



Department
for Education

Opportunity Areas Insight Guide

Teacher Recruitment and Retention, and Workforce Development

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Opportunity in Teacher Recruitment and Retention, and Workforce Development

Opportunity Areas

The long-term objective of the Opportunity Areas programme is to transform the life chances of children and young people in 12 areas of the country with low social mobility. In doing so, it aims to learn more about what works in improving education outcomes in coastal, rural and urban areas. The programme seeks to tackle regional inequality by convening resources, using evidence-based approaches and testing new approaches to unlock the barriers that hold young people back in geographic areas where the educational challenges are greatest.

The programme is being evaluated and reports will be available during the course of 2022. In the meantime, with this series of insight guides, we are sharing the experiences of those working hard to make a difference in the Opportunity Areas for others to learn from.

Further information about the programme can be found on **GOV.UK**

Front cover: Image from iStock

Teacher recruitment and retention, and workforce development in the Opportunity Areas

The quality of teaching is the single most important in-school driver of pupil attainment.¹ There are no great schools without great teachers, and no other profession is as important in shaping the lives of the next generation.

The COVID-19 pandemic has highlighted the vital service that teachers provide every day, and the life-changing impact that they can have on children. As we chart our recovery from the pandemic, it is vital that the most disadvantaged pupils have access to the very best teachers to support the Government's ambition to level up opportunities.

We know that some schools and areas have historically faced greater challenges with the recruitment and retention of teachers.

1 Education Endowment Foundation staff deployment and development toolkit. Available online at <https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/>



These challenges are a result of many socio-economic and geographical factors and are often the most acute for schools in difficult circumstances such as persistent underperformance.² The lack of quality teaching has a disproportionate impact on the attainment of pupils from disadvantaged backgrounds. A study by the Sutton Trust found that, for poor pupils, the difference in the quality of teaching can be a whole year's education.³

Several Opportunity Areas have set ambitious targets to ensure the consistent supply of good teaching staff in the schools that need them the most. Since 2016, Opportunity Areas have collaborated with local partners including schools, universities and third sector organisations to deliver projects to attract, retain and develop the very best teachers. The approach in each area has been informed by data and evidence and guided by local partnership boards, with a shared ambition to deploy great teachers to raise the attainment of the most disadvantaged pupils.

Who is this guide for?

- System and school leaders in local authorities and multi-academy trusts with an interest in teacher recruitment and retention, and workforce development.
- Anyone working in a social mobility 'cold spot' who wants to learn from peers facing similar challenges in recruiting and retaining teachers.⁴

Each guide that we publish will be followed by a webinar and online workshop to connect interested parties with those with experience in the featured projects. If you would like to find out more or attend a webinar, contact: Opportunity.Areas@education.gov.uk

² Department for Education (2019) Teacher mobility in challenging areas https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907615/CFE_teacher_mobility_report.pdf

³ Sutton Trust (2011) Improving the impact of teachers on pupil achievement in the UK: interim findings <https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf>

⁴ Cold spots are areas where young people from poorer backgrounds have fewer opportunities to succeed than their peers elsewhere. See www.gov.uk/government/organisations/social-mobility-commission for further details.

What this guide covers

This guide is the second in a series. It covers a selection of Opportunity Area place-based projects that have tackled complex and multi-faceted obstacles to social mobility and regional inequality. Some of the best examples of local solutions to local problems are listed here. They cover a range of themes in teacher recruitment and retention, and workforce development – from making the most of digital platforms to laying the groundwork for Teaching School Hubs.

Our aim is to cover tried-and-tested projects that vary in cost, showing where match-funding has been secured. We hope that these insights will support work to overcome similar challenges for schools and young people elsewhere.

The following case studies are included:

North Yorkshire Coast: working with recruitment experts in a co-ordinated, regional effort, using financial incentives, promotion of place, and a digital-first approach.

Fenland and East Cambridgeshire: using recruitment incentive grants alongside other initiatives to boost recruitment of teachers to a rural area.

Stoke-on-Trent: supporting retention and laying the foundations for a Teaching School Hub by supporting a collaborative, local network of Teacher Educators (TE) to share good practice.

Ipswich: implementing a workforce development strategy that supports evidence-based staff and leadership development.

Bradford: using a data- and digital-first promotion of place, and the benefits of teaching and co-ordinating initial teacher training (ITT) providers.

Key insights



Observations from a Partnership Board Chair

Each OA has a local partnership board, which is headed by an independent chair and supported by a Department for Education Head of Delivery. This board comprises local stakeholders from schools, further education, businesses and beyond, to ensure a tailored and localised approach to delivering priorities and robust challenge.



Patricia Pritchard
Chair of Fenland and East
Cambridgeshire Opportunity
Area Partnership Board

Achieving success in recruiting teachers and leaders is much more than filling a job vacancy. It is about recruiting the best teachers and leaders, developing them and retaining them. It is also about encouraging applications from those who want to teach in challenging areas, such as Opportunity Areas, many of which have struggled for a long time to recruit teachers and leaders who will deliver the high-quality education that every young person deserves to receive, regardless of background or where they live and go to school. A good education provides a gateway to opportunity. In the words of Nelson Mandela, “Education is the great engine of personal development”.

During a national recruitment to teaching campaign some years ago, a range of people representing different occupations were asked to write a short piece about their best teacher with the intention of inspiring others to want to become teachers. There was a common thread to the case studies. The best teachers were the ones who brought their subject to life. They communicated their own passion for learning. They taught their pupils how to think and not what to think. It is inspirational teachers like these that every school wants to recruit and retain. The power and ability of teachers to make a difference to the life chances of those they teach has never changed over time – but what has changed is the ability to ensure that teacher supply and the retention of good teachers and leaders are consistent across the country.

One of the aims of the Opportunity Area programme is to influence practice and local strategy. From the outset, it was important that the programme should be locally driven and owned. In this insight guide are case studies from five Opportunity Areas across the country, each representing different contexts. The structural challenges of rural isolation and poverty are distinct from those in urban and coastal areas, and vice versa, but all five are classed as areas of considerable disadvantage and low social mobility.

Each case study tells a story, highlights what has worked well and why, and is written with the intention of sharing learning and informing future strategy. Each Opportunity Area has drawn upon the professional expertise and knowledge which exists within the region to devise a strategy which will have an impact.

There is a saying, 'if you take a risk, there is a chance of success; if you don't take a risk, you guarantee failure'. The five case studies demonstrate how each area has taken calculated risks to explore new ways of overcoming long-standing challenges in recruiting and retaining teachers. They exemplify that solving recruitment, retention and workforce development issues is not a quick fix nor a one-size-fits-all model. It requires a combination of a bespoke and place-based approach with incentives and initiatives to boost recruitment from within and outside of the Opportunity Area, and a well-staged professional development and career pathway to encourage those appointed to want to stay. The case studies range from providing financial incentives to using recruitment experts, from laying the foundations for a Teaching School Hub to drawing upon research evidence to inform workforce development, and investing in digital channels to boost recruitment.

As a first step, each area forensically analysed the issues they face in recruiting and retaining teachers. They then narrowed down the big challenges to a smaller number of do-able objectives. This sharp focus approach was key to successful planning and implementation. It was sensible not to be too broad-based. Securing the engagement of schools and other organisations, through listening and tailoring programmes to meet the individual needs of schools and candidates, was very important. Working collaboratively and not competitively were common themes as was strengthening partnerships to adopt a coherent approach to scanning the landscape, building in review, succession planning and enacting change.

The introduction of the Early Career Framework for teachers at the start of their careers reinforces a key message, namely that supporting the professional and career development needs of teachers is key to retaining them. The need to recruit good teachers is an ongoing priority for every school. It will never cease to be important and so sharing good practice across Opportunity Areas could arguably be regarded as a must-do. These case studies provide a good starting point.

Over the last year, the country and the world has been suffering from the devastating effects of the pandemic. Children's education has been disrupted. Teacher training has been disrupted. Teachers have had to adapt to remote teaching. However, one of the positive outcomes of the pandemic is that teamwork has become much more important as people work together during a crisis. Moving forward, building strong and outward-looking networks, strengthening system leadership, building on what has worked well and being bold in relinquishing what is not going well are all essential for sustaining the momentum to increase teacher supply and build a world-class teaching force.

Recently, I came across this quote: "I am convinced that nothing is more important than hiring people." From Ipswich to Bradford, from Fenland and East Cambridgeshire to Stoke-on-Trent and the North Yorkshire Coast, the message is the same: never underestimate the importance of recruiting and developing the best teachers and leaders. Invest in the workforce. Great teachers change lives.

Patricia Pritchard

Chair of the Fenland and East Cambridgeshire Opportunity Areas Partnership Board

The need to recruit good teachers is an ongoing priority for every school.



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North Yorkshire case study

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North Yorkshire Coast teacher recruitment and retention

The North Yorkshire Coast Opportunity Area (NYCOA), in their delivery plan, set an ambitious target to increase the number of good secondary school places available to children in the area.⁵ We also identified the need to ‘help schools develop recruitment strategies and stronger recruitment campaigns that capture more candidates’ attention and interest’ so that the area could attract more of the very best teachers to live and work in the area. This work would prioritise secondary school recruitment but be available to all schools in the area.

Analysis of teacher mobility trends alongside other evidence collected showed the challenge coastal schools face in being able to recruit and attract high-quality candidates for every teaching post. Mobility trends showed that many posts were filled by existing teachers already working in another local school, which created a ‘churn effect’ and effectively moved the recruitment challenge from one school to the next.

The programme team worked closely with stakeholders to deliver a bespoke intervention to attract high-quality teachers to the area and to encourage retention. This remains one of the most successful projects delivered in the NYCOA, filling over 225 vacancies across all participating schools since September 2018.

“Great teaching has the potential to drive attainment and crucially social mobility. There is an ambition and confidence amongst secondary leaders in the area to engage in greater collaboration, and to attract, retain and invest in talent for the future.”

NYCOA delivery plan, 2016

Previous page: North Yorkshire Coast - Scarborough at night

This page: North Yorkshire Coast Resourcing Solutions

5 North Yorkshire Coast Opportunity Area (2016) Delivery plan https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/675038/Social_Mobility_Delivery_Plan-NYC.PDF

The recruitment and retention package consists of an upfront payment of £2,000 when the teacher starts. A further payment of up to £2,000 is made after two years in post, subject to satisfactory performance. To encourage applications from teachers from outside of the area, a relocation package of up to £8,000 is also available to reimburse eligible costs associated with relocating.

What was the problem?

The recruitment and retention of teachers has been a long-standing challenge for schools on the North Yorkshire Coast, particularly at secondary level. Recruitment of teachers from outside the area has historically been low due to its isolated location and distance from major settlements, teaching schools and initial teacher training (ITT) providers.

Many primary schools on the coast had not recruited into any teaching posts for a number of years due to low staff turnover and a lack of available posts being advertised. Where schools did advertise vacancies, they often produced few or no applications. The candidates who did apply were often newly qualified teachers (NQTs) or not sufficiently qualified for the posts. Schools have generally found it difficult to attract new and experienced teaching talent into the area, resulting in the practice of recruiting staff from each other and a small teaching talent pool to draw on.

The small candidate pool led to a reliance on advertising in an attempt to attract candidates from further afield, and supply cover when vacancies were not filled for long periods.

Where schools had previously been acting in isolation to recruit new staff, the project aimed to centralise teacher recruitment.

Implementation activities and successes

To counter these issues, we commissioned an innovative project to support schools to address their teacher recruitment needs. Where schools had previously been acting in isolation to recruit new staff, the project aimed to centralise teacher recruitment through a single consultancy service, led by the Resourcing Solutions team in North Yorkshire County Council. The model consists of three complementary services.

1. Delivering a recruitment and consultancy service

The model employs a full-time recruitment partner who works solely with schools in the area to support their recruitment needs. The recruitment partner works with schools to effectively advertise their roles, and they work with prospective candidates. This provides candidates with a bespoke and personal service which matches them to suitable posts and provides hands-on support at each stage of the recruitment process: from drafting

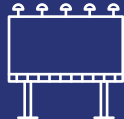
the initial application and preparing for the interview, to accepting an offer.

The work of the recruitment partner has culminated in a teaching ‘talent pool’ for the North Yorkshire Coast, which refers to potential candidates who have applied over time. Schools are now able to draw on this talent pool as vacancies arise. It currently has over 100 teachers considering work in the area.



quality of candidates

access to a wide range of candidates, with support offered to encourage high-quality applications



improved marketing strategies

customised adverts, which sold both the school and the area to improve response



length of time to fill post

it has speeded up the recruitment process



change in mindset

it has provided fresh eyes and introduced a more strategic approach to recruitment needs of both the individual schools and the sector as a whole in the North Yorkshire Coast area

2. Offering financial incentives

The project created a bespoke coastal offer to schools to help attract candidates to certain vacancies, which includes a recruitment/retention and relocation offer in certain circumstances.

The coastal offer focuses on attracting high-quality candidates to hard-to-fill primary vacancies that have a teaching and learning responsibility, and secondary English Baccalaureate subjects.⁶

The recruitment and retention package consists of an upfront payment of £2,000 when the teacher starts. A further payment of up to £2,000 is made after two years in post, subject to satisfactory performance. To encourage applications from teachers from outside of the area, a relocation package of up to £8,000 is also available to reimburse eligible costs associated with relocating. The package is only available to newly recruited teachers who are not already working in the area.

3. Recruitment marketing programme

A recruitment portal was launched in September 2019 to advertise teacher vacancies and schools to potential applicants.⁷ It features testimonials from recruited teachers and schools. The portal was part of a bespoke marketing campaign which included branding, social media channels and attraction events which focused on promoting the benefits of living on the North Yorkshire Coast. Roles are also advertised on the DfE Teaching Vacancies service.⁸

The programme includes a distinctive employer brand, recruitment portal, marketing of the coastal offer and lifestyle and a multi-channel media campaign to engage and attract active and passive job seekers. This has built the project's reach, presence, engagement and talent pool.

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⁶ The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers. The EBacc is English language and literature, maths, the sciences, geography or history, a language.

⁷ <http://teachyc.co.uk/>

⁸ <https://teaching-vacancies.service.gov.uk/>

Output measures

Vacancy data

The data in this section relates to the school vacancies filled through support. The period of analysis is from the start of the programme in September 2018 to the latest quarterly data collected between September and December 2020. Information on recruitment costs prior to the project are held by individual schools and therefore unavailable.

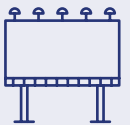
- 45 schools have received vacancy support out of 58 in total on the North Yorkshire Coast. Over the reporting period, this project has supported more than 225 vacancies: 171 teaching posts and 57 support posts.⁹ Of these vacancies, 219 were filled from one recruitment round.¹⁰ Candidates living outside of North Yorkshire Coast have filled 29 teaching roles and 11 support roles.¹¹

- of the teachers recruited (as of April 2021), 30 are eligible for either recruitment, retention or relocation packages across eight schools (seven secondary and one primary).
- the project has filled 40 posts with no direct advertising costs.

Head teacher interviews

Head teachers have told us that there are several benefits of the programme. These included:

- **quality of candidates:** access to a wide range of candidates, with support offered to encourage high-quality applications.
- **improved marketing strategies:** customised adverts that sold both the school and the area to improve response.



⁹ Support posts include all non-teaching roles such as teaching assistants.

¹⁰ The posts that were not filled first time have either been filled from advertising again or using supply cover.

¹¹ Vacancies filled by candidates from, for example: Newcastle, Leeds, Darlington, London, Redcar and Cleveland, Birmingham, York, Tunisia, Hull, Barnsley, and Sweden.

- **length of time to fill post:**

it has speeded up the recruitment process.



- **change in mindset:** it has provided fresh eyes and introduced a more strategic approach to recruitment needs of both the individual schools and the sector as a whole in the North Yorkshire Coast area.



“The recruitment partner has a real passion for my school. The service really does go above and beyond for us and we really value the service contacting candidates outside school hours to ensure all our roles are filled. Schools cannot go back to viewing recruitment as an individual problem and solution. It is about talent management across the coast. It is a collective responsibility. New talent has been attracted to the area through professional recruitment skills.”

Lesley Walsh
Principal, George Pindar School

“This service has been pivotal in helping us to secure stronger fields of candidates for roles which have historically been difficult to recruit to. It also appears that the methods of advertising have attracted more candidates from further afield/looking to relocate. The candidate management delivered through the service has been extremely useful and efficient.”

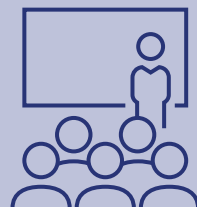
Tim Jolly
Head teacher, Braeburn Primary and Nursery Academy

Project costs

The NYCOA has spent £489,750 on this project between September 2018 and February 2021, and the spend is broken down below.

- £139,000 on recruitment incentives. This has been used on 30 teacher positions across eight schools (seven secondary and one primary). A further £42,000 is committed for candidates who meet the eligibility criteria.
- £105,000 on setting up the recruitment web portal and additional marketing activity including promotional events, promotional materials (banners, posters, and video), and advertising costs. This includes 0.8 full-time equivalent project officer working on marketing for the recruitment campaign.
- £203,750 on staffing resource and project management costs. This includes one full-time equivalent recruitment partner and 0.1 full-time equivalent project manager.

By the end of the 2020-21 academic year, an additional spend of £115,000 is forecasted, bringing the total project spent to **£604,750**. There may be further spend on recruitment incentives. However, this is subject to eligible vacancies and candidates between February 2021 and September 2021.



- **45** schools have received vacancy support out of **58** in total on the North Yorkshire Coast. Over the reporting period, this project has supported more than **225** vacancies: **171** teaching posts and **57** support posts. Of these vacancies, **219** were filled from one recruitment round. Candidates living outside of North Yorkshire Coast have filled **29** teaching roles and **11** support roles.
- of the teachers recruited (as of April 2021), **30** are eligible for either recruitment retention or relocation packages across eight schools (seven secondary and one primary).
- the project has filled **40** posts with no direct advertising costs.



The programme worked closely with stakeholders to deliver a bespoke intervention to attract high-quality teachers to the area and to encourage retention. This remains one of the most successful projects delivered in the NYCOA, filling over

225

vacancies across all participating schools since September 2018.

Sustainability

Opportunity Area programme funding for the project will end in August 2021. The project team is working with schools to move to a paid-for subscription model that is low-cost, sustainable and continues to help the area to achieve fully staffed schools. The aim is to have this in place ready for September 2021.

Feedback has been positive with over one third of schools so far agreeing to fund the model. Only one school to date has stated that they could not commit to the school subscription for the recruitment service – this is due to the rural school's very small size.

Key ingredients for success

1. Invest time in ensuring that teacher recruitment is **bespoke to individual schools**, is **candidate focused** and allows candidates to ask questions so they can understand if the post or school is right for them. This will help candidates to submit successful job applications and allows the school to appoint from high-quality fields every time.
2. Aim to **work collaboratively with other schools in the area**, irrespective of phase or type. Ensuring a wide focus on sharing talent pools and information on recruitment campaigns will help attract and fill teaching vacancies. This will create an integrated, strategic and area-wide approach to resourcing that will attract better fields to teaching posts across all schools and support teachers to develop their career in schools across the area.
3. Recognise that there are additional benefits to adopting a **professional and candidate-led approach to recruitment**, particularly in attracting candidates and successfully filling vacancies. Schools often act and recruit in isolation, using the same adverts and attraction methods without an experienced recruitment lead. This project has demonstrated how much can be achieved by placing effective and skilful recruitment within a personalised, candidate-driven process.



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Fenland and East Cambridgeshire case study

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Fenland and East Cambridgeshire Opportunity Area: Recruitment Incentives Grant

The Recruitment Incentives Grant Scheme has successfully supported 19 schools in Fenland and East Cambridgeshire to recruit 79 teachers, by offering funding for incentives to attract high quality candidates.

Schools have reported that the funding has made their recruitment process easier and attracted candidates who may not have otherwise considered their schools.

79



new teachers have been recruited in

19



schools

What was the problem?

At the outset of the programme, teacher recruitment and retention was highlighted as a challenge, with head teachers reporting that the number of candidates applying for each job was very low, and that they struggled to recruit high quality candidates. Difficulties in recruiting were attributed to rural isolation and poor transport links; Fenland and East Cambridgeshire was perceived to be less attractive than teaching in Cambridge and the surrounding areas, which offer better transport links and access to extensive cultural and leisure activities.

The 2020 report from the Social Mobility Commission, 'The long shadow of deprivation: Differences in opportunities across England', confirmed that the earning prospects of individuals in Fenland were among the worst in the country. The OA resolved to support schools to recruit, develop and retain the very best teachers and leaders and tackle inequality by raising attainment, establishing networks to share good practice, and building capacity within schools and communities to sustain improvement.

As part of its recruitment and retention priority, the OA programme aimed to:

- recruit more, high-quality teachers
- support existing teachers in the area, further building their capacity
- provide ongoing progression and development to support all teachers in their long-term teaching careers

Implementation activities and successes

The aim of the Recruitment Incentives Grant was to build an attractive offer to prospective teachers considering working in schools in the area, boosting the number of applicants to vacancies and shortening the period that vacancies were held. Success of the grant scheme would mean schools could attract more high-quality teachers. Schools could tailor their offer to prospective candidates from a 'menu' of options based on individual needs and the specific circumstances of the school. A list of incentives was provided as a guide, and the OA team was open to considering requests for alternative incentives.

Schools were invited to apply for up to £10,000 in funding for teachers recruited from outside the school. The application process was as follows:

1. The school set out the amount of funding requested, the incentives to be funded, and details regarding the vacancy.
2. Once the application was approved, the school advertised incentives as part of the vacancy.
3. Once the vacancy was filled, the school completed an application to claim the final amount of funding, including the position recruited to and the incentives chosen.
4. The project lead reviewed the application, clarified queries, and released the funding to the school.

The OA Partnership Board looked wider than simply filling vacancies. Alongside the Recruitment Incentives Grant, the OA recognised the importance of investing in a career pathway for teachers and teaching assistants, underpinned by a high-quality professional development programme. Since the start of programme, the OA has funded:

- Foundation Teacher Training – a teacher training programme aimed at training teaching assistants to become qualified teachers.
- Early Career Development Programme – including Continuing Professional Development (CPD) and peer support for newly qualified teachers (NQTs) and recently qualified teachers (RQTs).
- One-to-one Guidance and Teacher Experience Programme for anyone aged over 16 interested in teaching in the area.

- a mentoring programme for mentors of trainee teachers, NQTs and RQTs, featuring training and a peer network.
- a marketing campaign and recruitment website to attract new teachers to the area, by highlighting the area as a great place to live and work.
- support to staff undertaking National Professional Qualifications.
- priority support from Teach First to place new teachers in the area.
- the list of incentives was refined after reviewing applications – for example, laptops and smartphones were removed.
- The eligibility criteria were refined:
 - the incentive could only be used for new recruits from outside the area, to build local capacity.
 - funding could be used for permanent posts only.
- the application process was simplified.

Lessons learned were identified and implemented as the project progressed:

- in February 2020, the application deadline was extended, and the funding reduced to £5,000 per school, in order to support a greater number of schools.

Output measures

79



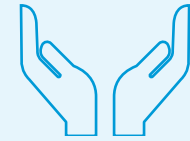
teachers have been recruited into 19 of the 76 schools in Fenland and East Cambridgeshire, using the Recruitment Incentives Grant.

199



potential teacher trainee candidates have received one-to-one careers guidance, with 86% of those who applied for teacher training successfully receiving a place.

12



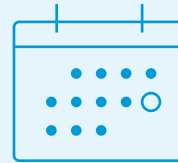
locally resident teaching assistants have been supported on Foundation Teacher Training.

39




new teachers have been recruited via Teach First.

45



NQTs and RQTs are participating in the Early Career Development Programme in 2020-21.

The OA programme is targeting a reduction in the teaching vacancy rates in Fenland and East Cambridgeshire, bringing them in line with, or below, the national average by 2021. The most recent data (2019) suggests that vacancy rates in primary schools (the main recipients of this intervention) are on a downward trajectory. Fewer secondary schools have participated in this project, and 2019 data indicates that vacancy rates have increased slightly. Monitoring is ongoing, and efforts are underway to include an assessment of the impact of COVID-19 on the turnover of teaching staff.



The Recruitment Incentives Grant scheme is being monitored via feedback forms from schools. To date, nine schools (of the 19 supported) have submitted feedback, with monitoring ongoing.

- Every school commented that the grant had made the recruitment process easier by increasing the number and quality of applicants:

“We were able to accommodate the candidate’s request to fund his ongoing personal CPD which was a crucial factor in securing his services.”

**Vice Principal,
Thomas Clarkson Academy**

“It’s very hard to recruit in key subjects in our area, and schools need to be able to offer something additional to just the advert that doesn’t stand out amongst the others.”

**Head of School,
Witchford Village College**

“We had a lot of initial interest and many more applications than usual for the position.”

**Head teacher,
Swaffham Prior C of E Primary School**

- More than three quarters of those providing feedback judged that the grant had improved the quality of candidates:

“The candidate we employed is ambitious and keen to gain as much experience as possible and could see the potential in the role.”

**Head teacher,
Swaffham Prior C of E Primary School**

- More than three quarters of schools indicated that they had received applications from candidates who would not otherwise have applied to their school:

“The candidate wanted to work in Peterborough having relocated from London, but the incentive package made it worth her while to work in Fenland.”

**Executive Head teacher,
Park Lane Primary School**

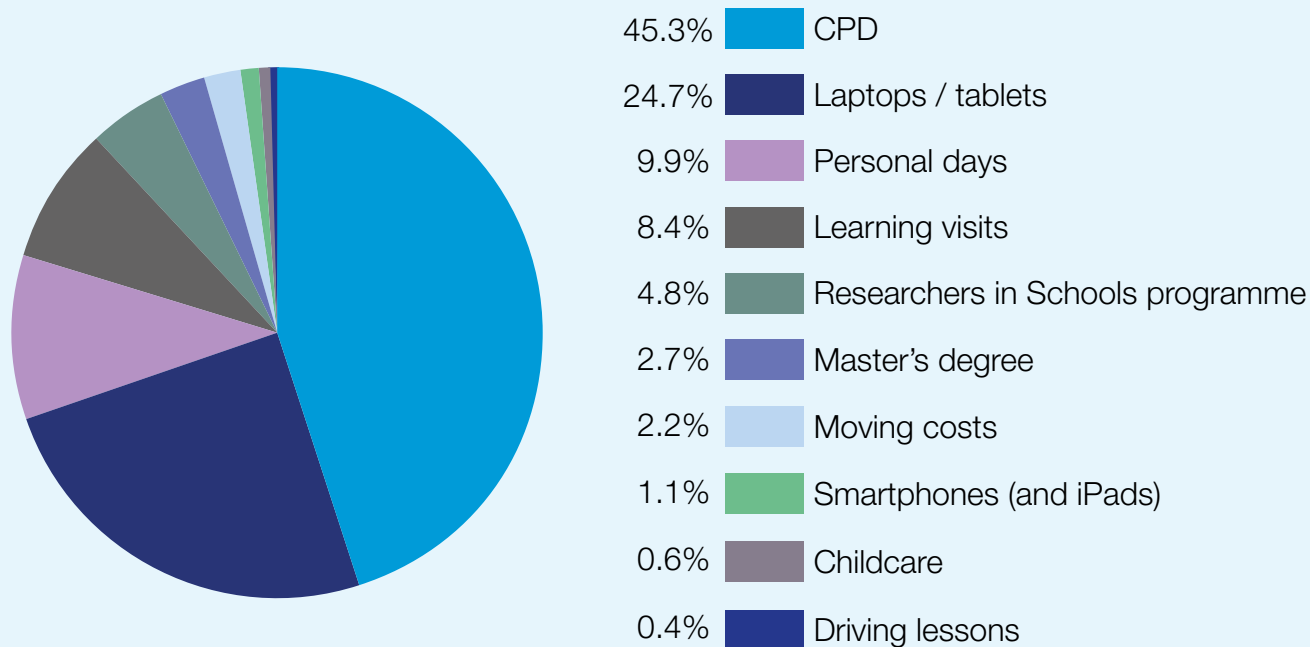
“For many NQTs, small schools are not appealing, so this helped to give us an ‘edge’ that other schools couldn’t offer.”

**Head teacher,
Swaffham Prior C of E Primary School**

Project costs

In total, £185,604 funding was provided to 19 schools to fund incentives for 79 new recruits. On average, this equates to £2,349 per new recruit. The majority of the Recruitment Incentive Grant funds were spent on CPD and laptops, with funded CPD valued highly by candidates. Some schools used the CPD funding to develop a rigorous induction programme to help new recruits settle into their school.

Funding was spent as follows:



*30 applications were received. Some schools made multiple applications and some applications included funding for multiple recruits.



Sustainability

The Recruitment Incentives Grant provides evidence of which incentives increase the chances of successfully recruiting from a strong field of high-quality candidates in a rural area with many small schools. This evidence will be used by schools and trusts to shape a sustainable approach to effective recruitment in the future, with over three quarters of those schools providing feedback commenting that the experience changed the way they would recruit in the future.

This project also highlights the importance of schools investing in their new recruits, with feedback demonstrating that candidates value additional benefits to their recruitment package, and these can be a deciding factor when applying for teaching roles. Professional development in particular is viewed as an attractive incentive and has been a key facet of the OA's investment in the local area. Incentivising high-calibre candidates to take on teaching roles in areas that struggle with recruitment and retention is vitally important to ensure children and young people have access to a high-quality education.

Key ingredients for success

1. Listen to your stakeholders and ensure the menu of incentives on offer is flexible.
 - To attract high-quality candidates, schools should be responsive to candidates' needs. Having an open dialogue with candidates ensures schools can make a bespoke offer. Work with partners in your area to avoid duplication – if a school requests funding for CPD that another partner is providing for free, direct them appropriately. Collaborating with local stakeholders can also improve the project's sustainability and impact.
2. Make your eligibility criteria clear.
 - Having clear criteria ensures that your aims can be met and the right people can benefit from the offer – for example, to boost teaching capacity in your area, ensure that funding is only offered for recruits who are moving from outside the area.

Incentivising high-calibre candidates to take on teaching roles in areas that struggle with recruitment and retention is vitally important.

3. Consider sustainability.

- The grant scheme struggled to address how to retain staff once they have been recruited. Retention remains an issue, so consider how you can build sustainability into the grant funding process. Schools may wish to put training contracts in place to ensure retention of recruits who have benefited from funded CPD and share their learning. Consider providing funding for permanent posts only. Encourage schools to use the offer as a chance to shape their own recruitment policies, such as through developing a package of support and induction for new staff which can be used long term.



Stoke-on-Trent case study

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Stoke-on-Trent Teacher Educator Collective

The Stoke-on-Trent Teacher Educator Collective (STEC) is an ongoing project which is creating the first network of Teacher Educators (TE) across the city. It takes an innovative approach to addressing teacher retention by developing a community of shared practice across ITT providers in the area. This is the first time that providers have come together to work collaboratively in this space, putting aside any sense of competition to focus on the common goal of improving support for TE. The project works alongside the Opportunity Area-funded mathematics, English and science Excellence projects, which focus on CPD and improved teacher networking.¹² Together, they aim to make Stoke-on-Trent a destination of choice for beginning, newly and recently qualified teachers.

What was the problem?

Stoke-on-Trent is one of the most deprived local council areas in England. It ranked 298th of 324 districts in the 2016 social mobility index. This index compares the education and employment prospects of children from disadvantaged backgrounds. In 2018-19, the local council's pupil progress and attainment at the end of Key Stages 2 and 4 lagged behind the national average. Stoke-on-Trent needs to attract and retain high-calibre teachers to continue improving outcomes for all pupils, yet discussions with local partners revealed that recruiting newly-qualified teachers is a challenge.¹³ This problem may be exacerbated by the low number of pupils who progress to higher education across the city – just 30%.¹⁴ Fewer graduates in the city provides a smaller pool of potential teachers.

Previous page: Image from Resourcing Solutions

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¹² <https://stokeontrentopportunityarea.co.uk/priority-2-2/>

¹³ Dr Aneta Hayes and Eleanor Yates (2019) Teacher recruitment and retention: project report. Commissioned by the Opportunity Area, Stoke-on-Trent City Council and Keele University. Eight head teachers across the city were interviewed and Stoke-on-Trent's reputation was cited as the key barrier to recruiting good teachers.

¹⁴ <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

We know that around 40% of those deciding to train as teachers in England no longer work in publicly-funded schools five years later.¹⁵ Teachers have cited workload as the most important factor for their departure from the profession, with suggestions for improvement including increased in-school mentor support.¹⁶ The OA Partnership Board was determined to address these issues to improve teacher recruitment and retention in the city.

STEC promotes the key role that TE play in teacher recruitment and retention and aims to strengthen the golden thread running from initial training through to school leadership across the city. The STEC project lead believes that TE have not always been sufficiently supported when taking on additional mentoring responsibility, and that the role is yet to enjoy the prominence of other leadership routes. STEC seeks to address this, by joining all ITT providers in the city

to work collaboratively with school leaders and raise the profile of the TE role.

Our commitment to investing in teachers' learning and careers in Stoke-on-Trent is in our Opportunity Area Delivery Plan.¹⁷ Building and supporting capacity in the teaching workforce is one of the enabling themes running through the programme in the city. We believe that STEC is providing an innovative and unique addition to the teaching workforce and will make a significant contribution to addressing teacher retention in the city.

15 Rebecca Allen and Sam Sims (2018) *The Teacher Gap*, published by Routledge.

16 Department for Education (2018) *Factors affecting teacher retention: qualitative investigation*
<https://www.gov.uk/government/publications/factors-affecting-teacher-retention-qualitative-investigation>

17 Stoke-on-Trent Opportunity Area delivery plan: enabling theme 2: building and supporting capacity in the teaching workforce: "We believe that investment in teachers' learning and careers is critical to recruitment and retention, as well as to the quality of teaching and leadership in the city's schools", page 52. This also links in directly to Priority 2 of the Teacher Recruitment and Retention Strategy – transforming support for early career teachers.

Implementation activities and successes

STEC is led by the school-centred initial teacher training director of Keele and North Staffordshire Teacher Education. The initiative has been ground-breaking in creating a network of TE from ITT providers across the city for the first time, encouraging the sharing of good practice and support to TE. The ITT providers involved include local universities, school-centred ITT providers, teaching school alliances and school-direct clusters. Work on the project began in October 2020, so is very much still in progress. The project is scheduled to end in July 2021, by which time the network of TE will be fully embedded within the city and supported by a package of appropriate resources.

STEC is developing high-quality training materials to provide bespoke, localised support to complement the ITT Core Content Framework. In keeping with the spirit of collaboration that STEC fosters amongst the city's ITT providers, each provider will take responsibility for developing resources and material in relation to an element or 'standard' of the Core Content Framework.¹⁸ Materials

will provide TE across the city with a 'one-stop shop' of evidence-based resources, for example those created by the Education Endowment Foundation and Chartered College. Bespoke additional resources will be created by STEC to supplement the national framework and DfE-accredited materials and resources, and to provide localised support and context for the network of TE. The resources will then be shared with all TE colleagues across the collective, encouraging a consistent city-wide approach to supporting teachers in the crucial first years of entering the profession. In adopting this collaborative rather than competitive approach to TE support, providers are effectively reducing teacher workload whilst promoting a consistency of approach across the city.

As TE will be directly involved in shaping these resources, it will ensure that they feel supported, recognised and empowered, playing a core role in the development of newcomers to the profession. STEC is also eager to develop a secure career pathway for TE, accrediting their role and raising its prominence within the sector. This intervention will assist in the retention of TE by investing in their development and recognising the crucial role they play within the education system.

¹⁸ The Early Career Framework is the central reform of the Department's Teacher Recruitment and Retention Strategy (January 2019) and will be rolled out in September 2021.

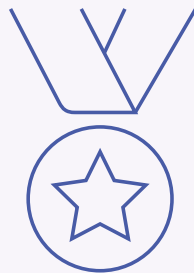


Output measures

As this intervention is only part-way through, observed benefits are interim and a full evaluative report will follow on completion of the project in July 2021.

This ongoing work in highlighting the significance of the role of the TE has brought about a real sense of coming together as a profession for the benefit of the teaching community. STEC's work provides an excellent foundation of good practice and collaborative working upon which the recently announced Teaching School Hub model can build, as all providers across the city will be working to offer an approach which has the potential to run seamlessly over to the new hub. By the end of the project, over 300 TE will have benefited from being a part of the collective.

Funding from the OA programme has also enabled TE from each ITT partner to enrol on the Chartered College of Teaching's 'Cteach' programme, a 14-month course designed to represent a gold standard of excellence in teaching. All participating TE are on track with their studies and are thoroughly enjoying the course.



Positive comments came from the STEC project lead as well as participants and head teachers:

“The formation of STEC has helped to make this essential work more explicit and visible in the locality, particularly with senior leaders. The materials will help TE benefit from a shared resource and be integral to a community. This will help to increase their profile and recognition. The materials will enable TE to access evidence-informed advice that can both underpin and challenge their practice through a supportive and enabling ethos.”

Di Swift, STEC project lead

“The course so far has been interesting and highly beneficial to both myself and the children that I teach. It is only after completing the reflective work, I realise how far my thoughts and beliefs have developed. It has also sparked a curiosity and confidence that I use in the classroom. I would suggest this should be made a crucial part of all teachers’ learning journeys.”

Participant

“Our staff are our greatest resource and, in particular, we must focus upon supporting those entering our noble profession for the first time. The emerging role of TE, who can support and be an advocate for our new and recently qualified staff in our schools and academies, is a powerful move in the right direction. Every school should not only have one but should also ensure that it is a central and recognised leadership role within their structure! Someone who is skilled, experienced and passionate about teaching. Someone who maintains a firm belief in the wonderful things our profession can achieve for our children and how. This is a dream that should be a reality. The Stoke-on-Trent Opportunity Area, working in partnership with local forward-thinking teaching training bodies, is really embracing and supporting this dream, and its power to provide better outcomes for our children, and our profession.”

**Garry Boote, Head teacher,
Sutherland Primary Academy**

The course should be made a crucial part of all teachers’ journeys.

Project costs

STEC was awarded £9,875 in funding from the Opportunity Area programme. The project will run for 10 months, with over 300 TE benefitting (cost per beneficiary works out at £33 per participant). The majority of the funding (£7,875) will be divided between the participating ITT providers for them to develop ITT materials. The remainder will see the design and development of a PDF resource, which can be used beyond the life of the OA, and an independent evaluation report.

Item	Cost
Development of ITT materials.	£875 per standard (nine in total) = £7,875
Design of a high-quality 'One Stop Shop' PDF resource signposting to national and local references that each provider across the city will use.	£1,000
Evaluation The evaluation will be undertaken by an external organisation to ensure that the materials are appropriately informed, and that they have realised their ambitions of creating a highly accessible and usable resource. The evaluator will support STEC in sharing the materials beyond their local context, helping others to benefit from the resource.	£1,000
Funding awarded: £9,785	Total spend: £9,785

Sustainability

The STEC will produce a freely available PDF resource of materials for TE, bringing together both national and local sources of information to support and enhance the TE experience. The resource will be embedded into local support for the ITT Core Content Framework and the Early Career Framework, facilitated by the newly formed Teaching School Hubs.

The resources and network of expertise developed by the STEC will enable colleagues in the city to be well prepared for the next stage of ITT developments nationally and locally.

Key ingredients for success

1. Focus on professional principles from the Education Endowment Foundation and Chartered College of Teaching to bring all ITT providers together with a common goal.
2. Champion the role of TE and raise their profile in schools and with ITT providers. TE need to feel valued and nurtured and that the role is recognised as part of their career development.
3. Be collaborative, rather than competitive – invest in TE for the collective good of the teacher community, as one profession rather than as separate providers.





Ipswich case study

Ipswich Workforce Development Programme

Ipswich OA supported 50 schools and colleges in Ipswich to develop a bespoke workforce development plan in partnership with the Teacher Development Trust.¹⁹ Each setting was supported to conduct an audit and develop a plan based on analysis of need, involving staff in the planning process and taking account of the setting's context and improvement priorities. School leaders tell us this has been the Ipswich OA programme with the biggest impact on improving teaching practice and engagement. An independent evaluation found that teaching staff had increased confidence in their teaching ability and felt more valued and appreciated – and this was making a positive contribution to staff retention.²⁰

Previous page: Image from Resourcing Solutions

This page: Image from Ipswich Opportunity Area

19 The 50 participating schools comprised eight secondary, 31 primary, two FE colleges, one special school and eight alternative provisions. The independent evaluation by SQW refers to 43 schools, as eight AP settings were counted as a single provider.

20 <https://ipswichopportunityarea.co.uk/our-priorities>

21 <https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/>

22 Department for Education (2015) A world-class teaching profession: government consultation response.

What was the problem?

The Education Endowment Foundation cites quality of teaching as the single most important driver of pupil attainment and a range of other positive outcomes, particularly for those from disadvantaged backgrounds.²¹

Developing the workforce has long been seen as central to school improvement, but effective workforce development requires senior leadership support, dedicated time and the chance for teachers to become reflective practitioners, with access to expert support and opportunities to collaborate with peers. Practitioners face a number of barriers such as capacity (given timetable and other commitments), costs and the perceived quality of training.²²



Education providers in Ipswich told us that they found it difficult to retain and motivate high-quality staff, while colleges noted additional challenges in retaining excellent subject leaders, particularly in English and STEM subjects. They recommended that schools and other educational settings would benefit from support to establish a more strategic approach to workforce development planning. This would ensure staff felt supported and satisfied, were able to access high-quality professional development and would improve outcomes for children.

Implementation activities and successes

In considering options, the OA took account of the DfE response to the ‘**A World Class Teaching Profession**’ consultation and the 2016 standard for teachers’ professional development. Through consultation with key partners and stakeholders, it was agreed that workforce development planning should be led by the educational settings, with involvement of teaching staff and expert external support on best practice. The OA commissioned the Teacher Development Trust through a competitive tendering process to provide expert support, with additional facilitation

and implementation support from a local teaching school.

The Workforce Development Programme aimed to ensure every educational professional in Ipswich could access high-quality CPD so that:

- they could become more skilled practitioners, leading to improved outcomes for pupils, measured through progress and attainment.
- they would be able to lead fulfilling careers within Ipswich.
- Ipswich would be seen as a destination of teaching excellence and a place where education professionals are valued and developed.

Teacher Development Trust was appointed to:

- provide training and support for school leaders on best practice in workforce development planning and implementation.
- support each setting to audit the development needs of their staff which included a digital survey of staff and a more intensive CPD audit visit, with feedback from staff interviews.

- convene termly leadership forums and engagement events in partnership with a local teaching school, to provide opportunities to network, access peer support and share evidence of effective CPD.
- provide additional one-to-one support to 18 schools, that were nominated by the Opportunity Area as settings that would benefit most from additional support.

In partnership with the OA, the Teacher Development Trust supported schools and settings to develop a workforce development plan based on evidence from their audit and teacher feedback, up to an indicative funding allocation for each school. On approval of the plan, the OA provided grant funding of between £10,000 and £50,000 per school, based on the number of full-time equivalent teaching staff. This was released in instalments subject to regular monitoring reports.


The most common type of CPD chosen was pedagogical training focused on generic aspects of teaching, particularly peer learning and coaching. Subject-specific training was

a large part of many plans, again with an emphasis on teaching ability and with particular emphasis on the core subjects of English and maths. Development plans also included training in mental health and wellbeing, making best use of evidence and experts and leadership (particularly middle leadership). The CPD methods often involved purchasing external training, including from national providers with a strong track record, but also coaching, peer review and visits to other practitioners using a range of new pedagogical approaches.

The COVID-19 pandemic resulted in some of the CPD being completed fully or partially online. For some participants (roughly half of those interviewed by the evaluators), this reduced the perceived quality of the training. However, others welcomed online CPD as a time-efficient, cost-effective and flexible method of delivery and many were planning to implement a blended learning approach to their future training programmes.²³ Schools were given the flexibility to postpone training, and CPD that could not be completed in 2019-20 was carried over to the 2020-21 academic year.

23 SQW (2021) Final evaluation report.





SQW was appointed via a competitive tender process to conduct an independent evaluation of the programme from April 2019 to December 2020. The final report was produced in January 2021 and is available on the Ipswich OA website.²⁴

Output measures

The independent evaluation by SQW found that:

1. The programme transformed the ability of schools to deliver CPD effectively by:
 - improving senior leaders' and teaching staff appreciation of the importance of quality CPD and best practice in workforce development planning.
 - enabling schools to become more strategic in their approach.
 - engaging their staff; some senior leaders noted that it was the first time they had collected and received feedback from teaching staff on CPD. They reported this was an 'eye-opener' in terms of becoming more attuned to teachers' needs, interests and perspectives,

and the impact this had on motivation and engagement.

- removing barriers by providing funding and capacity:
 - additional funding enabled schools to access higher-quality CPD and allowed more staff to access this training directly.
 - it also enabled schools to fund cover for additional release time to allow teachers to plan how to embed their learning, create new lesson plans and share learning with peers.

“The programme has had a huge impact here. It has allowed many staff to access training and resources that would otherwise have been out of reach within the normal school budget. It has also been the catalyst for a large amount of very collaborative work with colleagues from other academies.”

**Assistant head teacher,
secondary school**

²⁴ <https://ipswichopportunityarea.co.uk/our-priorities/>

2. School leaders reported the programme to have made a positive contribution to staff retention and quality teaching through:

- increased staff confidence in their teaching ability, reflected in practice in the classroom.
- teaching staff feeling valued and appreciated.
- high levels of staff satisfaction.

3. There had been some very positive examples of schools collaborating and sharing learning, but the programme had not yet achieved greater networking more widely among the participating schools and colleges. Ipswich OA has since established educational leadership groups at secondary and primary level to support greater collaboration and development of professional networks.

4. The process identified a need for greater professional development of teaching assistants. This has become a significant area of activity in Ipswich in 2020-21 with the OA co-funding the development of a Teaching Assistant Hub and CPD.

Many participants reported that the programme had reinforced the importance of monitoring progress and impact after the CPD has taken place in order to sustain new practice and ensure CPD leads to improvements in outcomes for pupils. However, settings' ability to do this was constrained by the impact of the pandemic.

While it is too early to evaluate impact on pupil outcomes, the independent evaluation heard anecdotal evidence of how the CPD had led to observed improvements in young people's:

- speech and language (such as an improvement in vocabulary and oracy).
- reading ability.
- maths ability (including improvement in national assessment results).



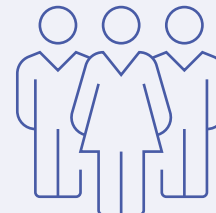
Project costs

The total cost of the programme was £1.21 million of which:

- £114,000 was spent on expert training, support for school audits and facilitation of leadership and engagement events during academic year 2018-19.
- £1,098,000 million was awarded to support individual education settings across Ipswich to develop bespoke development plans tailored to their own needs and requirements. Each of the 50 participating schools received a grant of £10,000 to £50,000 to spend over four terms (summer 2019 and the academic year 2019-20). Funding allocations were based on evidence of need and capped at £1,000 per full-time equivalent member of staff. The programme benefitted around 2,500 teaching staff in total, with an average cost per beneficiary of approximately £500.

2500

teaching staff benefitted from the programme



Key ingredients for success

1. **Leadership buy-in** was essential. Head teachers and senior leaders were engaged directly from the start and willing to take a strategic approach to ensure the CPD programme supported school improvement.

“We are definitely thinking much more strategically now about what we do”

Primary head teacher

2. The **audit process**, involving partnership between head teachers, senior leadership and teaching staff, was the crucial strength of the programme. It enabled leaders to gain a full, strategic picture of the strengths of their workforce, the gaps and development needs, and target CPD more effectively to support both school improvement and individual development.

“I have never before looked at CPD in such detail – and clearly, we should.”

Primary head teacher

3. **Involvement of teaching staff** in the planning process ensured they were fully engaged and committed to the CPD and felt motivated and valued.

“If we want to keep staff, it’s not necessarily about teaching and learning responsibilities and wages, but about developing them as a person and valuing them.”

Primary head teacher

4. An effective CPD programme requires both co-ordinated leadership from the senior leadership team and involvement of all staff. It needs to strike the right balance between the needs of the school and the wishes, needs and goals of individuals. An inclusive audit process will ensure this is done systematically.

5. Workforce development planning should be done regularly and strategically as an integral part of the annual school improvement planning cycle. It should also happen at a suitable point to inform timetabling.
6. Greater collaboration will enable schools to take advantage of economies of scale and access more, or higher quality, opportunities than if all schools act individually. It would also support the creation of communities of practice and networks to support greater sustainability and continued development.
7. Implementing an evaluation process will help to sustain new practice, link new teaching expertise to school improvement goals and ensure it leads to improved outcomes for pupils.





Bradford case study

Bradford for Teaching: teacher recruitment and retention in Bradford

Bradford for Teaching (BfT) seeks to attract and develop teachers and leaders in Bradford schools. It has a simple core purpose: to be the first choice of career destination for talented individuals who want to train or build a career as a teacher. The following case study reflects the breadth of activity developed since 2017, with a specific focus on activities since 2019.

What was the problem?

Ofsted's judgements in August 2017 show that, in 23% of Bradford's primary schools (compared to 9% nationally) and 40% of its secondary schools (20% nationally), the quality of teaching, learning and assessment was rated as 'inadequate' or 'requiring improvement'.

The DfE Workforce Census published data (November 2019) tells us that there are just over 5,800 teachers employed in Bradford. Around 18% work part-time, and over one-fifth are from minority ethnic groups. Teacher pay in Bradford is broadly in line with other local teacher labour markets.

In addition to using DfE data to plot historical trends, BfT developed two sources to understand (and influence) a dynamic labour market:

Time Education Supplement (TES) advertising data – gaining exclusive access to real-time data regarding teacher job seekers, with around 70% of teacher vacancies passing through the TES. Digital analytics enable the publication to track the sources of interest in specific teaching job opportunities. The TES provide a summary to BfT on a quarterly basis, as part of a non-contractual, non-funded arrangement.

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Insight from tracker schools – establishing 13 ‘tracker schools’ across Bradford’s primary, secondary and special schools. The tracker schools have worked with BfT to share recruitment and retention in-year data and insights-based experience. While not a representative or statistically balanced sample, the tracker schools have provided a proxy for examining potential labour market trends as they happen.

The Opportunity Area will work collaboratively to encourage join-up between BfT and the newly established **databradford.com** – a data repository for researchers and partners to access data immediately. The website currently holds a range of data such as broadband speed, school admissions, and air quality. With supported join-up, it could hold recruitment and retention information gathered through BfT, which would diversify the pools of data we can use to understand labour market trends.

Implementation activities and successes

Digital campaign

BfT has put digital communications at the centre of the campaign to project Bradford as a great place to train and build a career in teaching. This decision was driven by two key considerations:

- digital channels are the most cost-effective way to reach the largest possible audience
- data tells us that the majority of recruitment activity takes place online (TES reports 2 million unique weekly visitors on its teacher job advertising platform)

BfT took an evidence-informed approach to shape content for the digital campaign. We know from research that the most resonant messages about teaching as a career focus on the intrinsic rewards of the job. The desire to make a difference is a prime motivator for most teachers and new entrants to the profession.²⁵

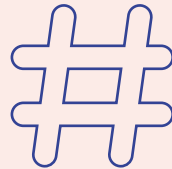
BfT used this evidence to create a campaign using Bradford teachers as ‘ambassadors’ for the city. This can be viewed on the **BfT website**, which sits at the heart of the campaign and is integrated alongside a social media campaign, covering Facebook, Instagram and Twitter. The campaign follows the recruitment cycle, with peak labour market activity occurring in the early part of the year (January to April), coinciding with ITT and

NQT recruitment. Since January 2019, 30,000 users have visited the BfT website. In 2019, 360,000 Facebook and Instagram users were reached with an average engagement rate of 2.5% – outperforming industry standards of between 1% and 1.5%. Tweets were presented over 900,000 times to Twitter users in this period, prompting 12,000 interactions. Digital activity on BfT has been viewed over 2 million times since January 2018.



30,000

users have visited the BfT website Since January 2019



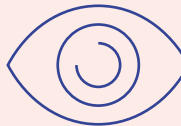
900,000

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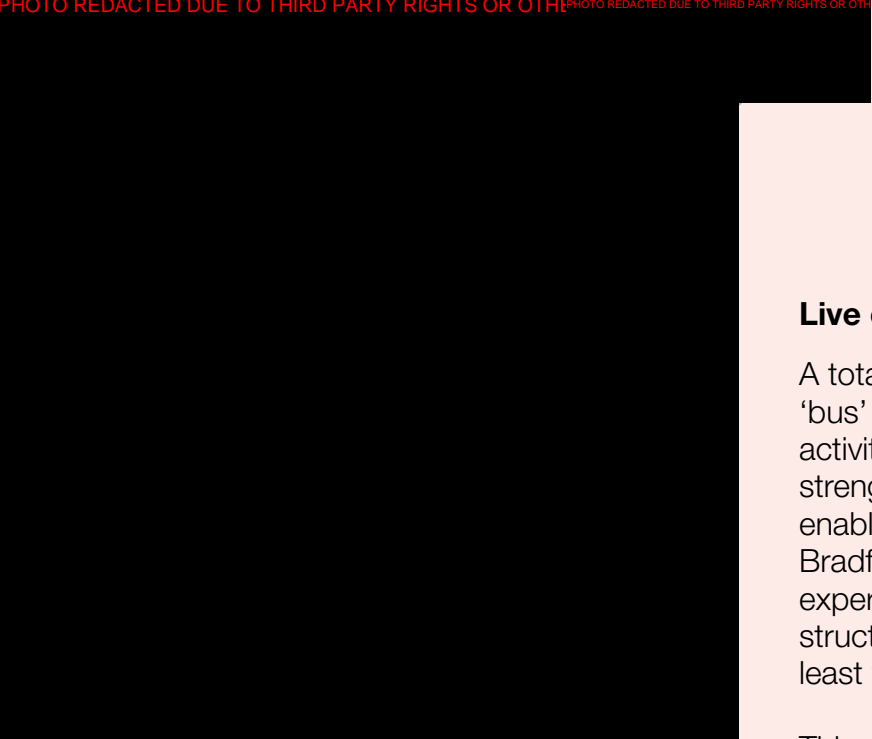
360,000

Facebook and Instagram users were reached with an average engagement rate of 2.5% – outperforming industry standards of between 1% and 1.5% in 2019



2 million

Views of digital activity on BfT since January 2018



Live events

A total of 21 ‘Experience Bradford’ recruitment ‘bus’ tours were held to supplement online activities and to demonstrate Bradford’s strengths as a career destination. The tours enabled 569 students not currently based in Bradford (ITT students training in Leeds) to experience 54 schools in the city and were structured to enable each student to visit at least three schools.

This year, BfT have struck a partnership with Leeds Trinity University ITT to deliver virtual ‘teach in Bradford’ sessions, which are part of their formal ITT training programme. The sessions are delivered online and include short videos, input from a teaching recruitment expert from Prospects HR (the local council-run schools recruitment consultancy), Q&As with a number of Bradford head teachers, and Q&A with a Bradford NQT.

BfT have three sessions covering all their ITT student cohorts, in December 2020 and March and April 2021.

“Before I visited these schools, I would not have considered applying for a teaching post in Bradford, but now I will.”

Leeds Trinity ITT student

BfT committed to a partnership with the Bradford Telegraph and Argus to support the newspaper’s Bradford School Awards in 2019 and 2020. Due to COVID-19, the September 2020 awards went ahead online with around 2,000 people watching live. The awards helped to promote the profession, celebrate success and retain talented staff in Bradford.

ITT

BfT meet twice termly as part of a consortium of Bradford's ITT providers, to:

- maximise the impact of marketing for ITT recruitment and retention within the city.
- provide collective input into the monitoring and direction of BfT activity, by analysing marketing reports that highlight online engagement across the BfT's website and social media.
- share information.

Teacher retention

BfT held two high-level summits in November and December 2019 for around 50 school leaders to explore the evidence base around teacher recruitment and retention, bringing together national and regional experts to examine data and explore other areas demonstrating effective practice through case studies. BfT have hosted these presentations on their website.

“What a fantastic and inspirational conference. It is great to hear about so much going on within education in Bradford.”

Bradford head teacher

In addition, efforts have been made to create a professional climate in the city where teachers and teaching are valued, through:

- packaged and promoted benefits for Bradford teachers (called Bradford Dividend) including:
 - reimbursement of student loans for some.
 - early roll-out of the Early Career Framework for new teachers.
- online publication of news stories, promoted via social media and the website.
- discounted membership to the Chartered College of Teaching.

Recruitment and retention strategy

In September 2020, BfT was commissioned by the Opportunity Area and Bradford council to develop a draft recruitment and retention strategy for teachers. While some consultation with key stakeholders was conducted, those in schools and the local council are focused on the challenges of the COVID-19 pandemic. The document will serve as a guiding strategic

framework until a whole-system discussion and response is possible.

Output measures

Bradford schools have had fewer vacant and temporarily filled posts in each of the last two years since BfT began, which is bringing Bradford back towards the national average for vacant teaching posts. This matches the record of our closest neighbours in terms of teacher recruitment.

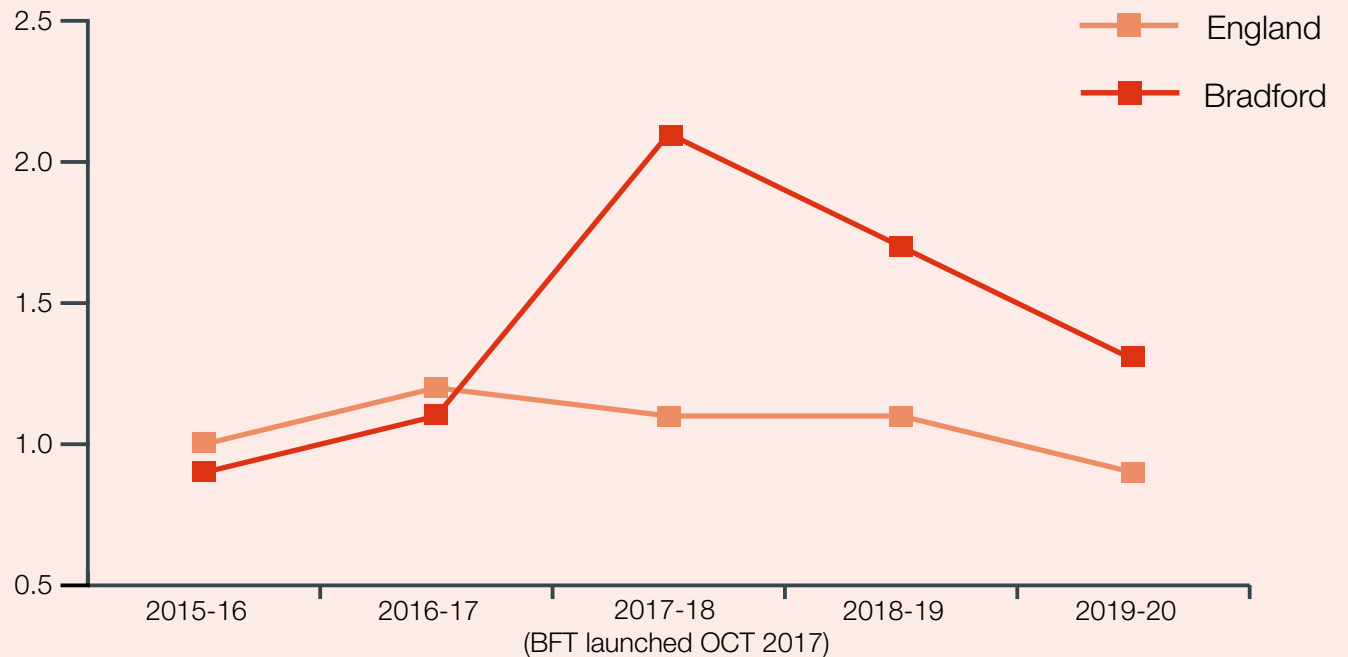


Image from Resourcing Solutions

Teachers moving into Bradford to take up new posts have expressed the following:

“I’d visited a number of Bradford schools before and I found both pupils and staff to be highly motivated. There is aspiration in Bradford.”

“There is a real school community. The school sees the child as an individual.”

“I want to buy a house and that isn’t possible in [SE England]. I have family connections here.”

However, four considerable challenges remain:

- **To enhance knowledge-based teacher workforce planning** at every level of the school system, with market intelligence and insights, so that the school system can better influence the supply of teachers locally to meet local demand.

- **To support excellence in ITT**, delivered by a diverse range of training providers offering attractive routes into teaching, so that Bradford is recognised for the high quality of trainees that it delivers.
- **To empower new teachers** in their first two years of practice through effective delivery of the Early Career Framework, tailored to the needs of Bradford schools, so that more new teachers stay in post longer.
- **To champion innovative approaches to workforce planning and development** in the school system, so that teachers have access to attractive jobs and career pathways.



Project costs

For the academic year 2020-21, Bradford Opportunity Area has funded BfT with £100,000. In 2019, we spent £350,000 on BfT, bringing the total across two academic years to £450,000.

Allocated funding to BfT for this academic year will seek to:

- maintain its core purpose in supporting Bradford's teacher recruitment and retention.
- support the gathering and analysis of key data to understand the local teacher labour market.
- continue to attract quality education professionals to the area through the next 12 months and COVID-19 recovery phase.
- support the local council to take forward and own the management of the IP, brand and resources by the end of August 2021.
- align Bradford's local strategy with the National Teacher Recruitment and Retention Strategy 2019.
- sustain and develop 'Bradford for Teaching' as an effective campaign to raise the profile of the Bradford District as a career destination for high-quality education professionals.
- attract talented individuals to pursue teaching careers in Bradford (at all career stages), with a specific aim of increasing the proportion of BAME teachers at all career stages to better reflect the local demographic.
- support schools to roll out the Early Career Framework and development opportunities for early- to mid-career teachers, so that more talented teachers stay in Bradford.
- build knowledge and understanding of the local Bradford teaching labour market, working with the local council to understand what data they hold on the labour market and informing recruitment and retention planning which supports overall school improvement.

Key ingredients for success

1. Invest time in building alliances with multi-academy trusts, schools and other stakeholders, such as ITT providers, with explicit rules of engagement.

We set out to create a campaign for Bradford that was owned by the school system and served the common interests of its stakeholders. Partnership working was based on two clear rules:

- nothing we did as a partnership would impinge on the autonomy of an individual multi-academy trust, school or ITT provider.
- we would only do together those things that can only be done together (and not start to replicate work being done by individual organisations).

In this way we remained focused on our system-wide remit and avoided spreading our resources too thinly.

2. Use evidence to inform planning.

Gather data from wherever you can to inform how you deploy resources. Use published market research, workforce data and digital insights. Where there are no published data, look for proxy measures which might give you some insights into your recruitment challenge. Use the data to determine your recruitment targeting strategy, see which messages have greatest impact with your audience, and identify the most cost-effective ways to communicate directly with potential recruits.

3. Be consistent over the long term.

Attitudes and behaviours which shape recruitment and retention trends are not changed overnight. Be prepared to dig in for the long haul to influence opinion. That means being consistent in your campaign – week after week, month after month – to get your message through to influence individuals' career decisions.





Further information



Opportunity Areas

Opportunity Areas selection methodology

www.gov.uk/government/uploads/system/uploads/attachment_data/file/650036/Opportunity_areas_selection_methodology.pdf

Delivery plans for the 12 Opportunity Areas

www.gov.uk/government/publications/social-mobility-and-opportunity-areas

An independent process evaluation of the set-up phase of the programme and a summary document featuring case studies of progress in each area

www.gov.uk/government/publications/opportunity-area-programme-research-and-analysis

Opportunity Areas featured in this guide

North Yorkshire Coast

northyorkshirecoastoa.co.uk

Fenland and East Cambridgeshire

fenlandeastcambridgeshireoa.co.uk

Stoke-on-Trent

stokeontrentopportunityarea.co.uk

Ipswich

ipswichopportunityarea.co.uk

Bradford

bradfordopportunityarea.co.uk



Further resources

The Get into Teaching website is a candidate-facing site where people can register for one-to-one support, access events and sign up to receive updates for everything they need to know regarding a career in teaching and how to apply.

www.getintoteaching.education.gov.uk

Free support, guidance and marketing templates from Get into Teaching (the DfE's umbrella Teaching brand) to help you attract and recruit trainee teachers to your ITT programme. This includes links to discussion groups and training webinars (live and recorded).

www.gov.uk/guidance/initial-teacher-training-itt-marketing-and-recruitment-guide

Teaching School Hubs, the areas that they cover, and their role.

www.gov.uk/guidance/teaching-school-hubs

From September 2021, the Government is funding an entitlement for all early career teachers in England to access high-quality professional development at the start of their career. New teachers will now receive development support and training over two years instead of one.

www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview

National Professional Qualifications are trusted, transferable qualifications accredited by the Department for Education and designed to help teachers and leaders hone and develop the talent they already have. A reformed suite of National Professional Qualifications will be introduced from September 2021.

www.gov.uk/government/publications/national-professional-qualifications-npqs-reforms

Teaching Vacancies is the free, national job listing service for the teaching profession. Our aim is to save schools money and time when recruiting teachers.

www.teaching-vacancies.service.gov.uk

Promotional materials for schools to support Teaching Vacancies, the Government's free, national job listing service for the teaching profession

www.gov.uk/government/publications/teaching-vacancies-marketing-materials-for-schools

Recruiting, inducting and managing teachers.

www.gov.uk/education/recruiting-inducting-and-managing-teachers

Statutory guidance on pay and conditions for teachers in England.

www.gov.uk/government/publications/school-teachers-pay-and-conditions

Image from iStock

Support and practical resources for schools to help reduce workload, including the school workload reduction toolkit.

www.gov.uk/government/collections/reducing-school-workload

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