

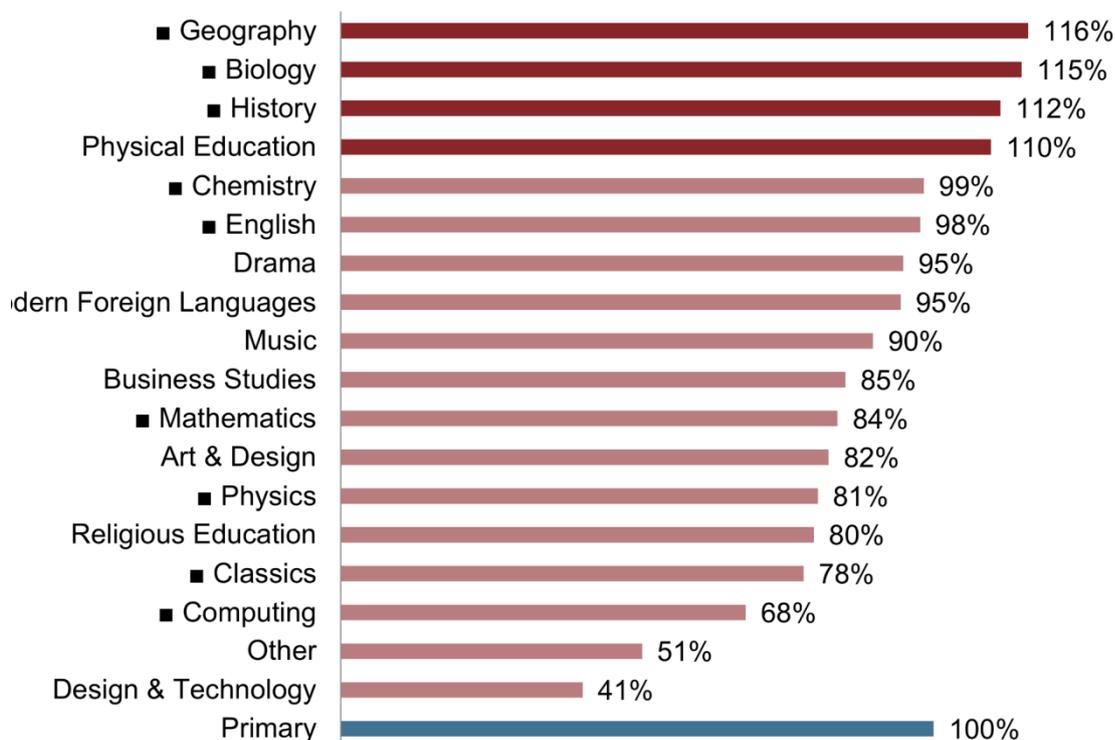
Ensuring there are enough good teachers – covering recruitment, training, CPD and retention

Jennifer Rowlands

Training

Broadly speaking, there are two main ways of training future teachers- a university- based PGCE route or a School-based route, including SCITTs, School Direct and Teach First. In the past, the number of trainees an organisation can recruit was set by the Government each year. However, beginning with recruitment for the academic year 16-17, a national limit was set, with institutions able to recruit as many trainees as they were able, until the national limit was reached. This meant that some highly regarded courses, such as the Cambridge History PGCE, faced the prospect of their course becoming unviable last year, as they had not interviewed many of their candidates before the limit was reached. A last minute government intervention allowed eight 'top' universities to recruit 75% of the number of trainees they had last year.

The DfE census from November 2016 showed the breakdown of trainees recruited for each subject for the 2016-17 academic year, compared to the national target:



Members may also be interested in the breakdown of characteristics for each training route, which can be found in the same report:

5. Characteristics of new entrants

The census provides information on the demographic characteristics of trainees, including age, gender, ethnicity and disability. The information below focuses on postgraduate trainees and excludes forecast trainees (as this information is not known), and trainees where this information was refused or not provided.

32 per cent of new entrants to postgraduate ITT were male, but this differed between Primary and Secondary subjects.

The proportion of new entrants to postgraduate primary programmes who are male is 20 per cent; this has decreased slightly over recent years (from 22 per cent in 2015/16 and 2014/15 and 23 per cent in 2013/14 and 2012/13). There is a higher proportion of male entrants to primary School Direct (Salaried) routes (23 per cent) than to SCITTs (21 per cent), School Direct (Fee) routes (20 per cent), HEI-led programmes (19 per cent), and to Teach First (17 per cent).

There was much less variation in the gender breakdown of new entrants to postgraduate secondary programmes, with 40 per cent overall being male. Again this varied by route, with 40 per cent of trainees on School Direct (Salaried) programmes being male, compared with 42 per cent on HEI-led programmes and SCITTs, 38 per cent on School Direct (Fee), and 35 per cent on the Teach First route.

Figure 6: Demographics of people entering postgraduate initial teacher training in the academic year 2016 to 2017 (Primary and Secondary combined)

	Male	Aged under 25	Minority ethnic group	Declared disability
Postgraduate total:	32%	53%	15%	9%
Higher Education Institutions	33%	61%	19%	11%
School Centred ITT	33%	48%	8%	7%
School Direct (Fee)	31%	51%	10%	8%
School Direct (Salaried)	31%	20%	15%	6%
Teach First	30%	73%	16%	9%

Questions

1. What measures could be taken to improve teacher training recruitment?
2. Does the SEA have a view on what teacher training should look like?
3. Should more of an effort be made to recruit career changes to teaching? If so, what should that look like?
4. Should more of an effort be made to recruit top graduates to teaching? If so, what should that look like?

Retention

More teachers than ever are leaving the profession-and they are leaving faster than they used to - <http://schoolsweek.co.uk/highest-teacher-leaving-rate-in-a-decade-and-6-other-things-we-learned-about-the-school-workforce/>

The NUT also offer some interesting insights into issues around retention (<https://www.teachers.org.uk/edufacts/teacher-recruitment-and-retention>)

Finally, The NFER published a paper in June 2015 entitled 'Should I Stay or Should I Go?' analysing issues around teacher recruitment and retention: <https://www.nfer.ac.uk/publications/LFSA01/LFSA01.pdf>

Questions to consider

1. How could Government work to reduce teacher workload?
2. How could teaching become a higher status profession?
3. How could qualified teachers be encouraged to return to teaching?

Continuing Professional Development (CPD)

The quality of CPD could be described as patchy at best. Schools are responsible for the professional development of their staff. Five INSET days are given over to this each year. While some schools undoubtedly provide excellent training, this is not the case across the board.

The government has promoted teaching schools as a way of promoting school led training. What they are meant to do is set out here:

<https://nctl.blog.gov.uk/2015/03/06/what-are-teaching-schools-and-system-leaders/>

and there is a commentary on their effectiveness here:

<https://www.tes.com/news/school-news/breaking-news/teaching-schools-have-a-limited-impact-pupils-results-says-research>

The government also thinks that multi academy trusts should manage CPD across trusts.

Questions to consider

1. Who should be responsible for the CPD of teachers?
2. What does good CPD look like in the age of the internet?
3. How can the quality of CPD be increased across the board?