

All Party Parliamentary Group for the Teaching Profession



Minutes of the meeting held on Monday 21 January 2019 at 4.00-6.00pm in Committee Room 6, Palace of Westminster

1. Welcome

Ian Mearns MP welcomed attendees to the meeting of the All Party Parliamentary Group for the Teaching Profession to the meeting.

2. Introductions

Ian Mearns MP introduced members and attendees and welcomed representatives from the COBIS, the Chartered College of Teaching and TES.

3. Teacher Recruitment and Retention

a) Current situation (Prof John Howson)

RECEIVED:

An oral report and paper from Prof John Howson regarding the current situation for recruitment and retention within the Teaching Profession.

REPORTED (by Prof Howson):

That there will not be an overall shortage of QTS in the 2019 recruitment market, but there will be a shortage in specific subjects and geographical areas.

That it is anticipated that Physics, Design and Technology and Business Studies will struggle to meet targets.

That it was anticipated that there would be a “red warning” for Business studies by the end Feb/early March and that Design and Technology was expected to reach an amber warning as early as the beginning of Feb..

That the 2020 labour market was governed by training numbers, and that at the end of December 2018 Secondary training numbers were holding up well.

That it was predicted that numbers will be similar to 2019 recruitment with a move towards more HEI/SCITT places being filled and a move away from School Direct.

That the number of applicants applying to Primary courses last year was a significant reduction on previous years, and that numbers seen in December 2018 were further down in comparison to December 2017.

That the most significant fall in numbers has been seen in applications made by new female graduates and that the number of men entering primary teaching had now dropped to below 1,000.

(by Lord Listowel) – *How was the balance between men and women in Primary?*

(by Prof John Howson)

That the trend was moving in the wrong direction, although nowhere near as bad as was seen in the 1990s, the number of males entering primary was now below 1,000 and a significant reduction.

(by representative for Manchester Metropolitan University)

That as a provider of both Undergraduate and Postgraduate training they had experienced a reduction in numbers by 10-15% in Primary, with fewer men entering Undergraduate routes whilst male Postgraduate entrants remained a good number

(by Deborah Outhwaite)

That they had experienced a 50% drop in numbers within Derby (an Opportunity Area), with only 16 places out of 30 being filled in 2018/19 and the number of Secondary offers made currently 50% lower than this time last year.

(by Jackie Moses, UCET)

That the general trend was a downwards one and that the retention for current students (following the removal of the requirement for school experience on admission) during the last recruitment round was getting worse.

(Rob Morgan, University of Greenwich)

That the provider had seen low numbers of males into Primary Undergraduate programmes.

b) Feedback from Secretary of State's appearance before the Select Committee on 16 January 2019

RECEIVED:

An oral report from Mr Chris Waterman regarding the Secretary of State's appearance before the Select Committee on 16 January 2019

REPORTED (by Mr Chris Waterman):

That teacher recruitment and retention had not been discussed at the Education Select committee and therefore there was no mention of shortages within the profession.

That Damian Hinds now acknowledges that the Teaching Profession has a real problem, although it is unclear if a real solution will be presented.

(by Ian Mearns MP)

That the Select Committee's remit was so broad and there was a need to focus on 2-3 areas.

That members of the select committee was considering long term funding proposals and accepting the need to put forward a proposal for funding review.

That the select committee confirmed that there had been no significant spend made preparing for Brexit however that they had confirmed staff were being lost due to the impact of Brexit preparations.

That a further item of discussion had been the accountability of Multi-Academy Trusts.

(by Lord Listowel)

That there had been a meeting about care leavers and there had been an encouraging move in a positive direction with the Lords select committee showing an interest in supporting children from the most deprived backgrounds

c) Impact of Government Initiatives

RECEIVED:

An oral report from Mr Chris Waterman regarding the impact of Government Initiatives upon the Teaching Profession.

REPORTED (by Mr Chris Waterman):

That there had been no analysis conducted to evaluate the impact of government initiatives which have included internships and PhD physicists into teaching scheme.

That currently overseas trainees are permitted to train in UK and were not required to complete their NQT or remain in UK for a specified period of time upon successful completion of ITT.

That the Primary Maths provision had seen some slight amendments to include golden handcuffs, with trainees required to remain in teaching for a specified number of years following successful completion of ITT.

d) Impact of Brexit

RECEIVED:

An oral report from Mr Chris Waterman regarding the impact of Brexit upon the Teaching Profession.

REPORTED (by Mr Chris Waterman):

That there was anecdotal information that recruitment agencies were finding it more difficult to recruit teachers from abroad.

(by Ian Hartwright – NAHT)

That the number of people applying for QTS transfers were down by a quarter from the EU and other countries.

That it had been confirmed that EU members will not be required to pay to register their residence within the UK (it had been reported earlier that morning that EU nationals would need to pay for UK registration documents)

That it was becoming much harder to recruit quality teachers from places like Australia.

That the Spanish economy is improving, so recruitment from Spain is more difficult.

(by Emma Hollis – NASBTT)

That there is evidence that shows as teachers move through their careers they move away from disadvantaged schools. This is not the case in MATs where teachers often move to the more disadvantaged school in the Trust to bring about improvement.

(by Ian Hartwright – NAHT)

That the NAHT had looked at three areas: data; inspection; and refreshing of leadership.

That research had shown that high-stakes accountability provided a high level of disincentive in deprived areas and had suggested model to change, however the latest Ofsted proposals failed to address these issues.

(by Chris Waterman)

That the introduction of opportunity areas could result in teachers from surrounding areas being pulled away thereby impacting upon those schools that do not fall within an opportunity area.

(by Prof John Howson)

That where there is an issue of undersupply, those schools that are located within challenging and disadvantaged areas were likely to suffer the most.

(by Mark Parrett – NAO)

DfE has published an analysis of trainee teacher bursaries.

e) British Schools Overseas – a report

RECEIVED:

An oral report and paper from Trevor Rowell and Dr Fiona Rogers, COBIS, regarding British Schools Overseas

REPORTED (by Trevor Rowell and Dr Fiona Rogers):

That teaching was an attractive global profession, and the service provided overseas was integral to addressing teaching retention.

That the large proportion of teachers in International British Schools were from UK, with a minority from independent schools, therefore this presented challenges from UK with shortfalls, early leavers, etc.

That estimates suggested the number of International British schools will double in the next 10 years.

That it was estimated that the number of teachers needed for these schools would be up to 238,000.

That teachers moving overseas were removed from the DfE register and therefore were recorded as having left the profession.

That many return to the UK, with over 50% stating they had a renewed enthusiasm for profession when returning from overseas.

That those returning to the UK to teach were bringing back a range of skills and resilience.

That COBIS were currently involved in a number of innovative solutions and were promoting teaching as a global profession.

That COBIS were launching overseas training schools and expected to draw upon thousands of British graduates based overseas, alongside Teaching Assistants, spouses of Professionals working overseas and locals for recruitment.

That this would represent not a draw from the UK teacher market, but an enhancement to it.

(by Dr Fiona Rogers)

That COBIS had looked at teacher supply in 2018 and the movements into or out of the teaching sector in UK.

That it was clear from the numbers that recruitment was a challenge with 94% of schools advising it was somewhat or very difficult to recruit.

That it was becoming an increasing challenge internationally to recruit teachers and that the level of challenge was projected to increase,

That schools were beginning to become proactive, improving their CPD offer and marketing of their schools.

That there was an opportunity to offer UK training to international students abroad and that International British schools were looking for QTS qualified and well-trained staff.

That 47% of teachers were unsatisfied with the home environment and this was one of the reasons they were looking at international opportunities.

That less than a quarter of teacher trainees were told about international opportunities, and the majority were not given full details of how they can use their qualification internationally.

That more than a quarter of teachers entering the international sector had 5-10 years of teaching experience and more than 40% of teachers stated they were likely to return to the UK sector.

That teachers working internationally often had ties to the UK which draw them back and there needed to be more done to facilitate their return.

That 71% of outgoing teachers were returning within 10 years.

That nearly one-third would have definitely or possibly left the profession, but this view changed once teachers took up a role in an International British school.

That when outgoing teachers returning to the UK were asked how their international experience had supported their development they had stated an increased cultural awareness, greater EAL experience, greater resilience and a renewed enthusiasm for teaching.

That teaching is global profession, and those teachers who moved overseas more than 50% returned with a renewed enthusiasm.

That recommendations had been made to support international and domestic retention which included using the wider community; promoting teaching as a global career to increase attractiveness and that overseas experience needed to be valued and recognised.

That there was a need to be both the domestic and international market as a collective rather than in direct competition with each other.

(by Prof John Howson)

That figures show the international market was a significantly growing sector and that net growth will result in a net increase in demand.

That many British International Schools operated within the summer hemisphere timetable which COBIS can exploit

(by Dame Alison Peacock)

That the notion of a global profession was very welcomed and that chartered teachers and the opportunity for sharing knowledge across the globe is a significant contribution, therefore there was a need to adopt a more international approach.

(By Ems Lord – Maths Outreach, Cambridge)

That the amount of time tutors put into training with overseas trainees who do not remain in the UK was significant.

That the use of secondments and sabbaticals could be a way to address the retention of teachers with international experience.

(by Colin Bell)

That COBIS would welcome an opportunity to discuss how they could increase their involvement with the Chartered College, and that the aims of the college build into their plans and training schools

That COBIS were looking at opportunities for a scaling solution to address ITT in international schools and overseas markets.

(By Kate Reynolds, Bath Spa University)

That teachers working in Wales were defined as “teaching overseas” for the purposes of TRN tracking and that this was a structural issue that needs to be addressed.

(By Judith Green FCCT)

That the profession was missing the opportunity to attract teachers back to the UK as many were made to feel disloyal and that there were barriers to returning to the UK.

That many schools viewed returning teachers as being out of touch however it was often the case that overseas experience meant teachers made more effort to remain in touch of advancements in UK and that they had often already imbedded practice ahead of UK sector.

That often UK heads and whole academies are out of touch with policy and practice and therefore it was not surprising people were turning their backs on the UK sector

(By Trevor Rowell)

That whilst not all International British schools were fantastic, a very high number were and had developed inspiring heads models, developed leadership programme and digital learning was top-notch in numerous schools

(By Lord Listowel)

That the removing of obstacles would make it easier to support children to attend German and overseas schools

(By Peter Cansell, NAPTEC)

That there was a concern there could be an opportunity to mask the current issue if the government choose to include international teacher numbers in government numbers for supply and retention.

f) Cost of Recruitment

RECEIVED:

An oral report and paper from Catherine Thomson, TES, regarding the cost of recruitment within the Teaching Profession.

REPORTED (by Catherine Thomson):

That PwC had released an independent report in 2014 and that TES had replicated the research in 2018.

That there had been a 20-25% churn which accounted to approximately 100K teachers per year.

That recruitment by schools comprised of 54% via adverts, and the rest split by word of mouth and agencies with an increase seen supply to perm recruitment, rather than going to agencies for permanent appointments

That the cost of recruitment ranged from £1200 up to £5000-6000 (agencies) with agencies taking a fee of about 15% of the salary offered.

That £200 million had been spent in one year to recruit teachers and that of this 65% of the cost had been spent on agencies.

That schools were reporting that they were not obtaining quality teachers or value for money from agencies however, they were unable to recruit from advertisements so having to resort to agencies to fill positions.

That only 13% respondents had reported the quality of teachers recruited via agencies as good or very good.

That the research replicated by TES had suggested that Secondary remained unchanged, however Primary schools were seen to be spending lot more on agencies, up from £67m (2017) to £75m (2018).

That if Secondary were to follow the same trend there would have been £7 million more spent on recruitment.

(by Prof John Howson)

That within the Primary sector, as more schools have become academies many have been excluded from LA job-boards and therefore recruitment costs have increased, these costs could be cut by requiring LAs to accept advertisements from all state-maintained schools.

That more and more often trainees were being snapped up by agencies, thereby seeing an increase in agencies recruiting trainees and offering incentives to sign up with them.

That the Teacher Vacancy service had been launched with the aim to offer free advertising to schools, amongst a market where there were already a number of free

advertising services. However, this failed to address the real issue of there being a lack of teachers

That the number of passive candidates accessible to schools has reduced as the Teacher Vacancy Services failed to provide access to these teachers and therefore schools were unable find right candidate;

(by Claire Rees)

That some supply agencies consider themselves “ethical” taking smaller charges and waiving placement fees, whilst school leaders do recognise the benefits agencies provide, the negative experience was greater.

(by Prof John Howson)

That the whole market has to be really considered by the Department for Education because it is public sector issue.

That there were workload benefits to trainees if they apply through one agency rather than making several tailored job applications.

That the Department for Education had made previous attempts to support recruitment through the introduction of free advertising services but that these had been unsuccessful.

(by Claire Rees)

That HEI providers were supplying trainees to schools through direct advertisement as an ITT provider.

(by Jean-Lois Dutaut)

That some teachers were choosing to not teach in a contracted way and therefore, there was a requirement to look at policies to ensure these address the issue of workload etc.

(by Chris Waterman)

That the new DfE portal included opportunities unrelated to teaching.

That there is an issue of quality control of agency staff with assumptions made by schools that staff have been effectively vetted.

(by Catherine Thompson)

That schools had reported some agencies were supplying teachers who had previously had their contracts terminated early.

(by Prof John Howson)

That there was evidence of “talent banking” by some schools within certain areas.

4. Chartered College of Teaching

RECEIVED:

An oral report and paper from Dame Alison Peacock regarding Priorities and areas of activity for the Chartered College of Teaching

REPORTED (by Dame Alison Peacock):

That the paper clearly identified that leaders should not leave it to Ofsted for the aims for education and curriculum to be assessed.

That the college aimed to ensure professionals were up to date with the latest pedagogy.

That the paper looked at how address top-down pressure and that the conclusion was the most effective way to be was to make sure school leaders are supporting quality of learning within the classroom.

That the paper considers how leaders can best support pupils to learn.

That the college had made a submission for funding to support chartership of leadership status.

That it was important that Westminster understand teaching and that Parliamentary colleagues were supportive of this development.

How does the charter differ to the NPQH?

That the intention was to build pedagogical expertise rather than effecting change and leading others that the NPQH focuses upon, therefore it was anticipated the charter would run alongside NPQH.

That a proposal for an early career framework required conversations to be held to ensure that all elements of training work coherently.

That the principle of the College was to gain recognition and develop expertise.

That if we want the Charter to be about pedagogy there was a need to consider leaders who had been in schools for some time and that the Charter should be about quality of leadership of curriculum to drive it forward.

That members welcomed the initiative and its impact on learners.

(By Ian Hartwell – NAHT)

That the current accountability system prevents innovation and therefore there was a need to move to system on lateral accountability, providing leadership back to the profession rather than a top-down approach.

(By Robert Young, NAPTEC)

That the profession needs to move forward on this and has the resilience and accountability to do this for itself.

What role can be played by HEI in supporting programme?

That the only way to scale up the chartership is to work in partnership with HEI providers.

That the College was intended to be the standard holder and its intention was to make sure the bar was set high, but working with HEIs and others to support a rapid increase.

That the College was not to be considered a CPD provider but offers a suite of materials that can be used to deliver effective CPD.

That the College would also welcome working with UCET in bringing the profession together and it was not intended to overcomplicate the horizon.

5. Pressures in the system

RECEIVED:

An oral report and paper from Mr Chris Waterman regarding Mental Health and well-being in schools

REPORTED (by Mr Chris Waterman):

That Mental health and wellbeing had become a reoccurring theme within schools.

That the NHS long-term plan was considered fantastical when considered alongside the current state of CAMHS.

That the NHS plan aimed to have decent mental health services in just 25% schools by 2023.

That Mental health support for children and young people will be embedded in schools and therefore needs to be embedded outside of the teaching staff structures.

(by Malcolm Peckham)

That a domestic abuse bill was being presented in parliament on Monday 21 January 2018 which presented an opportunity for the group to have an impact on bill as it goes through, particularly in relation to the impact on the children of victims.

(by Mark Parrett, NAO)

That it was intended that schools would appoint a Mental Health Lead and support lead with trail blazer pilots planned, rolling out to 25% of schools by 2023.

That there was a lack of pace within the plans, the scheme is NHS led and it was already known that schools were undertaking work in this area however it was unclear what and where initiatives were taking place.

That it was not only teaching as a profession that was struggling to recruit.

(by Prof John Howson)

That a fundamental review was needed to address both physical and mental health issues.

That in cases of domestic abuse cases, many pupils move schools numerous times and join mid-year, resulting in children getting a rough deal: schools need to consider how these children can be better supported.

(by Emma Hollis – NASBTT)

That mental health and wellbeing are really important issues which go beyond schools.

That ITT providers were now increasingly being asked to provide mental health training to teachers to better support trainees in teaching,

That the funding cuts experience over the last 10-15 years mean adolescents are presenting to TT institutes and requiring more support, subsequently they are unable to adequately support pupils teaching.

(by Ian Mearns, MP)

That there needed to be major changes and that the number of pupils who require Mental Health support was increasing with many unable to access the support required resulting in a perverse systems that means students are excluded from it.

That an increasing number of Yr11 pupils are presenting with health problems, and that the increased number of assessments and exams was impacting on their Mental Health.

That schools should signpost pupils and parents to services, however, they were ill-equipped and it was not school's role to treat pupils.

(by Sasha Bailey, Dover)

That MAT had insisted on principals at their schools receiving training in MAFH, due to the number of parents and students with mental health issues. The wait for CAMHS was often too long to enable them to retain pupils.

(by Ian Mearns)

That the external services required to service needs are in short supply, and that this resulted in teachers and head-teachers acting as gate keepers to ensure they are not ignored by services.

That this item will be considered again at the next meeting of the APPG .

6. AOB

Chris Waterman asked which colleagues wished to contribute to a paper on the OECD paper Trends Shaping Education 2019, for consideration at the next meeting

Ian Mearns thanked the presenters.

7. Items for next meeting

- **Trends Shaping Education: implications for education in England**
- **Mental health in schools**
- **Teacher Recruitment and Retention Strategy**

8. Date of next meeting

That the next meeting of the APPG for the Teaching Profession will take place **on Monday 25 March 2019, 16:00-18:00.**