

p 11 **Key dates**

SOUTH meetings with the Local Authority officers 2017/18 -at the Holiday Inn Basildon

Thursday 9 November 2017

Wednesday 21 February 2018

Wednesday 13 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

*Page numbers refer to the full minutes (posted on the website) of the Summer term Area meetings with LA Officers and Headteachers.

**LA /ESSEX PRIMARY HEADS' ASSOCIATION SOUTH AREA
DISTRICT AND AREA MEETING
WEDNESDAY 14 JUNE 2017
ATTENDANCE**

Present

Basildon/Billericay/Wickford

Nicky Barrand	Cherry Tree Primary
Elizabeth Benjeddi	South Green Juniors
Sharon Branch	Sunnymede Juniors
Luke Bulpett	Kingswood Primary
Jean Clark	Ghyllgrove Infants
Tracy Dennis	Ryedene Primary
Hayley Dyer	Crays Hill Primary
Tim Eastwell	Lincewood Primary
Jo Farrow	Greensted Infants & Nursery
Courtney Freese	The Willows Primary
Jude Gibbon	Ghyllgrove Juniors
Jenny Haken	Millhouse Primary
James Hancock	Eversley Primary
Sue Jackson	Lee Chapel Primary
Huma Karim	Noak Bridge Primary
Nina Kemp	Whitmore Primary
Karen Mackenzie	Hilltop Infants
Jenny McCutcheon	Fairhouse Primary
Lucy Mitchell	North Crescent Primary
Harriet Phelps-Knights	Janet Duke Primary
Cristina Portoles	Laindon Park Primary
Damian Pye	Great Berry Primary
Angela Russell	St Anne Line Catholic Infants
Angela Savill	Bardfield Primary
Sean Tobin	Merrylands Primary
Isobel Unite	Brightside Primary
Alison Waite	Hilltop Juniors
Jane Young	Northlands Primary

Apologies

Lyn Corderoy	Grange Primary
Kerry Greary	The Phoenix Primary

In Attendance

Pam Langmead	EPHA Professional Officer
Nigel Hookway	EPHA Executive Director
Sue Crace	Downham CE Primary
Jacqui Barber	Rettendon Primary
Andy Lucas	Parkwood Academy
Patricia Burgess	St John Fisher, Loughton
Simon Harbrow	SEAT

LA Officers

Clare Kershaw	Head of Commissioning
Lisa Fergus	Lead Strategic Commissioner S
Pav Saunders	SEC (South)
Mel Clapton	SEC (South)
Lauri Almond	Information Governance
Brian Shaw	Active Essex

Rochford/Rayleigh/Castle Point/Canvey Island

John Archer	Westwood Academy
Nicola Bache	Glebe Primary
Emma Dawson	Thundersley Primary
Andy Douglas	Riverside Primary
Richard Green	Grove Wood Primary
Robin Goodier	Holt Farm Infants
Melissa Heatherson	Hockley Primary
Caroline Ireson	Lubbins Park Primary
Helen King	Kents Hill Infants
Emma Lane	Leigh Beck Infants
Daniel Lough	Maple Grove Primary
Peter Malcolm	Rayleigh Primary
Ann Matthews	Canvey Island Infants
Hannah Nash	Kents Hill Juniors
Hayley O'Dea	Great Wakering Primary
Paul Parascandolo	Our Lady of Ransom C Primary
Sam Proctor	Hadleigh Infants
Tania Perry	Montgomerie Primary
Louise Putt	Bentley St Pauls CE Primary
Lou Nelson	Down Hall Primary
Christine Redpath	The Robert Drake Primary
Kath Sansom	Wyburns Primary
Gary Soars	Edward Francis Primary
Catherine Stalham	Winter Gardens Primary
Anne Marie Taylor	St Katherine's CE Primary
Karen Tucker	Canvey Juniors
Dave Walton	Woodham Ley Primary

Brentwood

Jackie Avis	Doddington Juniors
Nera Butcher	Hogarth Primary
Clare Branton	Willowbrook Primary
Jenni Evans	Warley Primary
Andrea Farrant	Blackmore Primary
Shelagh Harvey	Ingatstone Infants
Bozena Laraway	St Helen's Catholic Juniors
Caroline L'Estrange	St Thomas of Canterbury
Ingrid Nicholson	Doddington Infants
Nina Mackay	Kelvedon Hatch Primary
Paula Masters	Holly Tree Primary
Dean Moran	St Thomas of Canterbury CE Juniors
Matt O'Grady	West Horndon Primary

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

SOUTH EPHA AREA MEETING MINUTES 14 June 2017

1. Nicky Barrand, the South Area Chair welcomed headteachers to the meeting.

Welcome to the following Headteachers:

Diana Mason	Montgomerie Primary (Headteacher)
Sam Proctor	Hadleigh Infant and Nursery (Head)

Farewell to the following Headteachers:

Luke Bulpett	Kingswood Primary
Helen Craig	Downham CE Primary School
Mel Gaskin	Greensted Juniors
Hilary Luckman	Quilters Infants
Isobel Unite	Brightside Primary

2. SOUTH EPHA ANNUAL GENERAL MEETING

a) CHAIR'S REPORT

Nicky Barrand, Chair of South EPHA, gave the following report.

Welcome to the Summer 2017 meeting. I've borrowed heavily from Nick, Chair of North East, and Pam for this report. "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 looks set to continue to be so.

The demands made of us to solve the problems of society seem set to continue but without the right tools or materials or funding in the right place at the right time.

What did 16/17 hold?

- An increasingly fragmented education landscape;
- White and green papers that never really happened;
- The departure of Michael Wilshaw and the arrival of Amanda Spielman – a much quieter Ofsted lead – and they even stuck to their promise not to change the framework;
- increased accountability and responsibility for headteachers, too often not directly associated with teaching and learning;
- A shrinking local authority which continues to restructure to reflect its reduced funding;
- Shrinking budgets and the difficult decisions that come with less funding;
- Consultations that may or may not come to anything
- The National Funding Formula, primary assessment, forced academisation, grammar schools;
- The loss of our RSC to an academy chain;
- Safeguarding and Prevent;
- A general election!

What is to come?

The coming year is again an uncertain place.

Could it be:

- Grammars and National Funding Formula – unlikely but never say never
- Academies
- More coasting schools
- A new Education White Paper
- Assessment: the loss of Key Stage 1 SATs
- The introduction of a new national baseline

- Best fit or not
- The dreaded GDPR
- A maths specialist in every school
- Training every teacher to be a mental health worker!

And our response to all of this? We will use our vision/moral compass, good judgement and skill and a little bit of luck to continue to work the miracles that we do on a daily basis.

We will parent the parents, be their relationship counsellor, referee, therapist, social worker, child minder, policeman, solicitor and everything else that they need – we will do this for the children.

We will continue to nurture our unique children and do it to the very best of our abilities in spite of the uncertainties that have been created around education.

The local authority will continue to develop their partnership working with schools and school to school support in this changing climate. I'm sure you have all read Clare's letter of 22nd May and the proposed model for the LA school improvement team 17/18 and heard her comments this morning.

EPHA will continue to work on your behalf, bringing you together to solve issues, allowing your voice to be heard, as in the recent contribution to the Primary Assessment report to the House of Commons Education Committee, providing you with a shoulder to cry on and a place to share a laugh or two. No other county has such a strong group of heads and it is through our collaborative working that we have strength.

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 and the ASP training in the Autumn, 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.

I cannot think of any other job in this country that covers the level of responsibility that we have coupled with the enormous emotional demands and ground level working that we undertake. Your resilience, stamina, sense of humour and general care of your staff and pupils is unmatched in any other profession. Nick's take on this "this is a bloody hard job and you have the right to be tired all of the time"! He also mentioned something about copious amounts of Prosecco or tipple of choice.

We have a huge responsibility this year - again. We have to work together as one to challenge the new government, to challenge the status quo, to ask how the changes benefit children – because we really are the ones with the answer to that question. Too many times this year we have allowed the establishment to 'do to us', rather than take control, and this is something we must have the courage and conviction to change.

We can't run and we can't hide but we can certainly tell and tell it with truth, honesty and conviction.

Thank you all for your support this year, and we hope that EPHA continues to play a distinct role in the multitude of collaborations and information streams you have available. Keep talking to us to

make sure EPHA plays the role you want it to in the coming, no doubt eventful, year.
Have a brilliant summer break – when it gets here!

b) ELECTION OF OFFICERS AND LOCAL DELIVERY GROUP REPRESENTATIVES

Chair	Nicky Barrand (Cherry Tree Primary)
Vice-Chair	Andy Douglas (Riverside Primary)
Treasurer	Lyn Corderoy (Grange Primary)
Wickford	Lyn Corderoy (Grange Primary)
Billericay	Melissa Eades (Sunnymede Infants)
Rochford	Hayley O’Dea (Great Wakering Primary)
Rayleigh	Lorna Pigram (St Nicholas CE Primary)
Brentwood	Shelagh Harvey (Ingatestone Infants)
Canvey Island	Karen Tucker (Canvey Juniors)
Castle Point/Benfleet	Emma Dawson (Hadleigh Infants)
Basildon East/Pitsea	Nicky Barrand (Thundersley Primary)
Basildon West	Angela Russell (St Anne Line Catholic Infants)

The officers and Local Delivery Group representatives were thanked for the hard work that they do on behalf of headteachers in the South 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 Retnetin Task and Finish Group.

The outcomes of the survey have been collated and will be included as an appendix 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.

South heads were asked for their opinion.

- There was unanimous agreement that the meetings should be half a day.
- A small number (but a minority) of heads wanted to have lunch provided.

3. OFSTED UPDATE

Prue Rayner was appointed HMI in 2013. She has extensive experience of teaching across the primary phases and has held a range of senior leadership positions in schools including headship. Prior to joining Ofsted she worked as a senior adviser in a large local authority and has experience of leadership and improvement work in schools.

The full presentation can be found on the EPHA website

<https://essexprimaryheads.co.uk/meetings/termly-area/south/>

Short inspections

- Manage expectations.
- Key lines of enquiry – triangulating information.

Inspectors check:

- whether leaders have a sound grasp of relative strengths and weaknesses in their school
- if there's a credible plan to address the areas for concern and maintain the strengths
- if the safeguarding is effective and the culture is sufficiently aspirational.

The curriculum – inspectors will check whether:

- the design, implementation and evaluation of the curriculum, ensuring breadth and balance and **its impact** on pupils' outcomes and their personal development, behaviour and welfare
- how well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities.
- how well the school prepares pupils positively for life in modern Britain . . .
 - Who evaluates the quality of your curriculum – on what basis?
 - How do you ensure/know it is relevant for your pupils?

Governance – key issues that have been found in inspections

- Pupil premium strategy – knowledge of governors has generally not been strong enough
- Checking safeguarding – for example, governors have signed off the SCR without checking it for themselves
- Understanding of teaching and learning – knowing the real strengths and weaknesses of teaching, how and why resources are allocated
- Quality of evaluation – indicators of impact/links to development planning
- Follow up challenge
- Review their own impact

A significant focus - disadvantage

Unknown children, destined for disadvantage

Schools, settings and childminders should:

- ensure that key information, including early assessments is shared promptly at points of transition so that the needs of the most disadvantaged children are known quickly
- review their use of the EY pupil premium to ensure that support is focused on improving the areas of development that will help a child catch up

Ofsted should:

- ensure that the impact of additional funding on children's health, learning and development is reported clearly and consistently, including the impact of funding for eligible Nursery and Reception children in schools.

Disadvantage – Key Stage 1

Reading expected standard	National	East of England	Essex
Disadvantaged	60	59	62
All other pupils	77	77	79

Disadvantage – Key Stage 2

Reading, writing and mathematics	National	East of England	Essex
Disadvantaged	39	36	38
All other pupils	61	59	62

Dips in KS2 - Essex does look better than other LAs in the region BUT the dip below a national aggregate is greatest at KS2.

Third highest at all other pupils in the region, second equal for disadvantaged pupils.

only three of the 11 local authorities in the East of England perform above the national level. Hertfordshire (58%), Essex (55%) and Southend-on-Sea (55%) were the strongest performing authorities in the region for pupils reaching the new, more demanding, expected standard

While 95% of secondary pupils in Essex and Southend on Sea attend a good or outstanding school, only 71% in Suffolk do so.

DfE Pupil Premium Strategy

For the current academic year, you must include:

- your school’s pupil premium grant allocation amount
- **a summary of the main barriers to educational achievement faced by eligible pupils at the school**
- how you’ll spend the pupil premium to address those barriers and the reasons for that approach
- **how you’ll measure the impact of the pupil premium**
- the date of the next review of the school’s pupil premium strategy

For the previous academic year, you must include:

- how you spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils

Key questions

- What are the characteristics of disadvantaged pupils in your school?
- What are the barriers caused by these characteristics?

Pupil	Where now?	Where next?	Barriers to where next?	What does the pupil need to do?	What does the teacher need to do?	Wider influences who else?	Leaders	School/ wider service implications

National Audit Office 2015

- 47% schools use the PP to support pupils with special educational needs – risk that it replaces,

rather than supplements separate SEND funding.

- 32% schools do not provide additional support to disadvantaged pupils who are 'able' (likely to meet minimum attainment targets).
- 77% schools use PP for activities that are designed to support all pupils rather than just those who are disadvantaged.
- 54% leaders in deprived areas stated attracting good teachers is a barrier to improving pupils' performance, 33% in more affluent areas. 4% used higher salaries to attract better teachers.
- 64% school leaders use the Education Endowment Foundation teaching and learning toolkit.
- Approximately one third of schools fully complied with reporting requirements in 2015.
- 78% school leaders target more than the allocated funding to support disadvantaged pupils, 5% less than they receive.
- 72% schools use one-to-one tuition – effective where done well
- 63% schools for improving feedback between teachers and pupils
- 71% employ extra teaching assistants
- 91% leaders see parental involvement as a barrier, 57% have interventions in place

Successful schools:

- promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed
- have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments
- focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours
- focus on outcomes for individual pupils rather than on providing strategies.
- deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well
- make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points
- have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.

More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential. They prioritised quality teaching for all, seeing attendance, behaviour and emotional support as necessary but not sufficient for academic success. They made every effort to understand every pupil as an individual and tailored their programmes accordingly. They linked teaching and learning interventions to classroom work, monitored attainment and intervened quickly to address learning needs. They ensured TAs had the necessary training and expertise to deliver interventions, provide feedback and monitor progress. Senior leaders in less successful schools identified a number of barriers to success. Some had low expectations for what it was possible for these pupils to achieve. They felt it would be impractical to develop individual plans to meet pupils' learning needs. Leaders in schools with fewer disadvantaged pupils pointed out that they had less funding and could therefore not afford to introduce more expensive changes, and some leaders felt constrained by the need to demonstrate they had spent the funding exclusively on eligible pupils.

Aspirations

- Some caution is required when considering aspirations. There is very little evidence available to suggest that interventions designed to raise aspirations are likely to be effective in narrowing educational attainment gaps.
- The problem is not necessarily one of low aspirations but of the absence of opportunities and conditions for the aspirations of students from low income families to be realised.
- The implication for teachers (and parents) is that they have a role in ensuring that young people know not only the 'what' of their aspirations but also the 'how' for getting there.

- Careers guidance and support has an important role to shape this. There is a need to connect long-term goals with the decisions and actions taken by young people in the immediate future, to increase awareness of the importance of examinations to progression and the importance of study behaviours in determining exam performance.

Information drawn from:

Funding for disadvantaged pupils. National Audit Office

HC90 Session 2015-16 30 June 2015

The Pupil Premium – next steps

Sutton Trust and Education Endowment Foundation July 2015

Supporting the attainment of disadvantaged pupils: articulating success and good practice. DfE research report November 2015

The Sutton Trust/Education Endowment Foundation (EEF) Teaching and Learning Toolkit.

Ofsted on the web and social media

www.gov.uk/ofsted

<http://reports.ofsted.gov.uk>

www.linkedin.com/company/ofsted

www.youtube.com/ofstednews

www.slideshare.net/ofstednews

www.twitter.com/ofstednews

4. FUTURE DATES

SOUTH meetings with the Local Authority officers 2017/18 -at the Holiday Inn Basildon

Thursday 9 November 2017

Wednesday 21 February 2018

Wednesday 13 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 – 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 profession, 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 • 2 – 1 to work part-time/performance/ 1 on long term supply from a supply agency.

	<ul style="list-style-type: none"> • 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 teachers 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 NQT, 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. • 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)

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. 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. One vacancy currently – Yr4 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. One not filled None at present, but each term we are managing recruitment issues. 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. 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)

<p>South</p>	<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. • 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
--------------	--

	<ul style="list-style-type: none"> • 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.
North East	<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 appointed 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
West	<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 “good”. 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

	<p>written references are also becoming a major issue.</p> <ul style="list-style-type: none"> • 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;
--	--

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.

<p>Any R&R strategies which your school/partnership of schools is considering</p>	
<p>South</p>	<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 • 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.
<p>Mid</p>	<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'

	<ul style="list-style-type: none"> • 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.
--	--

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 colleagues in the area, as a supportive link. But did not help fill vacancy.	88

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 teachers (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 SEMH 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 asking for £7,000 more than we offered because that’s what she was paid in her current LA (incentives offered).

	<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.