

By:	Roger Gough Cabinet Member for Education and Health Reform Patrick Leeson, Corporate Director for Education and Young People's Services
To:	Education Cabinet Committee – September 2014
Subject	Recruitment and Retention of Headteachers and Teachers
Classification:	Unrestricted

Summary:	<p>The purpose of this report is to provide an update on the strategy to improve the retention and recruitment of Headteachers and teachers in Kent.</p> <p>Recommendation</p> <p>Members of the Committee are asked to note the actions being taken to monitor and improve Headteacher and teacher recruitment and retention in Kent.</p>
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1. Introduction

- 1.1 In March 2013, Education Cabinet Committee considered a report on the recruitment and retention of Headteachers in Kent. This report provides an update on the progress to date.
- 1.2 The term 'Headteacher' is no longer an entirely accurate description of many school leaders. Having an effective leader in a school is the significant issue, and those leaders can now have different designations including headteacher, executive headteacher or principal, head of school or CEO. This report recognises this and any numbers on vacancies includes all school leaders, regardless of their job title.
- 1.3 At present there are no schools in Kent without appropriate senior leadership in place. There are seventeen schools that have an Acting or interim Headteacher. In all seventeen schools Governing Bodies are working with Kent County Council (KCC) to take forward the Headship Appointment process during this academic year.

2. Teacher Recruitment and Retention

- 2.1 Reflecting the national picture, there is significant variation in the ability of schools in Kent to successfully attract and retain good teachers. There are a number of identifiable features to this position including:
 - Ofsted status of the school. Good or Outstanding schools recruit and retain staff more readily than Requiring Improvement schools or those that may have failed their Ofsted inspection.
 - The opportunities offered by the school for further professional development and career advancement.

- The location of the school and locational opportunities for example, leisure activities, Arts, access to London.

2.2 Where recruitment and retention is less effective the following features tend to be prevalent:

- The school is requiring improvement or is at risk of a category judgement
- The school environment does not provide sufficiently for individual teachers' professional and personal development. This may be reflected in an ineffective continuing professional development offer or lack of effective coaching and mentoring.
- The availability and affordability of housing in meeting the needs and aspirations of either Newly Qualified Teachers or more experienced teachers. (In some cases newly qualified teachers return to family homes to begin their teaching careers).

2.3 'Kent Teach' is KCC's brand name for our teacher recruitment service. The remit is to support schools in their search for good teachers and Headteachers. They provide support for the practical activities required to secure appointments. Please see section 4 below which describes their work. However, this is one part of a wider strategy to ensure that Kent schools can and do have access to the best quality teachers from Newly Qualified Teachers (NQT) onwards and the most effective Headteachers. There are several strands to this strategy, as set out below:

- a) KCC is working with Canterbury Christ Church University (CCCU) to support the quality of NQT's into Kent. This includes delivering our Every Lesson Counts (ELC) programme to 4th year teacher training students. Kent schools take the vast majority of Canterbury Christ Church University NQTs, in the region of 300 per year and therefore this is a vital investment for Kent County Council. Schools are already reporting a significant improvement in the quality of NQTs over the last two years. Members of the KCC School Improvement Team and members of Canterbury Christ Church University's education department meet regularly to develop this partnership.
- b) We are developing our relationship with Irish Teacher Training University departments. Irish teachers are some of the most highly qualified on entry to teaching and in their final assessments on leaving teacher training. We have good relationships with universities in Belfast and Dublin. There are approximately 300 Irish teachers in Kent schools and we are looking to increase this. There are some barriers to overcome with housing, cultural change and understanding of some aspects of the English education system particularly around assessment. We have already established a strong structure for supporting students to become settled quickly into their schools and into the wider community of Kent.
- c) We are developing our links with other teacher training institutions and universities. We have identified those institutions with the top grades for their final year students and members of the School Improvement team visit to meet with students to encourage them to consider Kent as a place to begin their careers.
- d) As well as attracting teachers we need to retain them. This requires a focus on their professional development and their emotional well-being. We have a clear leadership progression strategy that focuses on opportunities for teachers from their second year onwards. Raising their expectations and aspirations for senior

leadership positions is vital if we are to achieve effective succession planning across Kent schools.

e) There is strong partnership working with our Teaching Schools and the Kent Association of Headteachers to develop the provision of high quality Continuing Professional Development (CPD) at individual teacher level, school level and for school collaborations. This is a key part in our developing strategy.

2.4 The revised Teacher Recruitment and Retention Strategy is currently under development with Teaching Schools and Kent Association of Headteachers and we expect a final version to be completed by December 2014.

3. Headteacher Recruitment and Retention - Leadership Development

3.1 As of 10th September 2014 there are 17 vacancies for Headteacher posts across Kent. This is 2.9% of schools. Whilst there are no national comparatives for Headteacher vacancies we believe through anecdotal information that this is a low percentage for Kent's 586 schools.

3.2 Those 17 schools are currently advertising for a substantive Headteacher or are considering options such as federation, academy conversion or executive headship. The 17 schools that have an acting Headteacher will have the deputy Headteacher acting as Headteacher or an interim leader has been put in place.

3.3 Kent is exactly the same as the national position when it comes to advertising for Headteachers. Applications have reduced over a number of years and on the whole fields typically tend to be 3 – 4 candidates. Whilst the number of applications have reduced it is not appropriate to link this to a reduction in the quality of candidates.

3.4 Kent Teach has the remit to support schools in their search for good teachers and Headteachers. They provide support for the practical activities required to secure appointments. Please see section below which describes their work. However, this is one part of a wider strategy to ensure that Kent schools can and do have access to the best quality teachers from NQT onwards and the most effective Headteachers.

3.5 The Local Authority Core programme is now operating a targeted approach to leadership development. As part of our strategy to recruit and retain both teachers and Headteachers, KCC has developed a comprehensive leadership development programme for teachers from the end of their first year of teaching through to Executive Headship. Examples of these programmes are outlined below:

- Following the **Primary Deputy Headteacher Conference** this year where Deputies were offered an individual career consultation, 62 deputy headteachers responded indicating their wish to have a robust professional development programme.
- Each **Double District has developed comprehensive action plan** to support the development of teachers at all levels with targeted support for Newly Qualified teachers (NQTs), middle leaders and senior leaders in schools. In many cases, Districts are working in partnership with the Teaching Schools, Christ Church Canterbury University (CCCU) and other agencies to ensure that teachers are

able to access high quality Continuing Professional Development for maintained schools and academies.

- The Local Authority now funds the **Headteacher Induction Programme** (previously funded by the National College) and the evaluation of this year's programme revealed that 70% of Heads thought it had had an outstanding impact on their role with 100% judging it to be good to outstanding.
- This school year will see the continuation of several programmes funded by the LA to support Headteachers that began in 2013:

→ The **Strategic Headship Programme** is aimed at Heads in their second to fourth year of Headship. The programme is designed to support the development of strategic and reflective practitioners who are able to lead 21st century schools with high expectations for standards of attainment and the quality of education.

→ The **Long Headship Programme** – 'Maintaining the Momentum' - is designed to support Headteachers and Deputy Headteachers from 30 targeted schools with the aim of moving the school from satisfactory to good in their Ofsted inspection judgements.

→ The **Short Headship Programme** – 'Every Head Counts' - involves Heads from 24 schools in a short 6 week programme where the last two Ofsted inspection judgements have been no better than Satisfactory.

→ The **New Headteacher Review** – This is new in September 2014 and is offered to all Heads who have come into post in September irrespective of whether this is their first, second or third Headship. This is a partnership review with the Head and a commissioned team of LA Ofsted trained inspectors in order to provide new Heads with a clear baseline for their school improvement journey.

→ **Counselling and Mentoring services** – we are launching a new offer to all Heads of a counselling service initially providing 6 sessions of support. This would be provided by trained counsellors and would be entirely confidential. In addition we are ensuring that every Head in Kent has a link to a mentor if they would like one.

- To aid access to these and the other leadership and curriculum training on offer in Kent, a new website, KELSI (Kent Education, Learning and Skills Information) has been developed.

4. Headteacher and Teacher recruitment and retention – Practical Support Mechanisms provided by KCC

4.1 To ensure Kent is one of the best local authorities to work for, we are committed to ensuring that newly recruited teachers and Headteachers are provided with high quality career development and support.

4.2 The Teacher Recruitment and Retention (TR&R) team within KCC supports recruitment in schools by supplying the main advertising platform– www.kent-teach.com . Schools can buy into via various packages and the service has 95% of

the primary school market and just over 50% of the secondary market for teacher recruitment. In 2013-14 Kent-Teach advertised 2399 teaching, 333 leadership and 1634 support vacancies. In 2014-15 to date, they have advertised 1421 teaching, 146 leadership and 1025 support vacancies. On the site there are currently 82 teaching, 19 leadership and 126 support vacancies.

- 4.3 The majority of job searches start on the Kent-Teach website, which has been completely updated. Feedback from schools on the new website has been very positive.
- 4.4 In 2012-13 Kent-Teach ran an on-line advertising campaign to enable Kent schools to attract teachers and leaders from outside the County. The scheme was called "Your Perfect Kent Day" and this won "Best Professional Campaign" at the PPMA Awards in 2013. In addition some short films have been commissioned and three Kent Headteachers will appear on Kent-Teach to applaud the benefits of headship, and of living and working in Kent. In 2013-14 Kent-Teach ran a media schedule which included print advertising in the Metro and Evening Standard and Google Adwords and Display Network. This resulted in 28,344 homepage visits to Kent-teach and 786 submitted applications. Kent-Teach are due to begin their media schedule for 2014-15 shortly.
- 4.5 The Kent-Teach team works closely with colleagues in the Schools Personnel Service and the Education and Young People's Services Directorate to support schools recruiting new Headteachers. All the information required by potential applicants is made available on a microsite on the Kent-Teach website, and this is highly popular with schools. Over the past 12 months 393 leadership adverts have been placed on Kent-Teach, 152 of these were either an Executive Head, Head of School, Headteacher or Principal position. Of these 152, 117 have been supported by a microsite. All leadership adverts on Kent-teach are repeated free to the schools in The Guardian's Education Jobs web pages and in the classified listing in the newspaper. Using Kent-teach instead of the TES saves schools significant amounts of money in advertising costs.
- 4.6 Our statistics indicate schools have a better chance of a first time appointment if they use a microsite. Around 50% of secondary schools in Kent use Kent-Teach for adverts but only a few have ever used a microsite. Our aim is to ensure School Improvement Advisors and other LA officers increase this by advising governing bodies accordingly.
- 4.7 To raise the profile of Kent to potential and existing teachers as a career choice we have launched a ground-breaking 'On-line community' initiative using a social media site.

5. Retention

- 5.1 The Kent-Teach team has run a 'wellness' programme in schools since 2005. From this we see that Headteachers in Kent schools report high levels of life and work satisfaction, feel financially well and have a good understanding of wellness behaviours. We are currently preparing a tender for a new wellness programme for schools and will look to continue this work.

5.2 Representatives of the major Teaching Unions and The Kent Association of Headteachers are represented on the Recruitment and Retention Strategy Group and are supportive of the actions being taken.

6. Recommendations

6.1 Members of the Committee are asked to note the actions being taken to monitor and improve Headteacher and teacher recruitment and retention in Kent.

Background Documents:

Education, Learning and Skills Policy Overview and Scrutiny Committee report:
<http://kent590w3:9070/documents/s30618/Recruitment%20and%20Retention%20Paper.pdf>

Lead Officer
Sue Rogers
Director Education Quality and Standards (EYPS)
01622 694983
Sue.rogers@kent.gov.uk