

APPENDICES

Appendix A- DETAIL PROFILE OF RESPONSES

PROFILE OF ITT TRAINEES

Table 2.5 ITT secondary trainees' route and subject

Route			Subject					
BSc	PGCE	GTP	Eng	Sci.	Math	PE	ICT	D&T
5	18	11	4	12	11	1	4	1

Table 2.6 ITT secondary trainees' gender, ethnicity, and age

Gender		Ethnicity				Age			
F	M	White	Asian	Mixed	Other	21-25	26-35	36-45	46-55
21	13	16	2	2	1	18	11	5	1

PROFILE OF STAKEHOLDERS INVOLVED IN THE CASE STUDIES

Table 2.7 Number of SLTs, experienced teachers, and NQTs

Members of the SLT				Experienced-Well Established Teachers	Experienced Recently Appointed Teachers	NQT	Total number of interviewee from each school
Headteacher	AH	DH	Other				
16	4	3	1	18	10	11	55

Profile of well established experienced teachers

Table 2.8 Profile of well established experienced teachers' gender, ethnicity, and age

Gender		Age				
F	M	21-25	26-35	36-45	46-55	+56
10	8	-	4	4	3	7

Table 2.9 Profile of well established experienced teachers' route and subject

Route				Subject							Level	
BSc	BA	PGCE	Other	GTP	Eng.	Sci.	Math	History	ICT	MFL	Sec	Prim
7	2	6	3		5	4	5	2	1	1	13	5

Profile of recently appointed experienced teachers

Table 2.10 Profile of recently appointed experienced teachers' gender, ethnicity, and age

Gender		Age				
F	M	21-25	26-35	36-45	46-55	+56
8	2	2	5	4	1	

Table 2.11 Profile of recently appointed experienced teachers' route and subject

Route			Subject						Level	
BSc	PGCE	BA	GTP	Eng	Drama	Math	Science	D&T	Sec	Prim
1	5	2	2	1	1	5	2	1	7	3

Profile of NQTs

Table 2.12 Profile of NQTs' gender, ethnicity, and age

Gender		Age				
F	M	21-25	26-35	36-45	46-55	+56
12	4	9	7	-	-	-

Table 2.13 Profile of NQTs' route and subject

Route				Subject							Level	
BSc	PGCE	BA	GTP	Eng.	Sci.	Math	Geography	Music	ICT	D&T	Sec	Prim
1	12	1	2	3	4	6	1	1		1	6	4

Appendix B- CASE STUDIES

The following case studies document the range of experiences and practices adopted by some primary and secondary schools in Yorkshire and Humber. The purpose of these case studies is to tease out some of the issues that underlie the quantitative data and portray the views of school leaders, and prospective and serving teachers on:

1. The seriousness of recruitment and retention in their school, the factors that influence these, and how they relate to their schools' characteristics and to schools of similar types, and
2. Their school's strategies to address teacher recruitment and retention and the staff' perceived successes.

School 1

The school and the catchment area

School 1 is a primary school located in a largely rural LA, and takes pupils from the surrounding area. The majority of families living in the catchment area, travel to nearby towns for employment.

The school has a small pupil intake. It covers classes from Foundation level up to Year 6. Some teachers teach mixed year classes. The head provides some cover for these teachers (1 hour each) to allow them to do planning and assessment. The small numbers in any one year group mean that key stage assessments are difficult to map onto a rising trend: the make up of each year group can vary considerably, and so planning year-on-year rises in assessment scores is difficult. However, results in key stage 2 assessments show that, notwithstanding the rises and falls caused by the variability resulting from the small cohort sizes, the school performs above the LA average consistently, and on occasions is significantly above LA scores. The LA results as a whole are around the national average, and so the school is above average for England. The school has an annual fluctuation in pupils with SEN with a statement or supported at School Action Plus. All pupils are white British.

The 2008 OFSTED report classed the school as “good with many aspects of its work outstanding.”

The overall recruitment and retention position

The school is small, with 4 full time teachers including the head, a part time teacher, 4 teaching assistants and 2 administrative staff. All full time staff are female, a situation that the SLT was keen to see addressed, but it was

acknowledged that the problem was caused by the low number of male entrants into primary teaching. As 2 of the staff were within 3 years of expected retirement, some degree of succession planning was being carried out. Addressing the gender imbalance was seen as a component of this.

No changes in teaching staff had occurred in the past five years. However, there had been recruitment of 4 teaching assistants. In the next few years, the retirements of 2 staff would represent a 50% turnover. The staff interviewed did not express a clear picture of what would need to happen to ensure the ongoing development of the school, although they were conscious of the issue.

The SLT describes the teaching staff as well-motivated, highly skilled and achieve good results. The mixture of the tight-knit nature of the staff group, excellent relations with the local community, and the lure of the small, well led village school, with a “good to outstanding” reputation, all seem to have been a significant factor in creating the remarkably stable staff grouping.

Surrounded mainly by other small villages, some with their own schools, the degree of choice in terms of teaching assistant applicants, the SLT claims, is limited especially when this type of post is relatively modestly paid, and candidates do not expect to commute long distances.

The school does not appear to be insular or inward looking. It has good relations with neighbouring ones, and there are opportunities to work together to pool experience and skills across a small cluster of primary schools. The head is also active in a number of local, regional and national initiatives and research projects, bringing new ideas into the school.

Recruitment and retention strategies

In such a small school, with virtually no teacher turnover in the past decade, it is no wonder there are no significant issues retaining to the recruitment and retention of teachers and support staff. Owing to various factors such as, (1) its good OFSTED report, (2) its tune to major initiatives, (3) its positive ethos, (4) headteacher’s access to networks outside the immediate locale of the school, and (5) link with a regional ITT provider, recruitment in the future is likely to remain unproblematic.

Summary of key points

The school has had a stable staffing base of teachers for many years. More recently it has appointed 4 teaching assistants. Greater choice of candidates would be welcomed. Although it is a small, fairly isolated rural primary school, it had not become insular or inward looking largely due to the headteacher’s efforts to take part in local, regional and national initiatives, and through cluster working across a group of nearby primary schools. There would be a relatively major turnover of staff in 2 to 3 years time, when the headteacher and an experienced teacher retire.

Given the size of the school, and the number of subject-based and whole school issues that had to be planned and coordinated, all staff had some responsibilities beyond their class teaching. This created a sense of belonging and autonomy for staff, which may contribute to a high degree of job satisfaction and high performance (good-to-outstanding OFSTED report, 2008), and hence a remarkable degree of staff retention.

School - 2

The School and catchment area

School 2 is a secondary school with a larger than average student intake. Its catchment area is very wide from all over the city. High on its agenda is the best possible education for all people regardless of their faith and ability. As a consequence of this, students feel appreciated and loved; and they relate well to each other and to all staff. OFSTED wise, the school has come out as "good." Since their previous inspection some 5 or 6 years ago, students' GCSE pass rates had gone up considerably.

On reflection, the SLT believes it is down to the new head whom has come in with definite ideas on priorities for the school such as, improving the environment and work conditions for everyone.

The overall recruitment and retention position

The SLT says the NQTs are of high calibre with some exceptionally good ones. The school welcomes new staff especially NQTs who are aware of the latest thinking- which is considered to have a positive effect on the department. The school recognises there are cost implications to hiring NQTs- apparently it saves them twelve thousand pounds each time they elect to recruit an NQT. For the above reasons, the SLT imagines its school will continue to welcome NQTs.

In general, the school loses around 3-4 teachers a year; mostly due to retirement or promotion. By enlarge, the interviewees believe, people like to work in their school.

Despite the school's reputation, it continues to struggle to recruit ICT teachers. For this reason, the SLT has come to rely on non ICT specialist teachers to fill their post.

The SLT emphasises that the school values its staff; hence it promotes key teachers (such as their current head) from within.

Recruitment and retention strategies

To help address teacher retention, the school has several strategies in place such as:

1. Peer observations and formal and informal conferences and meetings for new teachers with an experienced member of the SLT.
2. Also, to help retain and address truancy and classroom disruptions, the head ensures several senior teaching staff are on call if needed.
3. In addition to the above, the SLT sets time aside to listen to teachers' complaints and personal and CPD needs.

4. Finally, to address teacher wastage and turnover, the school uses a local teacher training organisation alongside the National College for School Leadership (NCSL) to deliver CPD training to its experienced and new members of staff.

Interviewees feel what could help teacher retention and enhance quality within their school is a reduction in teacher workload which will help relieve teachers from the burden of taking a large chunk of their work home and having to snatch the time in school to do the administrative work.

Summary of key points

Clearly, there seems to be similar strategies adopted as in other schools. Some are government driven such as, providing induction to NQTs and offering reduction in their teaching load; but what seems to come out strongly in persuading teachers to stay is the school's ethos, disciplinary procedure, internal promotion opportunities, consultation opportunities with staff and students, approachability of the SLT, and the leadership and vision of their headteacher. Unfortunately, one thing that is seen as a possible catalyst to teacher burnout is the long teaching hours in and outside school that teachers have to undertake. For this reason, the SLT interviewee and the teachers interviewed hoped for some reconsideration of teachers' workload and that government initiatives are reduced to an absolute minimum.

School 3

The School and catchment area

School 3 is a secondary school with a larger than average student intake. It is classed as one of the most improved and yet one of the most deprived in Yorkshire. Essentially, the school catchment area is mainly socio-economically working class of White British decent. Unemployment is high in the area despite the government's financial injection.

The overall recruitment and retention position

Predominately, the school's teachers are young females straight from university. A significant number of its experienced teachers are coming to retirement. In comparison to other schools in the LA, the school has a larger percentage of young staff.

The school ensures new staff are offered the appropriate support and training they crave until they are ready to assume some managerial roles. On the quality of teachers, the SLT claim the NQTs especially those from the GTP route are of good quality. They are largely well trained and committed, except for a few who the school does its best to support.

In respect to the support staff profile, it suffices to say they are like their counterpart mostly females. The SLT feels the support staff are well committed despite their poor pay. The school delivers training and support to help them grow and develop. For example, they have recently put several of their staff on the HTLA.

Whilst the SLT do not believe their school has any major issue recruiting teachers; they do recognise that: (1) it suffers from a desperate shortage of subject specialists especially in mathematics and ICT, and (2) in few years time, the school may struggle to find successors to several of their mature key staff who will be up for retirement.

Recruitment and retention strategies

The school's strategies to recruit and certainly retain teachers are as follows:

- (1) Links with ITT providers to help attract prospective teachers into their school,
- (2) Offer teachers in shortage subjects, such as mathematics and ICT additional allowance,
- (3) Offer teachers internal promotion opportunities,
- (4) Allow teachers a reasonable leave of absence,
- (5) Offer teachers (and support staff) training opportunities, and
- (6) Offer teachers opportunities to engage in non teaching tasks.

If money was not an issue, the SLT would like to be able to offer a crèche on site. They would like to be able to pump the resources in to making the school a more work friendly school.

Summary of key points

The school struggle to recruit mathematics and ICT teachers. To help address this, the school offers experienced subject specialists additional allowance.

The school has a young workforce. It is difficult to say for certain how many of the young teachers remain in the post.

The interviewees recognise their school has a problem retaining support staff. The SLT is keen to emphasise that the school is doing its best to address the support staff' needs.

School 4

The School and catchment area

School 4 is a secondary National Challenge School with a smaller than average student intake. About half of its students are ethnic minorities. The proportion of students entitled to FSM is above average. More than half of the student population has English as a second language which is above average.

The standards of entry are well below the national and LA average. Whilst still low, attainment on entry is an improving trend. The school has a significantly higher than average SEN (including statements). The social and economic background of learners is mostly deprived.

The staff in the school are under considerable strain coping with the changes introduced by their SLT to help address high incidents of racially motivated events that occur in school, the decline in student numbers, and the lack of specialist teachers.

The overall recruitment and retention position

In general, the staff are close to retirement. They have spent their whole career in the school. The school has several problems and issues that effect teacher recruitment and retention such as:

1. It has a shortage of mathematics and ICT teachers. Hence, it relies on overseas teacher recruitment agencies to help recruit suitable candidates.
2. It has an unstable student numbers. Consequently, at times some teachers are faced with the choice of either teaching a subject they have had little training in or seeking being made redundant.
3. Its catchment area is socially deprived with many none English speaking families. This has put off many applicants from applying to work in their school.

Describing the quality of support staff, the SLT finds them mostly motivated and well prepared to take on any challenge. As for the NQTs, they find they are not of great quality. Finally, they describe the quality of their own experienced teachers as “mixed” with some who are well prepared and committed to their students.

Recruitment and retention strategies

The school has in place the following to address teacher recruitment and retention:

- To enhance retention, the school offers CPD through various teacher training organisations. Also for support staff, they are offered various opportunities to enhance their career such as enrolling them on the HTLA programme.
- To address teacher shortage, the school relies on overseas teacher recruitment agencies.

Summary of key points

The school seems to largely lose teachers to retirement. One of its problems seem to do with lack of mathematics and ICT specialist teachers to an extent that the school is having to subscribe to several overseas teacher recruitment agencies to help recruit suitable teachers.

School 5

The School and catchment area

School 5 is a secondary National Challenge School with a large student intake. It is situated in an area of high economic and social deprivation with an above average proportion of pupils who are eligible for FSM. Its student population is ethnically diverse with a significant number of pupils who speak English as an additional language. The proportion of students with learning difficulties and/or disabilities is well above the national average. The school has close links with and is focused on raising aspirations within the local community. It has a full adult learning programme and works closely in partnership with local primary schools and ITT providers.

Because of its status as a challenging school, its staff face externally imposed targets and it continues to work closely with its LA advisors.

The overall recruitment and retention position

Almost all of the teacher population have recently been appointed. Other teachers, who were present at the school when the head arrived, left or were removed as the head worked with the school to increase standards of teaching, learning and attainment.

The school has a particular focus on recruiting young staff. Usually, about 6 or 7 teachers leave each year, generally for promotion.

The SLT claims their school does not have difficulty in recruiting support staff either, who mainly come from the local community who were themselves students in the school. The SLT describes these as of very high quality some of whom are working towards a teaching qualification.

When the new head first arrived at the school, recruitment was problematic. Initially, there was some reliance on local and overseas teacher recruitment agencies to recruit staff; however as the school's reputation improved along with its media profile most posts have attracted a good range of applicants.

Whilst the school does not have a problem now days finding enough job applicants, it continues to struggles to recruit English and mathematics teachers. The SLT sees these difficulties intensifying under National Challenge School status as pressure on personnel is greater.

The SLT feels that more recently trained staff have a better understanding of the link between learning and teaching. Improving the quality of teaching by some established staff is more challenging as they may be less focused on the impact of teaching on learning and have taught in a particular way throughout their career.

The SLT believes the quality of NQTs is very high and it has improved in recent years. Consequently, the school has appointed in recent years a large number of highly committed young teaching staff.

Some non-teaching staff, the SLT claimed, used to work part-time and had little involvement in or commitment to the life of the school - These have been offered training and appointed on full time contracts. These are local, are/have been parents of children at the school and are consequently "loyal."

Recruitment and retention strategies

The SLT emphasised that it was important to be creative in recruiting Mathematics posts and noted the importance of developing strong partnerships (e.g. with LAs, universities) to support recruitment. The following strategies have been/are being used by the school:

Recruitment

- The school is now adopting a policy of advertising joint appointments with the local sixth form college, which, it is hoped, will be more successful in recruiting high quality Mathematics staff.
- The level of posts and salaries offered are reviewed to attempt to encourage unsuccessful candidates with mathematics expertise to apply for this post.
- Partnership links with local universities are strong and a number of high quality students who have been at the school on placement have been subsequently recruited to the school.
- The school is involved with Teach First and the Graduate Teacher Programme.
- Previous pupils interested in PGCEs have been recruited as LSAs in the year prior to their training.

Retention

- Performance management supports ongoing professional development.
- The ethos of the school and strong relationships are seen as highly significant in retaining staff.
- High quality teachers are offered opportunities for early promotion and career development. The less-experienced teachers are offered an opportunity to lead on projects to gain experience of leading and managing (supported by a member of the senior leadership team).

The SLT argues that LAs and universities need to look creatively at attracting candidates to Mathematics and English teaching. They suggest that all university students should be encouraged to spend time mentoring in school during the second year of their degree. This would provide a good role model for school students whilst encouraging others to enter the teaching profession.

Summary of key points

The school does not report having difficulty recruiting suitable staff except in the case of English and mathematics teachers. In the past year, the school has lost 6 or 7 teachers to promotion and maternity leave.

There has been a particular focus on recruiting and promoting young staff and many have been recruited following successful placements in the school. No problems recruiting support staff were cited and there is a history of training local community members to work in the school. Teachers tend to apply for posts at the school because they have a particular interest in or commitment to working in a school in an area of social deprivation. Others have been attracted to the school by its specialist status or the reputation of the head. All those interviewed acknowledged the hard work and commitment of their peers and were keen to make a difference to the lives of their pupils.

The school has been identified as a National Challenge school. Whilst this brings extra resources, this status is seen as adding to the pressure on staff, particularly in English and mathematics and this may exacerbate recruitment and retention difficulties.

School 6

The school and its catchment area

School 6 is a secondary National Challenge School with a small student intake. It is situated in a deprived part of the city with a very high proportion of pupils on FSM and one third from ethnic minorities. Despite being graded “satisfactory” at its last inspection in December 2007, the school continues to be classified as a National Challenge School.

The overall recruitment and retention position

The SLT noted that scrutiny is particularly demanding for schools in challenging circumstances such as their school. It is important therefore that they recruit and retain excellent teachers. The school has a core of staff close to retirement and young and ambitious teachers. Even though, the school is finding recruitment less difficult now than a few years ago, it still has a number of particular key issues and problems, for example:

- There is an emerging issue of replacement of the older staff as they reach retirement:;
- The school has to work much harder at recruitment than those in the area because of its reputation as a National Challenge school,
- Fields tend to be small, especially in core subjects (e.g. advertising 4 times for a mathematics teacher), and
- Recruiting NQTs is sometimes difficult because the school is never quite sure how they’ll cope with the school’s challenges.

Although the school went through a phase some time ago when recruitment to science was difficult, this has been less the case recently and, in any case, staffing has been quite stable for a number of years. However, in future the SLT expects difficulties in replacing science teachers.

Owing to its reputation as a challenging school, most of its teaching candidates, the SLT noted are mostly from:

1. Other local schools in challenging or ‘edge of challenging’ circumstances;
2. Those new to the profession who are seeking to work in the city; or
3. From neighbouring cities also interested in moving to the school's catchment area.

Unfortunately, the interviewees feel, there is potentially more innovation in schools in challenging circumstances and some staff are losing out on career development opportunities by not having/seeking the opportunity to work in them.

Recruitment and retention strategies

A number of recruitment and retention strategies are in place in the school. Although recruitment and retention strategies are distinguished below, they are often interrelated. For example, a retention strategy such as, early promotion is also an attractive selling point for recruitment.

Recruitment

The following are some of the recruitment strategies used to attract teachers:

- Effective presentation of the school through such things as the website and recruitment packs. Also using testimonials from current young staff to emphasise the quality of working life in the school.
- Emphasising unique selling points such as career opportunities (i.e. early promotion opportunities); innovative practice; and new build. Also articulating a very clear career development profile linked to professional development opportunities. They are also looking at other things such as, providing crèche facilities.
- They think strategically about every key vacancy and plan ahead for example to replace few of its senior staff due to retire.
- ITT is not currently a major strategy. They do not currently take ITT placement students, but they do pick up GTPs at a late stage. They are looking at Teach First and hope to use the new teaching and learning consultant.

Retention

- Using remuneration and promotion strategically.
- Spotting and promoting good staff as soon as possible.
- 'Over-inflating posts': i.e. raising responsibility levels to make posts more attractive, especially in core subjects (e.g. Head of English also Asst Head responsible for literacy). 'Golden Handcuffs' are supported by the LA.
- Because the school's financial position is quite robust, staffing flexibility is used as a key retention tool. Consequently the school's clear TLR structure sometimes is 'tweaked' where necessary.

Support for new staff is crucial and needs to be further improved. They plan to appoint a full-time teaching and learning consultant to enhance support for new staff and as well as to carry teaching and learning forward across the whole school.

The SLT feels the LA needs to identify the strategic recruitment needs of the city and work with the universities to establish agreements linked to opportunities in schools. It also needs to make it more attractive to come to train in the city. The interviewees feel the LA could do more to explore and support career paths of teachers and provide professional development opportunities in different school contexts – these need to be 'immersion not tasters'.

Summary of key points

The school's recruitment and retention position – with certain exceptions in relation to particular posts – has improved in recent years. However, the fact that it is in challenging circumstances, makes this situation less robust than for other schools. Numbers of applications are typically lower than for schools with fewer challenges and the school is exposed to considerable risk when key staff leave (the school has number of very good staff nearing retirement). In other words, the recruitment situation is potentially a fragile one – a situation made more demanding in the SLT's view because schools like this need to recruit and retain outstanding teachers in order to address their challenges. NQTs are not always easy to recruit and it is difficult to predict whether they will be able to cope with the school's particular challenges.

The interviewees implied that the school operated within two market contexts. In one, more and less advantaged schools in the city largely operate as separate market sectors with very little movement between them. For many teachers, especially those in key areas, 'reputation' and a 6th form are key attractions of more advantaged schools. In the other market context, the school competes with other schools in disadvantaged circumstances. In this latter context, it is crucial that the school's key selling points are emphasised. For the school, these include:

- Its positive and supportive culture, including high quality induction and opportunities to be innovative,
- Responsive pupils and relatively few serious behavioural problems
- The new build, and
- The fact that it is not in an OFSTED category (although better exam results – it is still a National Challenge school - and an OFSTED grade of 2 rather than 3 would help considerably).

In relation to *recruitment* two key points emerged:

- The importance of 'perception management'. This is the key issue that schools in challenging circumstances face. Hence the attention given to the website and recruitment packs (including teachers' testimonials) and to encouraging people to experience the school at first hand (word of mouth seems important here). Of course, managing perceptions would be more difficult if the school did not have the key selling points indicated above.
- The importance of an individualised approach. For example, inviting teachers to apply and pursuing known talented staff to consider working in the school (again the selling points help here).

In relation to *retention*, again two key factors emerged:

- The school's supportive and innovative culture which begins with induction and seems to continue thereafter.
- The strategic management of remuneration and promotion to retain good staff. This includes early promotion for good young staff (another

selling point for the school) and the 'over-inflation' of posts to retain senior staff in key areas. This strategy is facilitated by the school's healthy financial position and supportive responses to staffing flexibility by both governors and the LA.

School 7

The School and catchment area

School 7 is a challenging larger than an average primary. It serves an area with high levels of social and economic disadvantage. Around 3% of the pupils are statemented, and almost all its pupils are of White British decent. The school was awarded as “good” by OFSTED.

The overall recruitment and retention position

The teachers' profile is quite diverse and ranges from NQTs to staff whom have been at the school since they were themselves NQTs. The staff are predominately White British decent.

The school has seen a limited amount of turnover, but some staff have moved on. There has been maternity leave and retirement along with a limited number of teachers who have followed partners out of the region. Two members of staff left just over a year ago for promotion and maternity leave.

The SLT does not believe its school has a teacher recruitment problem. The only vacancy the school had an issue with is TLR. Retaining staff has been comparatively unproblematic too. Covering maternity is identified as one of the biggest difficulties within the school. However, there are measures in place to minimise any potential disruptive effects.

The school has taken on many NQTs, but there has been no preference in terms of training route. The SLTs noted a discernable change in the way a lot of younger teachers view the profession. The SLT believes some younger members of staff see the profession as only short term with the vision of looking for something different.

The school has not had to appoint many senior members of staff; however, it does take succession planning seriously and it has put strategies in place to deal with this. For instance the school has put teachers on the NCSL Leading from the Middle programme. The quality of teachers is seen to have improved markedly.

Finally, the SLT claims, the school has a clear idea of what it wants from its support staff and provides a lot of in-house training. The SLT acknowledges they probably have more support staff than other comparably sized primaries but attribute this to the greater percentage of children on the autistic spectrum or who have been statemented. The SLT has looked to use support staff more innovatively and to offer them a clearer career progression route.

Recruitment and retention strategies

As mentioned above, the SLT does not believe their school has a serious recruitment or retention issue. It places a strong emphasis on staff development and the support staff are very much included within this strategy. The SLT claims the school attempts to address the needs of staff (particularly NQTs).

The school trains up staff internally wherever possible. Limited staff turnover, and where vacancies have become available, they have not tended to have a difficulty in attracting good quality replacements. The school employs NQTs and has ITT students attending the school.

School 8

The school and catchment area

School 8 is a secondary National Challenge school with an average number of student intake. It serves the urban area of a big city. The school is located in a very economically and socially deprived area. FSM intake is well above average. A quarter of its students are ethnic minorities with a larger than average number of students with English as a second language. Students with special educational needs are also above average with many students joining school with very low academic standards especially in literacy and numeracy.

Once identified as being in challenging circumstances unable to retain its teachers, the school, in the last three years, has had a new headteacher who has helped move the school forward.

The overall recruitment and retention position

Five years ago, the school suffered tremendously from low student inspiration, extremely high staff burnout, and teacher resignation. It was only since the current leadership took over that the school has seen significant change, and recruitment has improved and with hardly any teacher leaving their post. The school would like to get a larger recruitment field. But, this is not a major issue.

The school has a good partnership with their local ITT provider. It has employed a large number of its staff through these links. The school staff in general are young and inexperienced. This, the SLT believes has good and bad points. The good is that the NQTs tend to be up for everything and change seems to be to them a matter of course. NQTs do not seem to have any compliance. The negative point is that they lack the experience and general knowledge and professional expertise of experienced staff.

The school tends to have more male than female teachers. The SLT does not anticipate change, and expects the teaching staff to remain stable in the future.

The SLT describes the NQT's quality of training as "fabulous." They are skilled at working in different ways. They do have higher expectations of what they want from their employer. They seem to take on more CPD opportunities and work towards high professional standards. They are more aware of performance management than the older teaching staff.

The subject they tend to have most difficulties recruiting is mathematics. Though the school has a good OFSTED report; when a teaching post does get advertised, the school gets very few applicants. The SLT is not sure why some NQTs prefer to apply to other schools. They believe this is down to their catchment area which is growing more deprived and its school status which

has an enormous pressure on it to perform- which consequently puts more pressure on the teaching staff.

Recruitment and retention strategies

Unlike years gone by, the SLT believes, teachers today are less likely to leave because they are happy in the school. The key to the school's success are:

- (1) The work environment,
- (2) Teachers have the opportunity to innovate and experiment, and
- (3) Teachers have the opportunity to take on CPD.

The SLT believes some sort of recognition is needed for teachers working in challenging schools. Only when teachers are rewarded for the time and effort and sacrifice would NQTs consider working in such a challenging environment.

The SLT feels, schools and the LAs have an important role in helping to attract and retain teachers. Their LA has done well in the past to celebrate good teaching. What needs to be done, they emphasise, is perhaps try to sell teaching in challenging schools as doing something special.

Summary of key points

Some of the strategies used to help retain teachers include:

- Ensuring staff are enjoying their setting.
- Ensuring staff have the leeway to experiment and innovate in their classroom.
- Offering CPD opportunities.
- Offering staff promotional opportunities.
- Ensuring the SLT has an open door policy.

The SLT hopes someone would start the trend of selling the post of teaching in a challenging school more positively emphasising its rewards, and making it seem special. The interviewees hoped their school would continue to value their staff and help celebrate their achievements.

School 9

The school and catchment area

School 9 is a secondary school with an average number of student intake. Attainment has been below national standards, but the school is making headway to improve this. Pupils come to the school with very low levels of literacy and numeracy, but, the SLT claims, the school adds a lot of value over the 5 years.

The school works alongside the community to equip them with skills for future employment and raise aspirations of the community. The catchment area is severely socially deprived with high unemployment and low aspirations. FSM is above average with quarter of the student body statemented and nearly all are BME. To cater for students' educational needs, the school relies on a high number of support staff and teaching professionals. Overall, the SLT describes the school as adopting a holistic approach with wrap around care for all pupils. School priorities in current year are improving leadership in school, enhancing teaching and pupils' literacy, and working with the community.

The overall recruitment and retention position

The teaching staff are fairly young in relation to most schools. The SLT claims that OFSTED report has helped ensure the school is never short on staff. Most of the school's experienced staff have come to work a long while back with some key staff (some Fast Track and AST) recruited in the last few years.

Over the last 5 years, numbers of support staff have increased as a result of workforce reform and TLR restructure. New members of staff have been recruited for pastoral care.

In relation to teaching staff, there has been a slight increase in numbers as classes have increased, especially in core areas. The school has filled some key gaps where previously struggling, 2 posts struggled to fill (literacy coordinator and mathematics). The school's main focus is now on trying to retain Mathematics and English teachers.

In the past, NQTs have come to work in school with varied weaknesses, but thanks to their strong induction programme, according to the SLT, many caught up. There were; however, claim the SLT, some instances of NQTs and experienced teachers leaving the school after they realised the challenging nature of the school.

The school, the SLT notes, struggles to recruit post 16 teachers and members for their SLT. For example, the school had to advertise three times for a middle leader before the post was filled.

Staff turnover in the school, claims the SLT, is low with most staff moving on for promotion, but they do not move sideways. The school tries to promote within where possible but this is not always possible.

The school, the SLT asserts, is in a fortunate position in terms of retention compared to other schools as it always tries to develop staff to retain them. New staff are given a 3 year plan to try and nurture them to stay for longer periods of time. The school offers retention allowances i.e. enhancements in salary to retain staff and uses this strategy in Mathematics and English departments.

Recruitment and retention strategies

Some of the strategies used include:

- Good planning including succession planning- this is key to retaining staff. The biggest challenge faced in the past was replacing their Head of Mathematics, and although the school addressed this fairly quickly it had to be creative and flexible in securing the position.
- The school also engages with local ITT providers to help train and attract prospective teachers.
- The school does not get any external support for recruitment and retention; apart from using other schools in the area (i.e., if they are advertising a post they ask other schools to pass on information to suitable candidates). The LA has an NQT pool, but the school does not tend to use them. Any HR issues (e.g. job descriptions) go via the LA. They mainly work with other schools to secure good quality staff.

School - 10

The School and catchment area

School 10 is a large secondary school with the vast majority of its students of White British decent. The intake comes from quite diverse areas of the region, due to the 'wedge system' used to determined catchment boundaries. So despite being an outer city school the 'wedge' draws 'right into the city centre'. Consequently, the intake is a mixture of rural and urban students and is very broadly comprehensive. Student ability is equally varied.

The School has undergone a significant restructuring and moved away from the old culture within the school. Owing to its new strong leadership, student achievement has improved especially in the core subject but it remains below the national average. The latest OFSTED report describes the school as "satisfactory."

The overall recruitment and retention position

The school has many experienced staff who have been for a long time coming up to retirement. The SLT envisages a problem when the baby boomers retire. Nevertheless, the school does have many young teachers as well

Generally, the recruitment situation is described as being positive with problems recruiting ICT, mathematics, science, and language teachers. Turnover has been minimal over the past 5 years; at most (with maternity leaves) teachers leaving would number no more than 6. Promotion was the most common reason cited for staff leaving the school and occasionally moving away from the area completely to be with a partner. This turnover has declined significantly over the past 5 years or so thanks to the headteacher who tries to ensure individuals are supported and they are offered training and development opportunities. The schools improvement in terms of reputation and attainment has also been a big factor in retaining staff.

Recruitment and retention strategies

The school has a variety of existing strategies in place to attract staff, for example:

- It engaged in ITT as a strategy in so far as good quality students are encouraged by the their head of department to apply for a position should one arise. The school has also received a number of enquires from a variety of providers requesting if they can take GTP students.
- It does occasionally use a local and overseas teacher agency to recruit teachers.
- It also makes use of the local network of headteachers who are advertising for similar posts

- Its governors have never adopted a policy of using retention allowances; although the SLT does not rule out this changing in the future. Instead of financial incentives, the school has opted to emphasise the opportunities and support the school provides.

School - 11

The school and catchment area

School 11 is an average size feeder primary school. Its pupils are mostly from an urban area with a mix of different socio-economic background. Very few pupils have FSM or are BME.

The overall recruitment and retention position

The teaching staff are young with some male teachers. Over the last 5 years, the need for support staff have declined due to a reduction in pupils with SEN. Teaching staff, the SLT claims have remained pretty much the same with some natural wastage.

The SLT notes, it is hard to attract leaders because of the high level of responsibility required including teaching. With other staff, the SLT finds, there has been no problems with recruitment, thanks to good links with local ITT providers.

Turnover in school is described by the SLT as low with teachers mostly leaving for promotion because opportunities are limited within the school. Retention, the SLT adds, is not an issue in the school either because of the school's good catchment area and well behaved pupils.

Recruitment and retention strategies

According to the SLT, school's recruitment is good. Because pupil numbers have been dropping in the area, the need to recruit teachers has not come up. As in other schools, the school offers teachers and support staff CPD opportunities and ensures everyone is heard and accommodated for regardless of their status in the school. The SLT ensures everyone is valued and their contribution is celebrated by everyone in school from the teachers to the SLT to the community.

School - 12

The School and catchment area

School 12 is a secondary school with a smaller than average student number with almost all of White British decent. It serves a below average deprived catchment area with nearly half of its intake entitled to FSMs. It was placed in special measures until its recent inspection where it acquired a “satisfactory” rating.

The overall recruitment and retention position

Overall, the age of teachers is heavily slanted towards the 40's and 50's. The school has had quite a few staff retirements. Attracting experienced teachers, the SLT claims, is a big problem. The school has had several headteachers in previous 2 years which has clearly been a hindrance to its continuity. The situation and reputation of the school in the community have improved as the school has come out of special measures and there has been increased security over the future of the school. Inevitably, this has greatly helped the retention situation. Despite this, the school still finds it difficult to recruit teachers especially in English and mathematics.

Recruitment and retention strategies

The following are some strategies the school employs to help retain its teachers:

- It offers additional allowance and increased salaries to retain valued members of staff,
- It works alongside their LA and NCSL to train its staff to help drive the school forward,
- It values and offers opportunities to all staff to innovate, and
- It has created new posts to retain experienced teachers.

To help recruit teachers, the school has the following strategies in place:

- It takes on GTP students from local ITT providers and it offers the opportunities for good quality/driven staff to fast track internally, and
- It continues to build strong links with ITT providers and their LA to help attract teachers.

APPENDIX C- INTERVIEW SCHEDULES

LA Recruitment Staff Interview

A. Contextual information

1. Very briefly, would you start by describing your authority?
2. What are the LAs' priorities and key strategic goals?

B. Role of LA in Teacher Recruitment and Retention

1. What role does the LA play in enhancing:
 - a) Teacher recruitment
 - b) Teacher retention?
 - c) The recruitment and retention of support staff?
2. Who within the LA is responsible for overseeing the above?
3. Are primary and secondary school recruitment and retention managed differently?

C. The Status of Teacher Recruitment and Retention

1. How would you describe the current state of teacher recruitment and retention in your LA?
 - a) Do some school have a problem recruiting, if so which schools and why?
 - b) Do some schools have a problem retaining, if so which schools and why?
 - c) Are there any variations in recruitment/retention by type of teacher:
 - Training routes (e.g. BA, PGCE, employment based route)
 - Quality (more or less 'effective' teachers)
 - Subject specialisms
 - Levels of seniority
 - Career stages
 - NQTs (who undertake LA induction programmes)
 - Other newly appointed teachers
 - Mid-career teachers
 - Returning teachers
 - Career break
 - Gender
 - Very experienced teachers
2. How would you describe the recruitment and retention of support staff in your LA?
 - a) How easy is it to recruit/retain?
 - b) Are there particular problems/ issues, e.g. with particular groups, level, key stage, types of schools, etc.?
3. How would you describe the recruitment and retention of leadership staff?
 - a) How easy is it to recruit/retain?
 - b) Particular issues, e.g. with particular groups, level, key stage, types of schools, etc.?

4. What have trends been over the past 5 years in the recruitment and retention of (a) teachers; (b) support staff, and (c) leaders? Please elaborate.
5. Do you anticipate things getting better or worse over the next 5 years? Please elaborate.
6. How do you think your LA's (a) recruitment and (b) retention compares with other similar LAs in the region and beyond? What evidence do you have for these conclusions?

D. LA's Data on Teacher Recruitment and Retention

1. What data do you collect to assess/ report (for e.g., to the DCSF) the current status of teacher recruitment and retention in your LA? For example,
 - a) Number of applications (e.g. per vacancy)
 - a) Quality of teachers applying
 - b) Number of NQTs applying
 - c) Specific characteristics (e.g. subject specialists such as, science, technology, engineering and mathematics, ICT, English, and engineering).
 - d) Staff turnover rates
 - e) Reasons for turnover, e.g. retirements and maternity/adoption leave versus those choosing to leave the profession
2. How robust is it? How does it compare with the national data?
3. How far does the use of such data enable the LA to identify and diagnose key recruitment issues? and key retention issues

E. Schools in general

1. How far do you think problems and issues to do with teacher **recruitment** differ by
 - a) School phase: primary, secondary, special, middle (if relevant)?
 - b) School type: community, foundation/trust, VA and VC, academies, other?
 - c) School characteristics: socio-economic situation, performance (overall; improving or not)
2. How far do you think problems and issues to do with teacher **retention** differ by:
 - a) School phase: primary, secondary, special, middle (if relevant)?
 - b) School type: community, foundation/trust, VA and VC, academies, other?
 - c) School characteristics: socio-economic situation, performance (overall; improving or not)
 - d) Other variables (e.g., routes, specialisation, age, etc.)?
3. Do you find schools with similar characteristics differ in how successful they are in recruitment and retention? If so, why is this?

F. Schools Facing Challenging Circumstances (SFCC)

1. Are there any issues with teacher recruitment and retention in SFCC?
If yes, do these issues differ between schools?
2. Are particular kinds of posts particularly difficult to recruit to for schools in challenging circumstances? Prompt: For example
 - a) Are there difficulties in recruiting in certain school phase/s?
 - b) Are there difficulties in recruiting in specific subject specialism (especially STEM and English)?
 - c) Are there difficulties in recruiting staff in particular leadership posts?
If yes, do these differ by type of schools, level, etc.?

G. Strategies for addressing these issues

1. What strategies does the **LA** employ to ensure that schools are able to recruit suitable:
 - a) teachers
 - b) support staff
 - c) Leaders
2. How successful are they?
3. What strategies do **schools** employ to ensure that schools are able to recruit suitable:
 - a) teachers
 - b) support staff
 - c) Leaders
4. How successful are they?

H. Finally ...

1. Do you have data relating to the LA which would help inform our study?
2. Finally, it would be really helpful if you could help us identify 2 OR 3 schools in your LA we could approach to explore teacher recruitment and retention in more depth. Our criteria for selecting schools are:
 - a) SFCC with difficulties recruiting/ retaining staff.
 - b) SFCC with success in recruiting/ retaining staff.
 - c) Schools having difficulty recruiting for other reasons (e.g., subject specialism).
 - d) SFCC with improving attainment.
 - e) Schools with innovative solutions to recruitment/ retention.
 - f) One successful school (not a SFCC) to contrast with the above schools.

Experienced Teachers Interview

1. Can you please start off by telling me something about your school and catchment area?
2. Now, could you tell me something about yourself:
 - a) What teaching qualifications do you hold?
 - b) How long have you been a teacher? If relevant, what did you do prior to that?
 - c) Why have you chosen to be a teacher?
 - d) How long have you been working in your current school?
 - e) What attracted you to your current school?
 - f) If relevant, where did you work prior to that? For how long? Why did you leave? Could this have been avoided?
 - g) What are the necessary skills and/or strategies do you think are needed to work in your current school?
 - h) Where do you see yourself in a couple of year's time? How would you map your future career path?
 - i) Are you considering applying for a teaching job in another school/ LA? Why/ why not?

Headteacher's/SLT interview

Section One: Background Information

1. Please describe the key characteristics of this school.
2. How long have you been in your current role here?

Section Two: Recruitment and Retention Status

1. How many staff are employed at the school? Teachers? Other staff?
2. Over the last five years have overall numbers changed significantly? Why?
3. What have been the overall trends in recruitment and retention to the school over the past 5 years? Do you anticipate things changing over the next 5 years?
4. How would you describe the overall staff profile? Is it the kind of profile that you would like? If not, how would you like it to change?
5. Are there areas where:
 - a. Recruitment
 - b. Retention
 - c. Difficulties have reduced the school's effectiveness or achievement of its aims?

Section Three: Recruitment

1. In general how would you describe the recruitment situation in the school?
 - a. Difficult; average; unproblematic?
 - b. Compared with other similar schools in terms of curriculum, specialism, etc.?
 - c. Getting easier/ getting harder/no change?
2. Do you find recruitment to be more difficult for particular categories of staff?
3. In relation to the following categories of staff:
 - a. NQTs
 - b. Experienced teachers
 - c. Teachers for leadership positions
 - d. Non-teaching staff

What issues arise in recruitment to the school?

Section Three: Retention

1. Over the past three years, how much turnover has the school experienced?
 - a. Teachers?
 - b. Other staff?
2. Has turnover affected any particular category of staff disproportionately?
3. Are there any particular reasons why teachers leave the school?
4. In general, how would you describe the retention position in the school?
 - a. Difficult; average; unproblematic?
 - b. Compared with other similar schools?
 - c. Getting easier/ getting harder/ no change?

5. Do you find retention to be more difficult for particular categories of staff?

6. In relation to the following categories of staff:

- a. NQTs
- b. Experienced teachers
- c. Teachers for leadership positions
- d. Non-teaching staff

Are you able to retain them to the degree that you would like? What issues arise in retaining them in the school?

Section Four: Recruitment and Retention Strategies

1. Do you engage with ITT as a recruitment strategy? (If seen as important: Is engagement with ITT facilitated by ITTPs- offers of placement taken up- if not, do you know why?)

2. In relation to the following categories of staff:

- a. NQTs
- b. Experienced teachers
- c. Teachers for leadership positions
- d. Non-teaching staff

Does the school employ particular approaches for their recruitment and retention to the school? What is the rationale for these? How effective do you think they are? Do you know if other schools use other strategies to address recruitment and retention?

3. What outside support, if any, does the school the school call on to help with recruitment and retention? How helpful is that support?

4. If resources were not an issue, what innovative solutions would you put in place to address recruitment and retention in your school?

5. What support would you need for this to happen, and from whom?

6. Does the fact that you are a member of a federation or a partnership development school help you share resources for example or address recruitment and retention? Please explain.

NQT Focus Group schedule

Section One: Recruitment

1. Why did you choose to pursue a teaching career?
2. What is the most rewarding element of your teaching career thus far?
3. What is the least rewarding element of your teaching career thus far?
4. Why did you accept this post?

Section Two: Retention issues

1. What do you **like/dislike** about your current post?
2. Are you expecting to stay in teaching?
 - a. If so, in the current school?
 - b. Different type of school
3. If you were going to leave the profession what would be the reason(s)?
4. If you are expecting to **stay** in teaching but **not** at your current school:
 - a. Would you expect to stay in this area/location?
 - b. Would leave to get a permanent position at another school?
 - c. Leave to secure a more appropriate post (subject/KS/age range)
 - d. Anticipate career break to start a family?
5. Are there other issues relating to recruitment and retention of NQTs that you want to talk about?

Recently Recruited teachers Interview

Section One: Background Information

1. What are your roles in the school?
2. What did you do before coming to this school –
 - a. Career path: previous teaching-where; what role; a little background on the school(s);
 - b. Teacher training- what course, where; a little detail on placements
 - c. Other work experience

Section Two: Decision to work here

3. What made you decide to apply to work here?
4. What does the school offer that makes it attractive to work here?
5. Any things the school could do better? How would you propose these be addressed?
6. Any thing you would say was particularly good practice for others to learn from?
7. How do you see your career in teaching developing [Prompt- No longer want to teach? Will try it for a few extra years and then move on. Look for promotion (ultimately to headship?)]

ITT Focus Group schedule

Section One: Placement experience

1. Could you tell me why you have chosen to pursue a teaching qualification?
2. Why did you choose your subject of specialism?
3. Who selected your placement school?
4. How would you describe your experience in the school?
[Workload, relation with teaching colleagues/non teaching colleagues/ subject specialism, age (preferred age), level of support etc]
5. Would you like to get a job in your placement school? Why or why not?
6. How has your placement experience influenced your views about the kind of school you would like to work in? Are there any other factors that may have influenced your views about the kind of school you would like to work in? [e.g., previously was taught in a similar school or worked in such a school, etc.]
[Please note: If trainees have had more than one placement experience, ask them to reflect on differences and factors that made schools good/ poor to work in]

Section Two: Recruitment- Selection of future Employer

7. What sort of school will you consider applying to? Why? Are there particular schools you would definitely *not* apply to? Why?
8. What kinds of information are likely to most influence your choice of school to apply to? What might put you off?
9. What factors do you think will influence the kind of school that you apply to?
10. How would you go about finding additional information about your future employer? For e.g., word of mouth, OFSTED, tutor's recommendations, etc.
11. What criteria would you be using when considering your future school? E.g., culture of department (e.g., commitment to development and innovation, sharing of resources, valuing views of others), opportunities for training, opportunities for responsibility and innovation, teaching resource availability (e.g., interactive whiteboards in all classrooms, driving distance, urban/ rural, religious, socio-economic factors, offering pos in the same subject trained in, offering a post in a particular key stage, a school you have done some placement experience in, etc.] Prompt: Would you be considering a particular LA?

Section Three: Retention- Support

12. Do you consider yourself ready to teach your subject of specialism? Explain.

13. What support do you expect your future employer to offer you?
Prompt: What do you think would convince you to stay in your future school? [Clear discipline policy, mentoring, CPD, financial incentives?, promotion opportunities etc]
14. How do you see your career in teaching developing? [Prompt: No longer want to teach. Will try it for a few years and then move on. See it as a long-term career as a classroom teacher? Look for promotion (ultimately to headship?)]
15. Finally, have you started applying to jobs? How many application forms have you filled in? What kinds of schools? Why those schools? Have you been offered an interview?

APPENDIX D- QUESTIONNAIRES

Survey on recruitment and retention of teachers in Yorkshire and the Humber

Questionnaire for Headteachers

Introduction

This questionnaire is part of a study funded by Yorkshire Forward and Yorkshire Futures, and supported by the Teacher Development Agency and the Government Office for Yorkshire and The Humber to explore teacher recruitment and retention issues across the region.

The information you provide is very important. It will help identify key issues and problems in the recruitment and retention of teachers in the region, and help suggest possible courses of action to TDA, local authorities and schools.

This questionnaire aims to:

- Gather information on teaching posts offered in your school and identify any difficulties in recruitment
- Identify any issues in retaining staff
- Gather information on the profile of recently recruited teachers

Your help with this important study is much appreciated

The questionnaire has been designed for ease of completion and this should take about 15 minutes.

Please read each question carefully and mark a box to indicate your answer. Once you have completed the questionnaire please return in the pre-paid envelope by **5th December 2008**.

In accordance with the Data Protection Act responses are COMPLETELY CONFIDENTIAL.

Instructions for filling in the questionnaire:

- Please mark or fill the circles
- Please use black or blue ink to complete the form
- Please do not strike through a block of boxes.

Alternatively you can complete the questionnaire on-line using the following link:

<http://creonline.shu.ac.uk/yfprimary.htm>

If you have any queries about the questionnaire please do not hesitate to contact Brenda Bottomley on 0114 2256051 or email: b.bottomley@shu.ac.uk

Please Note: Where the questionnaire asks for numerical information, an approximation will suffice. It is hoped that this approximation can be provided without your needing to spend time referring to records.

Information about your school

The information you provide in this questionnaire is confidential to the research team and all analyses will be anonymised. The following questions will help the team track responses and analyse information from the survey by variables that relate to types of school.

What is the name of your school?

What is the postcode of your school?

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Teacher Recruitment

Q1 In your school, how difficult is it to recruit suitable teachers?

Very difficult

Not at all difficult

1

2

3

4

5

Q2 Overall and for each of the following stages please give an approximation of the number of teaching posts offered in the last 18 months, the number of applicants and the number of posts filled. If no posts have been offered please leave blank:

	Number of teaching posts offered in last 18 months	Average number of applicants for each of these posts	Number of posts filled						
Overall permanent posts	<table border="1" style="width: 60px; height: 25px; border-collapse: collapse;"><tr><td style="width: 30px;"></td><td style="width: 30px;"></td></tr></table>			<table border="1" style="width: 60px; height: 25px; border-collapse: collapse;"><tr><td style="width: 30px;"></td><td style="width: 30px;"></td></tr></table>			<table border="1" style="width: 60px; height: 25px; border-collapse: collapse;"><tr><td style="width: 30px;"></td><td style="width: 30px;"></td></tr></table>		
Overall temporary posts	<table border="1" style="width: 60px; height: 25px; border-collapse: collapse;"><tr><td style="width: 30px;"></td><td style="width: 30px;"></td></tr></table>			<table border="1" style="width: 60px; height: 25px; border-collapse: collapse;"><tr><td style="width: 30px;"></td><td style="width: 30px;"></td></tr></table>			<table border="1" style="width: 60px; height: 25px; border-collapse: collapse;"><tr><td style="width: 30px;"></td><td style="width: 30px;"></td></tr></table>		
Foundation Stage (nursery, reception)	<table border="1" style="width: 60px; height: 25px; border-collapse: collapse;"><tr><td style="width: 30px;"></td><td style="width: 30px;"></td></tr></table>			<table border="1" style="width: 60px; height: 25px; border-collapse: collapse;"><tr><td style="width: 30px;"></td><td style="width: 30px;"></td></tr></table>			<table border="1" style="width: 60px; height: 25px; border-collapse: collapse;"><tr><td style="width: 30px;"></td><td style="width: 30px;"></td></tr></table>		
Key Stage 1 (Y1-Y3)	<table border="1" style="width: 60px; height: 25px; border-collapse: collapse;"><tr><td style="width: 30px;"></td><td style="width: 30px;"></td></tr></table>			<table border="1" style="width: 60px; height: 25px; border-collapse: collapse;"><tr><td style="width: 30px;"></td><td style="width: 30px;"></td></tr></table>			<table border="1" style="width: 60px; height: 25px; border-collapse: collapse;"><tr><td style="width: 30px;"></td><td style="width: 30px;"></td></tr></table>		
Key Stage 2 (Y4-Y6)	<table border="1" style="width: 60px; height: 25px; border-collapse: collapse;"><tr><td style="width: 30px;"></td><td style="width: 30px;"></td></tr></table>			<table border="1" style="width: 60px; height: 25px; border-collapse: collapse;"><tr><td style="width: 30px;"></td><td style="width: 30px;"></td></tr></table>			<table border="1" style="width: 60px; height: 25px; border-collapse: collapse;"><tr><td style="width: 30px;"></td><td style="width: 30px;"></td></tr></table>		

Q3 For teachers recruited in the last 18 months in the following subject areas please answer the following questions:

	Were they all qualified to teach in subject?			Were there any difficulties in recruiting?				
	Yes	Some	None	Very difficult			Not at all difficult	
				1	2	3	4	5
Foundation Stage (nursery, reception)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Key Stage 1 (Y1-Y3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Key Stage 2 (Y4-Y6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 Have you recruited any senior school leaders externally in the last 18 months?

Yes (please go to Q5) No (please go to Q6)

Q5 For each of the following positions please give the number of posts offered externally in the last 18 months, the number of applicants and the number of posts filled. If no posts have been offered please leave blank:

	Number of posts offered in last 18 months	Average number of applicants for this post	Number of posts filled
Headteacher	<input type="text"/>	<input type="text"/>	<input type="text"/>
Deputy headteacher	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assistant headteacher	<input type="text"/>	<input type="text"/>	<input type="text"/>

Profile of recently recruited teachers

Q6 Thinking about the teachers you recruited in the last 18 months please can you give an approximate breakdown of staff numbers using the following categories:

Gender

Males Females

Ethnicity

White Black Asian Chinese Mixed

Other (please specify)

Age

21-25 26-35 36-45 46-55 56+

Teaching experience

Unqualified teachers NQTs 1-3 years 4-10 years Over 10 years

Teacher Retention

Q7 In your school, how difficult is it to retain suitable teachers?

Very difficult

Not at all difficult

1 2 3 4 5

Q8 Approximately how many teachers are there in your school overall and for each stage, and how many have left in the last 18 months (including part time)? If none have left in the last 18 months please leave blank:

	Number of teachers	Number of teachers that have left in the last 18 months
Overall	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Foundation Stage (nursery, reception)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Key Stage 1 (Y1-Y3)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Key Stage 2 (Y4-Y6)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

Q9 Thinking about the main reasons why teachers have left your school in the last 18 months, approximately how many have left for each of the following reasons. If none have left please leave blank and go to Q10:

Left for promotion

Left to go into another teaching job

Retired

Left through ill health

Left teaching for another career

Went on maternity/adoption leave

Left at end of short term contract

Other (please specify)

Q10 Please use the space below to add any comments about good practice in recruiting and/or retaining teachers (for instance any practice in schools used to encourage teachers to stay)

Support staff

Q11 In your school, how difficult is it to recruit and retain suitable support staff?

	Very difficult				Not at all difficult
	1	2	3	4	5
Recruit	<input type="radio"/>				
	Very difficult				Not at all difficult
	1	2	3	4	5
Retain	<input type="radio"/>				

Q12 Is there a recruitment/retention problem with any particular group(s)? If so please specify which group(s) e.g. TAs, office staff, site staff, cleaners, kitchen staff.

Yes (please specify)

No

Q13 Please use the space below to add any comments in relation to the recruitment and/or retention of support staff

If you are willing to be contacted in relation to this or further research please provide the following contact details

Name:

Telephone:

Email:

Survey on recruitment and retention of teachers in Yorkshire and the Humber

Questionnaire for Headteachers

Introduction

This questionnaire is part of a study funded by Yorkshire Forward and Yorkshire Futures, and supported by the Teacher Development Agency and the Government Office for Yorkshire and The Humber to explore teacher recruitment and retention issues across the region.

The information you provide is very important. It will help identify key issues and problems in the recruitment and retention of teachers in the region, and help suggest possible courses of action to TDA, local authorities and schools.

This questionnaire aims to:

- Gather information on teaching posts offered in your school and identify any difficulties in recruitment
- Identify any issues in retaining staff
- Gather information on the profile of recently recruited teachers

Your help with this important study is much appreciated

The questionnaire has been designed for ease of completion and this should take about 15 minutes.

Please read each question carefully and mark a box to indicate your answer. Once you have completed the questionnaire please return in the pre-paid envelope by **5th December 2008**.

In accordance with the Data Protection Act responses are COMPLETELY CONFIDENTIAL.

Instructions for filling in the questionnaire:

- Please mark or fill the circles
- Please use black or blue ink to complete the form
- Please do not strike through a block of boxes.

Alternatively you can complete the questionnaire on-line using the following link:

<http://creonline.shu.ac.uk/yfsecondary.htm>

If you have any queries about the questionnaire please do not hesitate to contact Brenda Bottomley on 0114 2256051 or email: b.bottomley@shu.ac.uk

Please Note: Where the questionnaire asks for numerical information, an approximation will suffice. It is hoped that this approximation can be provided without your needing to spend time referring to records.

Information about your school

The information you provide in this questionnaire is confidential to the research team and all analyses will be anonymised. The following questions will help the team track responses and analyse information from the survey by variables that relate to types of school.

What is the name of your school?

What is the postcode of your school?

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Teacher Recruitment

Q1 In your school, how difficult is it to recruit suitable teachers?

Very difficult					Not at all difficult
1	2	3	4	5	
<input type="radio"/>					

Q2 Overall and for each of the following subjects please give an approximation of the number of teaching posts offered in the last 18 months, the number of applicants and the number of posts filled. If no teaching posts have been offered please leave the box blank:

	Number of teaching posts offered in last 18 months	Average number of applicants for each of these posts	Number of posts filled						
Overall permanent posts	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>		
Overall temporary posts	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>		
Science combined/General science	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>		
Biology	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>		
Chemistry	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>		
Physics	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>		
Design and Technology	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>		
Maths	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>		
English	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>		
Engineering	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>		
ICT	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>			<table border="1" style="border-collapse: collapse;"><tr><td style="width: 25px; height: 25px;"> </td><td style="width: 25px; height: 25px;"> </td></tr></table>		

Q3 For teachers recruited in the last 18 months in the following subject areas please answer the following questions:

	Were they all qualified to teach in subject?			Were there any difficulties in recruiting?					
	Yes	Some	None	Very difficult	Not at all difficult				
				1	2	3	4	5	
Science combined/General science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Biology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design and Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engineering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 Have you recruited any senior school leaders externally in the last 18 months?

Yes (please go to Q5)

No (please go to Q6)

Q5 For each of the following positions please give the number of posts offered externally in the last 18 months, the number of applicants and the number of posts filled. If no posts have been offered please leave blank:

	Number of posts offered in last 18 months	Average number of applicants for this post	Number of posts filled
Headteacher	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Deputy headteacher	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Assistant headteacher	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

Profile of recently recruited teachers

Q6 Thinking about the teachers you recruited in the last 18 months please can you give an approximate breakdown of staff numbers using the following categories:

Gender

 Males

 Females

Ethnicity

 White

 Black

 Asian

 Chinese

 Mixed

 Other (please specify)

Age

 21-25

 26-35

 36-45

 46-55

 56+

Teaching experience

 Unqualified teachers

 NQTs

 1-3 years

 4-10 years

 Over 10 years

Teacher Retention

Q7 In your school, how difficult is it to retain suitable teachers?

Very difficult					Not at all difficult
1	2	3	4	5	
<input type="radio"/>					

Q8 Approximately how many teachers are there in your school overall and for each subject, and how many have left in the last 18 months (including part time). If none have left in the last 18 months please leave blank:

	Number of teachers	Number of teachers that have left in the last 18 months
Overall	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
Science combined/General science	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
Biology	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
Chemistry	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
Physics	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
Design and Technology	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
Maths	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
English	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
Engineering	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
ICT	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>

Q9 Thinking about the main reasons why teachers have left your school in the last 18 months, approximately how many have left for each of the following reasons? (if no teachers have left please go to Q10):

Left for promotion	<input style="width: 40px; height: 25px;" type="text"/>
Left to go into another teaching job	<input style="width: 40px; height: 25px;" type="text"/>
Retired	<input style="width: 40px; height: 25px;" type="text"/>
Left through ill health	<input style="width: 40px; height: 25px;" type="text"/>
Left teaching for another career	<input style="width: 40px; height: 25px;" type="text"/>
Went on maternity/adoption leave	<input style="width: 40px; height: 25px;" type="text"/>
Left at end of short term contract	<input style="width: 40px; height: 25px;" type="text"/>
Other (please specify)	<input style="width: 40px; height: 25px;" type="text"/>

Q10 Please use the space below to add any comments about good practice in recruiting and/or retaining teachers (for instance any practice in schools used to encourage teachers to stay)

Support staff

Q11 In your school, how difficult is it to recruit and retain suitable support staff?

	Very difficult				Not at all difficult
	1	2	3	4	5
Recruit	<input type="radio"/>				
	Very difficult				Not at all difficult
	1	2	3	4	5
Retain	<input type="radio"/>				

Q12 Is there a recruitment/retention problem with any particular group(s)? If so please specify which group(s) e.g. TAs, office staff, site staff, cleaners, kitchen staff.

Yes (please specify)

No

Q13 Please use the space below to add any comments in relation to the recruitment and/or retention of support staff

If you are willing to be contacted in relation to this or further research please provide the following contact details

Name:

Telephone:

Email:

yorkshirefutures

Yorkshire Futures, Victoria House, 2 Victoria Place, Leeds LS11 5AE

Phone: 0113 394 9764

Email: info@yorkshirefutures.com

Web: www.yorkshirefutures.com



We are grateful for the continued support from:

