

Children and Young People Select Committee		
Title	Recruitment and retention of school staff – Second Evidence Session	
Contributor	Scrutiny Manager	Item 4
Class	Part 1 (open)	13 th September 2017

1. Purpose of paper

- 1.1. As part of its work programme the Committee has agreed to undertake an in-depth review of recruitment and retention of school staff.
- 1.2. This evidence report, together with the first evidence report that was considered on 28 June 2017, addresses the Key Lines of Enquiry that were set out in the scoping paper as agreed by the Committee on 19 April 2017.

2. Recommendations

- 2.1. Select Committee is asked to consider and discuss:
 - the contents of this report
 - the verbal evidence of Members who attended schools visits
 - the verbal evidence of Rose McNamee, Teach First.

3. Summary

- 3.1. The evidence that follows is mixed and sometimes contradictory. What has become clear through gathering evidence for this review is that different schools face a wide range of different issues, which means there is unlikely to be a single solution to the issues raised.
- 3.2. At the last meeting, the Committee heard from a local secondary teacher and NUT committee member who advocated for the creation of a fair workload charter in response to the biggest issue for teachers as reported by their members, namely workloads that they considered increasingly unmanageable.
- 3.3. The evidence gathered from schools in Lewisham makes little mention of workload. This may be because it is so widely accepted as to go without saying, or it could be because those responding see the national frameworks as a 'given'.

4. Evidence - Visits to schools

Committee members visited St William of York Catholic Primary School, Brindishe Green Primary School and Haberdasher Aske's Hatcham College. Forest Hill School, Sedgehill School and Deptford Green School were all approached for a visit but either declined or did not respond.

St William of York Catholic Primary School (SWOY)

4.1. SWOY is a small, single form entry Catholic primary school in Forest Hill. Councillors Johnston-Franklin, Jacca, Jacq Paschoud and Monsignor Rotheron met with the head teacher, Sharon Lynch.

4.2. Below is a summary of the evidence gathered on the visit.

Recruiting staff

4.3. The school enjoys stable staffing with low turnover. Retention is less of an issue than recruitment and the three most common reasons for staff to leave are retirement, maternity or to move out of London.

4.4. The school prefers to 'grow its own' teachers – it employs Teaching Assistants (TAs) post A-level or degree and supports them to train as teachers. In the last 6 years, approximately 8 teachers had been recruited in this way. The school also uses Teach Direct and currently has two graduates.

4.5. The school has a good relationship with an agency that provides teachers from Australia whenever short term cover is needed.

4.6. SWOY prides itself in being a community school, with many staff choosing to send their own children there, and the school has recruited former pupils. When the school was expanded to accommodate a bulge class, it looked to its own community to design the space, appointing local architects with children enrolled at the school.

Advertising

4.7. Advertising can be expensive and yields a poor response. There is no free advertising any more. The main source of advertising is TES, where prices range from £500-£1,000. Whereas advertising on the council website used to be free, there is now a charge. The school also uses Jobs Go Public, eTeach and the Catholic Teachers Gazette. All forms of advertising are costly for sometimes a limited response. Members heard that it can cost up to £10,000 to recruit a Catholic head teacher.

Faith requirement

4.8. The Catholic Diocese prefers schools to recruit teachers from the Catholic faith. While this is not an absolute requirement for teaching and non-teaching staff, deputy or head teacher posts are restricted to practising Catholics. This can result in career development opportunities being closed to existing non-Catholic staff, and also limits an already narrow pool of candidates even further. It is possible for non-Catholic staff to temporarily act up into these roles. The school works closely with St Mary's University College, which is a Catholic college for the education of teachers and is based in Strawberry Hill.

4.9. Ms Lynch stressed that this is a real factor for Catholic schools. Following the meeting, the Scrutiny Manager contacted Frances Holland, head of St Stephen's Church of England Primary School. The school had recently recruited a Deputy

Head and Ms Holland had not found the faith requirement to be a complicating factor.

- 4.10. The faith requirement also applies to families applying for a place at the school for their child. Whereas some Church of England schools give priority to the children of staff, the Catholic Diocese will not allow it. This can negatively impact on non-Catholic teaching staff with primary age children.

Career Development

- 4.11. Ms Lynch advised that small schools provide the opportunity for staff to move into positions of responsibility very quickly, but career development opportunities can also be limited in a small school. The school has to think creatively about how to create opportunities for ambitious staff with leadership potential, finding a balance between holding on to good staff and allowing them to grow. Some examples given were of the Assistant Head studying for a MA and being a local authority moderator, and members of staff participating in Getting Ahead London and working for the National Centre for Excellence in the Teaching of Mathematics (NCETM). The school has put forward three teachers at a cost of £500 per person who will train to become lead practitioners through the lead practitioner programme at Bonus Pastor Catholic College.
- 4.12. Ms Lynch was in favour of Executive headships as a way of offering career development opportunities in small schools with little capacity to expand.

Housing and transport

- 4.13. Cost of housing is a major factor for staff recruitment and retention. The School loses staff who decide to move out of London in search of more affordable and spacious accommodation. However, good transport links mean that staff can move to more affordable parts of London such as Sidcup or Welling and still travel into school.

Workload

- 4.14. Heavy workload is an issue for all staff. External pressures such as changes to the curriculum had generated a lot of additional work but Ms Lynch hoped that was settling down now that the new curriculum was starting to embed. The school is looking at marking and planning with a view to reducing the amount of time spent on these activities without impacting on effectiveness. The school was also adopting new IT to speed up assessment processes.

Pupil numbers

- 4.15. Intake for September 2017 Lewisham primary schools was down 5%. The vote to leave the EU was already impacting the school with some European families having left. To avoid redundancies, the school would need another bulge class in 2018. It was hoped that pressure for Reception places in the area would ensure that the school could fill 60 Reception places next year.

Overseas checks

- 4.16. The new requirement for all new staff who have been out of the country for more than 30 days (continuously) at any time since they turned 18 to have overseas police checks is onerous and causing significant delays to recruiting staff.

Leadership Forum

- 4.17. All Lewisham Heads meet half-termly as the Leadership Forum, which is coordinated by Ms Lynch and Nikki Oldhams, Head of Chelwood Nursery. The Forum offers Heads the opportunity to share practice, discuss ideas and raise challenges.

Pupil Premium

- 4.18. Pupil Premium is an important source of funding for the school. Since the introduction of universal free school meals for KS1 children, the number of parents registering for pupil premium has dropped significantly.

Brindishe Green Primary School (BG)

- 4.19. BG is federated with 2 other Brindishe schools: Brindishe Lee and Brindishe Manor. The head teacher of BG is Sarah Gorbutt. Over-arching responsibility for all three schools lies with the Executive Head, Dame Vicki Paterson. Councillors Sorba, Johnston-Franklin, John Paschoud, Jacq Paschoud and Monsignor Rother met with both Ms Gorbutt and Dame Vicki Paterson.
- 4.20. The Brindishe Federation came about as a means of school improvement. Dame Vicki Paterson had been head of Brindishe Lee. Nearby, Hither Green Primary School, as Brindishe Green was then known, was an undersubscribed, failing school. The schools formed a partnership to improve Hither Green, and 3 years later formally federated. The third school, Brindishe Manor, joined subsequently. Now all three schools share a governing body.
- 4.21. Large-scale recruitment was necessary for Hither Green, but as failing schools are generally unappealing to candidates, recruitment was to the partnership rather than to the school directly. Sarah Gorbutt, the current Head, was one of the early appointments.
- 4.22. A summary of the evidence gathered at the meeting follows.

Recruitment

- 4.23. According to Dame Vicki Paterson, teaching is a vocation and teachers generally see their role as a “moral imperative”. Successful candidates are more concerned about training, support and development as well as being aligned with the school’s values and mission, rather than salary.
- 4.24. Staff recruitment is hugely time consuming. The Executive Head takes on this role to enable Head Teachers to focus on pedagogy.

- 4.25. The Federation tries to grow its own teachers in the first instance, seeking to recruit TAs with the potential to become teachers. Other teachers are recruited through Schools Direct.

The Power of a Federation

- 4.26. One of the core values of the Federation is respect for individuality. This applies to staff and children. There is no set teaching style or method in Brindishe schools, the focus is on outcomes, which are monitored by Heads. All three Brindishe schools are different and have their own identity.
- 4.27. The role of Executive Head is wide-ranging. At times it is a trouble-shooting role, at other times the Executive Head refers to herself as “the highest paid support staff”. Having an Executive Head means that teachers have the opportunity to focus on the children, leaving the Executive Head to deal with all non-teaching matters.
- 4.28. For a Federation to be successful, in addition to strong partnership working, the schools need to be close enough that staff can get move between federated schools and back in a lunch break.
- 4.29. The Federation employs 2 full time year-round IT managers across the 3 schools at a cost of £33,000 each. The schools share a Managed Learning Environment (MLE) and can share information over the MLE staff noticeboard. An example was of a class teacher finding their modelling clay had hardened. Through the noticeboard, the teacher was able to source clay from another school, and somebody to deliver the clay.
- 4.30. The Federation tries to give as much control to teachers as possible to limit stress. Teachers can define slots for parent meetings to suit their own circumstances such as offering early morning slots, late evening slots.
- 4.31. Teachers feel protected within a strong federation and with an Executive Head with the clout, experience and reputation to challenge external demands. For example, schools are required to publish “British Values” on their website. Brindishe Schools do not do this. Instead they publish “Brindishe Values” which focus on celebrating difference rather than tolerating it.
- 4.32. The size and scale of a Federation brings opportunities for staff which aids retention. Schools Direct candidates move between different classes at the same stage, which is an opportunity small single-form entry schools can only offer in partnership. Having an Executive Head gives a different perspective and wider connections.

Support for new teachers

- 4.33. The school facilitates a number of specific measures to limit teacher drop out:
- Encouraging networking and connections and peer mentoring
 - Running an internal NQT programme and putting in place additional support in the third year post-qualification when many teachers have a ‘wobble’.

Pupil Premium

- 4.34. Like SWOY, Brindishe schools experience has a lower number of pupils taking up Pupil Premium than are probably eligible for it. Dame Vicki Paterson suggested that the Committee might lobby the government to make Pupil Premium automatically available to eligible families rather than requiring them to opt in. This relatively simple change would benefit schools to the tune of thousands of pounds each year, and would enable additional TA recruitment. Pupil Premium endures for 6 years, so the school would continue to benefit even if a child ceases to be eligible for Free School Meals.

Pay

- 4.35. Performance Related Pay can be positive. The bigger threat is single status job evaluation for support staff, which can be very restrictive and limiting when recruiting support staff with additional skills. An example was given of a janitor with the skills to redecorate the school in the holidays. The school has no capacity to vary the salary for increasing the role. The school can make honorarium payments, however Teaching and Learning Responsibility (TLR) payments can be only made to classroom teachers who take on additional responsibility, but are not payable to support staff.

Pressure from parents

- 4.36. A significant source of stress for teachers is pressure from parents. In some cases disgruntled parents have taken to social media to lambast the school or to 'bully' individual teachers. This is extremely damaging for the school's reputation, and for the health and wellbeing of the staff. Dame Vicki Paterson's view was that the local authority could play a role in reducing this by managing parental expectations and discouraging parents from expecting the school to handle every issue, however trivial.

Teacher Poverty

- 4.37. The biggest threat to retention for Brindishe Schools is the cost of housing. An example was given of a newly qualified Reception teacher who, after paying rent and bills, was left with just £35 per week. Staff leave to move out of London. Some staff have tried to commute in from Chatham or the south coast but unreliable train services have meant that this is unsustainable.

The Lewisham Brand

- 4.38. Dame Vicki Paterson said that for a teacher, belonging to a local authority is a unique selling point. Some people want to work for a local authority rather than a MAT or a free school, however more needs to be done to consistently define Lewisham as a brand so that trainees looking at working in Lewisham schools know what Lewisham 'means'.

Haberdasher Aske's Hatcham College (HAHC)

- 4.39. HAHC is a 3-18 through school in New Cross which comprises Hatcham Temple Grove Primary Schools, Hatcham Temple Grove Free School (also primary), and the secondary phase, Hatcham College.
- 4.40. HAHC forms part of the Haberdasher Aske's Federation (HAAF) together with Crayford Academy and Knight's Academy. HAAF is a Multi-Academy Trust (MAT). Altogether, the MAT incorporates 5 x primary schools, 3 x 11-16 schools and 3 x 6th Form Colleges. Councillor Klier and the Scrutiny Manager met with Declan Jones, Principal of HAHC and Deputy Chief Executive of the HAAF, with responsibility for HR and Recruitment and Retention across the academy chain.
- 4.41. A summary of the evidence gathered follows.

Recruitment

- 4.42. HAHC is an attractive employment option for young teachers wanting to experience life in the capital. Its proximity to central London and its transport links help, as does its reputation and Outstanding Ofsted rating. Typically young teachers stay with the school for about 5 years before retention becomes a problem. Usually staff move on for relationship or housing issues, with many choosing to move out of London. Some staff move out to Bexley or Croydon and keep working at the school, but any further afield and the travelling time is too onerous to sustain.
- 4.43. For each appointment a Talent Manager Report is completed. This looks at 6 Matrices, including success of the campaign, quality of the candidates, and the percentage success rate of candidates at 3 months.
- 4.44. HAHC has about an 85% success rate of recruits. The cost of recruiting is high and therefore the school wants to ensure that it recruits the right person for the job. Any staff that are struggling are placed on a 12 week Improving Teacher Programme (ITP). This comes at a financial cost, but the success rate is just under 90%. All NQTs are automatically placed on an ITP.

Retention

- 4.45. High-performing staff that are ready to move ahead in their careers are placed on an Outstanding Teacher Programme (OTP) to further develop their teaching and leadership skills.
- 4.46. Middle and senior leaders who are already on the property ladder or who have a high-earning partner tend to stay longer than the usual 5 years. The school offers middle and senior leadership packages. The highest turnover is found among middle leaders, which is an area for concern. The remuneration package for senior leaders is sufficient to enable senior leaders to stay.
- 4.47. Having a 6th form is a big attracting factor for candidates, and from a career-development point of view can be a retention tool, as is the opportunity for teaching across primary and secondary phases in an all-through schools. The Vice Principal of KS3 at HAHC previously taught in the Primary phase.

- 4.48. Valuing staff wellbeing was also raised as a way of aiding retention, with things like a staff survey, creation of a staff association helping to identify issues affecting staff happiness and wellbeing.
- 4.49. Mr Jones advocated making policies clear to staff as an aid to retention, such as clearly defined rules on pay progression, access to talent acceleration programmes, and setting out dates and expectations in advance so that teachers know what is expected of them and when.

Reputation of Lewisham

- 4.50. Mr Jones was supportive of Lewisham Learning – a school-led model school improvement - and saw it as an opportunity to move away from the local authority 'brand'. The roll out of Lewisham Learning would, in his opinion, upskill the network of schools in Lewisham. He did not see Lewisham's reputation more generally as a hindrance to recruitment and retention – it was his experience that the reputation of the individual school was more significant to candidates.

The Power of a Federation

- 4.51. Mr Jones explained the power of a federation was that all HAAF staff have a vested interest in outcomes at all schools. He cited Knight's Academy, formerly Malory Secondary School, as an example. It had been in Special Measures for safeguarding. Staff across HAAF had played a part in sharing staff, good practice and covering sickness absence.
- 4.52. There are also advantages to being an all through school. Year 6 class teachers observe pupils' progress in secondary school to ensure there is not dip or levelling off in attainment upon transition to secondary school.
- 4.53. Federations also create an internal market. The Principal of Crayford Academy was previously the Vice Principal at HAHC. There is some staff movement between federated schools, however staff from the outer London schools tend to want to travel in to HAHC more than HAHC staff want to travel out, as this would mean the loss of their London weighting.

Workload

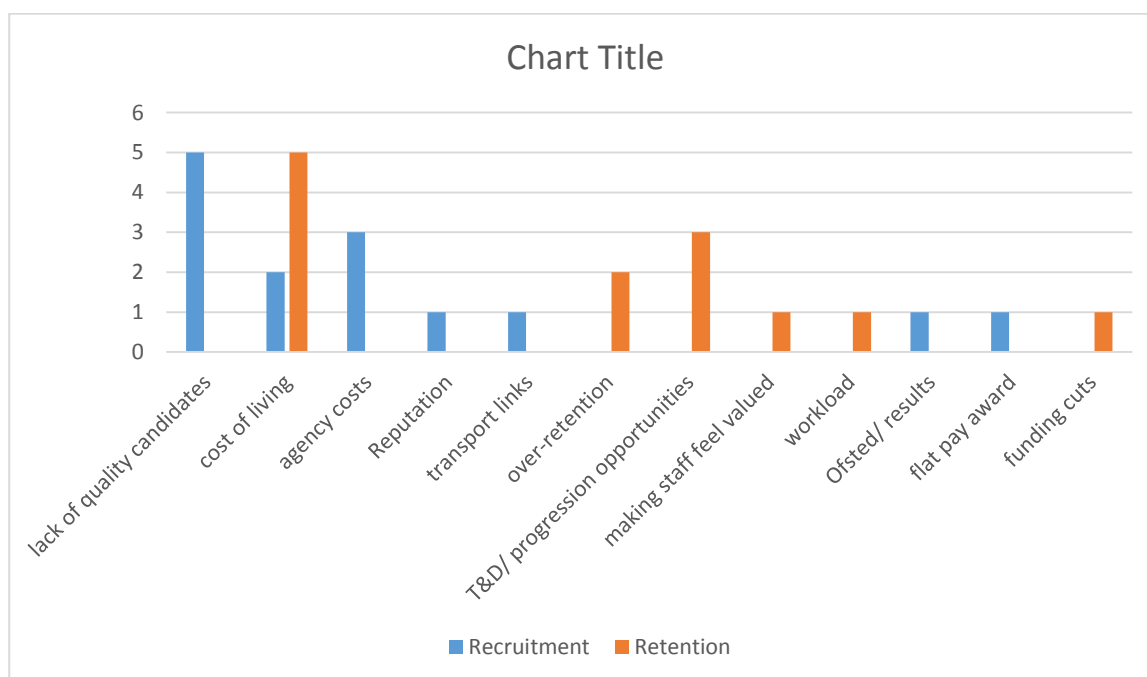
- 4.54. Workload is an issue for all teachers/ schools. Non-contact time is set aside for all teachers across all phases. It is standard for teachers to be allowed 5 professional learning days in an academic year. Teachers at HAAF get 9.
- 4.55. The school is looking at the homework it sets with a view to reducing marking. It has reduced the frequency of school reports in a year, and is reducing the number of traditional assessments in favour of moderated work.

Advertising costs

- 4.56. Although advertising costs are high, the school receives around 60 applicants for each recruitment round so the cost, which is shared across the federation, is justified by the talent pool.

5. Recruitment and retention - challenges faced by schools

- 5.1. A short survey (Appendix A) was circulated to all Lewisham schools to try to gauge the level of concern about recruitment and retention. Of the 87 (including special schools and the Pupil Referral Unit) schools in the borough, 10 schools responded. Surveys were all completed by head teachers except for one, which was completed by a school governor. A summary of the results can be found at Appendix B.
- 5.2. Of the responses received, 7 were primary schools, 2 were all-through schools, and one was a secondary school.
- 5.3. Schools were asked to identify their key challenges/ barriers to recruitment and to retention. The chart below displays the results. A range of issues were mentioned, with lack of quality candidates being the most commonly cited problem for recruitment, and cost of living, and specifically housing costs, being the most commonly experienced barrier to retention.



- 5.4. Lack of career progression opportunities was a problem in smaller schools, particularly one-form entry primary schools or faith schools.
- 5.5. One school felt that Lewisham's reputation was a deterrent to recruiting good candidates. This same school said that Ofsted grading and results contributed to recruitment problems.
- 5.6. In some primary schools over-retention was a problem. Retaining a high number of staff for many years can result in a disproportionate number of employees sitting towards the top end of the pay scale. Some churn is good for a school and in a time of budget cuts, schools would prefer to make staff cuts through natural wastage – staff resigning and the vacancy not being backfilled – than through forced redundancies.

- 5.7. Agency costs were a problem for primary schools in general, particularly when recruiting Newly Qualified Teachers (NQTs).
- 5.8. Just one school cited workload as a problem. It is worth bearing in mind that this survey does not necessarily represent the views of teachers and other staff as it was completed by head teachers.
- 5.9. Schools were also asked to identify any specific problem areas. The following was highlighted:
- Subject-specific problem areas at secondary school – Science, Maths, Geography, Modern Foreign Languages (MFL), Computing
 - Middle leaders/ subject leaders
 - Year 6 class teacher
 - Early Years
 - Head Teacher Recruitment
 - Catholic staff
 - The impact of bulge classes
- 5.10. While all secondary/ all through schools had experienced difficulties in recruiting Science and Maths teachers, schools with lower Ofsted ratings experienced wider difficulties across a range of subjects.
- 5.11. The comments around Catholic staff and bulge classes echo the findings of the visit to SWOY. These points were made by two separate primary schools, neither of which was a school that Members visited.
- 5.12. Finally, schools were asked what they thought the council could do to support recruitment and retention.

Housing

- 5.13. Support for key worker housing was the most commonly-raised suggestion. It was suggested that a percentage of all the new developments in Catford and Lewisham be set aside for fixed rent key worker accommodation.

Reputation

- 5.14. Schools felt that Lewisham should do more to promote Lewisham as a place to live and work.

Advertising

- 5.15. Schools felt Lewisham should offer free and wider advertising for schools trying to fill vacancies. Additionally, and linked to reputation, the council could do more to actively promote Lewisham to NQTs.

Strategic recruitment

- 5.16. Several schools called for a coordinated approach to recruitment across the borough. There should be a clear image of what working in Lewisham means. Subject clusters should be coordinated across the borough as they would be in a Multi-Academy Trust (MAT).

Incentives

- 5.17. Offering incentive allowances for working in more challenging schools and offering NQT incentives such as help with travel costs or help finding accommodation were both mentioned.

Bulge classes

- 5.18. Several schools suggested looking at funding issues related to bulge classes. Sometimes bulge classes, which are at capacity in Reception, begin to empty as the class moves through the school. As numbers reduce, funding reduces. Once school reported that numbers were so reduced as to necessitate a cut in support staff in as the deplete bulge class reached Year 6, only to need to re-recruit support staff for the bulge class as it started again in Reception.
- 5.19. Bulge classes can also have training implications. EYFS is a specialist area and children benefit most from teaching by specialist staff. If existing staff without the necessary expertise are required to teach the additional class in Reception, they need to be trained to do so.

6. Officer Responses

- 6.1. Officers have provided the following responses to the issues brought up during the evidence-gathering visits and in the survey responses:

Advertising charges

- 6.2. A charge of £265 per annum is charged to schools for the use of the Council Website and Jobs Go Public combined on an unlimited use basis. Without this negotiated arrangement, Jobs Go Public would charge schools £500 per advert.

Promoting Lewisham to NQTs

- 6.3. Schools' HR attends NQT recruitment fairs annually to promote Lewisham... Schools' HR tends to visit the more local training establishments such as Greenwich, Goldsmiths and the Institute of Education, but does go out as far as Roehampton where there has always been keen interest in Lewisham Schools.
- 6.4. LB Lewisham and the Lewisham Teaching School Alliance Partnership (LTSAP)¹ hosted a 'Teach in Lewisham' event in March. The event was aimed at providing information for people interested in training to become a teacher. Attendees were invited to complete an evaluation form following the event, and 15 completed forms were received. All respondents found the event "extremely useful" or "very useful".
- 6.5. Further events are scheduled for 14 October 2017 and 3 February 2018

¹ The LTSAP comprises the four Teaching School Alliances. They are:

- Education Teaching Alliance Lewisham (ETAL- Haseltine and Fairlawn plus partners)
- South Thames Early Education Partnership (STEEP - Chelwood and Clyde Nursery Schools plus partners)
- Atlas (Haberdashers' Aske's Leathersellers Federation plus partners)
- Endeavour (Tidemill Academy plus partners)

Incentives

- 6.6. Recruitment and Retention allowances for teachers such as travel, accommodation, private medical care or financial incentives are available to be used. However, offers must be part of the school's pay policy and HR would always suggest caution and careful thought about using such incentives as the basis for giving these needs to be explicitly clear to avoid individual challenge.

Strategic recruitment

- 6.7. Subject clusters or networks are beginning to be established now at secondary level as part of the Secondary Challenge work.

Bulge classes

- 6.8. The issue of depleting class numbers is not limited to bulge classes, but is seen across the borough as parents make decisions about the future of their children's education as they get closer to secondary school age.

Overseas checks

- 6.9. The DfE Statutory Guidance "Keeping Children Safe in Education" (KCSIE) 2016 contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply in order to keep children safe.
- 6.10. At paragraph 114 it provides:
- "Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. In addition, **schools and colleges must make any further checks that think appropriate so that any relevant events that occurred outside the UK can be considered.**"*
- 6.11. Overseas checks are, in effect, the equivalent of DBS checks, which detail all criminal convictions an individual has in the United Kingdom. DBS checks do not cover criminal records held overseas and therefore may not provide a complete view of an employee's criminal record if they have lived outside the United Kingdom.
- 6.12. In the current climate and the continued emergence of historical sex abuse cases, the London Borough of Lewisham (LBL) is of the view that in order to complete criminal record checks and to ensure the safeguarding of our children, overseas checks should be undertaken for all staff working within Lewisham schools who have since the age of 18 years spent over 3 months abroad in any one place.
- 6.13. LBL is aware of the obstacles that this requirement can create for schools and is facilitating a Working Party to review the current situation and formalise a risk-based approach to pursuing overseas checks. Following meeting with this Working Party, LBL will produce a formal statement and accompanying protocol around this newly agreed process.

- 6.14. In the interim, schools are required to complete these checks for new staff, and only complete the checks for existing staff members (that were appointed before these requirements were in place) where there are concerns about their “suitability to work with children”.

7. Nottingham Fair Workload Charter

- 7.1. At the first evidence session of the review on 28 June, the Committee was introduced to the Coventry Fair Workload Charter, which came about after the inception of the first such charter which was drawn up in Nottingham.
- 7.2. The Scrutiny Manager attended a seminar in Nottingham on 3 July to learn about its Fair Workload Charter.
- 7.3. The Nottingham Fair Workload Charter (FWC) came about as part of a drive to improve recruitment and retention. In November/ December 2013, 8 of the secondary schools in Nottingham City were Ofsted inspected and as a result, 7 went into special measures.
- 7.4. Approximately 18 months ago, Nottingham City Council set up an Education Improvement Board made up of representatives from MATs, primary schools, FE, the DfE, the University of Nottingham and the local authority. The EIB drew up a strategic 10-year plan following the inspections, which it consulted on. Some 150 responses were received from teachers, pupils, parents and other interested parties. Notably, despite a 6-year virtual pay freeze for school staff, just one response mentioned pay. The highest mentioned single factor was workload, which was revealed to be a systemic issue and was not limited to any particular type of school, nor was it limited to teachers, but to all staff, including leaders and support staff. Recognising that good teaching was key to improving outcomes, the EIB set up a ‘workload reduction’ subgroup in an effort to improve recruitment and retention of school staff.
- 7.5. Around the same time, three government working parties looking at reducing workload (i) around marking, (ii) around planning and teaching resources and (iii) with data management, reported:

on eliminating unnecessary workload around marking:

'... We are concerned that it has become common practice for teachers to provide extensive written comments on every piece of work when there is very little evidence that this improves pupil outcomes in the long term.'

'... One message was very clear: marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop.'

'Policies should be judged on the actual hours spent on marking, and adjustments to requirements made where necessary.'

on eliminating unnecessary workload around planning and teaching resources:

"Rather than requiring teachers to produce detailed, written lesson plans routinely, school leadership teams should be reviewing the effectiveness of how the time set aside for planning is allocated. If planning is to be effective, schools should look to allocate blocks of time to allow proper collaborative planning, which offers excellent opportunities for professional development.'

'Senior leaders should review demands made on teachers in relation to planning to ensure minimum requirements to be effective are made.'

on eliminating unnecessary workload with data management:

"do not routinely collect formative assessment data"

"... summative data should not normally be collected more than three times a year per pupil".

- 7.6. The FWC resulted from the EIB workload reduction subgroup. A copy of the Charter is attached at Appendix C.
- 7.7. The Charter has in principle support from Sean Harford, HMI Ofsted's national director, as well as from the DfE and eTeach.
- 7.8. Schools that decide to adopt the charter will receive the EIB fair workload logo to use on their adverts and publicity. The logo is akin to a kitemark - potential applicants will be reassured about the workload they might experience in choosing a FWC school over one elsewhere that has not adopted the charter.
- 7.9. There are four broad elements to the Charter, namely:
 - ensuring staff have a fair and reasonable workload
 - providing high quality training and professional development opportunities that meet the needs of individual members of staff
 - offering competitive and attractive pay and rewards packages
 - prohibiting the use of 'probationary period type' contracts in schools.
- 7.10. The charter seeks to explicitly define what 'reasonable' means in terms of the additional hours teachers are expected to work beyond directed time each day. The charter expects schools to assess the likely workload impact of their policies on their staff and to share this assessment each year. School policies should be deliverable within no more than an additional two hours a day beyond directed time for teachers (and three hours a day for those with leadership responsibilities). For staff other than teachers, policies should be reasonably deliverable within contracted hours.
- 7.11. The charter also commits schools to ensuring staff are well trained and appropriately qualified and to enabling staff to access EIB promoted training and to access the 'ladder' of EIB generic training programmes we are developing, linked to the different stages of career progression.
- 7.12. Essentially, the charter is a commitment by the school to nurturing and protecting its staff.

- 7.13. Some 10% of Nottingham City schools adopted the charter almost immediately. Another group of schools was enthusiastic about the charter but has yet to adopt it, including the UK's biggest national MAT. Sticking points for these schools vary but (according to NCC) include:
- being keen, but not a priority for the Head Teacher
 - individual schools wanting to do their own version, which Nottingham City Council will not allow as the point of the Charter is to be a gold standard
 - general instability within school staff, in particular churn of head teachers
 - lack of confidence in Senior Leadership Teams to have open dialogue with staff
 - a culture of head teachers believing that if staff are unhappy, the head teacher is doing something right
 - fear of falling foul of Ofsted
 - some MATs use 'sharp' recruitment practices
- 7.14. For successful take up, the FWC needs to be a priority for the local authority and needs a senior lead with conviction and capacity.
- 7.15. The FWC has received lots of national interest, with enquiries from around 20 local authorities and having given evidence to the House of Commons Education Select Committee. No London local authority has adopted such a charter however.
- 7.16. The first schools to adopt the Charter did so with effect from September 2016 therefore it is too soon to measure the impact. The first results are expected in December 2018, which should give schools time to resolve some of their local and systemic issues.

Northern Ireland

- 7.17. One point of note that arose in discussion at the seminar was that Northern Ireland is a net exporter of teachers, each year training more than it can recruit. Mark Langhammer, of teachers Union ATL Northern Ireland explained that entry requirements are high to enter teaching colleges in Northern Ireland, as is the calibre of the teachers that qualify. The high numbers are due to the tripartite system of Catholic, Protestant and non-denomination training colleges and schools. Mr Langhammer said that less than a quarter of newly qualified teachers are able to secure a teaching job upon qualification, and that Australia is offering incentives to Northern Ireland's newly qualified teachers who are willing to relocate.
- 7.18. Recent articles in the Scottish press reveal that Scotland is also tapping into Northern Ireland's surplus of new teachers.
<http://www.scotsman.com/news/education/worldwide-search-for-teachers-to-address-scotland-s-classroom-shortage-1-4357854> and
http://www.dunfermlinepress.com/news/15391723.Fife_recruits_staff_from_Northern_Ireland_to_help_tackle_teacher_shortage/.

8. Key lines of enquiry

- 8.1. This evidence session has been designed to enable members of the Committee to address the key lines of enquiry as set out in paragraph 8.4 of the scoping report, which was considered on 19 April 2017. In particular to consider:

- What are the challenges faced by schools at primary and secondary level?
- What are the challenges for Lewisham and Lewisham schools?
- Are there school specific issues that make recruitment and retention more challenging?
- What is the role of the Council?

If you have any questions, please contact Emma Aye-Kumi (Scrutiny Manager) on 020 8314 9534.

Appendix A

<input type="checkbox"/>
<input type="checkbox"/>

Primary (please tick as appropriate)
Secondary

Survey
Recruitment and Retention of staff in Lewisham schools

The Children and Young People Select Committee conducting an in-depth review into recruitment and retention of school staff.

The committee is looking to understand the main issues regarding recruitment and retention in Lewisham’s schools. Please help by responding to this brief survey.

The committee would like to hear from as wide a range of primary and secondary schools as possible. Please be assured that the purpose of the survey is information gathering - it is not intended to be judgmental. The information you provide will assist the committee to identify any areas where the council could offer support. The review is expected to conclude in the autumn.

If you need any further information or would like to discuss in person, please contact Emma Aye-Kumi, Scrutiny Manager, on 020 8314 9534 or emma.aye-kumi@lewisham.gov.uk.

Should you prefer to reply anonymously, please respond by post to: Emma Aye-Kumi, Scrutiny Manager, 2nd Floor, Civic Suite, Catford Road SE6 4RU.

Many thanks in advance for your time and input.

1. What are the key challenges/ barriers to recruitment for your school?

2. What are the key challenges/ barriers around retention for your school?

3. Are there any specific areas (e.g. subject, specialist roles) where staff recruitment or retention is a particular problem? If so, please provide details.

4. What, in your view, could the council do to support you to overcome any recruitment or retention issues in your school?

5. Using a scale of 1 to 10 where 1 is 'not at all concerned' and 10 is 'extremely concerned', please respond to the following statements:

How concerned are you about recruitment of staff (teaching and/ or non-teaching) in your school?

1 2 3 4 5 6 7 8 9 10

How concerned are you about retention of staff (teaching and/or non-teaching) in your school?

1 2 3 4 5 6 7 8 9 10

Please explain your answer

6. Are there any other comments you wish to make about recruitment and retention?

Thank you for taking part in this survey. If you would be prepared for you and/or your staff to be involved in the review, please leave your contact details below.

Name:

Position:

School:

Email:

Tel:

Appendix B – Summary of Survey Findings

PRIMARY (7 Schools)

No of mentions

Barriers to Recruitment

Lack of good quality/ experienced candidates	3
Agency costs	2
Recruitment agencies handling NQT teachers	1
Small/ one form/ catholic	2
Transport links	1
Cost of living/ housing	1

Retention challenges

Housing – staff moving out of London	4
Over-retention - most experienced teachers reluctant to move on	2
Training up NQTs only for them to move elsewhere for promotion	1
Limited career progression opportunities	2
Workload – changes in government policies/ exams	1

Specific problem areas

Middle leaders with interest in developing leadership skills	1
Impact of bulge class	1
Year 6 class teacher	1
Head teacher recruitment	1
Early years	1
Catholic teachers	1

What can the council do?

Key worker housing support	2
Address funding issues resulting from reducing bulge classes	1
Promote what's special about living/ working in Lewisham	1
Offer incentive allowances for working in more challenging schools	1
Free and wider advertising	1
Actively promote Lewisham to NQTs	1
NQT incentives	1
Strategic policy/ action plan on recruitment	1

How concerned – recruitment?

2
2
5
8
10
10
10

How concerned – retention?

3
4
7
7

7
8
9

ALL-THROUGH SCHOOL (2 Schools)

Barriers to Recruitment

Lack or quality of candidates	2
Reputation of Lewisham as a 'tough' place to work	1
Diverse community	1
Ofsted rating	1
House prices	1
Flat pay award	1
Poor results in London league tables	1

Retention challenges

Housing costs	1
Salary	1
Government cuts	1
Workload – pressure of changes in government policies/ exams	1

Specific problem areas

Subject leaders – English, maths, science	1
Science teachers	2
Maths teachers	2
MFL teachers	1
Geography teachers	1
computing teachers	1

What can council do?

Key worker housing	2
Recruitment strategy	1
More dynamic and creative leadership and more joined up in thinking	1

How concerned – recruitment?

6
5

How concerned – retention?

9
4

SECONDARY (1 School)

Barriers to Recruitment

Lack of candidates

Retention challenges

Making staff feel valued
Investing in development and training

Specific problem areas

Science

Maths

Geography

What can the council do?

Make Lewisham more attractive to work in

Fund school improvement

Coordinate subject clusters/ consultants like MATs do

Coordinate the approach across the borough. Teachers work for MATs because they know what the deal is – produce a clear image of what working in Lewisham means

How concerned – recruitment?

7

How concerned – retention?

4