not always on holiday.
- Make teaching more rewarding and enjoyable without the constant performance related pressures.
- A reduction in workload/paperwork/unnecessary bureaucracy.
- For headteachers – the pay, threat of being sacked, and threat of academisation is not helping!!

## Essex agency

- A bank of good quality full-time teachers.
- I'm interested in the idea of the agency. Mid-year posts are a particular challenge and maternity cover. Trying to follow every safer recruitment procedures means the good candidates are often snapped up before you can interview them.
- Pool system for NQTs – keeps cost down and same amount of quality assurance.

## Teacher training

- Being part of a teaching school and growing your own.
- It is best to recruit through teacher training, SCITT students etc
- Links with initial training providers.
- BA Education degrees being offered locally – not just one year SCITT/PGCE
- Offer MA courses through local universities.
- Better ITT to prepare new teachers with realistic expectations of workload.
- Schools need to be given more information on how to be involved in good quality ITT in local area. Especially in areas where there is difficulty in recruiting and the school is not yet judged as good or better.
- Fully funded School Direct Primary salaried places. Recently announced reductions in funding for Primary School Direct places will exacerbate recruitment and retention difficulties.
- Associate teachers who have quality practice.
- “Return to teaching” training for teachers who have been out of permanent work for some years.

## Other local solutions

- Joint interview dates; recruitment days.
- Central drive from Essex – e.g. visiting universities (HTs with NQTs) to increase applications and improve quality of candidates.
- Early identification of potential teachers for leadership, to put forward for training – to be run by current HTs and DHs in school settings.
- County helping to inform re possible senior leaders available if you have a vacancy.
- Review of costs for advertising beyond Essex school jobs.
- Sharing those who are known to be good (or bad!)
- Access to more “grow” spaces for pupils.
- Professional supervision for staff who work with children and families with SEMH issues.
- School to school working (MATs) - possibly a good solution – choice of different schools for a candidate to work in.
- Sharing of recent recruitment drives amongst local clusters of schools.
- Raised profile for Essex schools – HTs to write articles for TES to raise interest.
- Look at recruitment e.g. from Canada
- Look at how to expand teaching schools/ITT provision throughout the county

## Supply staff

- Better quality of supply teachers to cover temp vacancies.
- Training for supply staff to keep them up to date.
- Agency teachers seem to be in a much stronger negotiating position than schools – we need to tip the balance and make our schools more appealing.
- Quality assurance of supply staff.
- Ratings not references about regular supply staff.
- Lower agency fees.

## Any other comments

- “Both class teacher vacancies for Autumn 2015 have been filled through word of mouth.”
- “Difficult to compete with larger MATs offering larger payments for recruitment.”
- “Lost a NQT to Bethnal Green because she could earn £5,000 more than at my school. She was outstanding.”
- “Recruitment takes a huge percentage of my workload, when I should be in classes improving teaching and learning. At certain times of the year it takes up a majority of a week/several weeks.”
- “Why do we (society) allow one of the least respected professions in the country (i.e. MPs) to tell one of most respected professions in the country (i.e. headteachers) how to run school?”
- “When/at what point will the Government admit that there is a recruitment (for teachers) crisis and not (as Nick Gibb says) a recruitment challenge?”