

Subject:	The recruitment of teachers and maths teachers in Brighton & Hove schools		
Date of Meeting:	Children and Young People's Committee 6 June 2016		
Report of:	Executive Director Families, Children and Learning		
Contact Officer:	Hilary Ferries		
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Ward(s) affected:	All		

FOR GENERAL RELEASE/ NOT FOR PUBLICATION**1. PURPOSE OF REPORT AND POLICY CONTEXT**

Regular high quality teaching is the key to good pupil progress. In order for achievement to continue to rise and to enable all children to attend a school that is judged to be good or outstanding, we need to attract and retain the best teachers. This report discusses the recruitment of teachers in Brighton & Hove, and makes particular reference to the recruitment and retention of maths teachers.

2. RECOMMENDATIONS:

- 2.1 That the Committee notes this report and supports the development of further programmes for the recruitment and retention of teachers in the city.

3. CONTEXT/ BACKGROUND INFORMATION**The National Context**

- 3.1 Nationally the data suggests that increasingly schools are finding it difficult to recruit and retain teachers. DfE figures show that numbers recruited onto ITT (Initial Teacher Training) courses fell by nearly 14 per cent between 2010/11 and 2014/15.
- 3.2 Initial Teacher Training (ITT) figures for 2015/16 show that while there was a slight increase in the number of overall recruits, nearly one in five secondary trainee places for September 2015 were still unfilled. The overall contribution to the secondary recruitment target was 82 per cent in 2015/16, a significant decrease from the previous year when secondary recruitment achieved 94 per cent of the target.
- 3.3 The DfE statistics also highlight the growing number of teaching posts that schools are not able to fill; the number of teaching vacancies in 2014/15 had increased by a third within twelve months. The total number of vacancies was over 1000 in November 2014, whilst in November 2013, this stood at 750. In addition, there were over 3000 temporarily-filled teaching posts in November 2014, and over 20,000 teachers without QTS; both of these figures had substantially increased since the previous year.

- 3.4 This also means that pupils are sometimes being taught by teachers who do not have a relevant qualification in the subject. In 2014/5 less than 80 per cent of maths lessons were taught by teachers with a relevant post A-level qualification, a decrease of 3 per cent within one year. Similarly, 83 per cent of English lessons in 2014/15 had an appropriately qualified teacher; a figure which was nearly 85 per cent in 2013/14.
- 3.6 In January 2014 the head of Ofsted, Sir Michael Wilshaw, said that it was a "national scandal" that around two-fifths of teachers had left the profession within 5 years and that serious questions needed to be asked about the current teacher training system.

The local context

- 3.7 This has some resonance in Brighton & Hove, but there are also some major differences.. In terms of recruitment to senior leadership posts, the city is more successful than other Local Authorities. There are currently two headships in the city that are filled on a temporary basis (Homewood College and St Martin's CE Nursery and Primary School. There are two successful Higher Education Institutes in the city that train teachers. Despite the changes to the systems for the recruitment of teacher training, they report that many of their courses are largely full, including secondary maths. Several schools in the city also use programmes such as Teacher Direct, where trainees spend significant time in schools and schools are able to recruit successful trainees from this programme.
- 3.8 There seem to be few problems recruiting Newly Qualified Teachers in the city as many trainees wish to stay initially, having completed their training. There are currently 161 NQTs in the city; 65 NQTs in secondary schools, 95 in primary schools and one in special school. The success rate for completion of their first year is high. At the time of writing, 10 NQTs have left school during this academic year. The LA has a comprehensive and successful programme to support NQTs, which supports them through their initial year and all schools in the city use this programme.
- 3.9 Anecdotally we are hearing from schools that it is becoming more difficult to recruit and retain more experienced teachers, particularly in schools in challenging circumstances across the phases and particularly for maths in secondary schools. There are also reports of more teachers leaving the profession because of workload and pressure.
- 3.10 In November 2015 the census for Brighton & Hove showed there were 36 unfilled teacher vacancies in the city across 12 schools. Six of these vacancies were in primary, 24 in secondary and six in special schools.
- 3.11 It is the case that some school leaders find it more difficult to recruit maths teachers. The census data from November 2015, above, can be broken down by subject and shows that four of the 24 secondary school vacancies were in maths departments.

4. What we have done to address this.

- 4.1 In 2013 – 2014 there was a citywide maths project and maths remains a focus for the city. Analysis of data for the last three years shows that the results in maths are improving, but there is still more work to be done. There are three strands to the project:
- I. recruitment
 - II. improving the quality of teaching in maths through excellent development opportunities to retain teachers
 - III. engagement with the community

- 4.2 The LA has supported teacher recruitment and development in maths through:
- Maths recruitment event in partnership with the university where secondary headteachers and senior staff attend a well-publicised event to encourage the recruitment of new maths teachers
 - Extra support for maths trainees in classrooms through additional mentoring and support from the University of Sussex
 - A lesson study project with the University of Brighton. This had a focus on 'improving understanding in mathematics through a focus on reasoning'. Interest for this was mainly primary, but there was some secondary engagement (Longhill).
 - Engagement with the Maths Specialist teacher (Mast) programme, which trained about 15 teachers in the city and Making Maths outstanding (MMO), some schools took part in NCETM (National Centre for Excellent Mathematics Teaching) projects
 - Engagement with the Sussex Maths Hub, that runs from the 'Inspire' Teaching School Alliance
- 4.3 In response to requests from primary headteachers, there has also been a campaign to attract primary teachers to the city. This is based around social media and raises the profile of the city schools. This is a trial for this year the impact will be reviewed looking ahead.
- 4.4 The Executive Director is leading on the development of initiatives such as key housing

5. Next Steps

In order to encourage and retain highly skilled teachers into schools in the city to ensure the best teaching for our children and young people we will:

- Continue to support the secondary headteachers in the recruitment of maths teachers through specific events
- Work more closely with local HEIs, schools and other partners to bring new teachers into the city schools, across the phases and subjects
- Discuss with local Teaching Schools the ways that Brighton & Hove schools could benefit from a SCITT (School Centred Initial Teacher Training) to bring more teachers into the city
- Consider a recruitment campaign in the city for those people who may wish to retrain as teachers
- Evaluate the social media campaign for 2016 and plan a campaign for 2017 in light of this
- Use the existing good practice and system leader led courses run by Benfield and Westdene as part of this to show Brighton & Hove is a place to build a teaching career
- Build a 'career continuum' that provides development opportunities from trainee to executive headteacher to retain and develop teachers in Brighton & Hove and ensure there is high quality leadership at all levels
- Work closely with the local Universities to help develop this continuum, exploring opportunities for further study
- Develop the initiatives with housing and other departments to attract and retain teachers

6 FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 6.1 Schools have delegated budgets and are responsible for the recruitment and retention of staff. Any costs associated with this will be met from schools individual budgets. Any work carried out by the authority will be met from existing budgets.

Finance Officer Consulted: Andy Moore

Date: 11/05/16

Legal Implications:

- 6.2 There are no legal implications in this report

Lawyer Consulted: Serena Kynaston

Date: 11/05/16

Equalities Implications:

- 6.3 High quality teachers are needed to ensure good teaching for all groups of pupils

Sustainability Implications:

- 6.4 It is vital to maintain and develop a strong teaching force for the future of the young people in schools in the city to ensure economic sustainability and strong communities

Any Other Significant Implications