



Minutes of the meeting of the All Party Parliamentary Group for the Teaching Profession held on
Monday 14 November 2016

Present: See Appendix 1

1/16-17 Introductions

Mr Chris Waterman welcomed attendees and introduced Ian Mearns MP as the Chair of the All Party Parliamentary Group for the Teaching Profession.

Mr Chris Waterman reported that Ian Mearns MP had been elected as Chair to reflect his particular interest in the supply of teachers.

2/16-17 Welcome from Ian Mearns MP, Chair

REPORTED:

That the All Party Parliamentary Group for the Teaching Profession had been established to address concerns related to Teacher Supply at a strategic level and to raise the profile of the issues with Parliamentarians and the Government

That concerns and recommendations would be fed back to the Education Select Committee.

3/16-17 Teacher supply: the current situation

RECEIVED:

A paper and oral report from Professor John Howson

REPORTED:

That the 2016 census data was expected to be available from Thursday 24 November 2016.

That there were 3 possible reasons for the current crisis in Teacher Supply; Geographical, Numerical and Qualitative.

That some subject areas had seen recruited numbers in some subjects being closer to the Teacher Supply Model.

That concerns regarding geographical variations in teacher supply and degree classifications linked to quality of teachers had seen less impact.

That the rising numbers in the Primary sector would move towards the Secondary sector towards the middle of the next decade, with numbers expected to flatten out by the mid to late 2030s.

That the impact felt from TeachFirst and School Direct was patchy, with some schools experiencing a benefit and others accessing the “free-pool” of NQTs from HEI routes.

That numbers seen in Secondary School Direct routes were less than those seen in the GTP route during the 2000s.

That the Teacher Supply Model was likely to have an adverse impact on recruitment for 2018/19.

That the impact of the leaving the EU would create further Teacher Supply problems.

That there was a discrepancy between Teacher Supply Model numbers and the requirements of schools, particularly in Secondary subjects.

That the collection of data was retrospective and did not reflect the real-time situation.

That the drop in applications to ITE programmes had meant that the proportion of acceptance had been required to increase to meet demand; 2010 saw 66,000 applications in contrast to approx. 40,000 applications in 2016.

That the increase in applications could have a negative impact on the quality of applicants obtaining places.

4/16-17 Why do teachers quit and what could be done to retain them

RECEIVED:

A paper and presentation from Mrs Georgina Newton.

REPORTED:

That a study had been carried out to understand the factors affecting retention in the teaching profession.

That a range of interviews had been conducted including those who had already left the profession, those at different stages in the profession and those who were in supply and permanent positions.

That participants reported when considering leaving the profession that a lack of praise and recognition was a significant factor.

That a further significant factor was inflexibility of working patterns.

That the study had identified that most participants were reaching a cross-roads in their career considerations at year 4, in stark contrast to previous studies carried out in 2007-2009 where year 12 had been identified as a key point.

That a further reason for disillusionment by those in the profession was not being listened to by their senior staff, resulting in poor working relationships with leadership.

That the inflexibility of working patterns failed to take into account studies that had identified parenthood as having a positive impact on effective teaching.

That flexible working would result in more staff being required to meet with the demands placed on schools, and that governing bodies would need to be educated on expectations.

That attrition rates were at 40%, in comparison to those seen in France and Germany, which were at 5%.

That evidence showed that value and autonomy were important factors for retaining professionals.

That the focus on pupil outcomes was resulting in school leaders failing to consider teacher development needs.

That budget cuts along with a reduction in CPD funding was not enabling schools to meet the set expectations that CPD and teacher development be supported.

5/16-17 “Teacher Supply: Recruitment, Retention, Shaping the Future:” the report from an event held at the College of St George, Windsor Castle

RECEIVED:

A paper and oral report from Mr Chris Waterman.

REPORTED:

That following a 24-hour consultation period a number of recommendations had been made.

That it was recommended that teacher retention become a priority to ensure England has an expert teaching workforce, and that an open and transparent mechanism for consultation form part of the planning cycle.

That further recommendations identified the sector’s need to embrace modern working practices, and that the sector should capture and disseminate case studies of effective practice.

That wider research should be carried out at a strategic level to better understand factors impacting upon retention.

6/16-17 Teacher supply: the position in schools

RECEIVED:

An oral report from Mr Brian Lightman

REPORTED:

That visits had taken place in 29-30 schools over a period of 3-4 months and provided first-hand experience and observations of the impact of teacher supply from a school perspective

That the range of schools visited included Secondary and Primary; a range of geographical locations including inner city and rural communities

That evidence had shown the profession comprised hard working staff who were passionate about young people and all were, in the main, carrying out fantastic work.

That evidence had shown pressures were being placed on staff preventing from supporting young people's learning effectively, and that these factors led to difficulties in recruiting in many schools.

That all schools had reported difficulties in recruiting Mathematics specialists and that one school had reported having no Head of Mathematics for a period of 2 years.

That another school had appointed a senior leader to deliver Science due to no Head of Science being available, which had resulted in the senior leader being unable to carry out their whole school duties.

That the cost of teacher supply for schools was high, with schools typically being required to appoint NQTs at the M6 point of the teachers' pay scale.

That in order for schools to attract good teachers a number were being required to appoint staff against the leadership spine in order to bump up salaries.

That the cost of advertising was significant for schools

That issues with accountability were being seen; Ofsted was often viewed as confrontational and failed to support work to address the problem of teacher supply

That evidence had shown there was vulnerability of school leaders and an overload of work on teachers.

That recommendations included

- (i) changes to the inspection system resulting in a less confrontational and high stake approach;
- (ii) professional development be established as a key issue and leadership development be provided for those new to leadership roles;
- (iii) the establishment of networks of subject areas to attract people into the profession
- (iv) professional-led solutions be identified and promoted, with support from the Department for Education.
- (v) an increase in classroom teachers' pay be made, with funding provided to allow for this.

That the reduction in teacher numbers in some subject areas is expected to have a significant impact on schools' ability to appoint middle managers over the next few years.

7/16-17 Date of Next Meeting

REPORTED:

That the next meeting of the All Party Parliamentary Group for the Teaching Profession will take place in the Spring Term.