

## LA /ESSEX PRIMARY HEADS' ASSOCIATION WEST AREA

WEDNESDAY 21 JUNE 2017

### MEETING SUMMARY: ISSUES AND RECOMMENDATIONS

Agendas and minutes for these meetings available at [www.essexprimaryheads.co.uk](http://www.essexprimaryheads.co.uk)

#### Attendance List

**DISTRICT AND EPHA AGENDA (a.m.)**  
**(Notes below)**  
**Isobel Barron, Chair**

#### **Welcome to the following Headteachers:**

Tim Bowden	Ongar Primary (Acting this term)
Ian Kendal	St Alban's Catholic Academy & St Luke's Catholic Academy
Vanessa Thomas	Dr Walker's CE Primary, Fyfield (Acting)
Kim Williams	Theydon Bois Primary

#### **Farewell to the following Headteachers:**

Penny Bennett	High Ongar Primary
Tim Bowden	Ongar Primary (Acting this term)
Rachel Callaghan	Katherine Semar Infants
Helen Coop	Birchanger Primary
Gill Doyle	Takeley Primary
Sue Giles	Henham and Ugley Primary
Kate Hockley	Radwinter Primary
Wendy Myers	Dr Walker's Fyfield
Ian Pollard	Great Sampford Primary
Vanessa Thomas	Dr Walker's CE Primary, Fyfield
Tim West	Potter Street Primary

**WEPHA meeting and AGM**  
**Election of Officers and Local Delivery**  
**Group representatives**

#### **Elections of Officers and Local Delivery Group reps**

Chair	Isobel Barron (Roseacres Primary)
Vice-Chair	Julie Lorkins (St Andrew's, N Weald)
Treasurer	Mary Jo Hall (St Thomas More Catholic Primary)
Harlow	Jonathan Tye (Churchgate CE Primary)
Harlow	David Burles (Fawbert & Barnard Primary)
Uttlesford North Primary)	Mary Jo Hall (St Thomas More Catholic Primary)
Uttlesford South	John Clements (Hatfield Heath Primary)
Epping Forest South	Matt Woolard (Hereward Primary)
Epping Forest Rural	to be advised

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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

Alison Fiala, Interim Head of Primary Improvement  
Ralph Holloway, SEN Transformation Manager

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#### **Primary Improvement**

- Update on statutory assessment
- Support for review of safeguarding
- Update on data tools (Analyse School Performance and FFT Aspire)
- Support for School Led Improvement Partnerships

Nicola Woolf, Lead Commissioner West

p 16-19	<b>General Data Protection Regulations Briefing</b>	Lauri Almond, Information Governance Services
P 19-20	<b>Key dates</b>	<p><b>WEST meetings with the Local Authority officers 2017/18 -at The Stansted Centre (Weston Homes Business Centre) Takeley</b>          Wednesday 15 November 2017          Wednesday 28 February 2018          Wednesday 20 June 2018</p> <p><b>Deputy Headteachers' Annual Conference 2017</b>          Friday 6 October 2017    Weston Homes Community Stadium</p> <p><b>Headteachers' Annual Conference 2018</b>          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 WEST AREA  
AREA MEETING  
WEDNESDAY 21 JUNE 2017  
ATTENDANCE**

**Present**

Rob Aiken	Hatfield Heath Primary	Kate Hockley	Radwinter CE Primary
Dale Bateman	Coopersale & Theydon	Claire Jackman	Great Easton Primary
Isobel Barron	Roseacres Primary	Ian Kendal	St Alban's/St Luke's C Primary
	West Chair	Alison Kerrell	Great Bardfield Primary
Emma Bloomfield	Purford Green Academy	Janet Matthews	William Martin I & J Schools
Tim Bowden	Ongar Primary	Lucy Mawson	Stebbing Primary
David Burles	Fawbert & Barnard UNDL Primary	Bernie Miele	Tany's Dell Primary
		Christine Peden	Pear Tree Mead Primary
Rachel Callaghan	Katherine Semar Infants	Julie Puxley	Katherine Semar Infants
Michael Clark	Roydon Primary	Colin Raraty	Rodings Primary
Vicky Early	Harlowbury Primary	Linda Reid	Elsenham CE Primary
Mary Evans	The Henry Moore Primary	David Rogers	Bentfield Primary
Jonathan Furness	Ivy Chimneys Primary	Sonia Strickland	St Mary's Hatfield Broad Oak/ Little Hallingbury
Lawrence Garside	Felsted Primary		
Elizabeth Gelston	The Downs Primary	Sonia Strickland	
Clare Griffiths	Dunmow St Mary's CE Primary	Peter Tidmarsh	St John's CE Primary
Louise Gurney	Debden CE Primary	Emma Vincent	RA Butler Academies
Mary Jo Hall	St Thomas More C Primary	Christine Tonkins	St Mary's CE Primary, Stansted
Victoria Haylock	Nazeing Primary	Veronica Wallace	Staples Road Primary
		Kevin Watts	Great Dunmow Primary
		Matt Woolard	Hereward Primary
		Kim Williams	Theydon Bois Primary

**In Attendance**

Pam Langmead	EPHA Professional Officer
Nigel Hookway	EPHA Executive Director

**LA Officers**

Nicola Woolf	Lead Strategic Commissioner West
Cathie Bonich	SEC (West)
Alison Fiala	Primary Improvement
Ralph Holloway	SEN Transformation Manager
Brian Shaw	Active Essex
Lauri Almond	Information Governance

**Apologies**

Clare Kershaw	Director of Education
Julie Lorkins	St Andrew's CE Primary
Ann Grisley	Limes Farm Infants
Gina Bailey	St James CE Primary
Natalie Marris	Buckhurst Hill Primary

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

## WEST EPHA AREA MEETING MINUTES 21 June 2017

### 1. Isobel Barron, the West Area Chair welcomed headteachers to the meeting.

#### Welcome to the following Headteachers:

Tim Bowden	Ongar Primary (Acting this term)
Ian Kendal	St Alban's Catholic Academy & St Luke's Catholic Academy
Vanessa Thomas	Dr Walker's CE Primary, Fyfield (Acting this term)
Kim Williams	Theydon Bois Primary

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Vanessa Thomas	Dr Walker's CE Primary, Fyfield
Tim West	Potter Street Primary

### 2. WEPHA ANNUAL GENERAL MEETING

#### a) CHAIR'S REPORT

Isobel Barron, Chair of West 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 head teachers has become a major issue, and this year, more than most, we have seen the departure of many head teacher colleagues taking early retirement or have just decided that headship is no longer for them and 'thrown in the towel'.

This year we have had 'just a couple of things' thrown at us!

- 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;
- However, 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;
- Consultations that may or may not come to anything – National Funding Formula, primary assessment, forced academisation - who knows?
- Shrinking budgets and the difficult decisions that come with less funding;

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 u turn.

Safeguarding, safeguarding, safeguarding – seems to have been the key message this year. However, gaining some clarity amongst the confusion of mixed advice on record keeping didn't help in

developing the required 'robust system'. An item we shall no doubt return to next year.

Staffing issues have played very heavily on our minds in the recruitment of quality staff. Where will we get them from- not just now but in the future as highly respected universities such as Homerton are handing places back to the DfE as they are not able to recruit trainees. A very worrying situation indeed.

Somewhere along the way we have also lost our RSC to an academy chain. I wonder what prompted that?

AND let's not forget the National Funding Formula!!!

With such high accountability and responsibility, as well as the significant challenges we face on a daily basis, why do we do it? Why do we carry on? ... because we want to make a difference to children's lives – as they do to ours each day.

As Nick Hutchings (North East Chair shared), when he asked a child...

What do you enjoy about writing?

And they replied:

'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?'

### **What is to come in 17/18?**

If America can elect Trump, **and with the amount of u- turns and change it is difficult to predict...**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
- The dreaded GDPR
- Training every teacher to be a mental health worker!
- What of supervision for head teachers?

The shrinking of the teaching and leadership workforce as the pressure begins to bite...

Who knows?

But in the words of Theresa May 'enough is enough!'

### **My thoughts**

So; considering all of this it's no wonder several heads have decided their time has come to move on to early retirement of leaving head ship altogether this year.

For those of us who are left behind...

EPHA will continue to support us all on this journey of belief... of balance.

EPHA will continue to work on your behalf, bringing you together to solve issues, to allow your voice to be heard, through representation at EPHA exec meetings with the LA, DFE and Regional commissioner, as well as through the termly meetings and area representative. I would like to thank all the area reps and particularly Pam and Nigel for the work that they do to support EPHA and keep the association running so smoothly.

May luck and good judgement be on our side.- supported by positive collaboration and partnership.

'We're in it together' and it is only by standing together that we remain strong- in character, conviction and commitment to do what we believe is right for OUR children.

At the heads conference this year the key note speaker Sir John Jones was uplifting and inspiring. He as we do, recognise that daily we deal with the many challenges of the job however, we still need to focus on the positives, the achievements and real successes of our own schools and learn to pace ourselves.

We need to look after our own wellbeing as no one else is going to do this for us. We need to be the instruments of change and be role models to others. I, more than anyone understand how it is easier said than done, but we do need to walk the walk as well as talk the talk. Or, taking a leaf out of Sir John Jones book....stop- breathe- walk –SING- ... Moon River....

Viv Grant- coaching for the soul- For me in my headship journey- 1<sup>st</sup> headship song- 'I will survive'... later down the line- 2<sup>nd</sup>/3<sup>rd</sup>- to remind myself 'I'm so happy!!!!'... 4<sup>th</sup> headship....'I'm only human after all!' ... and after hearing the input from today.. another one to add to my repertoire... 'I'm still standing ...!'

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 and with a glass of prosecco in your hand, relax and reflect on your successes this year, pat yourself on the back and say 'Well done, I did it!'

## **b) ELECTION OF OFFICERS AND LOCAL DELIVERY GROUP REPRESENTATIVES**

### **Elections of Officers and Local Delivery Group reps**

Chair	Isobel Barron (Roseacres Primary)
Vice-Chair	Julie Lorkins (St Andrew's, N Weald)
Treasurer	Mary Jo Hall (St Thomas More Catholic Primary)
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Uttlesford South	John Clements (Hatfield Heath Primary)
Epping Forest South	Matt Woolard (Hereward Primary)
Epping Forest Rural	to be advised

The officers and Local Delivery Group representatives were thanked for the hard work that they do on behalf of headteachers in the West 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](http://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 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.

West heads were asked for their opinion.

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

**4. FUTURE DATES**

**WEST meetings with the Local Authority officers 2017/18 -at The Stansted Centre (Weston Homes Business Centre) Takeley**

Wednesday 15 November 2017

Wednesday 28 February 2018

Wednesday 20 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"> <li>• 2 – 1 going to private sector/1 education to part-time</li> <li>• 2 – 1 leaving profession (pre-capability)/1 moving to another school offering more money</li> <li>• 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).</li> <li>• 2 – 1 retirement/1 relocation</li> <li>• 4 – 2 on long term supply, contract ending/1 moving out of Essex/ 1 moving into secondary education</li> <li>• 1.5 teacher vacancies</li> <li>• 1 – greater opportunities in a large (5 form entry) school</li> <li>• 1 – promotion to SEN adviser in Essex</li> <li>• 2 – 1 retiring/1 moving out of area</li> <li>• 3 – co-head leaving education/Deputy – headship appointment/NQT 1 year contract and capability issues</li> <li>• 2 – 1 moving to China to teach/1 moving into private sector</li> <li>• 4 – 1 unknown reason, 1 moving to Devon, 2 moving to different schools</li> <li>• 1 – leaving profession, ill health</li> <li>• 3 – 2 to go travelling/1 wants to work in a special school</li> <li>• 1 moving out of Essex</li> <li>• 3 – 1 promoted to headship/1 promoted to DHT/1 moving to special school</li> <li>• 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.</li> <li>• 5 – 1 leaving/4 maternities</li> <li>• 3 maternities</li> <li>• 2 – 1 relocating to Midlands/1 maternity</li> <li>• 3 teachers left in Feb, March and May – capability. 1 part-time teaching leaving in July to gain KS1 experience.</li> </ul>
North East	<ul style="list-style-type: none"> <li>• 0 (several schools)</li> <li>• 4 – 1 retirement, 1 early retirement, 1 career change, 1 promotion</li> <li>• 5 – 2 NQTs moving, 1 teacher leaving profession, 2 teachers moving to different county – using a supply teacher in Year 1</li> <li>• 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.</li> <li>• 3 (2 are SLT) 1 promotion/1 stress/1 abroad</li> <li>• 4 – 3 moving to other schools/1 returning to higher education</li> <li>• 2 teachers going on maternity leave – I only have 4 in total!</li> <li>• 6 – 1 capability/1 to be closer to home with new baby/1 promotion/1 maternity leave/2 retiring</li> <li>• 2 – 1 to work part-time/performance/ 1 on long term supply from a supply agency.</li> </ul>

	<ul style="list-style-type: none"> <li>• 3.5 – 2 moving because of partner’s job/1 retirement/.5 to a different school</li> <li>• 1 retirement – (DHT)</li> <li>• 5 – 2 NQTs relocating/3 maternity leave</li> </ul>
West	<ul style="list-style-type: none"> <li>• 4 + 2 maternity</li> <li>• 6 in total Year 5 teacher      Moving to work in an Independent School in Hong Kong</li> <li>Year 3 teacher      Promotion – relocation out of area –housing costs etc</li> <li>Year 2 teacher      Moving to work in a school closer to home</li> <li>Year 4 teacher      Workload – wants to achieve better work/life balance</li> <li>AHT –      Maternity</li> <li>SEND Co – Maternity</li> <li>• 3 – two for a career break and one relocating to Lancashire</li> <li>• 1 – moving on, bigger school, more opportunity, different LA</li> <li>• 1 full time – moving to private sector, 1 part time – no reason given</li> <li>• Senior teacher poached by another school.</li> <li>• 4 – 0.4 music teacher resigned; 0.4 leaving for family reasons; 2 agency staff not using again</li> <li>• 1 – not renewing contract</li> <li>• 4 – 3 retiring, 1 promotion</li> <li>• 1 – maternity – 6 in the last 5 years, the school has a great number of part time staff to manage.</li> <li>• 2 teachers – one moving near home, the other moving to work for a LA (not Essex).</li> <li>• 2 – 1 taking a sabbatical year, 1 relocation.</li> <li>• 2 – 1 moving to private sector, 1 going to work as a supply teacher because of worklife balance.</li> <li>• 1 - Taking a year out – travel</li> <li>• 1 – promotion to Deputy in neighbouring school.</li> <li>• 2 maternity covers</li> <li>• 2 – 1 maternity, 1 promotion.</li> <li>• 2 moving to schools closer to their homes.</li> <li>• 4 in total – 1 EYFS contracted 1 year to teach bulge class, 1 wanted SENCo post so moving on, 2 CPD opportunities.</li> </ul>
Mid	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 1 –moving closer to home</li> <li>• 2 – promotion</li> <li>• 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.</li> <li>• 1 – leaving education</li> <li>• 1 – to another school</li> <li>• 3 – 1 leaving the profession, 1 NQT, one moving to private sector, one to a new school.</li> <li>• 3 – 2 to other schools, 1 stay at home dad</li> <li>• 5 – one promotion to Deputy, 4 due to quality of teaching decisions!</li> <li>• 2 – 1 promotion to a different area, 1 temporary no longer required.</li> <li>• 2 – 1 retiring, 1 for family reasons</li> <li>• 3 – 1 promotion to SENCo, 1 relocating to Scotland, 1 leaving teaching.</li> <li>• 3 – 1 emigrating, 1 promotion to Deputy, 1 NQT release from contract.</li> <li>• 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.</li> </ul>

- 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 7<sup>th</sup> 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, 1<sup>st</sup> round no applicants, 2<sup>nd</sup> 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)

South	
	<ul style="list-style-type: none"> <li>• 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 &amp; Summer terms.</li> <li>• 1 poor – not qualified</li> <li>• 1<sup>st</sup> advert – 6 applicants, none shortlisted</li> <li>• 2<sup>nd</sup> advert – 10 applicants (including 2 from first round!) – 2 shortlisted and appointed 1</li> <li>• 3<sup>rd</sup> advert – 2 applicants – none shortlisted</li> <li>• 9 – probably 4 out of these were of decent quality</li> <li>• Greater number for part-time vacancies. About 50% would not have considered appointing.</li> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>• 12 applicants for 2 posts – 8 were shortlisted and 1 appointed</li> <li>• 3 – 1 leaving teaching to become a surveyor/1 leaving to teach in Malaysia/1 moving to another school</li> <li>• 14 for DHT post</li> <li>• 17 applications for co-head vacancy/10 application for mainscale teachers</li> <li>• 9 applied for 3 posts – 4 were interviewed</li> <li>• 5 applicants for 1 post – none appointed</li> <li>• Good – 9 applicants for headteacher role. 8 applicants for Deputy role. CT was sought after. Other role covered by staff increasing contracts.</li> <li>• 3 applicants from 5 shortlisted- 2 appointed elsewhere before interviews.</li> <li>• 7 applicants invited – 3 to be interviewed, 2 had jobs before interview.</li> <li>• 4 – 3 of which were poor</li> <li>• 6 – only 2 worth interviewing.</li> </ul>
North East	<ul style="list-style-type: none"> <li>• On average, three or four applicants per advertisement. The quality is varied though most candidates are not suitable.</li> <li>• Recruited via teaching school – high quality</li> <li>• Replaced a teacher for last September – was able to recruit from a good quality range of applicants</li> <li>• Good initial field but rapidly dwindled as candidates were appointed elsewhere.</li> <li>• Retained 2 maternity cover teachers on a permanent basis, plus 2 new appointments (one from Suffolk)</li> <li>• 2 applicants for maternity leave – lower quality, one no primary experience/ 6 applicants for UPKS2 (strong)</li> <li>• Around 2 per post – quality variable</li> <li>• 2 applicants – not suitable</li> </ul>
West	<ul style="list-style-type: none"> <li>• Last advertised post – 2 applicants. Neither were shortlisted</li> <li>• 4</li> <li>• 4 applied – 2 posts to fill</li> <li>• 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!!!</li> <li>• Very little interest in Headteacher position – very small school so recruiting around L8</li> <li>• Just one candidate for one vacancy, the other 2 NQTs applied.</li> <li>• Recent applicants have been poor. At least 2 interviewed within last 6 months I am unclear about how they have QTS!</li> <li>• I have had to advertise 3 times to cover one post. 15 applications over 3 adverts – 2<sup>nd</sup> 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.</li> <li>• 2 – 1 appointed, 1 NQT with gaps in knowledge at interview.</li> <li>• 8 – 7 were good, 1 teaching in Vietnam and her application was full of typos!</li> <li>• 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.</li> <li>• Higher number and quality than historically as now we are rated “good”. Average 4 applicants per post.</li> </ul>
Mid	<ul style="list-style-type: none"> <li>• 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</li> </ul>

	<p>written references are also becoming a major issue.</p> <ul style="list-style-type: none"> <li>• One</li> <li>• 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</li> <li>• 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!</li> <li>• None of the applicants have requested a show round</li> <li>• 3 applicants – none shortlisted</li> <li>• Very poor – only 1 applicant for last advert</li> <li>• 3 applicants for post advertised in February for September – No applicants for one year contract CT</li> <li>• No appointments – 6 applicants, all poor.</li> <li>• 14 – generally good NQTs</li> <li>• 10 – but didn't appoint first time and re-interviewed.</li> <li>• Lots NQT. Very good quality field following SENCo advert.</li> <li>• First round – 6 applicants, 4 shortlisted, 3 arrived for interview; Second round – 5 applicants, 3 shortlisted, 2 arrived for interview;</li> </ul>
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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.

<p><b>Any R&amp;R strategies which your school/partnership of schools is considering</b></p>	
<p>South</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Now desperate!</li> <li>• 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.</li> <li>• CPD</li> <li>• Phase-group PPA</li> <li>• Not able to offer enhanced salary due to decreasing budget.</li> <li>• Early start NQTs</li> <li>• Overstaffing when finances allow.</li> <li>• Fast track EY trainee teacher to reach QTS, enabling her to teach a class full time.</li> <li>• Early start for new staff.</li> <li>• In the process of converting to a MAT with 3 other schools; hopefully this will open up greater opportunities for recruitment.</li> <li>• Reducing workload, responsibility and changing roles.</li> <li>• Good CPD – middle leader opportunities and training</li> <li>• 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!</li> </ul>

<p><b>North East</b></p>	<ul style="list-style-type: none"> <li>• Visits to Ireland for currently unemployed (but already qualified) teachers. Recruiting staff with potential and investing in supporting and training.</li> <li>• Networking and local intelligence</li> <li>• Graduate training schools</li> <li>• Portable salary</li> <li>• Academy with teachers' pay and conditions/Burgundy Book</li> <li>• Encouraging teachers 3-4 years into teaching with enhancements, areas of responsibility and good quality CPP.</li> <li>• One candidate recruited from an agency.</li> <li>• Appointing early (before vacancy in one case!)</li> <li>• Have engaged post maternity leave teachers in the past 2 years</li> <li>• Retention payments</li> <li>• Step into Teaching</li> <li>• LSAs on to Pathway to Teaching</li> <li>• Maintaining supportive, valuing work life, school's family ethos.</li> <li>• Ex-retired teachers</li> <li>• Over-recruiting has been discussed in past.</li> <li>• Teach First</li> <li>• Having trainee teachers/SCITT students</li> <li>• Graduate LSAs – assessment only route</li> </ul>
<p><b>West</b></p>	<ul style="list-style-type: none"> <li>• Working with TT training providers</li> <li>• Would consider overseas candidates</li> <li>• Use of R&amp;R payments and for exceptional performance, movement of two places on the MPR</li> <li>• Part of 2 teaching training partnerships – Homerton/FIPC.</li> <li>• Advertising and taking a risk to appoint for a potential vacancy/ overstaffing but with financial risk factor</li> <li>• If budget allows, we are considering overstaffing to ensure we have enough teachers to cover all classes</li> <li>• Joint appointments across MATs</li> <li>• Offering health care plans to all teachers</li> <li>• Training more school based route teachers so that we have potential NQTs in school</li> <li>• 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.</li> <li>• Having students in school in order to appoint (if they are good quality) early on in the academic year.</li> <li>• Sharing a SENCo?</li> <li>• 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!</li> <li>• Use of School Direct salaried trainees to support direct teaching.</li> <li>• Working with ITT providers. My DHT is associate lecturer with main aim to recruit talented teachers.</li> <li>• Developing ITT.</li> <li>• Partnership with other schools.</li> </ul>
<p><b>Mid</b></p>	<ul style="list-style-type: none"> <li>• I am also employing one of part-time teachers to lead on pupil premium interventions next year.</li> <li>• Early communication with students – supporting students – 'growing our own'</li> </ul>

	<ul style="list-style-type: none"> <li>• Considering temporary TLR for teachers in school to do a specific piece of work linked to their area of responsibility.</li> <li>• Staff wellbeing and team building sessions.</li> <li>• 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.</li> <li>• Advertising through Facebook and Youtube</li> <li>• Joining a MAT to offer more school promotion pathways.</li> <li>• Childcare vouchers.</li> <li>• PD programme.</li> <li>• Restructuring TA posts.</li> <li>• SCTT</li> <li>• “Grow your own” into roles etc</li> <li>• RQT programme</li> <li>• We rely on agencies.</li> <li>• Sharing of contacts between partnerships.</li> <li>• Considering taking UQT and supporting through training.</li> <li>• Have already paid an external company to help with recruitment, but so far to no avail.</li> </ul>
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<b>Which, if any, of the initiatives of the recruitment &amp; retention group have you engaged with/are you aware of?</b>		
	<b>Yes</b>	<b>No</b>
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.

<b>What would you like the Recruitment and Retention strategy group to focus on in the future?</b>	
<b>South</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• No idea! But there are no suitable candidates applying.</li> <li>• 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!).</li> <li>• Recruiting and retaining LSAs to work with children with SEMH is a real issues for us – even more than retaining teachers.</li> <li>• To focus on NQTs and supporting them not only in their 1<sup>st</sup> but also 2<sup>nd</sup> year to help retention. (Suggested by a number of respondents)</li> <li>• Alternatives to teacher pay and conditions.</li> <li>• Continue doing the positive work for us. Very grateful.</li> <li>• 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.</li> </ul>
<b>North East</b>	<ul style="list-style-type: none"> <li>• Perhaps a pool of close quality “seconds” following interviews in a local area.</li> <li>• How to make your school advert stand out in Jobscene.</li> <li>• Strategies to promote Essex.</li> <li>• Helping experienced LSAs (without a degree) to study for teaching qualifications.</li> <li>• <u>Quality</u> teacher recruitment</li> <li>• Pathways – high quality applicants, use as LSA for first year.</li> </ul>
<b>West</b>	<ul style="list-style-type: none"> <li>• To continue to seek / find ways of providing incentives for candidates to locate to the area and stay for the longer term</li> <li>• 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.</li> <li>• 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.</li> <li>• Encouraging more highly skilled people into the profession.</li> <li>• Addressing workload issues to support retention.</li> <li>• More training places.</li> <li>• Headship shortage a huge worry.</li> <li>• When you get good staff – focusing on retention as there is not enough money for UPS scales, promotions etc</li> <li>• 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).</li> </ul>

	<ul style="list-style-type: none"> <li>• Visas for overseas staff over 30.</li> <li>• Quality teaching assistants also hard to find.</li> </ul>
Mid	<ul style="list-style-type: none"> <li>• References and their quality!</li> <li>• Teacher training.</li> <li>• Attracting high quality graduates into teacher training. Developing paid internships.</li> <li>• Funding high quality graduates.</li> <li>• Well planned dates/tasks/expectations.</li> <li>• Growing new teachers through training.</li> <li>• Support recruitment of temp teachers</li> <li>• Encouraging more people to go into teaching as it is a great job, despite what the media/government portray!</li> <li>• Supply of NQTs</li> <li>• RETENTION STRATEGIES.</li> </ul>

*Comment*

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