



Havering Education Recruitment & Retention Strategy 2019-24

Context:

Havering has a clearly defined Education Vision, and three stated priorities:

- *Leadership*
- *Inclusion*
- *Aspiration*

To support the *Leadership* priority, the [Academy of Leadership](#) was established in 2017, and is a genuine collaborative of partners, conceived, born and bred in Havering, to support and develop leadership in Havering's education community.

The Academy was forged by a partnership between Havering Local Authority, the two Havering Teaching Schools and headteachers, principals and governors across the borough. All schools, academies, free schools and colleges, in all sectors, are eligible to affiliate to the Academy by virtue of being sited in Havering and serving Havering children and young people.

The Academy has 6 priorities, and the Havering Recruitment & Retention Strategy has been developed with the sole purpose of addressing the 6th priority of the Academy - *To develop the climate, conditions, opportunities and incentives, to recruit and retain top quality leaders and potential leaders of the future.*

The strategy is a partnership of the local authority, local schools and education service providers working together to make sure that careers in teaching in Havering are attractive and rewarding.

Whilst being specific to Havering, the strategy will reference both the DfE's *Teacher Recruitment and Retention Strategy* and *Reducing Teacher Workload* policy.

Feedback from headteachers in Havering supports the view that there is an impending crisis. Indications are that:

- There are insufficient newly qualified teachers entering the profession.
- A significant number of new entrants leave the profession with the first five years of their career.
- Numbers of teachers taking early retirement are increasing.
- There are significant shortages of high quality applicants for teaching vacancies across primary and secondary schools.
- Applicants for posts of responsibility and senior leadership are few in number and variable in quality, including those for headteacher posts.
- The need for schools to expand and for new schools to be built to meet the increasing school age population in Havering will further exacerbate the problem.

Many of the problems associated with teacher recruitment and retention are national issues, and the Department for Education (DfE) has launched its own [strategy](#), focussing on reducing teacher workload, early career support, ensuring teaching remains an attractive career, and making it easier to become a teacher.

However, as well as needing to address the problem nationally, it is clear that schools in Havering need to be proactive, and work more collaboratively to find local solutions.

The Havering Strategy:

A strategic task and finish group was formed to develop the strategy, comprising representatives of the Local Authority, primary and secondary teaching schools, and the teacher training partnerships. The group received external advice as appropriate and has developed an action plan based on feedback from headteachers. The action plan identifies the key objectives that will be delivered over the first 24 months of the strategy.

The key strands of the strategy and action plan support the DfE strategy, namely;

- **Reduce workload and promote good mental health and emotional wellbeing;**
- **Transform support for early career teachers (1-5 years);**
- **Make sure working in schools remains an attractive career;** and
- **Promote Havering as a destination of choice.**

Implementation and Monitoring Arrangements;

The engagement of the local education community in the implementation of the strategy is key to its success. The Local Authority has a pivotal role to play, and will act as both an enabler, and a deliverer as appropriate.

The implementation of the strategy and action plan will be monitored by the Academy of Leadership Board, and a Steering Group has been established to support the implementation of the Strategy, and consists of the leads for each of the various objectives within the action plan.

A report will be provided to the Academy of Leadership Board twice per year, and will include an update on the key activity during the period in question, highlighting significant successes, and issues/risks to be resolved. Project management support will be provided by the Local Authority, and this monitoring will feed into the formal review, detailed below.

Evaluation & Critical Success Factors;

Whilst it is accepted that teacher recruitment and retention is an issue in Havering, there is a lack of centrally held data regarding school establishments, vacancy rates and staff turnover. We would expect that success of the strategy will be measured by;

- a reduction in the overall vacancy rate,
- an increase in the overall retention rate.
- each school engaging in the implementation of the strategy, and determining their own success measures based on their context and circumstances.

As part of the strategy, we will work with schools to identify an appropriate dataset that can be centrally collated, in order to measure and evaluate our success. Qualitative evaluation will be conducted through the monitoring of the strategy and action plan as detailed above.

Review;

The strategy will be formally reviewed at the midpoint – September 2021, and the action plan will be updated accordingly.

Recruitment & Retention Strategy - ACTION PLAN

Strand 1 - Reduce workload and promote good mental health and emotional wellbeing			
OBJECTIVE	LEAD	WHEN	INTENDED DELIVERABLES
<p>Embed the principles of 'reducing teacher workload' within school processes;</p> <ul style="list-style-type: none"> • Identify and share any local effective practice and processes through bitesize case studies, differentiated by size/type of school. • Develop shared resource 'bank' across Havering schools, sharing best practice through the use of IT packages (such as Google drive). <p>Promote the use of the 'Effective Practice' register within the Academy of Leadership.</p>	<p>AJ, DS</p> <p>AJ, DS</p> <p>Leadership Ambassadors</p>	<p>March '20</p> <p>March '20</p> <p>July '20</p>	<p>Schools have embedded the DfE Reducing Teacher Workload toolkit and local effective practice within their processes.</p> <p>School staff report noticeable reduction in workload.</p> <p>Reduced sickness levels.</p>
<p>School teachers, leaders and governors understand the importance of good mental health and emotional wellbeing and a healthy work-life balance for all;</p> <ul style="list-style-type: none"> • Develop a 'Wellbeing Charter' for schools to sign up to, providing a supportive framework. • Promote the wide range of Mental Health and Wellbeing support programmes for staff and governors. • Develop and share model e-mail protocol to better promote wellbeing. 	<p>TC, MS</p> <p>TC, MS, CA</p> <p>TC</p>	<p>Dec '19</p> <p>Sep '19</p> <p>Dec '19</p>	<p>Teaching and school leadership is a healthy and rewarding career which attracts and retains high quality professionals.</p> <p>Leaders have the skills and support that they need to fulfil their role to a high standard while maintaining a sense of wellbeing.</p> <p>Governors understand the issues affecting recruitment and retention and are proactive in</p>

<ul style="list-style-type: none"> Update LA Quality Assurance process to include a focus on wellbeing. 	DS	Dec '19	balancing appropriately high expectations with concern for the Mental Health of pupils and of staff.
<p>Address pupil behaviour issues by promoting a system-wide approach to inclusion and behaviour, engaging with the DfE Behaviour Hubs to share best practice;</p> <ul style="list-style-type: none"> Development of the CPD and training offer, including the Systemic model of practice approach to inclusion and behaviour (restorative approach) with schools. Promote the wide range of Mental Health and Wellbeing support programmes for children. Engage with NAHT to promote support for leaders. Promote the wide range of parenting support programmes. 	TC, DT, PD	July '20	Pupil (and parent) behaviour improves.
	TC, CA	Sep '19	All schools engage with the Behaviour Hubs.
	TC	Sep '19	
	TC	Sep '19	

Strand 2 - Transform support for early career teachers (1-5 years)			
OBJECTIVE	LEAD	WHEN	INTENDED DELIVERABLES
<p>Ensure that teachers new to the profession have access to local, high quality, responsive early career training which enables them to become effective and committed teachers;</p> <ul style="list-style-type: none"> Review the content of the NQT training programme, identifying core and optional units. 	AJ	July '20	<p>Teachers in their early career, receive an extended offer of support, so they don't feel the impact of reducing support, as they gain more experience.</p> <p>Potential trainees are attracted by routes into teaching that are relevant to them.</p>

<ul style="list-style-type: none"> Develop 'Teach Meet' programme specific to NQT cohort. Identify phased support opportunities for years 3-5. <p>Develop effective signposting for teachers CPD and progression, including enhanced use of social media and Academy of Leadership.</p> <p>Develop and introduce a borough 'Welcome pack' for school staff to support the on-boarding process and induction.</p> <p>Work with local FE/HE provision to align PGCE/QTS programmes with local opportunities.</p>	AJ	Dec '19	<p>ITT provision equips them for the requirements and challenges of their role.</p> <p>Teachers new to the profession feel supported and are inspired to succeed.</p> <p>There is a clear, accessible CPD offer.</p>
	AJ	July '20	
	AJ	July '20	
	AJ, AO	July '20	
Work with local FE/HE provision to align PGCE/QTS programmes with local opportunities.	AJ, TC	July '20	
Ensure that schools follow the DfE Early Career Framework to ensure that structured support is in place, aligned to local support and CPD.	AJ	TBC	Local CPD offer is fully aligned to DFE Early Career Framework.
Promote the Mentoring facility within the Academy of Leadership to early career teachers.	Leadership Ambassadors	July '20	Mentoring facility better utilised.

Strand 3 - Make sure working in schools remains an attractive career			
OBJECTIVE	LEAD	WHEN	INTENDED DELIVERABLES
Ensure that school staff have access to high quality CPD and career development opportunities;			All school staff have access to high quality CPD and career development opportunities.

<ul style="list-style-type: none"> • Launch the Havering Festival of Education, promoting the range of CPD and training on offer. • Develop effective signposting for teachers CPD and progression, including enhanced use of social media and Academy of Leadership. • Promote the use of the range of programmes within the Academy of Leadership to support the development of leaders. • Better understand the reasons that teachers leave/stay in Havering. 	DS	March '20	All children and young people have access to highly qualified, effective and motivated teachers and leaders.
	DS	July '20	Teachers new to their career feel supported and are motivated to remain and progress in their chosen career.
	Leadership Ambassadors	July '20	Leaders at all levels feel challenged, supported and recognised.
	PW	July '20	Leadership pathways support and encourage good practitioners to stay in the system as expert practitioners or as system leaders.
Promote flexible working within schools; <ul style="list-style-type: none"> • Develop case studies and practical guidance for schools. • Raise awareness of benefits of flexible working with governors. • Engage with the job-share matching service. 	PW	July '20	Teacher retention rates improve.
	MS	July '20	
	PW	TBC	
Promote the Mentoring and Effective Practice facility within the Academy of Leadership to teachers to support development and progression opportunities.	Leadership Ambassadors	July '20	Mentoring and Effective Practice facility better utilised.

Strand 4 – Promote Havering as a destination of choice

OBJECTIVE	LEAD	WHEN	INTENDED DELIVERABLES
<p>Ensure that Havering is recognised as a diverse, vibrant and ambitious place for teachers and school leaders to live and work;</p> <ul style="list-style-type: none"> • Develop a targeted approach through an annual recruitment and awareness raising event, targeting teachers (newly and recently qualified), returners, and those considering teaching as a profession. • Develop links with local and sub-regional SCITTs. • Engage and promote 'Teach Again' to identify potential returners. 	<p>AO</p> <p>DS</p> <p>PW, MW</p>	<p>Oct '19/ March '20</p> <p>Dec '19</p> <p>Dec '19</p>	<p>The local initial teacher training (ITT) offer is the offer of choice for teachers new to the profession.</p> <p>Havering attracts sufficient qualified and high quality teachers to meet growing demand.</p> <p>Local teachers and middle leaders are attracted to leadership roles within Havering.</p>
<p>Design and launch promotion campaign, aiming to attract people to the borough by promoting the unique selling points of teaching (and living) in Havering. Directed towards areas identified as having a teacher surplus and neighbouring LAs;</p> <ul style="list-style-type: none"> • Advertising - including paid-for social media and online display advertising, as well as magazine advertising and University outreach. • Social media, including enhancing the JGP microsite, developing specific 'Teaching in Havering' Twitter feed, and engaging with targeted markets, such as Mumsnet. • Direct marketing – email. • Media relations - print, radio and online. 	<p>PW, MW</p>	<p>July '20</p>	<p>Havering attracts sufficient qualified and high quality teachers to meet growing demand.</p>
<p>Develop overseas recruitment programme, working with existing agencies experienced in this area.</p>	<p>TC</p>	<p>Oct '19</p>	

Develop incentives, including local housing solutions, leisure facilities, etc; <ul style="list-style-type: none"> • Launch staff rewards package. • Share housing opportunities, working with Mercury Land Holdings. 	PW, MW TC, AJ	Sep '19 Oct '19	

Key;

AJ – Amanda Jackson
 DT – Dave Tapsell
 PW – Peter Whitelock

AO – Ali Omar
 MS – Maureen Smith
 TC – Trevor Cook

CA – Claire Alp
 MW – Michelle Wackett

DS – Dave Smith
 PD – Penny Denny