

# The schools' workforce: a national policy update

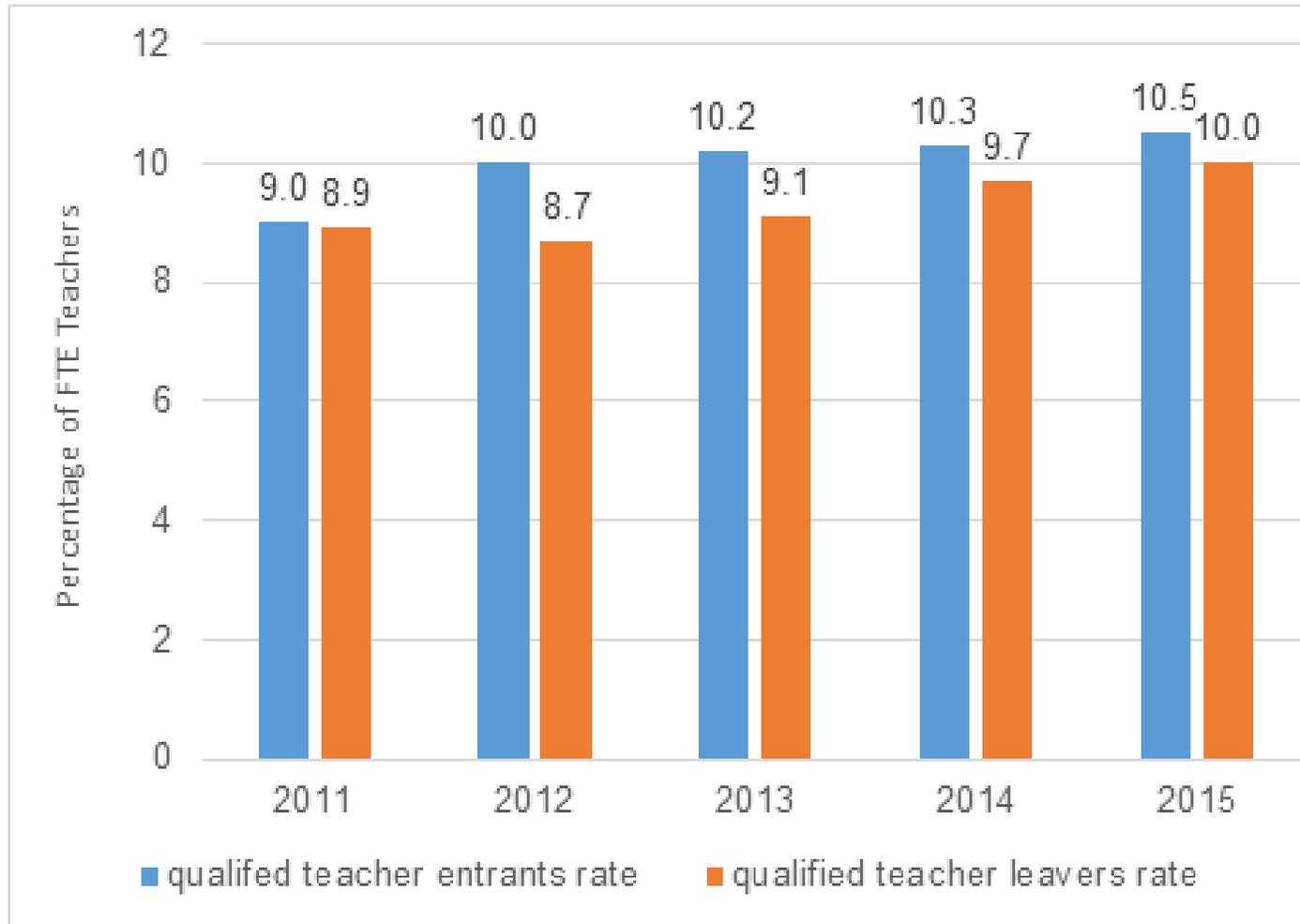
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## Recruitment & retention challenges

- Over recent year teacher numbers have gone up – broadly keeping track with pupil numbers.
- While each year more teachers join the profession than leave, gap is closing, and there is already a surplus of leavers over joiners at secondary where pupil numbers are set to rise and we need more teachers in key shortage subjects for EBacc.
- Also proving challenging to hold on to new teachers – nearly 1/3 leave after 5 years and % has risen over recent years.

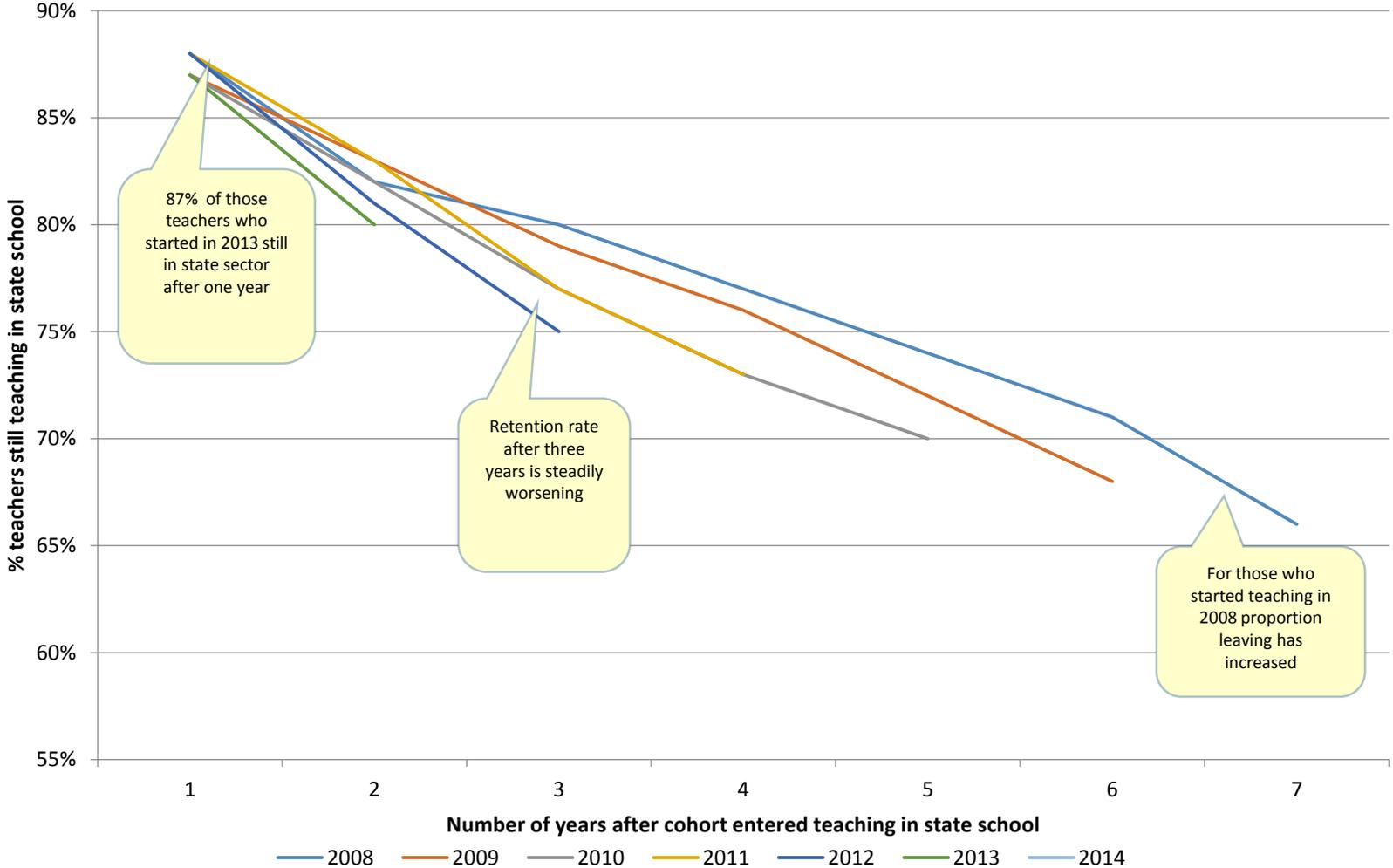
# Overall more teachers are joining than leaving - however the proportion leaving is increasing



The number of secondary teachers has been falling as the secondary pupil numbers have fallen. Overall growth in stock of teachers is entirely in primary.

Within those leaving, retirements continue to fall and “out of service” increases.

# Long term retention is stable but new teachers are leaving at a faster rate

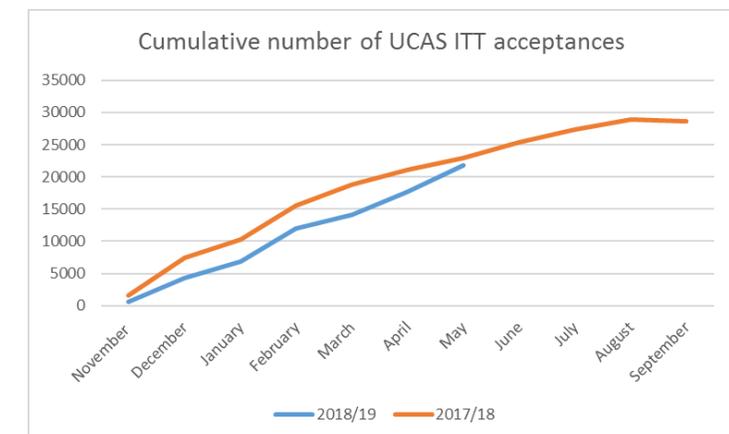
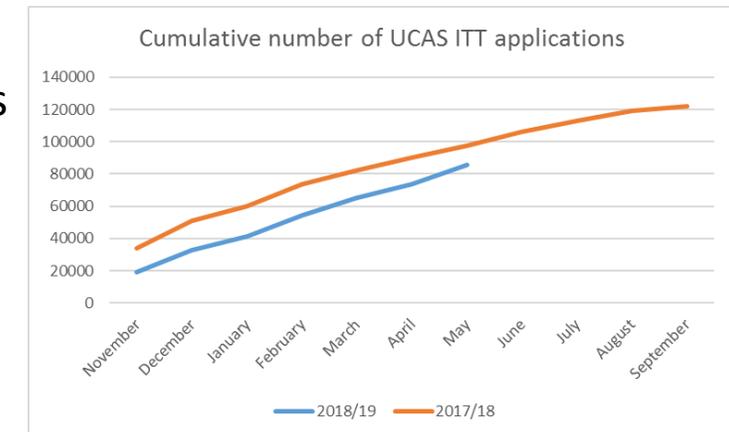
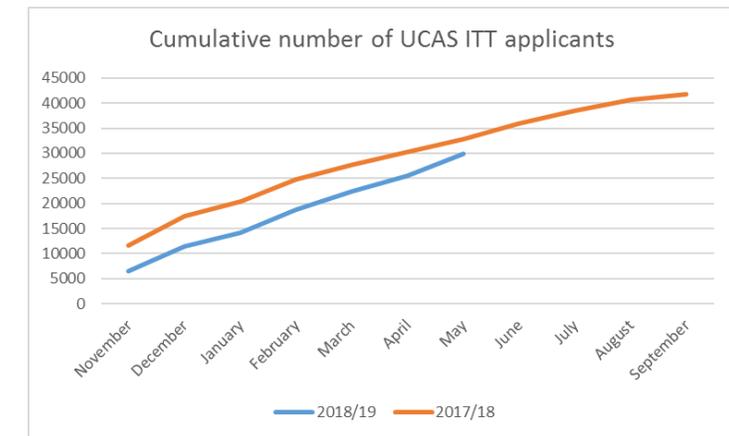


# In-year teacher recruitment

- UCAS publish ITT recruitment figures each month during the recruitment cycle
- The most recent data shows figures up to the 21<sup>st</sup> May 2018
- 29,890 applicants have applied to a UCAS ITT course compared to 32,870 at the equivalent point last year (91%)
- The gap has narrowed since the start of the recruitment cycle, when applicants were 56% of the previous year
- 21,760 applicants have accepted an offer at an English institution compared to 22,890 at the equivalent point last year (95%). There are 10,560 acceptances in Primary (11pp down on last year) and 11,000 acceptances in Secondary (2pp up on last year).

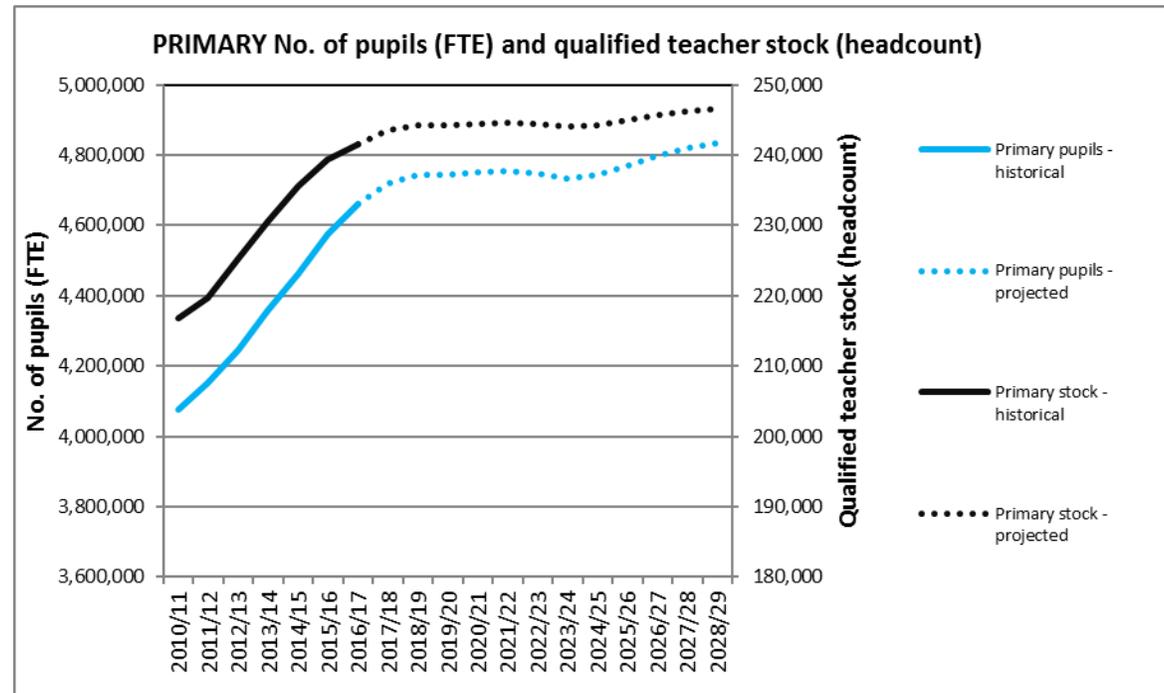
	2018/19 Year to date (21/05/2018)	2017/18 Year to date (15/05/2017)	Percentage point change since last year (same calendar month)	2017/18 End of cycle (18/09/2017)
Number of applicants	29,890	32,870	-9pp	41,690
Total applications received	85,370	97,390	-12pp	122,060
Acceptances	21,760	22,890	-5pp	28,570

*Notes: Figures include some applications to FE courses. Applicants are those that are domiciled in England. Applications and acceptances are to English institutions. All figures are rounded to the nearest 10.*



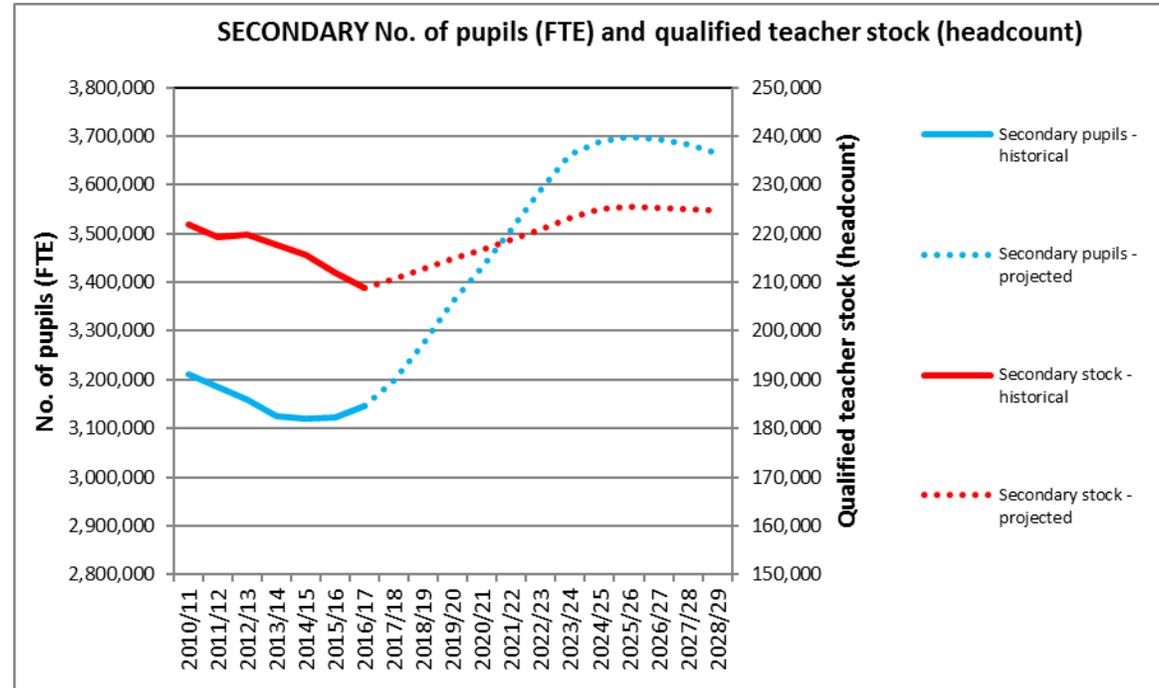
# Primary pupils and teacher numbers

- Between 2016/17 and 2022/23 the no. of primary pupils will increase by **1.9%**.
- During the same period the no. of primary teachers will increase by **1.2%**.



# Secondary pupils and teacher numbers

- Between 2016/17 and 2022/23 the no. of secondary pupils will increase by **14.1%**.
- During the same period the no. of secondary teachers will increase by **5.7%**.
- The difference in growth rates is a result of PTR growth.



## In-Year Measures

We have taken a number of steps to improve this year's recruitment figures, including

- boosting our marketing and support to applicants
- making it easier to take the skills test
- working with providers to ensure we are accepting every applicant who is ready to train to teach.

# The Secretary of State announced that we will be developing a strategy

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- On 14 March at the ASCL conference, the Secretary of State announced that the Department will be developing a teacher recruitment and retention strategy.
- There is a consensus that we need such a strategy to address urgently the increasingly challenging situation in the teacher workforce. Put simply we are needing more and more teachers, especially at secondary, but at the same time we are struggling to recruit and retain the teachers to meet that need and maintain high standards.
- The unions, and the sector more generally, are supportive of this work, and have stressed the importance of considering the issue from first principles not just looking for tactical actions.

## Scope

We are focussed on both immediate improvement and longer-term transformation

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The strategy is primarily concerned with points 2 and 3, but our approach to all three is as follows:

- 1. 2018/19 execution (current recruitment cycle)** – monitoring progress and taking further action to boost numbers.
- 2. 2019/20 plan** (next recruitment cycle, launching in autumn 2018) – setting targets, setting financial incentives, assessing impact of interventions in 18/19 and ensuring successful changes are rolled out systematically for 19/20; identifying and implementing further changes. This will be developed under the umbrella of the ‘strategy project’ and will be iterated as new findings / new solutions are developed.
- 3. Future plan** – this is the core purpose of the ‘strategy project’. Our aim here is to develop a comprehensive programme of potentially fundamental reform to deliver significant results, and to safeguard the workforce and quality of education long term. The strategy project provides the dedicated resource to conduct the necessary research, diagnosis and policy development to achieve this. Where the 19/20 plan focuses primarily on the recruitment cycle, the strategy will focus on both recruitment and retention.

## Scope

### We have set a broad and ambitious scope

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In scope for the strategy project is:

- The whole system – from addressable market (before application to teaching), recruitment, retention, returners and teacher deployment
- Tactical changes to the current system and quick wins (including feeding in changes for 19/20 cycle), as well as long term structural changes including fundamental reforms
- The sector has made it clear to us that we need to be prepared to think more radically (especially in relation to retention) and the approach of recent years of tinkering at the margins will not fix the problem; we intend to raise the hard trade-offs that may be required and options that have been ignored to date
- Solutions will of course be looking to improve overall sufficiency and deployment of teachers, but it will be critical to bear in mind wider impact, specifically:
  - We wish to ensure quality as well as quantity of teachers
  - Regional and school level variation needs to be tackled
  - Funding implications

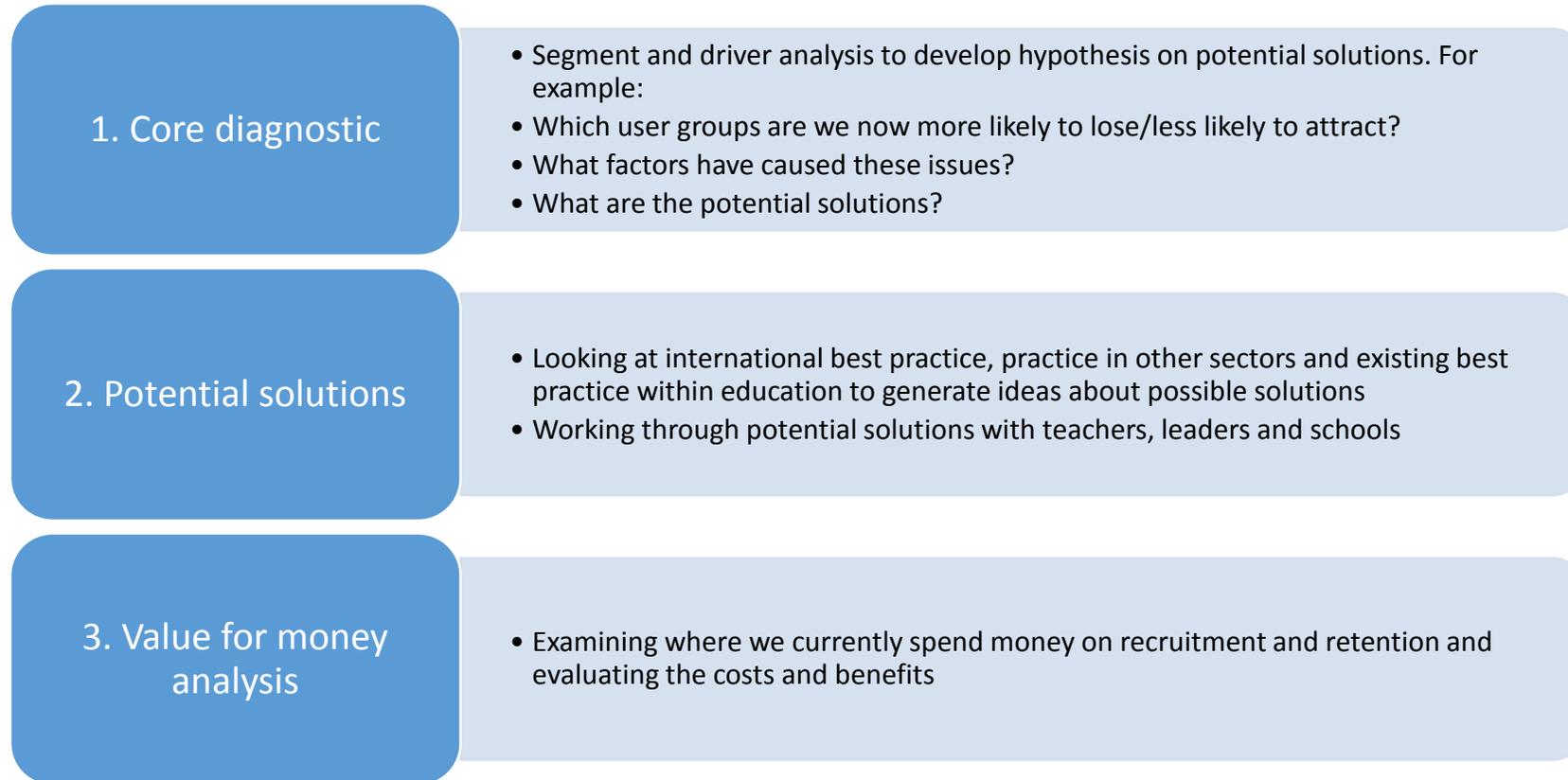
It is essential that this strategy is developed in consultation with the sector to ensure the best possible policy interventions are developed and deliver the intended effect. User research will be key to our policy design and sector engagement and communication is also being set up as standalone workstream in its own right, with dedicated resource.

## Scope

We are taking an evidence-based, hypothesis-led approach to look at the whole system

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In the first phase, the work is being delivered in the following strands:



This work will define a range of solution-focussed workstrands where we will develop policy recommendations. These have already begun on a range of known issues, including: simplifying the routes into teaching; improving opportunities for flexible working; improving the recruitment user-journey; financial incentives; workload.

# Teacher Workload Survey 2016

The Teacher Workload Survey 2016, published on 24 February 2017, found:

- The average total, self-reported working hours for all classroom teachers and middle leaders was 54.4 hours.
- Primary classroom teachers and middle leaders have higher self-reported total working hours (55.5 hours) than teachers in secondary schools (53.5 hours).
- Across all schools, senior leaders reported an average total of 60.0 hours in the reference week.
- Teachers who are at an earlier stage of their career have a higher workload than those with more experience (less than 6 years = 57.5; 6 to 10 years = 53.9; 11 + years = 52.5).

# Programme of work

- In recent speeches to ASCL and NAHT conferences, the Secretary of State set out plans to move to a simpler accountability system where schools feel supported, not stifled, and announced:
  - the publication of the principles for such a system;
  - a period of stability with no new changes to the national curriculum, GCSE or A levels for the remainder of this Parliament, beyond those already announced; and
  - established a new workload advisory group, chaired by Professor Becky Allen, to look at what unnecessary assessment data and evidence schools are collecting, and what drives that behaviour.

# Programme of work

- We are working in partnership with the profession to develop and launch a workload toolkit.
- System leaders and other education experts have developed it, and we are now testing the tools with schools to make sure they are practical and relevant.
- Alongside this, we have been running a series of collaborative regional workload events since November 2017 – these are sector-led and focus on practical approaches to removing unnecessary workload at school level.

# DfE actions to reduce teacher workload to date

1. Workload Challenge survey – Autumn 2014
2. Three independent review groups (marking, planning and data management) - reports published March 2016
3. Teacher Workload Survey 2016 published in February 2017
4. Action Plan provided an update and set out next steps of the department – February 2017
5. Poster and Pamphlet summarising the workload reports – February 2017
6. DfE 'Teaching Blog' shares practical examples (21 to date) written by teachers
7. Series of workload events – 7 events around the country, November 2017 – March 2018; 3 more planned in London (25 June); Newcastle (29 June) and Birmingham (6 July)
8. TES Workload Hub - launched December 2017
9. Funding eleven Research and Development projects – reports published 10 March 2018
10. New commitments from the Secretary of State – ASCL speech 10 March 2018
11. Followed up in a speech to the NAHT conference, 4 May 2018
12. NGA Speech, 9 June 2018.

# Evidence

- We will continue to improve the evidence on what drives excessive workload and what works to reduce it. Included below is a sample of evidence.
- We have committed to a large-scale workload survey will run every 2 years to improve the evidence base and inform policies.
- In February 2017 we published our action plan alongside the Teacher Workload Survey (TWS) result that sets out the steps we continue to take to tackle this issue.
- The action plan shows how we are meeting the recommendations in the reports from three independent review groups to help eliminate unnecessary workload in schools related to marking, planning and resources, and data management.
- We also published reports from groups of schools who received grants from the department for school based research into 'what works' to address workload. The projects have all completed, and all of the reports were published on 10 March this year, with a summary report which provides an overview of the key findings. We also had a celebration event last term which was attended by the permanent secretary. The projects overall saw a reduction in teacher workload associated with planning, marking and data management, with no dip in pupil outcomes.
- Findings in the Teacher Voice Omnibus survey report published March 2018 show 47 per cent of senior leaders had used the independent reports on marking, planning and resources and/or data management as a basis to review current policies. 53 per cent of the respondents who indicated that their school had taken action to evaluate and reduce unnecessary workload said the changes had effectively reduced unnecessary workload.

# Pay & Pensions

- Teachers' pay – The STRB has recently submitted its report to the Secretary of State. The government is now considering carefully the recommendations and our response as soon as possible.
- Teachers' pensions - The Department is in the process of valuing the scheme to determine the long-term cost of providing benefits and ultimately the contribution required from employers. HM Treasury is finalising directions to allow schemes to complete that valuation.

## Next steps

- Continue to build evidence base for recruitment and retention strategy
- Engagement with the sector on issues and challenges faced
- Continued drive on workload reduction
- Confirmation of the pay award
- Pensions re-evaluation completed

Any thoughts or questions?