

Education Advisory Panel

Recruitment and Retention

Quantitative v qualitative data

- Accuracy of quantitative data affected by:
 - Schools determine local structures and are responsible for recruitment at local level
 - Local Authority is unable to accurately define number of vacancies across the school system
 - Newly Qualified Teacher (NQT) numbers also estimated due to other organisations now eligible to become the “appropriate body”
 - Workforce Census offers very limited value
- We monitor job vacancies and engage in qualitative dialogue with schools to identify priorities and patterns

High level context: National and Local

- Rising pupil numbers
- Shortfalls in number of trainee teachers and complexity of number of routes to train
- Concerns about proportion of teachers who are considering leaving the profession
- Secondary sector experiencing most challenge; Multi-Academy Trusts (MATs) are not immune; Ofsted category has an impact

Recruitment – facts and factors

- Significant number of adverts being placed by Hampshire schools
- Much movement across the system, more often for career progression
- New teachers – often originally from Hampshire or have trained in Hampshire; few move for a role
- Impact of local labour market; local cost of living and being coastal

Retention – facts and factors

- Rates of teachers leaving the profession and moving school have increased
- Proportion of teachers in the workforce in their 50s has decreased markedly since 2010
- Financial challenges and changing accountability measures affecting demand for teachers
- Lack of part-time opportunities
- Teachers concern about long working hours and dissatisfaction with amount of leisure time

Workload

- What do we mean by workload?
 - Data/Assessment
 - Planning
 - Marking

Critical areas of current focus

- Relationships with teacher training providers to maximise numbers for Hampshire
- Social media campaign to sell Hampshire to trainees, experienced teachers, returners and potential career changers
- Effectively managing disproportionate impacts arising from curriculum / timetable changes
- Celebration of the teaching profession across Hampshire
- Engagement with the sector on factors affecting job satisfaction

Any questions?

