

Havering Education Recruitment & Retention Strategy 2019-24

Context:

Havering has a clearly defined Education Vision, with 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 is a collaboration and partnership between Havering Local Authority, the East London Teaching School Hub, the Havering Teacher Training Partnerships and headteachers, principals, governors and early years settings leaders across the borough. All schools, academies, free schools, colleges, and early years settings 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 to address 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, education settings, and education service providers working together to make sure that careers in education 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 senior leaders in Havering education settings supports the following priorities:

- Ensure that all education settings attract high quality applicants for support staff and teaching vacancies, posts of responsibility and senior leadership, including those for headteacher posts.
- Ensure that high quality *Early Career Teachers* enter the profession, who show greatest potential.
- Continue to reduce the number of new entrants who leave the profession within the first five years of their career.
- Reduce the numbers of teachers and staff in education settings taking early retirement.
- Promote equality diversity and inclusion in the workforce.
- Support education settings to consider more flexible ways of working.

Many of the problems associated with recruitment and retention across the education sector 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.

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 developed an action plan based on feedback from headteachers, which identifies the key objectives that will be delivered over the timeframe of the strategy, and has recently been updated following feedback from across the local education sector.

The key priorities of the strategy and action plan continue to 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 and early years settings 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 an internal Local Authority 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 recruitment and retention across the education sector 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 education settings using this framework to develop/adopt their own recruitment and retention strategy/policy, which would lead to a reduction in the overall vacancy rate and an increase in the overall retention rate.

Qualitative evaluation will be conducted through the monitoring of the strategy and action plan as detailed above.

Review;

The strategy has been formally reviewed at the midpoint – Spring/Summer 2022, and the action plan has been updated accordingly.

Recruitment & Retention Strategy - ACTION PLAN

Priority 1 - Reduce workload and promote good mental health and emotional wellbeing			
ACTION	LEAD	WHEN	OUTCOMES
<p>Embed the principles of 'reducing teacher workload' within education setting processes;</p> <ul style="list-style-type: none"> Identify and share any local effective practice and processes through case studies, podcasts, newsletter articles etc. Develop a virtual resource 'bank' across education settings, focussing on impact. Review ECT mentors and induction tutors practices regarding assessment, recording and data transfer. Promote the use of the 'Effective Practice' register within the Academy of Leadership. 	<p>AJ</p> <p>AJ</p> <p>AJ</p> <p>LAmb</p>	<p>Jan '23</p> <p>Jan '23</p> <p>Jul '23</p> <p>Sep '22</p>	<p>Education settings have embedded the DfE Reducing Teacher Workload toolkit and local effective practice within their processes.</p> <p>Bank of resources and effective practice articles.</p> <p>Staff report noticeable reduction in workload.</p> <p>Reduced sickness levels.</p>
Review LA QA practices to ensure they do not create unnecessary workload for schools.	TC	Jul '22	Staff report noticeable reduction in workload.
<p>Education settings 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"> Promote DfE 'Wellbeing Charter' locally to schools, including case studies. Develop Early Years 'Wellbeing Charter', including case studies. 	<p>TC, MS</p> <p>CF</p>	<p>Sep '22</p> <p>Sep '22</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>

<ul style="list-style-type: none"> Promote the wide range of Mental Health and Wellbeing support programmes for staff and governors, including Thrive App. Ensure that LA Quality Assurance processes continue to include a focus on wellbeing. Engage with NAHT to promote support for leaders. 	TC, LD, MS TC TC	Sep '22 Jul '22 Sep '22	Governors understand the issues affecting recruitment and retention and are proactive in balancing appropriately high expectations with concern for the Mental Health of pupils and of staff.
Address child/pupil behaviour issues and SEND needs by promoting a system-wide approach to inclusion, engaging with the DfE Behaviour Hubs to share best practice; <ul style="list-style-type: none"> Develop and enhance the CPD, training and induction offer, specifically for staff working with children with SEN and/or additional needs, including the Systemic model of practice approach to inclusion. Promote the wide range of Mental Health and Wellbeing support programmes for children. Promote the wide range of parenting support programmes. 	TC, PS, MB TC, LD TC	Sep '22 Sep '22 Sep '22	Enhanced CPD and training offer developed Pupil (and parent) behaviour improves. Schools engage with the Behaviour Hubs.

Priority 2 - Transform support for early career teachers (1-5 years)			
ACTION	LEAD	WHEN	OUTCOMES
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;			Teachers in their early career, receive an offer of support that ensures a good start to their career in teaching.

<ul style="list-style-type: none"> Collaborate with the London East Teaching School Hub on professional development for Early Career Teachers (ECTs). Develop opportunities for Havering Early Career Teachers to network and share experiences face-to-face. Identify phased support opportunities for years 3-5. 	AJ	Sep '22	Potential trainees are attracted by routes into teaching that are relevant to them.
	AJ	Sep '22	Teachers new to the profession feel supported and are inspired to succeed.
	AJ	Sep '23	
Develop effective signposting for teachers' CPD and progression opportunities, including enhanced use of social media and Academy of Leadership.	AJ	Sep '22	There is a clear, accessible CPD offer.
Develop and launch a borough 'Welcome area' on the Jobs Go Public ATS for school staff, and reviews the application and on-boarding process.	TC	Jan '23	Greater number of applications for vacancies, and reduced levels of aborted applications.
Work with local FE/HE provision to align training programmes with local job opportunities.	VMH	Sep '22	Greater number of applications for vacancies.
Promote the Mentoring facility within the Academy of Leadership to early career teachers.	Lamb	Jul '22	Mentoring facility better utilised.

Priority 3 - Make sure working in schools and early years settings remains an attractive career			
ACTION	LEAD	WHEN	OUTCOMES
Ensure that education settings 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"> Promote the Havering Festival of Education, highlighting the range of CPD and training on offer. Develop effective signposting for CPD and progression opportunities, including enhanced use of social media and Academy of Leadership. Embed new National Professional Qualifications (NPQs), Apprenticeship and graduate recruitment within Havering Leadership Ladder. Develop networking opportunities for specific groups, such as ECT's, graduates. Promote the use of the range of programmes within the Academy of Leadership to support the development of leaders. 	TC	Mar '22	All children and young people have access to highly qualified, effective and motivated teachers and leaders.
	MW	Jul '22	Teachers new to their career feel supported and are motivated to remain and progress in their chosen career.
	AJ, CF, VMH	Jul '22	Leaders at all levels feel challenged, supported and recognised.
	AJ	Sep '22	Leadership pathways support and encourage good practitioners to stay in the system as expert practitioners or as system leaders.
	LAmb	Jan '23	
Promote flexible working within education settings; <ul style="list-style-type: none"> Develop a flexible-working resource bank for education settings. Continue to promote benefits of flexible working with governors. 	AJ	Jul '22	Teacher retention rates improve.
	MS	Jul '22	
Promote the Mentoring and Effective Practice facility within the Academy of Leadership to teachers to support development and progression opportunities.	LAmb	Dec '22	Mentoring and Effective Practice facility better utilised.

Priority 4 – Promote Havering as a destination of choice

ACTION	LEAD	WHEN	OUTCOMES
<p>Ensure that Havering is recognised as a diverse, vibrant and ambitious place for staff in education settings to live and work;</p> <ul style="list-style-type: none"> • Develop a targeted approach through regular recruitment and awareness raising events, 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 ‘career changers’ and returners case studies. 	<p>TC</p> <p>AJ</p> <p>AJ</p>	<p>Oct ‘22</p> <p>Dec ‘22</p> <p>Dec ‘22</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, including through the use of recruitment campaign and pool for early career teachers.</p>
<p>Design and launch promotion campaign, aiming to attract people to the borough by promoting the unique selling points of working (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 LinkedIn, and engaging with targeted markets, such as Mumsnet. • Target graduate recruitment, engaging with existing providers. • Develop use of direct marketing, emails etc. 	<p>MW, TC</p>	<p>Jan ‘23</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>

<ul style="list-style-type: none"> Engage external media relations, including print, radio and online. Link into LA 'Choose Havering' programme. Develop specific 'micro-campaign' for non-teaching and support staff. 			
Work with Local Enterprise Advisor Network and careers staff to promote careers in the sector to school leavers.	VMH	Oct '22	Havering attracts sufficient qualified and high quality teachers to meet growing demand.
Develop overseas recruitment programme, working with existing agencies experienced in this area.	TC	Oct '22	Havering attracts sufficient qualified and high quality teachers to meet growing demand.
Develop and promote incentives and rewards packages, including access to leisure facilities, staff discounts etc;	TC, MW	Oct '22	Havering attracts sufficient qualified and high quality teachers to meet growing demand.

Key;

AJ – Amanda Jackson
MS – Maureen Smith
PS – Petra Schmidt
CF – Celia Freeth

LAmb – Leadership Ambassadors
MW – Michelle Wackett
TC – Trevor Cook

MB – Marcus Bennett
VMH – Varsha Mistry-Hand
LD – Louise Dibsdall