Recruitment, Support and Retention of Teachers

A Report from Overview & Scrutiny

Contents

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Preface

By Councillor Jan Drinkwater

Chair of Recruitment, Support and Retention of Teachers Review Group

There is nothing more important than educating our children and as a City Council we must make sure that our schools and associated services deliver an excellent education. Key to this is the quality of teaching and learning within our schools. Teaching is all about developing relationships with pupils, enthusing and inspiring them to learn but to do so our teachers and support staff must, in turn, be enthusiastic and motivated.

The previous Scrutiny Report, 'Anti-Social Behaviour in Schools' presented to the City Council in January 2006, reported that good teachers and support staff were leaving the Authority and the profession altogether because of the behaviour of pupils in school. This was, at that time, largely anecdotal and a recommendation was accepted to undertake a further investigation that resulted in this review.

National evidence from both the DfES and two Teaching Associations, The National Union of Teachers and the NASUWT, identified pupil behaviour as a key factor in the movement of teachers between schools and Authorities. However, evidence for the position in Birmingham, through the leaver's questionnaire commissioned by the review, whilst indicating pupils' behaviour was a factor, provided insufficient statistical data to confirm it as the major factor. The recommendation to introduce the leaver's questionnaire into standard practice of the authority together with an annual report of its findings to the Overview and Scrutiny Committee will highlight any significant factors affecting the retention of good teachers and provide an early opportunity to introduce remedial action.

However, this review was wider than pupil behaviour and we were tasked to look into the current make up of the teaching workforce within the city, particularly within a context of demographic change and cultural diversity; to review the utilisation of employment based routes into teaching and their impact on the teacher workforce and to examine the support for those from minority ethnic groups to enter and remain within the teaching workforce.

There were concerns raised that I would like to highlight regarding the aging workforce particularly in terms of Head Teachers with the prospect of losing many experienced school leaders in the next five years; the need to encourage more men into primary school teaching; a need for greater representation of ethnic minorities at all levels and the need to retrain and develop emerging and aspiring school leaders for future vacancies to ensure the continuity of exceptional school leaders from within the city.

The Review Group welcomes the development of the city's Recruitment and Retention Strategy for Teachers and the involvement of the Overview and Scrutiny Committee in this development will ensure that the findings of this Review Group are taken into account and heeded. During our investigations we came

across many examples of excellent practice and it is my hope that this report together with the recommendations contained herein, will disseminate this practice across the city.

I would like to extend my thanks to all those who actively and constructively contributed towards this review – Cllrs Bill Evans, Penny Wagg and Jon Hunt (who replaced Cllr Wagg and attended the last meetings of the Review) and Teacher Association representatives Nigel Baker (NUT), David Ambler (ATL) and Madelaine Cooper (NASUWT). The group took evidence from many sources and I would like to thank all those who took the time and effort to contribute to our findings. A special thanks should go to the two Lead Officers, Denise Cutting, Human Resources Manager, and Jackie Hughes, Principal Advisor who provided considerable help and support to the Review Group generally but to me personally in my first Chair ship.

Finally, I would like to pay special tribute to the two schools that the Review Group visited back in January 2006, Summerfield primary school and George Dixon international school and sixth form centre. Both visits were very positive and the Head Teachers should be commended for their hospitality. It was obvious that the ethos of both schools and the approach to people management by both Head Teachers played a significant part in the success in the recruitment, support and retention of teaching and support staff in their schools. Both schools had higher than average numbers of staff from BME groups and the primary school has a significant proportion of male teachers and support staff. It can be no coincidence that both schools follow strong behaviour policies and both have very low turnover rates of staff.

1   Summary

1.1.1   This review was carried out to establish if there are any issues that adversely affect the recruitment, support and retention of teachers in Birmingham – and if so, how can they be addressed. It links to an earlier Scrutiny Report on "Anti-Social Behaviour in Schools" which was presented to the City Council in January 2006. This indicated that pupil behaviour towards teaching staff is a key factor in the reasons teachers leave either individual schools or the profession completely. National research by both the DfES and two Teachers' Associations named pupil behaviour as one of the key factors. Evidence obtained during this review (from a questionnaire of a sample of teachers who left Birmingham schools in July 2005) also indicated that pupil behaviour is a factor, although there is, as yet, insufficient statistical evidence to indicate how great a factor this is for teachers leaving Birmingham or moving between schools within Birmingham. Recommendations from the Anti-Social Behaviour in Schools report, identifying the need for the development of both a behaviour policy for the whole city and a policy of "zero tolerance," where schools' staff are subjected to aggressive behaviour and assault from adults and visitors to schools, may assist in this over a period of time.

1.1.2   Teaching has been an established graduate career for generations, but nationally its popularity as a graduate career choice has declined as the range of higher educational courses and jobs available to graduates has expanded. The proportion of UK graduates entering the teaching profession nationally declined over the 1990s and there has also been concern about wastage from the profession over the same period, with these trends allegedly related to working conditions and the relative earnings of teachers and comparable professions. Also, new legislation led to a fall in early retirements in 1998/99; however, there is local evidence to indicate an upturn in the number of applications for early retirement on reduced pension benefits. Although this could be a "one off", it could also be the beginning of a trend that could be of significant concern.

1.1.3   A series of recent policy initiatives at national and local levels has sought to reverse these trends and improve the image of teaching as a profession, including raising teachers' salaries, introducing incentives to train as a teacher and encouraging mature entrants onto training programmes. These measures have met with some success (there has been a steady rise in recruitment to Initial Teacher Training (ITT) over recent years), but there are still concern about levels of both recruitment and wastage.

1.1.4   Birmingham does attract a significant number of new entrants to its schools - both newly qualified and experienced. However, the current workforce demographics indicate that complacency is not an option with an "aging workforce", with more work to be done on attracting more trainees and teachers into the workforce from both black and minority ethnic heritages and men (especially into the primary phase).

1.1.5   National media also reports shortages of head teachers to fill vacancies, and with an aging population within the head teacher and deputy head teacher workforce, work is already in hand to ensure that appropriate development and support is available to new and emerging school leaders.

1.1.6   The national initiatives relating to Children's Services through the "Every Child Matters" agenda, and to teachers' conditions of service through the "Schools Remodelling" agenda will see further changes in schools' position and role, not only in educating our young people, but also within the community for example, as the role and number of extended schools develops within the city. The role of the Training & Development Agency has already changed as it now covers not only workforce development for the "whole school" but now also contains the National Remodelling Team, which is responsible for the implementation of "Schools Remodelling". Birmingham is already working closely with the relevant national bodies to ensure that relevant and appropriate workforce strategies are in place; however, the review has shown that there are several areas that need to be linked up within the Local Authority to ensure that full integration of strategies is achieved. This can be achieved by linking work arising from both the Anti-Social Behaviour Report and this review.

1.1.7   Birmingham's situation is not unique, factors affecting teacher recruitment and retention are replicated across the country, but Birmingham does have a large teaching workforce and, although, some of our teacher workforce demographics are broadly comparable to national and regional statistics, it is essential that the Local Authority and Birmingham's Schools do address those factors which could limit the potential to recruit, retain and support a first-rate teaching workforce.

2   Summary of Recommendations

	Recommendation	Responsibility	Completion Date
R1	That the evidence and conclusions from this Scrutiny Review are taken into account in the drafting and consultation on Birmingham's Teachers' Recruitment and Retention Strategy. This should include specific references to: • Workforce Demographics • Continuous Professional Development (CPD) • Training Development Agency (TDA) priorities on teachers from Black and Minority Ethnic groups (and engagement with the Minority Ethnic Professional Development group) • Closer liaison between training providers. In addition that the Education and Lifelong Learning Overview and Scrutiny Committee is fully involved in the consultation process.	Cabinet Member Children, Young People and Families	November 2006
R2	That the potential to improve the impact of the Minority Ethnic Recruitment into Initial Teacher Training scheme (MERITT) for teachers by increasing the number of entrants in Year 1 and by transferring to other externally funded employment based training routes in Year 2 be investigated.	Cabinet Member Children, Young People and Families	January 2007
R3	That a report is taken to the Education and Lifelong Learning Overview and Scrutiny Committee on strategies to address imbalances in the workforce profile of the teaching workforce including male entrants into primary teaching and professional development for BME teachers.	Cabinet Member Children, Young People and Families	January 2007
R4	That an action plan is developed on how to improve significantly the take up by Schools and Governing Bodies of: • The "Work Well" audit tool (including a review of procedures for representing outcomes to governing bodies) • Service Level Agreements with StaffCare. In addition, to monitor through regular meetings between Human Resources, Occupational Health & StaffCare, the reasons for referrals.	Cabinet Member Children, Young People and Families	April 2007

		Recommendation	Responsibility	Completion Date
R5		That a strategy is developed and implemented to improve mechanisms for the sharing of good management practices between schools and governing bodies to improve the take up of the "training offer" to new and emerging school leaders on people management. That a progress report to be made on Leadership Training after six months.	Cabinet Member Children, Young People and Families	April 2007
R6		That mechanisms to share good practice between schools and governing bodies with regard to managing workload and pupil behaviour strategies are implemented and that an action plan is produced in six months time.	Cabinet Member Children, Young People and Families	April 2007
R7		That a report is presented to Education and Lifelong Learning Overview and Scrutiny Committee on the effectiveness of Team Teach and other strategies to improve pupil behaviour and to assess the impact on incidence of assaults on staff through the "CHASE" survey, taking into account any other relevant scrutiny recommendations.	Cabinet Member Children, Young People and Families	January 2007
R8		That following the pilot exercise, the practice of issuing "leaver questionnaires" to all teachers leaving or moving between schools is embedded and that a monitoring of the reasons for leaving is undertaken to determine trends and/or factors influencing teachers' decisions. That the Cabinet Member produces annually a report to the Education and Lifelong Learning Overview and Scrutiny Committee in order to identify areas of concern and interventions arising from an analysis of the leaver questionnaires.	Cabinet Member Children, Young People and Families	October 2007
R9		That progress towards achievement of these recommendations is reported to the Education and Lifelong Learning Overview and Scrutiny Committee in April 2007. The committee will schedule subsequent progress reports thereafter, until all recommendations are implemented.	Cabinet Member Children, Young People and Families	April 2007

3   The Review Process

3.1   Reason for the Review

3.1.1   A Report from the Education and Lifelong Learning Overview and Scrutiny Committee to City Council in January 2006 on "Anti-Social Behaviour in Schools" made several linkages between the anti-social behaviour of pupils to the recruitment and retention of teaching staff. Recommendation 8 of that report was that the Education and Lifelong Learning Overview and Scrutiny Committee considered undertaking, as part of its work programme, some overview/scrutiny of the recruitment and retention of teachers in Birmingham.

3.1.2   As a result of this, Members requested this review. The purpose of the review is to seek an answer to a key question "Are there any issues that adversely affect the recruitment, support and retention of teachers in Birmingham – and if so how can they be addressed?"

3.1.3   Over the last five years, a key national agenda for Education has been "Teachers Meeting the Challenge of Change". There have been many new initiatives, including changes to the curriculum and the Inspection Framework, remodelling of the school workforce and, most currently, changes to teachers' terms and conditions of service.

3.1.4   Given national concerns about the high level of teacher shortages and long-term retention within the profession, there is a need to have a local picture of Birmingham's teaching workforce.

3.1.5   National media often gives many reasons for teachers leaving the profession including pay, workload and behaviour of pupils. Research had not been conducted within Birmingham to determine the position locally of those teachers leaving the authority.

3.2   Terms of Reference for the Review

3.2.1   Five key lines of enquiry were identified for the Review:

- To conduct a comparative analysis of Birmingham's situation with national and regional profiles

- To examine the current make up of the teaching workforce within the city, particularly within a context of demographic change and cultural diversity

- To undertake research of both current teachers and leavers to identify those issues that are having an impact on Birmingham's ability to recruit, support and retain its teaching workforce

- To review the utilisation of employment based routes into teaching and their impact on the teacher workforce

- To examine the support for those from minority ethnic groups to enter and remain within the teaching workforce

3.3 Membership of the Review Group

3.3.1 The Review Group was chaired by Councillor Jan Drinkwater. Other members were: Councillor Bill Evans, Councillor Chauhdry Rashid and Councillor Jon Hunt (who replaced Cllr Penny Wagg and attended the last meetings of the review). Teacher Association representatives were: Nigel Baker (NUT), David Ambler (ATL) and Madelaine Cooper (NASUWT). Sue Baker of the NAHT and Peter Wilkie-Cook (Parent Governor representative) were also invited.

3.3.2 Lead Officers for the review were Denise Cutting, Human Resources Manager, and Jackie Hughes, Principal Advisor.

3.4 Review Methodology

- Over the period of the review, concluded in April 2006, the group received verbal and/or written evidence from:

- Human Resources

- Minority Ethnic Professional Development Group (MEPD)

- Birmingham Advisory Support Service (BASS) part of the School Effectiveness Division

- Minority Ethnic Recruitment into Initial Teacher Training (MERITT) Scheme

- Birmingham Association NASUWT (National Association of Schoolmasters and Union of Women Teachers) (Written Evidence)

- Newman College

- NUT (National Union of Teachers) (Written Evidence)

- Occupational Health Service, Selly Oak Hospital

- Staffcare

- Behaviour Support Service

3.4.1 The two teaching associations (NASUWT and NUT) provided written evidence from national research undertaken on behalf of their associations. Human Resources provided evidence taken from two pieces of research commissioned by the DfES, two reports from the Training Development Agency and statistical information on the teaching workforce within the city. (Details of the DfES & TDA reports and their website addresses are included at Appendix C).

3.4.2 Other evidence was received at meetings of the Review Group, where representatives of the various organisations and parts of the Local Authority were asked to provide information that pertained to their role in the recruitment, retention or support of teachers in Birmingham.

3.4.3 The Review Group also visited two schools in the city – one primary and one secondary. At the primary school, levels of absence made it difficult to speak to teachers other than the head

teacher. At the secondary school, the head teacher had arranged for teaching staff with varying lengths of service to accompany "pairs" from the Review Group around the school and this was followed by a group discussion.

3.4.4   The Review Group had requested that a survey of teachers leaving the workforce in July 2006 be undertaken and evidence from this survey is incorporated within the report with fuller information (Appendix B).

4   Background

4.1   The National Context

4.1.1   The proportion of entrants to full-time teaching who are new entrants (excluding transfers from outside the maintained sector) increased from 55.7% of all entrants in 2001-02 to 59.8% in 2002-03.

4.1.2   Information from the DfES shows that since 1997, the number of full-time equivalent (FTE) regular teachers has increased by over 8%. In January 2005, there were nearly 432,000 FTE regular teachers in maintained schools. The most significant increases were in secondary schools (+13.5%), special and education elsewhere (+13.2%).

4.1.3   Information from DfES trends shows the age demography of full time teachers at 2002 and 2003. In March 2003, the number of full-time teachers in maintained nursery, primary and secondary schools in England and Wales stood at 376,800 - an increase of 1,100 teachers from March 2002. (The total figures of full-time teachers here are based on headcount and differ from Appendix C, 1.3.1, Table 1 based on Full-Time Equivalents).

4.1.4   In March 2003, 20% of full-time teachers were aged under 30 - the same proportion as in March 2002. Since 1990, the number of teachers aged under 30 has increased by 53% - from 48,800 to 74,700 in March 2003.

4.1.5   In March 2003, 56% of teachers were aged 40 or over - two percentage points lower than in March 2002. The number of teachers aged 35-39 increased by 600 between March 2002 and March 2003.

4.1.6   There was an increase of nearly 5,000 in the number of teachers aged 55-59 between March 2002 and March 2003, of which 2,800 were in secondary schools.

4.1.7   The allocation of places and recruitment to Initial Teacher Training (ITT) courses is important in continuing to supply new teachers to meet the demand for teachers in the future.

4.1.8   Recruitment to conventional primary ITT courses in England increased sharply between 1990/91 and 1992/93, before falling steadily until 1997/98. By 2000/01, recruitment had returned to the levels seen between 1994/95 and 1995/96. Since 2001/02, recruitment to primary ITT courses has continued to increase. Recruitment in 2004/05 was the highest it has been since 1992/93. (See Appendix C, 1.3.3, Chart B, Allocated Places and Recruitment to Primary Initial Teacher Training Courses, England, 1990/91 to 2004/05).

4.1.9   The number of allocated places for primary ITT courses in 2005/06 is 15,800 - 500 less than in 2004/05.

4.1.10   The TDA is provisionally allocating 15,253 places for would-be primary teachers with training institutions for 2006/07, which is 4% fewer than 2005/06. Allocation for 2007/08 will be cut by a further 3%. The reason given for the reduction is because there are more newly qualified primary teachers than needed, with some resulting in unemployment.

4.1.11   Recruitment to conventional secondary ITT courses in England (excluding trainees on the fast track programme) in 2004/05 was 17,575 - 475 fewer than 2003/04 but more than in any other year since 1990/91, the years for which we have reliable records, and 27% higher than in 1990/00.

4.1.12   Unlike primary intake, secondary ITT intake has been below the number of allocated places every year since 1993/94 - the gap being greatest in 1998/99 when it was 4,700 (25%). The gap closed in each of the four years prior to 2004/05. In 2004/05, 10% of places were unfilled, compared with 7% in 2003/04. (See Appendix C, 1.3.4, Chart C, Allocated places and recruitment to secondary Initial Teacher Training courses, England, 1990/91 to 2004/05).

4.1.13   The number of allocated places for secondary ITT courses in 2005/06 is 18,500 - 1,000 fewer than in 2004/05.

4.1.14   Although there are still subject shortage areas, notably in mathematics and science at secondary school level, the TDA has announced that there are going to be fewer places for trainee teachers in England over the next two years due to stable recruitment and falling pupil numbers.

4.1.15   The secondary sector will see a reduction in place allocation ranging from 19% in the case of trainee history teachers to a small increase in the number of places for religious education and mathematics.

4.1.16   This year, there were 679 new religious education trainees compared with a target of 730, and 2,058 mathematics trainees against a target of 2,350.

4.1.17   Available data on the proportion of entrants to ITT courses shows that in 2004/05 the percentage of all ITT providers in England with less than 5% of entrants coming from ethnic minorities was 40% (compared with 41% in 2003/04 and 58% in 2001/02).

4.1.18   9.5% of new entrants to conventional ITT courses (excluding those on the fast track programme) were from an ethnic minority group in 2004/05, compared with 8.8% in 2003/04.

4.1.19   Of pupils in maintained schools, 17.1% are from minority ethnic groups compared to 8.7% of new entrants to Initial Teacher Training (ITT) each year. (See Appendix C, 1.3.5 Chart D: Initial Teacher Training courses and ethnic minority trainees, England, 2004/05).

4.1.20   Historically, data showed that 463 (23.8%) of trainees from minority ethnic background did not achieve Qualified Teacher Status (QTS), this contrasts with 2,616 (10.3%) of majority trainees. 183 (9.4%) of minority ethnic trainees were yet to complete the course compared with 990 (3.9%) of majority trainees. 129 (6.6%) trainees from minority ethnic backgrounds left the course early compared to 964 (3.8%) from the majority group. The TDA is committed to reducing this

difference and to increase the proportion of new entrants from minority ethnic groups to 9% by 2005/06.

4.1.21 With a current allocation of 35,800 training places, 3,222 trainees from a minority ethnic background need to be recruited to meet the national target. When the national target has been achieved, the TDA intends to sustain recruitment at this level for at least a further three years.

4.1.22 The TDA Corporate Plan 2005-2008 has four strategic aims, agreed by Ministers in the context of their commitment to delivering public services. They are as follows:

- To ensure schools have an adequate supply of good-quality, newly qualified teachers (NQT's)

- To enable schools to develop the effectiveness of their support staff

- To enable schools to develop the effectiveness of their teachers and keep their knowledge and skills up to date

- To support schools to be effective in the management of the training, development and remodelling of their workforce

4.1.23 The TDA have set challenging targets for the recruitment of trainees from ethnic minorities and those with a disability, and will continue to encourage primary training to increase the proportion of male trainees they recruit. In addition, the TDA will continue with funding premiums to encourage providers to offer training in shortage subject areas.

4.1.24 Information from DfES also provides information on the length of service of serving teachers (by gender). At March 2003, 43% of male full-time teachers in England had been in service for over 20 years, compared with 29% of female teachers.

4.1.25 At the other end of the scale, 29% of female full-time teachers had been in service for less than 4 years, compared with 21% of male teachers. (See Appendix C, 1.3.6 Chart E: Full-time teachers, by length of service, in maintained nursery, primary and secondary schools, England, March 2003).

4.1.26 Research undertaken by the University of Liverpool (2005) for the DfES found that five main factors were found to underpin reasons for leaving the teaching profession:

- workload

- new challenges

- the school situation

- salary

- personal circumstances

4.1.27 Of these, workload was by far the most important, and salary the least. Relatively few of the teachers were being tempted away by better career prospects or being offered a higher salary elsewhere. Leavers from secondary schools were more likely to cite the school situation, particularly poor pupil behaviour, than leavers from primary schools.

4.1.28   Leavers tended to be disproportionately either young with a few year's service or older and approaching retirement. Young leavers were more likely to cite 'salary' and 'personal circumstances (including travel)', whilst older workers cited 'workload'. Female teachers also were more likely to move and leave than male teachers, and this is associated with higher turnover and wastage rates in primary schools. Female teachers were more likely to hold, to leave, and expect to return to, part-time and fixed-term posts. Ethnic minority teachers were no more likely to leave than others. Turnover in the shortage subjects tended to be higher than in other subjects. (The website addresses for brief and full reports are included at Appendix C, paragraph 1.2).

4.2   The Regional Context

4.2.1   A regional report from the then Teacher Training Agency (now Training and Development Agency) issued in May 2004 gives some indication of the regional context in 2003 in the following nine regions:

- North East
- North West
- Yorkshire and the Humber
- East Midlands
- West Midlands
- East of England
- London
- South East
- South West

(Tables referred to are included in Appendix C of this report. The website address for the full report is also at Appendix C, paragraph 1.2).

4.2.2   Teacher turnover by region taken from the DfES database of teacher's records in 2003 shows that the regional turnover rate varied from 5.82% in the Yorkshire and the Humber to 8.51% in London. The national average was 7.32% and the West Midlands was below average at 6.79%. (See Appendix C, 1.4.1, Table 2, Teacher Turnover by Region (2003).

4.2.3   The turnover rates within the 14 local authorities in the West Midlands range from 5.86% (Sandwell) to 12.11% (Telford & Wrekin). Ten of the authorities have a reported turnover of between 6.00% and 6.96% and two between 7.12% & 7.19%. Birmingham's turnover rate was reported as 6.96%.

4.2.4   Teacher ethnicity by the nine regions demonstrates that across the whole of England in 2003, 3.4% of teachers are from BME groups. The West Midlands average was 3.54%. (See Appendix C, 1.4.3, Table 4, Teacher Ethnicity by Region (2003)).

4.2.5   Teacher ethnicity by Local Authority within the West Midlands (2003) demonstrated that Birmingham had the highest percentage with 8.2% teachers from BME groups. Some authorities were reported as having no teachers from BME groups (Herefordshire, Shropshire, Solihull); a number with less than 1% (Staffordshire 0.77%; Stoke on Trent 0.96%; Telford & Wrekin 0.64% and Worcestershire 0.41%). Those between 1% and 5% were Warwickshire (1.45%); Walsall (2.63%); and Dudley (3.48%). Those with 6% and over were Wolverhampton (6.46%); Coventry

(7.57%); Sandwell (7.69%); Coventry (7.57%) and Birmingham (8.2%). (See Appendix C, 1.4.4, Table 5, Teacher Ethnicity by Local Authority within the West Midlands (2003).

4.2.6 The age profile of teachers by region shows that the West Midlands is broadly in line with national averages. Some regional variations do exist, where London and the South East appear to have the largest proportions of teachers up to the age of 39, but are under-represented in teachers aged 45-54. London has the highest percentage of teachers aged 60 and over.

4.2.7 The age profile regionally shows that 48% of the teaching workforce in the West Midlands is aged 45 and over. Men account for 32% of the qualified teachers in the region and within this 34% are aged 50 and over. Men account for 15% of the teachers aged under 25. (It should be noted that these figures are full time equivalents and are taken from a different data source than the previous figures used in the analysis of teacher ethnicity and therefore the numbers are different. These figures relate to 2002 records.)

4.2.8 In 2003/2004 there were 217 providers of Initial Teacher Training (ITT) across the country, with 26 in the West Midlands. The report indicates that the West Midlands is characterised by its average number of providers, spread across HEI (Higher Education Institutions), SCITTs (Schools Initial Teacher Training) and DRBs (Designated Recommended Bodies).

4.2.9 Birmingham Local Authority is one of the DRBs along with Newman College of HE and Ninestiles School. Local Higher Education Institutions include Newman College, University of Birmingham and UCE. The SCITT's include the Birmingham Primary Training Partnership.

4.2.10 Employment based routes to Initial Teacher Training in the West Midlands taken from the TTA's records for 2000/01, 2001/02 and 2002/03 show the breakdown of the total number of trainees registered on the Graduate Training Programme by QTS subject (see Appendix C, 1.4.8, Table 9, West Midlands Graduate Training Places by Subject (2000/01 to 2002/03). The number of primary places increased by 106 to 151, but with a significant move from primary with specialisms to primary specialisms. Secondary subject places also increased by 225 to 316, with the most significant increases in English, ICT, Maths, PE and Science. However, attention is drawn to the intention to reduce allocations to places for ITT training in paragraphs 4.1.10 and 4.1.14 and 4.1.15 above.

4.2.11 A breakdown of the employment based routes to Initial Teacher Training by gender, age and ethnicity for 2002/03 shows that GTP trainees tend to be older than mainstream cohorts with 58.9% in the 20-49 age range. While direct comparison with mainstream new entrants is not possible given the number of applicants who do not declare their ethnicity, the figures suggest that the GTP route may attract a higher proportion of entrants from BME groups. There also appears to be a greater proportion of males recruited as new entrants through GTP: (See Appendix C, 1.4.9, Table 10, Entrants to West Midlands Employment based Training Routes by Gender, Age and Ethnicity (2002/03).

4.2.12   In 2002/03, within the West Midlands area, 44 trainees were registered on the Overseas Trained Teachers (OTT) programme. Over this period, 7 achieved Qualified Teacher Status and 37 were either on programme, pending award of QTS, or had been recommended for QTS. Three quarters of the OTT trainees in the West Midlands during this period were female and the average age of trainees and those qualifying for QTS was 35. There were 9 trainees on registered teacher programmes (RTPs) in the West Midlands during the same period.

4.3   The Local Context

4.3.1   Birmingham Local Authority employs over 26,000 staff (teaching and non teaching) across its schools. The teaching workforce within schools is just under 10,000. In addition some 1,800 teachers are employed in centrally managed teaching services but this review has focused on the position in schools.

4.3.2   It should be noted that these figures relate to those schools who "buy back" HR and/or payroll services from the Local Authority. However, the following information in the report is statistically viable as over 90% of schools do "buy back" from Birmingham.

Numbers of Teachers in Schools

4.3.3   There are three grading bands for teachers: Leadership (which includes Deputy Headteachers & Assistant Head Teachers), Main Scale Teachers and Unqualified Teachers/Instructors. A profile of the schools' teaching workforce of 9,997 as at October 2005 by grade band and between phases is set out in Appendix C at paragraph 2.2.1, Chart F, Schools' Teaching Workforce by Grade Band – October 2005.

Gender Profile

4.3.4   Since 2002, the headcount of teaching staff in schools has grown by 10%, the female population contributed greatest to this increase with a rise of 12%, compared to a rise in males of 5%. Overall, females make up 75% of school teachers' workforce in comparison to 25% of males. In 2002, males had a slightly higher contribution at 27% of the total workforce.

Age Profile of Birmingham's Teachers

4.3.5   Age profile is set out at Appendix C, paragraph 2.2.2, Chart G, Age Profile of Birmingham's Teachers (2002-2005). It shows that 72% of school teachers in Birmingham are currently (2005) aged 49 and under. It follows, therefore, that 28% of the workforce is therefore aged 50 or over. One of the statistically larger groups is 50 to 54 year olds (15.5%), and this could be of concern, as evidence suggests that there has been a recent increase in the number of teachers between the ages of 55 and 59 who have applied for early retirement on the basis of receiving an actuarially reduced pension. It is yet to be determined whether this is a "one off" situation over the last twelve months or whether it is indicative of a forthcoming trend of earlier leavers which could have a significant impact, not only on the workforce demographics, but also on the need to increase

recruitment and provide appropriate support and career development for those already working in Birmingham's schools.

4.3.6 Although there is evidence to suggest that there is a "net gain" in teachers joining Birmingham's schools over the number of leavers (+1308 in 2005), the numbers of experienced teachers in service could be significantly skewed if a trend develops in coming years, albeit that falling pupil rolls could require fewer teachers in some areas of the city.

4.3.7 The age profiles of head teachers and deputy head teachers are set out at Appendix C, paragraphs 2.2.3 and 2.2.4 (Tables 11 & 12).

4.3.8 40% of head teachers are aged over 50. However, the percentages differ between phases – Nursery 35%, Primary 43%; Secondary 40% and Special Schools 21%. In addition to the 14 heads aged 60 and over who are likely to retire within the next five years, there are an additional 106 currently aged between 55 and 59 who could take the option to retire at 60.

4.3.9 The age ratios are very similar for deputy head teachers with 39% aged 50 or over (196 employees), the remaining 307 are aged 49 and under.

4.3.10 There is potential therefore for career progression for those assistant and deputy head teachers as well as other experienced teachers who have aspirations for promotion. However, there is also a need to ensure that they have the relevant opportunity for management and leadership development to ensure that sufficient candidates are ready for promotion.

Ethnicity Profile at October 2005

4.3.11 This profile is set out at Appendix C, 2.2.5, Table 13, Ethnicity Profile within Birmingham Schools at October 2005. Of the whole school workforce (including all non-teaching staff) 19.04% are from a BME background. A lesser proportion (11.6%) of the teaching workforce is from a BME background. However, it should be noted that at least 14.4% of teachers had not declared their ethnicity, and an assumption could be made that some people from BMEs are within this group.

4.3.12 The national under-representation of BME groups in the teaching profession continues to be a focus of the Training and Development Agency and funding has been provided for a Recruitment Manager within Birmingham who commenced duties in November 2005. The Recruitment & Retention Strategy for Primary and Secondary School Teachers in Birmingham (currently in draft and shortly to go to consultation) has a focus on this area of the TDA's priorities.

4.3.13 It should be noted, however, that during 2002 to 2005 there has been a significant increase in the numbers of teachers from a BME background, with increases of over 30% in those from both Asian and Black heritages and over 50% from those of mixed heritage to achieve the current overall statistic of 11.6%. (See Appendix C, 2.2.6, Table 14, Trends in Ethnicity Profile of Birmingham Schools' Teachers 2002-2005). Work is already being undertaken to ensure representation in teacher training and recruitment from "newly arrived" BME groups.

5 Findings

5.1 Introduction

5.1.1   This section reports the findings from evidence presented to the Review Group from a diverse range of sources which enabled it to compare and contrast Birmingham's situation with the findings from the desk top research set out in the previous section. The evidence covers:

- Teaching workforce statistics for Birmingham's Schools

- Research undertaken on behalf of two Teachers' Associations (NASUWT and NUT)

- The role of Minority Ethnic Professional Development Group

- The provision of Teacher Training Programmes in Birmingham, including the Minority Ethnic Recruitment into Initial Teacher Training Scheme (MERITT) and Newman College

- A pilot survey of Birmingham teachers leaving the workforce

- Cross-referencing to an earlier scrutiny report on Anti-Social Behaviour in Schools and its possible links to teacher retention

- Links to national and local strategies impacting on schools' workforce

- Routes for supporting teachers, including the "Work Well" programme, and the roles of Occupational Health and Staffcare

- Information gathered from two school visits.

- Directorate of Children, Young People and Families Services

- Birmingham's Teaching Workforce Statistics

5.1.2   In "The Local Context" above, it was demonstrated that the headcount of teaching staff in Birmingham's schools has increased from 9048 in 2002 to 9997 in 2005 (an increase of 10%) – see Appendix C, 2.2.2, Chart G, Age Profile of Birmingham's Teachers (2002/2005). The following statistics need to be taken within that context. Overall, there was a net gain in employees newly appointed to Birmingham's schools over the total number of teachers leaving Birmingham's workforce. There are, however, some concerns raised by the workforce demographics that need to be either addressed or which merit further observation to ensure that sufficient teachers are available to work in Birmingham's schools.

Recruitment

5.1.3   In 2005, a total of 2033 teachers were recruited into Birmingham's Schools. Chart H shows that 33% of these recruits were newly qualified teachers, and Chart I illustrates that the remaining 67% were qualified teachers who had previously been working outside Local Authority schools.

5.1.4   A total of 673 newly qualified teachers were employed by Birmingham Local Authority in 2005, across its nursery, primary, secondary and specialist schools. This figure is a reduction of 13% on 2004, but is an overall increase of 19% since 2002.

Chart H: Newly Qualified Teacher Starters

	2002	2003	2004	2005
Nursery	0	0	6	4
Primary	277	321	377	320
Secondary	282	286	380	339
Specialist	5	10	10	10
TOTAL	564	617	773	673
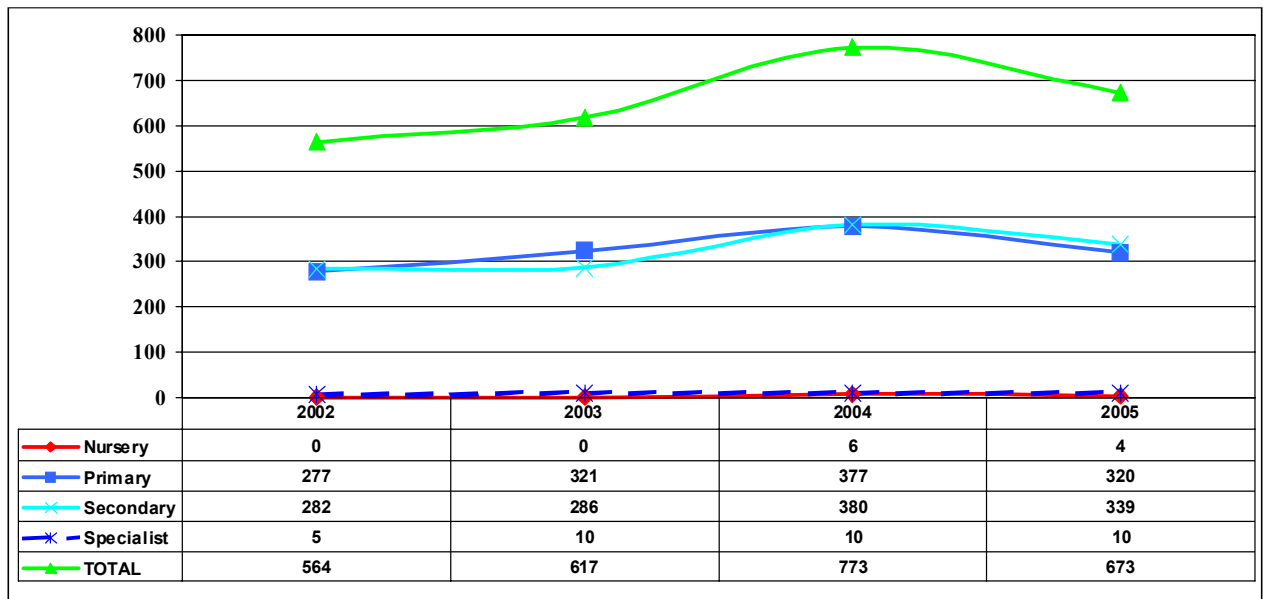
5.1.5   The number of teaching appointments of candidates who are entering into Birmingham from outside the city as "new starters" has seen a dramatic decline across all areas since 2002. Between 2002 and 2005 there has been a 60% reduction in those identified in this category of recruitment.

Chart I: New Teacher Appointments from outside Birmingham

	2002	2003	2004	2005
Nursery	18	14	14	10
Primary	1661	1076	940	624
Secondary	1617	1483	1178	666
Specialist	154	96	78	60
TOTAL	3450	2669	2210	1360
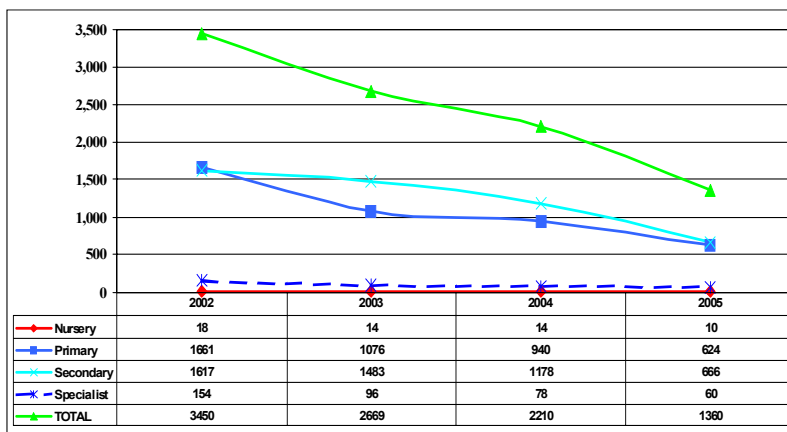
5.1.6   The percentage reductions by phase are:

- Nursery   - 44.4%

- Primary   - 62.4%

- Secondary   - 58.8%

- Special Schools   - 61.0%

5.1.7   The number of teachers moving between schools in Birmingham (Chart J below) indicates an increase of internal movement from some 18% in 2002 to 20.12% of the schools' teaching workforce in 2005, at the same time as we have seen the number of leavers from Birmingham Local Authority increase and the number of new starters into Birmingham decrease. At this time, there is no evidence to indicate the reasons for movement, other than that the increase in leavers has enabled more opportunities for career development and progression within the city.

Chart J: Teachers Moving between Schools in Birmingham

	2002	2003	2004	2005
Nursery	14	19	23	22
Primary	851	981	1011	1046
Secondary	720	862	942	865
Specialist	72	84	84	79
TOTAL	1657	1946	2060	2012
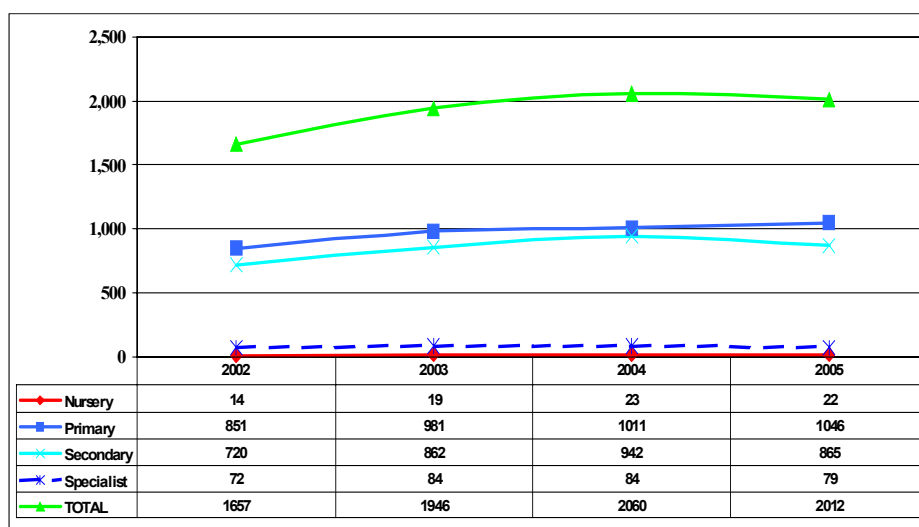
Support

5.1.8   The statistical information contained in this section of the report does not directly relate to support to teachers. Evidence is provided elsewhere in the report on the type of support offered to existing staff.

Retention

5.1.9   The numbers of teachers leaving Birmingham schools is set out at Chart K. These are those teachers who have left the authority and excludes those moving between schools.

5.1.10   There has been a small increase in level of "wastage" (i.e. those teachers leaving the Birmingham Local Authority) from 6% at 2002 to 7.5% at 2005. Whilst this does not cause concern in itself, as

it compares with a national average of 7.3% and a regional average of 6.79%, it has been noted that there has been a 35% increase in the period, with 37% increases in both primary and secondary phases. (Appendix C, paragraph 1.4.1, Table 2, Teacher Turnover by Region (2003)).

Chart K: Numbers of Teachers Leaving Birmingham 2002-2005

	2002	2003	2004	2005
Nursery	3	5	9	14
Primary	243	277	315	333
Secondary	275	296	270	378
Specialist	31	30	51	20
TOTAL	551	608	645	745
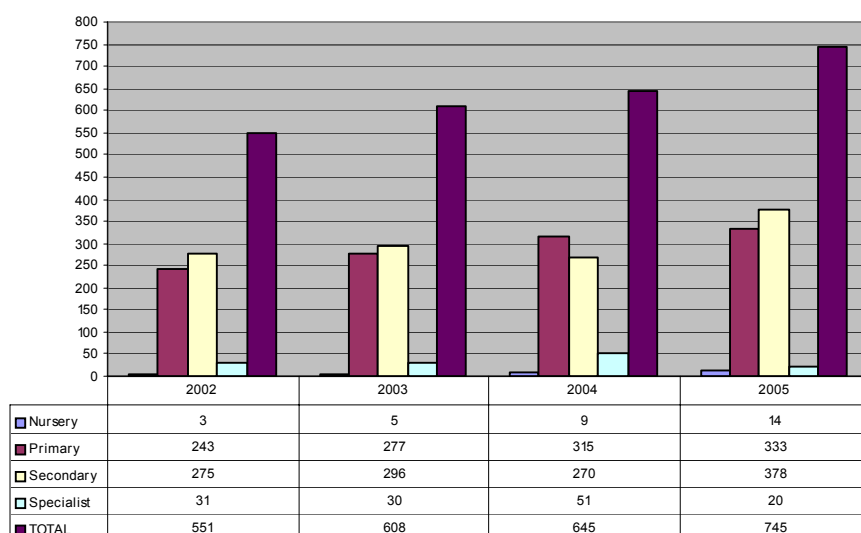
5.1.11   The recorded reasons for leaving are set out in the following table:.

Table 15: Recorded reasons for Teachers leaving Birmingham Schools (2002-05)

	2002	2003	2004	2005	Total
Death in Service	3	3	6	5	17 (0.7%)
Dismissal	4	10	6	7	27 (1%)
End of Temporary or Fixed Term Contract	68	79	68	90	305 (12%)
Redundancy	7	4	5	8	24 (1%)
Resignation	384	401	441	503	1729 (67.8%)
Retirement	85	111	119	132	447 (17.5%)
Total	551	608	645	745	2549

(Data source: L&C Staffing Trends, October 2005)

5.1.12   67.8% of leavers resign and there has been an increase of 30% in this category between 2002 and 2005. The second most common reason for leaving is retirement and an increase of 55% has been noted. The completion of temporary or fixed term contracts has remained relatively constant at between 10.5% and 12.3%.

5.1.13   The Review Group asked for a sample survey of leavers to be undertaken and findings are elsewhere in this Report.

5.1.14   Although the "wastage" rate does not of itself cause concern as it is below 10%, the level of movement between schools increases the number of "leavers" from individual schools. This could be viewed in two ways – healthy opportunities for teaching staff within Birmingham Schools to gain career development in a range of schools or as a potentially "destabilising" factor for individual schools.

5.1.15   The number of teachers leaving Birmingham in 2005 equates to an average of approximately 2 per school; the number of movements between schools is an average of 4.5. Collectively, the number of changes in the school workforce is shown in the following table:

Table 16: Numbers of School Teachers Leaving Birmingham and Moving between Schools

	2002	2003	2004	2005
Nursery	16	24	32	36
Primary	1094	1258	1326	1379
Secondary	995	1158	1212	1243
Specialist	103	114	135	99
Total	2208	2554	2705	2757
% of Workforce	24.4	27.1	27.9	27.6

5.1.16   The potential impact of falling pupil rolls, particularly in primary schools, on the number and retention of teachers, has already been the subject of a working group led by the Cabinet Member for Children, Young People and Families and through this group the "Birmingham Schools' Redeployment Partnership Scheme" has been submitted to Cabinet for approval and adoption. The purpose of the scheme is to provide potential to redeploy teachers from schools reducing numbers to those with vacancies.

5.2   Birmingham Association NASUWT Evidence

Survey of Teachers in Wales

5.2.1   As part of the Union's continuing commitment to developing and pursuing policies which respond to the needs and concerns of all members, the Union undertook to survey the opinions of members in Wales to find out about their experiences in respect of workload, working conditions and work/life balance.

5.2.2   The survey of members in Wales was prompted by the Union's ongoing concerns regarding the workload of teachers in Wales. The survey was timed to coincide with the start of the 2005/06 academic year and the introduction of statutory arrangements in all schools in Wales for the provision of guaranteed time for planning, preparation and assessment (PPA) under the National Agreement 'Raising Standards and Tackling Workload'.

5.2.3   A total of 14,000 questionnaires were distributed to teachers. Of these, 2,162 teachers (15%) completed the survey. The survey questionnaire was presented in dual language (English/Welsh) format. Of these, two completed questionnaire responses were submitted in Welsh.

5.2.4   Some of the main survey findings were:

- Pupil behaviour is the main single source of workload and stress amongst teachers. 63% of teachers cited pupil behaviour as affecting adversely their workload during the course of the last 12 months.

- 61% of teachers had experienced verbal abuse by a pupil in the last 12 months.

- 1 in 10 teachers said they had been physically assaulted by a pupil in the last 12 months.

- 1 in 4 teachers said they had experienced harassment by a parent during the last 12 months.

- Changes in pupil assessment requirements resulting from changes to Key Stage 2 and 14-19 arrangements have impacted negatively on teachers' workloads and working hours.

- In secondary schools, teachers highlighted the impact of the introduction of the Welsh Baccalaureate as a significant workload problem. Over one-third of teachers identified that their workload had increased as a result of the 14-19 changes.

- In primary schools, teachers highlighted changes to schools' assessment arrangements following changes introduced over the last 12 months. 72% of primary teachers reported that their workload and working hours had increased as a result of changes to assessment systems.

- Teachers and head teachers identified a range of sources of stress in their jobs, which included difficulty in accessing teaching jobs for newly qualified primary teachers, problems caused by the roll-out of the workload agreement, anxieties regarding school-level implementation of security, funding for school buildings and equipment, lack of adequate facilities for teachers in special schools and the operation of the SEN Tribunal.

- Two thirds of teachers identified the need to secure the full implementation of the minimum 10% of time for planning, preparation and assessment (PPA) as the key to improving work/life balance.

- Teachers expressed concerns about the number and purpose of meetings they are required to attend in schools.

5.3 Local NASUWT Survey of Newly Qualified Teachers (NQTs) 2005

5.3.1 The NASUWT also provided information from a survey (2005) of NQTs within Birmingham.

5.3.2 The survey related to employment status (permanent or temporary), percentage of teaching, roles other than classroom teaching and mentoring arrangements. Questions and summary responses are provided in this section. Graphs of the detailed responses are set out at Appendix C.

5.3.3 Employment Status; 81%of those who replied stated that they are on a permanent contract.

5.3.4 Percentage of Teaching of School Timetable; whilst 81% reported that they were teaching the "standard" 90% of the school timetable and 9% were below 90%, the remaining respondees (5 NQTs) reported they are teaching for more than 90%. This is a cause of some concern as NQTs are allowed 10% "off timetable" to provide sufficient time for mentoring and other professional development activities.

5.3.5   Two questions were asked about mentoring as this plays an important part in the induction and development programme for NQTs.

- 8% of respondents said that they did not have a named mentor

- 4% of the respondents indicated that mentoring does not take place at all; 44% indicated it takes place at fortnightly or monthly intervals and 19% responded that they receive mentoring weekly

- 75% of respondents said that they had a role other than classroom teaching

5.4 NUT Evidence

5.4.1 The NUT evidence was provided from a 2004 study undertaken on their behalf by Cambridge University called "A Life in Secondary Teaching". Research for the Report was carried out through survey forms completed by 63 secondary schools and 230 teachers. The survey responses were then followed up by 50 hours of taped interviews involving some 40 teachers and also approximately 60 pupils. The schools represented urban, suburban and rural settings with the size of the schools ranging from 500 pupils to over 1,500 pupils.

5.4.2 The highlights from the report indicate the view that "Teachers are fighting a constant battle to be allowed to teach as a result of deteriorating pupil behaviour"; "when in schools where behaviour problems are most acute, class size is of particular concern with blanket inclusion policies without adequate support and resourcing adding to the problems. Dealing with difficult, disengaged or disruptive pupils takes up most of teachers' non-teaching time".

5.4.3 The report also highlights areas of greatest job satisfaction, in particular, that of teaching pupils who are open to learning and new opportunities .

5.4.4 The report table from the survey results shows factors that inhibit teaching. Teachers were asked to list in rank order the five most serious obstacles affecting their work. (The full table can be found in Appendix C, paragraph 4.1, Table 17, Teachers' Ranking of Obstacles to Teaching.) Those ranked 1 to 5 (there were two equally ranked at 5) are shown below:

- Poor pupil behaviour

- Lack of time for discussion and reflection

- Large class sizes

- Too many national initiatives

- Over-loaded curriculum content in own subject

- Pressure to meet assessment targets

5.4.5 A very similar ranking was given by teachers whether they were heads of department, main scale teacher, or when the responses were analysed by years of experience. Teachers with 25 years' plus experience, in common with teachers of less than five years' experience, ranked poor pupil behaviour as the most serious obstacle to teaching.

5.4.6 The report indicates that "teachers' frustrations arise from both the growth in the number of pupil behaviour and discipline within the schools."

5.4.7 The report indicated that "None of the obstacles to teaching and professional development has an independent existence. They are all closely inter-related and inter-dependent. While teachers' talk of poor pupil behaviour it may be seen by some (including some policy makers and media critics) as simply blaming pupils, it is plainly evident that there is an intrinsic relationship of behaviour to class size, inappropriate curriculum, pressure to meet targets and keep up with new initiatives, and a consequent lack of time for professional sharing and reflection."

5.4.8 The survey also asked teachers to comment on the impact of eight aspects of government policy and the response to these is set out in table 18 at Appendix C, paragraph 4.2, Table 18, Response to Government Initiatives.

5.4.9 The report also looked at the question of job satisfaction and the status of teaching. The research findings indicate that "despite the evident stress and pressures of the job every one of the interviewees when asked if, with hindsight, they would still have become a teacher, replied in the

affirmative although in some cases with a degree of qualification. "Most interviewees also intended to remain in teaching although those who had been in the profession for a considerable period worried about whether they could last till retirement age.

5.4.10   "Interviewees were unanimous as to what it was that gave them greatest satisfaction. In their different ways everyone said it was the pupils on a good day. Equally it was the pupils on a bad day coupled with the excessive paper work and lack of time 'to finish anything properly' that constituted the less attractive side of the job."

5.4.11   These positive feelings had to be set against certain disadvantages such as the excessive paper work and the feeling that attitudes in society have changed in ways that make the job of teaching more difficult.

5.4.12   "Any positive feelings were undermined, to some extent, by the fact that few of those interviewed felt that the general public appreciated their work."

5.4.13   Although the report mainly focused on the obstacles to teaching or the factors that inhibited teaching there were several comments at the end of the Report which were indicators of reasons that teachers could be considering leaving the profession. These are set out below:

> 'I'm leaving the profession I love because I want my life back. It will break my heart to leave those kids but my family miss me!' (Science KS3 Co-ordinator, 7 years' teaching experience)

> 'I would be happy to give up teaching. It is dominating my term time non-school time. I achieve less in a classroom because the system is placing a stranglehold on all available time. And I'm a teacher marked Excellent in 2 recent Ofsted inspections who has been advised to train as an AST.' (Economics teacher, 16 years' experience)

> 'I taught through a period where we were respected as professionals and if asked we would do whatever was requested. Now heavy accountability has replaced this. I have excellent examination results, the pupils love my lessons and write to me after leaving describing what they ended up doing and thank me but I now hate the job and am considering leaving for a career in entomology.' (Science teacher, 21 years' experience)

5.5 Minority Ethnic Professional Development (MEPD) Group

Recruitment

5.5.1 The MEPD Group was established 10 years ago and currently has some 58 names on its database of membership.

5.5.2 The MEPD Group meets once termly and its purpose is to discuss issues on recruitment, support and retention of minority ethnic teachers and put forward solutions.

5.5.3 Issues raised by the Group include:

- few minority ethnic teachers
- no specific target set on recruitment for black and minority ethnic teachers
- barriers at interview

Support

5.5.4 Anecdotal evidence was given that the MEPD group has raised concerns about lack of support and developmental opportunities for career progression for teachers from BME groups.

Retention

5.5.5 It was highlighted that teachers from a black and minority ethnic background leave the profession within the first three years due to lack of support.

5.5.6 The Review Group noted that the MEPD group has no "official" status and no financial support. Of 1160 teachers in Birmingham's schools from a BME background 58 are currently on the database (5%). Evidence collected from the group's visits to schools indicated that the level of support to teachers (and particularly those from B&ME backgrounds) is particularly important in retaining staff. There appears to be significant potential for the group to play a greater role in the following areas:

- Acting as a "focus group" for BME Teachers to ensure that specific issues have a route to be addressed
- Working with the Recruitment Manager in developing the Recruitment & Retention strategy for under-represented groups
- Reviewing Professional Development Plans for BME Teachers in Birmingham

5.6 Teacher Training Programmes in Birmingham

5.6.1 There are two Initial Teacher Training (ITT) routes for those wishing to become qualified teachers – education based and employment based. For the purposes of this review the focus has been on the Employment Based Teacher Training Programmes.

5.6.2   These Employment Based Routes complement the education based courses, such as those provided by Newman College.

5.6.3   The Graduate Training Programme (GTP) is one such route. It is a twelve-month employment 'on-the-job' route designed for those who hold a relevant degree. The trainee teacher is paid a monthly salary along with normal benefits on the instructor scale. Presently, this commences at £13,938 (due for review in Sept '06) but, at the schools discretion, could be paid higher. Furthermore, the employing school could, potentially, receive £13,000 to assist towards the trainee teacher's salary and would certainly receive £4,000 to meet the cost of the training.

5.6.4   The Registered Training Programme (RTP) is another. It is a twenty-four-month employment 'on-the-job' route, which is designed for those wishing to train to teach, but who have not fully completed a degree course of study. This route is ideal for those who may have completed the Government's newly introduced, Foundation Degree (three years part-time study) and, generally, work related/based degrees. For example, many primary teaching assistants complete a Foundation Degree in Early Years and will then 'top up' in a related subject, affording these hugely experienced and valued members of staff continual professional development.

5.6.5   The Training and Development Agency (TDA), formerly the Teacher Training Agency (TTA), allocate an amount of funding to each of the Designated Recommending Bodies (DRB's) across the country, specific to key stages and, at secondary level, priority and non-priority subjects.

Recruitment

5.6.6   In order to access either of these routes (GTP or RTP), a potential trainee teacher needs to find a school prepared to employ and train them. This is in addition to the requirement for a DRB, who act as the training partner to both the trainee teacher and the school, and the funding provider.

5.6.7   BASS (part of the Core Services Division in Children, Young People and Family Services) is a DRB for the programme after being awarded the status in 2002 by the (then) TTA and, achieved Accredited Initial Teacher Training Status from the TDA in 2005. This allows BASS to assess against QTS standards and ultimately award QTS. BASS works closely with Newman College on cross-assessment external verification.

5.6.8   BASS supports on average 55 trainee teachers per year (30 primary and 25 secondary). The age profile for trainee teachers ranges from 22 to mid 50s, with the average being 35. The great majority of trainees are supported through the Graduate Training Programme (currently 43 of 50).

5.6.9   Any school can, if they wish, employ the services of an Overseas Trained Teacher (OTT) subject to Home Office approval. Home Office procedures dictate that OTTs can only be employed in an unqualified teacher (instructor) capacity, and for a maximum period of 4 years (imminent changes to these rules are anticipated). If the school wishes to retain the teacher beyond this period, there is a requirement for QTS assessment to be undertaken via the Overseas Trained Teacher Programme (OTTP) prior to the 4 year deadline. BASS is also an accredited ITT provider for the OTTP.

5.6.10   Once QTS has been awarded via any route, the Trainee Teacher or HEI student, then becomes a Newly Qualified Teacher (NQT). BASS is also responsible for the Birmingham NQT Induction Programme.

Support

5.6.11   Trainees on each of the three programmes (GTP, RTP and OTT) are supported by mentors in schools, BASS and their training provider e.g. Newman College.

5.6.12   A small number of trainees are placed in challenging schools when BASS is secure that the quality of school based support is exceptional.

Retention

5.6.13   The vast majority (98%+) of GRTP graduates transfer to induction in Birmingham schools. However, working closely with other providers across the city to target this group for induction in Birmingham needs to be an essential part of the city's recruitment and retention strategy for teachers.

5.6.14   It has been suggested during the review that closer liaison with other providers needs to take place, and that existing meetings and collaboration are further built upon to strengthen local provision.

5.7   Minority Ethnic Recruitment into Initial Teacher Training Scheme (MERITT)

Recruitment

5.7.1   The MERITT Scheme was established in 1992 following negotiations with Local Authority officers, teachers, community organisations, head teachers and higher education establishments.

5.7.2   MERITT aims to recruit trainees from all minority ethnic communities, offering a two-year training programme leading to QTS (Qualified Teacher Status). The scheme provides employment based training in schools and is run in partnership with the University of Birmingham. It is currently focussed within primary schools and has parity with the Recruitment Training Programme (RTP). The first year of the programme is focussed on personalised developmental needs to achieve the relevant level of qualification to pass into year two which is based on the 12 month Graduate Teaching Programme (GTP).

5.7.3   Competition for training places is intense and the project gets well over 100 applicants each year for 10 to 12 posts – only 10 posts are funded.

5.7.4   To gain a placement on the programme, applicants must show a commitment and enthusiasm for working in demanding situations in primary schools.

Support

5.7.5   More than 30 Birmingham primary schools have successfully supported the training of MERITT teachers and schools continue to seek placements.

5.7.6   In year one, trainees are paid on the Unqualified Teachers rate at scale point 1 (£13, 266) and scale point 2 (£13, 860) in year two. As trainees are employees for this period of the training, they are not eligible for student grants.

5.7.7   During year two, most trainees opt for the employment based GTP route and their salary and training costs are met by the MERITT scheme. The smaller number of trainees going onto a PGCE have to apply to the Children's Services Authority for payment of fees to the university. Should it not pay the fees then the employees have to meet these costs.

Retention

5.7.8   Drop out rate on the MERITT programme varies. No figures were presented to establish how many are still teaching after 2 – 5 years.

5.7.9   The Review Group concluded that the scheme could have a greater impact in supporting the numbers of trainees from BME groups if the number of entrants to Year 1 was doubled to 20, and then for trainees to transfer to other employment based training (such as the Graduate Training Programmes) in Year 2.

5.8   Newman College

Recruitment

5.8.1   Newman College works with local head teachers and the Children's Services Authority to provide and deliver qualified teachers.

5.8.2   The College supply 45-50% of primary school teachers in Birmingham and expanding secondary provision. 40% are mature students.

5.8.3   The College also works in partnership with the Refugee Council to get overseas trained teachers back into the teaching profession.

5.8.4   Newman College receives in excess of 1,000 applications per year from applicants prepared to teach, some on undergraduate routes – BA, BEd or PGCE.

5.8.5   Over the last five years, students have been doing the BA degree with QTS rather than BEd. The BA with QTS widens their career/subject choice and gives them the option to enter/leave and re-enter the teaching profession.

5.8.6   At a recent conference in Birmingham and Coventry, there were at least 50 people keen to get back into the teaching profession.

5.8.7   The TDA have agreed to fund a bridging course for trained teachers from the refugee community to get them back into teaching.

Support

5.8.8   During the teacher training programme, students receive preparation in behaviour training, management strategies and interview technique skills. Secondary schools also have behaviour management sessions specifically for subject teaching i.e. PE, science (because of Health & Safety issues).

5.8.9   Students receive on-going support, mentoring and continuing professional development.

Retention

5.8.10   Preparation on behaviour management was lacking in the past but in the current climate it is now required. Teachers leave in their first year because of behaviour issues.

5.9   Survey of Birmingham Teachers Leaving the Workforce

5.9.1   As mentioned earlier, the Review Group requested that a sample survey of teachers who had left the workforce be undertaken to provide evidence of the factors for leaving relevant to Birmingham.

5.9.2   Full details of the leaver's questionnaire sent out in February 2006 to a sample of 100 teachers who had left Birmingham Schools by the end of the summer term of 2005 can be found at Appendix B of this report.

5.9.3   In summary, where respondents were asked to clarify five key factors which contributed to their leaving, the majority referred to going to other Local Authorities for career opportunities. The second factor was "work-life balance".

5.9.4   Appendix B also contains a full analysis of the questionnaires returned (33%) and individual case-studies of the reasons for leaving supplied by respondents.

5.9.5   The available timescales for the distribution and analysis of the questionnaires meant that the results could not be cross-referenced by the Review Group to others who gave evidence during the review. Whilst there was some positive feedback about individual experiences within schools, some cause for concern is also indicated where staff have cited experiences of "management style" and "pupil behaviour" as factors that at the very least influenced their decisions to leave.

Retention

5.9.6   Further joint working between the Core Services Division and Human Resources will be needed to ensure a proactive approach to managing and maximising teacher recruitment and retention. This will also need to be linked to the information from the Anti-Social Behaviour in Schools Scrutiny Review.

5.10 Cross Referencing to Anti-Social Behaviour Scrutiny

January 2006 Scrutiny report

5.10.1 The Scrutiny Report on Anti-Social Behaviour and the Safety of Young People in Schools, Bullying and Truancy was received by the City Council on 10 January 2006. One of the reasons for conducting that review was to attempt to throw light on the impact of threatening behaviour towards school staff and the effect this might be having on recruitment and retention. Recommendation 8 referred to this Scrutiny Review of Recruitment & Retention of Teachers, and several references were made to the issue of pupil behaviour and the impact on the retention of staff. These included the following:-

5.10.2 The preface to that report stated "We need to reassure our pupils and our staff that action will be taken against unacceptable behaviour. There were more than 500 assaults on school staff in Birmingham in 2004. . ."

5.10.3 A Secondary Head Teachers Behaviour Working Party had undertaken a survey in 2004. 60% of secondary head teachers had responded of whom 52% perceived that pupil behaviour was worsening.

5.10.4 One conclusion of the report was the development of a forum "to look at workforce issues" linking with the Change for Children Agenda.

5.10.5 In addition to the recommendation relating to this review, the report contained two other relevant recommendations which could potentially have an impact on the issue of pupil behaviour as it affects staff in schools. The first was the development of a behaviour policy for the city which is due to be completed by December 2006. The second is a policy of "zero tolerance" to be applied when school staff are subjected to aggressive behaviour from adults and visitors. This is due to be completed by September 2006.

5.11 Other Evidence

5.11.1 As stated earlier in this report, there is frequent media reference to pupil behaviour as a factor for teachers leaving the profession and indeed some of the findings of the DfES national research (see Section 3.1) and the NASUWT "Wales-based" research (see Section 5.2) indicate that this is a cause for teachers leaving. In addition, the NUT evidence to this review also refers to pupil behaviour as a factor that inhibits teaching within the schools in their sample.

5.11.2 The most recent research available to this review relates to the situation pertaining in 2004 and at that time the impact anticipated from the national changes to teachers' conditions of service from the "Remodelling the Schools' Workforce" agenda had yet to be taken into account. The final phase of the Remodelling Agenda (Schools' restructuring) is still in the process of implementation.

5.11.3   The statistical evidence nationally and locally indicates that pupil behaviour has an impact on teachers leaving the profession. Within Birmingham statistics and/or evidence has been provided through the Health and Safety Committee, the Secondary Heads Behaviour Working Party, Occupational Health (Selly Oak Hospital), StaffCare and the leavers' survey.

5.11.4   Members of the Review Group expressed concerns that figures were under-representative of the actual situation and referred to a "CHASE" survey which is to be repeated in the next year. The group noted that this could be a further workstream for the Overview and Scrutiny Committee (Education and Lifelong Learning) in the future.

Support

5.11.5   Training for schools' staff (both teaching and non-teaching) on dealing with anti-social behaviour is provided by a number of sources from within the Local Authority and in particular from Inclusion Support (e.g. Behaviour Support Service and the Framework for Intervention Team). The topic is also included in a number of learning & development opportunities for support staff provided through HR Services (STEP Training Scheme).

5.11.6   The Head of the Behaviour Support Service reported on the take up of "Team Teach" one of the training strategies provided to schools. There is evidence within BSS that this approach to care and control (including restrictive physical intervention) significantly increases teacher confidence and reduces the number of incidents of violent behaviour. To date over 80 schools and other educational settings have undertaken the training:-

Nursery	10
Infants	5
Primary	38
Secondary	5
Special	17
Support Services	6
Total	81

5.11.7   Eight schools have planned Team Teach training during 2006/07 and 26 are due to make arrangements for refresher training.

5.11.8   The evidence from Newman College indicates that colleges are also now recognising the importance of including strategies for dealing with pupil behaviour in their course content.

Retention

5.11.9   There needs to be a coherent linkage between the work arising from the Anti-Social Behaviour scrutiny and this Review Group that will ensure a lucid Recruitment, Retention and Support Strategy for teachers within Birmingham. This will ensure that the benefits of a city-wide pupil behaviour policy can be monitored against the numbers of assaults on schools-based staff and on reasons teachers are leaving the workforce.

5.12 Linkages to National and Local Strategies

5.12.1   A number of national strategies exist which impact on local implementation. Several have already been mentioned in this report including "Remodelling the Schools' Workforce" (which relates to changes in conditions of service and working practices for teachers and other schools based staff); and "Every Child Matters" (the agenda for change of children's services which has now been implemented by the introduction of the new Directorate of Children, Young People and Family Services at 1st April 2006).

5.12.2   The Training & Development Agency (TDA) – formerly the Teachers' Training Agency – is now responsible for whole school workforce development. One of its core "business areas" is the recruitment of teachers (see Recruitment below).

5.12.3   Under the "Every Child Matters" Agenda there is a requirement for Birmingham to have a "Children's Workforce Strategy" and the development of such a strategy is included within the Children and Young People's Plan (CYPP). This strategy must cover not only the development of a strategy for that part of the Council's workforce working with Children, but it also has to include all partner organisations such as those with a duty to co-operate within the Children's Trust arrangements and other working partners.

Recruitment

5.12.4   The TDA has funded a post of Recruitment Manager for Teachers and the post holder who commenced duties in November 2005 is employed within Human Resources. She is working closely with the TDA who, in their corporate plan for 2005-2008 determined the following strategic objectives:

5.12.5   Firstly, to ensure that schools have an adequate supply of good quality, newly qualified teachers (NQTs).

5.12.6   Secondly, to enable schools to develop the effectiveness of their teachers and keep their knowledge and skills up to date.

5.12.7   At the time that evidence was being received for the Anti-Social Behaviour Review in 2005, the Recruitment Manager was not in post. However, she has now drafted Part 1 of a Recruitment and Retention Strategy for Teachers in schools. The first part of this Strategy addresses the issue of national under-representation of black and minority ethnic groups in the teaching profession.

5.12.8   In light of the evidence from the earlier Scrutiny and this review, it is proposed that Part 2 should concentrate on some of the wider issues raised and ensure that the various "threads" are pulled together and/or cross reference resources are available that will support schools in the important issues relating to recruitment, retention and support. Consultation on the draft strategy is about to commence at the time of writing and will include a wide range of consultees to ensure that it is relevant to the issues raised.

5.12.9   Initial Teacher Training (ITT) remains at the core of the TDA's business; it is committed to securing a supply of good and committed new entrants to the teaching profession and one of its key priorities is to still ensure that recruitment and training results in employing the best possible new teachers for schools. Birmingham's strategy for supporting this is included in the section on the Local Context.

Support

5.12.10 Support for teachers and other members of the school workforce is provided in a number of ways, especially through the provision of learning and professional development, but it also needs to incorporate new ways of working and the implementation of national developments, such as extended schools. Examples of current activities are provided in this section.

5.12.11 The objective of enabling schools to develop the effectiveness of teachers and keep their knowledge and skills up to date is seen as supporting the Government's five year strategy for children and learners. The TDA's starting point will be a review of professional standards for teachers, linked to the development of a wider framework of standards for the whole school workforce. Advice will be issued on how the standards should be revised so that high expectations are built into each career stage. The TDA hopes that this will stimulate the kind of CPD that has a sustained impact on teaching and learning and the achievement of children within schools.

5.12.12 The TDA anticipates that the new standards for teachers will be used in guiding career progression and will, by 2007, feed into schools' training and development plans and, by the same date, high quality Masters level CPD provision will be available to all authorities.

5.12.13 The TDA has also funded a post of School Workforce Advisor and this role is being shared between staff within both HR Services and Core Services on a secondment basis for the duration of the grant funding.

5.12.14 The grant conditions require that the School Workforce Advisor will engage in activities in the Local Authority which:

- Promote the provision of effective training and development for the whole school workforce

- Stimulate demand for such training from schools and their staff, raise the quality and impact of training and development

- Help schools to be effective in identifying and meeting the development needs of the workforce

- Yield local information about the current position of training and development skills gap and shortages to help the TDA develop appropriate support to improve it

- Complement remodelling work within the authority.

5.12.15 There are strong linkages between the work of the Recruitment Manager, Schools Workforce Advisor and Remodelling Advisors to ensure that a coherent and consistent approach to meeting whole school training needs is developed.

5.12.16 Cluster-based training with the head teachers of primary and secondary schools across the city to support the professional development of the whole school workforce is now well established.

5.12.17 A more coherent approach towards professional learning for the whole workforce is being developed at the local as well as the national level. The development of a more integrated approach to developing professional learning is being fostered by representatives from a range of divisions across the directorate working together to address common themes e.g. the Extended Schools Agenda, Building Schools for the Future, the Transformation of Secondary and Primary Education and corporate policy and practice compliance.

5.12.18 The development of the local WAMG (Workforce Agreement Monitoring Group) that includes a range of partners drawn from Professional Associations, Trade Unions, Officers of the Local Authority and Head Teacher colleagues is proving to be an important resource in developing a coherent policy around professional learning for the whole of the school workforce.

Retention

5.12.19 There is now a more coherent commitment to ensuring clear career pathways, progression and professional learning are developed to support both recruitment and retention at all levels of the school workforce.

5.12.20 It is essential that career pathways to promotion through appropriate leadership planning and development are developed further. The age profile of both head teachers and deputies will require us to ensure that creative and realistic ways of supporting career aspirations can be met to reduce the potential for a "senior management drain" from the city's schools.

5.13 "Routes" for Supporting Teachers

"Work Well"

5.13.1 The "Work Well" Team was established two years ago and receives funding from the Learning & Skills Council to produce a diagnostic tool for schools re: work/life balance. The diagnostic tool costs £150 per school, per annum. A total of 15 Birmingham Schools and 6 Solihull Schools have purchased the tool. They include nursery, primary, secondary and special schools.

5.13.2 A 'confidential' questionnaire was launched in October 2004 to accompany the diagnostic tool. The questionnaire focuses on work/life balance and teachers are required to complete the

questionnaire covering six areas from which the school can pull off reports and determine appropriate course of action. The six areas are:

- Communication   Personal Well-being

- Engagement and control   School Climate

- Management   Work-life Balance

5.13.3   Data from completed questionnaires remains as confidential information to the school and is covered by the Data Protection Act.

5.13.4   There is a protocol for the diagnostic tool and the tool is accessible only by the head teacher and selected teachers. Schools could invite governors who are not staff to have access also.

5.13.5   The "Work Well" Team have received positive feedback from both Birmingham and Solihull schools and where schools have identified significant problems, e.g. stress and bullying, the team have provided help and support which includes focus groups to find out more about the issues, develop reports and staff training days.

5.13.6   Working with STEP, the "Work Well" Team also provided support to head teachers on 'stress' issues.

5.13.7   To date, the "Work Well" Team have provided in-depth support to 3 out of 15 schools. The "Work Well" Team is confident that the system is now robust and secure and is ready to promote it to all schools.

Occupational Health

5.13.8   The evidence from the presentation by Occupational Health provided a different perspective on some of the issues addressed elsewhere in this report. On average, the service receives 160 referrals of teachers per annum and reviews some 270 cases per annum. A random sample of 39 new cases has been taken to provide evidence for this review.

5.13.9   Of the 39 sample referrals during 2005, the analysis of cases by diagnostic group showed 26 (67%) with psychological conditions, 10 (26%) with musculo-skeletal conditions and the remaining 3 (8%) were categorised as "other".

5.13.10 Of the 26 presented psychological conditions, 15 (58%) were for depression and 9 (35%) were for anxiety. (See Appendix C, paragraph 5.1, Chart L, Categories and Numbers of Psychological Referrals (Occupational Health Service)).

5.13.11 An assessment of the relationship between work and the psychological referrals reported that 17 (65%) were caused by work, 5 (19%) were not work related and 4 (15%) were made worse by work.

5.13.12 The Review Group was advised that, within the context of national occupational health statistics, the incidence of self reported work-related illness, stress, depression and anxiety is three times the average for teachers. Sources of stress have been recorded as:

- Frustration in doing a professional job

- Verbal and physical abuse from pupils and parents

- Parental expectations

- Professional development

- Coping with change; systems, exam formats, curriculum and subjects.

- Managing staff

- Pressure from colleagues, OFSTED, league tables and special measures

- Poor or inappropriate management

- Bullying by Head Teachers

- Pupils come first

- Isolation

- Workload, assessments, marking and project work.

StaffCare

5.13.13 StaffCare is the City Council's "in house" confidential and impartial counselling service operated through the Occupational Health Service. The service is available through self-referral only to permanent employees and schools can "buy in" to it through a service level agreement. Evidence presented on the level of service usage by schools between April 2005 and March 2006 showed that 45 primary, 13 secondary and 6 special schools currently have an SLA with StaffCare. This total of 64 schools represents some 14% of schools across the city.

5.13.14 During the same period, 46 new clients (34 female and 12 male) from schools referred themselves to the service and 140 appointments were offered of which 104 were delivered as 17 employees did not attend and 11 were late cancellations. 8.7% of school-based clients failed to show for their first appointment.

5.13.15 The categories of issues with which clients from schools presented and a comparison with Children, Young People and Families Directorate and the whole of Birmingham City Council is set at Appendix C, Paragraph 5.3, Table 19.

5.13.16 The major single presenting issue for schools' staff (a breakdown of teachers and non-teaching staff was not available) related to events outside work interfering with the ability to work (24%). The remaining 76%, however, all related to work-based issues ranging from organisational issues (3%) to workload and job attainment (21%).

5.13.17 It is noted that there is some consistency between the proportion of non-work related events to work-related events from the two services.

5.14 Evidence from School Visits

5.14.1   Representatives from the Scrutiny Review Group visited two schools on 30 January 2006, one primary and one secondary school both located within the "inner-city" area.

5.14.2   The primary school has a pupil roll of 306 with rising pupil numbers and has a 1.5 form of entry.

5.14.3   The secondary school has a pupil roll of around 1,000 pupils of whom 63% are eligible for free school meals. The secondary school includes a sixth form centre and therefore provides education for 11-19 year olds.

5.14.4   Both schools have a diverse ethnic mix between both pupils and teaching staff. Within the primary school there has been an increase of newly arrived pupils and the pupil roll now covers 32 "home countries" and 25-26 different languages. The teaching staff within the primary school includes a mix from African-Caribbean, Malawi, Bangladeshi and Indian. Of the 17 teachers, four are either bi- or tri-lingual and of 13 non-teaching staff six are either bi- or tri-lingual.

5.14.5   Within the secondary school, there are at least 200 pupils who do not have English as a first language and they have instituted a new department of English as a foreign language. Within the school, there are 39 different nationalities and over 40 languages spoken.

5.14.6   The Head Teacher at the secondary school had experienced some recruitment difficulties and made contacts overseas including Jamaica and Pakistan and has brought in a number of teachers with different ethnic heritages of whom 8 of 9 are now fully trained and four are going through the overseas teachers training route.

5.14.7   One of the issues identified in both schools by the review was that the management style of the two Head Teachers seemed to have a direct relationship to the level of support and retention of staff within the schools. Within the primary school, for instance, issues relating to work/life balance and seeking to reduce stress levels for staff were led by the example of the Head Teacher who not only respects the work/life balance of her staff, but lets it be publicly known that she does have personal interests outside of the workplace. Within the secondary school, the Head Teacher indicated that the Head Teacher in any school is the weakest link in dealing with teacher recruitment, as the reputation of the school will often affect that. He is "inquisitive" in all areas of the school and ensures that he gets around and is involved in the school day to day issues. However, he also ensures that there are strong support mechanisms, for instance, for NQTs through both management and colleagues.

5.14.8   Both schools took a very open and flexible and person-centred approach to dealing with the staff pastoral responsibilities both personally and through their management teams.

5.14.9   Within the primary school it was also noted that there was an average ratio male to female staff of 7/30 with three male teachers as well as male teaching assistants and learning mentors. The Head Teacher acknowledged that this bucked some of the national trends, where for instance, primary teaching was seen as having a greater predomination of female staff. She felt that one of the

issues may be that not as many men had had access to university training which might facilitate them entering into teaching in primary, as an option, but she had indicated that male teaching assistants were now starting to go through for teacher training, and felt that this was a positive sign. She also felt that part of the actual careers guidance for boys in schools did not encourage them towards working in primary education.

5.14.10 Behaviour Management was discussed at both schools. Within the primary school, the Head Teacher agreed that there is now a more challenging range of behaviours within school. For instance, there were more children with medical conditions. The behavioural policy within the school was to remove the children from class if they were verbally abusive, aggressive or disruptive. They are put under the guidance of a strong Behaviour Co-ordinator, who informs parents of the issues and they are invited to come into school to discuss behaviour and to agree individual contracts. The Head Teacher believes that there is a strong ethos within the school, that it is the teacher's right to teach and the pupil's right to learn and their behaviour management policies are dealt with within that context.

5.14.11 At the secondary school, the Head Teacher was asked why there appears to be such a calm atmosphere and high standard of pupil behaviour within the school. The Head Teacher felt that the key elements were

- consistency,

- a strong infrastructure delivered through the heads of year and,

- to ensure that approach to pupil behaviour was actually related to children's betterment. The school no longer has an exclusion unit or a "sin-bin". The appropriate sanctions are now for a cooling off period or to enable pupils to talk through the behaviour issue and possibly through mediation. He does not believe that this is a softening of approach but does enable the school to strike an appropriate balance and to engage with parents.

5.14.12 He added that Senior Managers walk the corridors and time is allocated on their timetable so that they can be called into a classroom at any time.

5.14.13 He further added that the school does have a very strong pupil behaviour ethos and part of that ethos is around students' own responsibilities as part of the school community.

6 Conclusions

6.1 Issues in Birmingham

6.1.1 The Review Group was pleased to hear about the development of a city-wide Recruitment and Retention Strategy for teachers. Although this is still in its early stages of consultation, it is an essential aspect of ensuring that all the relevant services within the Local Authority and schools are working together to ensure that appropriate recruitment is in place to ensure that sufficient numbers of new staff are entering into the workforce to meet the needs within schools.

6.1.2 The Review Group has requested that the Education and Lifelong Learning Overview and Scrutiny Committee be involved in the consultation process for the Strategy and hopes that it can be used as a mechanism to link together the various concerns raised through this review and the earlier Anti-Social Behaviour in Schools report to ensure that factors that may affect both recruitment and retention can be addressed within Birmingham.

6.1.3 The review endorses the findings and Recommendations of the Anti-Social Behaviour in Schools Scrutiny Review and urges their speedy and effective implementation.

6.1.4 During the two school visits, the Review Group noted that the ethos of those schools and their Head Teachers probably had a significant part to play in the successful recruitment, support and retention of teaching staff in their schools. Both had a creative and flexible approach to people management issues; both had "bucked" national and regional trends in proportions of staff from BME groups and the primary school had a significant proportion of male teaching and support staff, which is at odds with current statistical evidence; it was noted that both had a strong behaviour policy. Both had a comparatively low turnover rate of staff.

6.1.5 The Review Group was keen to ensure that the positive experiences of such head teachers should be widely shared amongst other schools.

6.2 Recruitment

6.2.1 It was noted that the recently appointed Teacher Recruitment Manager has close links with the Training & Development Agency (TDA) and can support a two-way flow of information about the recruitment of teachers, particularly their continuing commitment to Initial Teacher Training which should support the continuing development of new entrants into the teaching workforce.

6.2.2 The Review Group would wish to continue to support strategies that will increase the number of male teachers, and particularly into the primary and early years' phase. The group would like to see further information made available to Overview and Scrutiny Committee (ELL) on effective strategies (if any) that can have an impact on gender imbalances in the teaching workforce.

6.2.3   The Review Group has asked the School Effectiveness Division to consider how the MERITT Scheme can be more closely allied to the GRTP programme. An area for consideration would be to double the numbers of entrants into year 1 to increase the numbers of those who can access the scheme and to transfer those trainees into GRTP in year 2. This might increase the numbers of trainees from minority ethnic groups into a teacher training programme. It was also noted that this needs to be linked to the Recruitment and Retention Strategy mentioned above.

6.3   Support

6.3.1   Stress/Work/Life Balance: The Review Group was impressed by the development of the "Work Well" tool by the School Effectiveness Division. Although they understood the need to introduce this on a "pilot" basis, they felt that this could be rolled out more extensively and asked that governors' knowledge be improved about the purpose and potential of the tool within schools. This could be achieved by using existing communication networks with governors.

6.3.2   Concerns were raised by the evidence from both the Occupational Health and StaffCare Services. New cases of psychological presenting problems formed the largest group of referrals to Occupational Health and the largest group of these were either caused by work or made worse by work and one half of ill health early retirements are for reasons of mental health, and one in eight retire for mental health reasons. One in four is aged between 50 and 54. Self-referrals to StaffCare are by their very nature related to "personal" or work related issues. The highest proportion relate to events outside of work, but interfering with the ability to work, all other categories relate in some way to work or career issues.

6.3.3   The Review Group has proposed that regular meetings be held between Human Resources and both Services to monitor the numbers and categories of referrals to try to determine longer-term trends.

6.3.4   Low morale of teachers has been noted in some of the national research and the lack of acknowledgement of their worth and position within society. It was noted that it is sometimes hard to put a positive message out to teachers that acknowledges their contribution.

6.3.5   It is considered necessary to make sure that residents of Birmingham know and feel that what teachers achieve is valuable and makes a difference to people's lives. This can be achieved, for instance, through providing positive messages in the existing links with the local press and through linking teacher achievement when information is disseminated about improvements in pupil achievement.

6.3.6   CPD (Continuous Professional Development): The work of the TDA and the School Workforce Advisors (from Human Resources and the Core Services Division) was noted and the Review Group is pleased to see that close working relationships with the TDA will allow and enable Birmingham to make a direct contribution to the national strategies and policies relating not only to teacher CPD, but to whole school training for example the requirement to train staff in safer recruitment.

6.3.7   "Problems" and Early Intervention: Some concern was noted that issues raised in national surveys and the evidence from the Teacher Associations, such as pupil behaviour and workplace bullying by school managers, was not addressed. In particular, there did not seem to be a clear strategy for bringing matters to the attention of the Local Authority or how they are addressed. It was suggested that the issues raised about school management ethos were accentuated by the approach of at least some OFSTED inspectors who seemed to promulgate a view during inspection that management must be "done by the head teacher" rather than encouraging collaborative working within the schools.

6.3.8   It was acknowledged that there can sometimes be difficulty in determining "warning indicators", but suggested that this be looked at in further detail. It was further suggested that mechanisms for sharing good practice be explored and implemented. The Review Group has asked that the two head teachers who were involved in the visits be acknowledged for their "people-centred" management style and the ethos towards both staff and pupils within their schools.

6.3.9   The Lead Officers had indicated to the review that plans were already in place to review and improve the authority's "offer" to existing and emerging School Managers. This would complement the NCSL's programmes for school leadership and will support School Managers by providing CPD in relevant areas of school management to enable senior teachers to prepare for career progression.

6.4   Retention

6.4.1   "Wastage" rates and turnover between schools: Overall the "wastage" of teachers from Birmingham's schools does not demonstrate any cause for alarm. There is no reason to suggest that this is excessive in relation to national or regional norms. However, the overall "turnover" of teachers between schools within Birmingham currently exceeds 20% of the workforce and this created some concern for the Review Group as the reasons for such a high level of movement can only be speculative at this time.

6.4.2   The national DfES and Teacher Association surveys and the small local survey of July 2005 leavers have all indicated some similar factors in the reasons for teachers leaving schools. These include pupil behaviour and issues related to workload. There was also some anecdotal evidence from teacher representatives within the Review Group that bullying and/or lack of support from head teachers was also a reason for leaving. This was also referred to in the evidence from Occupational Health and StaffCare Services. However, there is no statistically viable information at this time to determine how extensively these factors affect Birmingham's teachers in their decisions to leave teaching or move between schools.

6.4.3   The Review Group was pleased to note that officers had already determined that there is a need to embed the practice of issuing leavers' questionnaires not only to those leaving Birmingham, but also to those moving between schools. This will enable statistically viable information to be gained over a period of time which can be used in conjunction with the information gained from other

sources (e.g. Occupational Health and StaffCare services) in determining retention factors that need to be addressed within Birmingham's schools. The Review Group felt that an annual report to the Education and Lifelong Learning Overview and Scrutiny Committee would be valuable in highlighting areas of concern and interventions and ask that in future the questionnaire included a question on ethnic monitoring.

6.4.4   The Review Group was also pleased that the Cabinet Member for Children Young People and Families has already taken steps to introduce the Birmingham School's Redeployment Partnership Scheme to address the potential impacts of falling pupil rolls in Birmingham's primary schools.

6.4.5   It was noted that the agreement has the potential to be extended to take account of other situations which might affect the number of teachers at individual schools.

6.4.6   Overall, the group was encouraged by the work already in place which supports the recruitment, support and retention for teachers in Birmingham's Schools. The recommendations within this report are intended to enable this work both to continue improving the conditions of working for teachers at all levels and to develop Birmingham's reputation in attracting and retaining first-rate teachers within the profession.

7 Recommendations

	Recommendation	Responsibility	Completion Date
R1	That the evidence and conclusions from this scrutiny review are taken into account in the drafting and consultation on Birmingham's Teachers Recruitment and Retention Strategy. This should include specific references to: • Workforce Demographics • Continuous Professional Development (CPD) • Training Development Agency (TDA) priorities on teachers from Black Minority Ethnic groups (and engaging with the Minority Ethnic Professional Development Group) • Closer liaison between training providers. In addition, that the Education and Lifelong Learning Overview and Scrutiny Committee is fully involved in the consultation process.	Cabinet Member Children, Young People and Families	November 2006
R2	That the potential to improve the impact of the Minority Ethnic Recruitment into Initial Teacher Training scheme (MERITT) for teachers by increasing the number of entrants in Year 1 and by transferring to other externally funded employment based training routes in Year 2 is investigated.	Cabinet Member Children, Young People and Families	January 2007
R3	That a report is taken to the Education and Lifelong Learning Overview and Scrutiny Committee on strategies to address imbalances in the workforce profile of the teaching workforce including male entrants into primary teaching and professional development for BME teachers.	Cabinet Member Children, Young People and Families	January 2007
R4	That an action plan is developed on how to improve significantly the take up by schools and governing bodies of: • The "Work Well" audit tool (including a review of procedures for representing outcomes to governing bodies) • Service Level Agreements with StaffCare. In addition, to monitor through regular meetings between Human Resources, Occupational Health & StaffCare, the reasons for referrals.	Cabinet Member Children, Young People and Families	April 2007

		Recommendation	Responsibility	Completion Date
R5		That a strategy is developed and implemented to improve mechanisms for sharing of good management practices between schools and governing bodies to improve the take up of the "training offer" to new and emerging school leaders on people management. A progress report to be made on Leadership Training after six months.	Cabinet Member Children, Young People and Families	April 2007
R6		That mechanisms to share good practice between schools and governing bodies with regard to managing workload and pupil behaviour strategies are implemented and that an action plan is produced in six months time.	Cabinet Member Children, Young People and Families	April 2007
R7		That a report is presented to Education and Lifelong Learning Overview and Scrutiny Committee on the effectiveness of Team Teach and other strategies to improve pupil behaviour and to assess the impact on incidence of assaults on staff through the "CHASE" survey, taking into account other relevant scrutiny recommendations.	Cabinet Member Children, Young People and Families	January 2007
R8		That following the pilot exercise, the practice of issuing "leavers' questionnaires" to all teachers leaving or moving between schools is embedded; and that monitoring of the reasons for leaving is undertaken to determine trends and/or factors influencing teachers decisions.

That the Cabinet Member produces annually a report to the Education and Lifelong Learning Overview and Scrutiny Committee in order to identify areas of concerns and interventions arising from an analysis of the leaver questionnaires. | Cabinet Member Children, Young People and Families | October 2007 |
| **R9** | | That progress towards achievement of these recommendations is reported to the Education and Lifelong Learning Overview and Scrutiny Committee in April 2007. The committee will schedule subsequent progress reports thereafter, until all recommendations are implemented. | Cabinet Member Children, Young People and Families | April 2007 |

8   Appendices

APPENDIX A

Glossary of Terms

AST	Advanced skills teacher. Experienced and expert teachers who spend 20 per cent of their time working with other teachers to raise standards of teaching and learning.
ATL	Association of Teachers and Lecturers
BASS	Birmingham Advisory Support Service (a division of Core Services; Children, Young People & Family Services).
BCC	Birmingham City Council
BEd	Bachelor of Education Education degree-level **ITT** qualification
BME	Black and Minority Ethnic
BSS	Behaviour Support Service
CHASE	(Name of company who undertook survey)
CORE	Clinical Outcome Routine Evaluation
CPD	Continuous Professional Development
CYPF	Children, Young People & Families
DfES	Department for Education and Skills
DRB	Designed Recommending Body. A partnership responsible for providing **GTP** or **RTP** training in England.
ELL	Education and Lifelong Learning
FTE	Full Time Equivalents

GB	Governing Body
GRTP	Graduate and Registered Teacher Programme. Employment-based **ITT** qualification for graduates.
GTP	Graduate Teacher Programme. Employment-based **ITT** qualification for graduates.
HEI	Higher Educational Institution
HR	Human Resources
ITT	Initial Teacher Training. Training that leads to the award of **QTS.**
KS	Key Stages. Training is provided appropriate for the key stages for school education - Foundation, KS1, KS2, KS3, KS4
LEA	Local Education Authority. LEAs provide services for schools in their area and have particular responsibilities for helping schools to monitor and improve performance.
MEPD	Minority Ethnic Professional Development Group. Voluntary organisation for minority ethnic teachers.
MERITT	Minority Ethnic Recruitment into Initial Teacher Training
NAHT	National Association of Head Teachers
NASUWT	National Association of Schoolmasters Union for Women Teachers
NRT	National Remodelling Team
NCSL	National College of Senior Leadership
NQT	Newly Qualified Teacher. A teacher who has successfully completed **ITT** and been awarded **QTS**
NUT	National Union of Teachers

OFSTED	Ofsted is the inspectorate for children and learners in England. Ofsted's role is to contribute to the provision of better education and care through effective inspection and regulation. This is achieved through a comprehensive system of inspection and regulation covering childcare, schools, colleges, children's services, teacher training and youth work.
OTT	Overseas Trained Teacher
OTTP	Overseas Trained Teacher Programme
PE	Teacher of Physical Education
PGCE	Postgraduate Certificate in Education. Post-graduate-level **ITT** qualification
PPA	Planning, Preparation and Assessment
QTS	Qualified Teacher Status. The status achieved when trainees can demonstrate that they have met all the necessary standards. To teach in a state-maintained school as a qualified teacher you must have **QTS**
RTP	Registered Teacher Programme. Employment-based **ITT** qualification. Works the same as the **GTP**
SCITT	School Centred Initial Teacher Training
SEN	Special Educational Needs
SLA	Service Level Agreement
STEP	**S**uccessful **T**raining **E**nables **P**rogress. Training and Development Service within Children, Young People and Families Directorate.
TDA	Training & Development Agency. Formerly the **TTA**. TDA is responsible for raising standards in schools by attracting able and committed people to teaching and by improving the quality of training for teachers and the wider school workforce.
TPS	Teachers' Pensions Scheme
TTA	Teacher Training Agency. Now the **TDA**
UCE	University of Central England
WAMG	Workforce Agreement Monitoring Group

Birmingham City Council

APPENDIX B

Leavers' Survey – February 2006

1. Leavers' Questionnaire
2. Information sought from Leavers
3. Findings – Sex & Age Profile
4. Permanent & Temporary Leavers
5. Retirements
6. Teacher Case Studies

Leavers' Questionnaire – February 2006

A total of 300 teachers left the employment of Birmingham City Council at the end of the 2005 school year (in August 2005, at the end of the Summer Term).

The Review Overview and Scrutiny Committee decided that an exit questionnaire should be sent to a sample of 100 leavers.

A two-page questionnaire was devised and 100 questionnaires were sent out to these summer leavers with a covering letter from the Chair of the Scrutiny Review into Recruitment and Retention of Teachers. Leavers were asked to return their completed questionnaires in a pre-paid envelope by 3 March 2006.

Information Sought from Leavers

Leavers were asked for basic personal details such as their name, age, sex, the name of the last school at which they worked, their dates of employment and when they qualified as a teacher.

Leavers were then asked to summarise briefly, in their own words, the key reasons why they left their last post in a Birmingham school. They were asked whether they had left teaching permanently or temporarily and whether or not they had moved to another Local Authority.

Leavers were further asked to complete tick boxes, in order of priority, if their reasons for leaving school were wholly or partially due to dissatisfaction with aspects of their last teaching post(s), and or teaching in general.

Leavers were asked to prioritise up to 5 categories of school-based factors, including management style, school policies and practice, national initiatives, parental attitudes and pupil behaviour, and personal factors, including status as a teacher, pay, work/life balance, work-related health issues and other reasons which they were asked to specify.

Leavers who were retiring were also asked whether they were retiring at, after or around 60, whether they were retiring early (more than one year before 60) or retiring for ill-health reasons.

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Finally, leavers were asked if there was anything else they wished to add concerning their reasons for leaving and about the retention and recruitment of teachers in Birmingham generally.

Findings

By the closing date, 27 questionnaires had been returned. A further 6 responses were received after the deadline. Thus, a total of 33 responses (33% response rate) were finally received and their responses analysed.

Of the 33 who returned the questionnaire, 15 (45%) are men and 18 (55%) are women. 13 (39%) were primary (10 women and 3 men) and 18 (55%) were secondary (12 men and 5 women). One teacher left a Special school and two respondents did not give information about the last school they left.

Sex and Age Profile of Respondents

The table below provides the sex and age profile of the respondents.

Age	Male	Female	Total
25-29	1	4	5
30-34	3	1	4
35-39	2	4	6
40-44	3	1	4
45-49	1	2	3
50-54	1	1	2
55-59	4	5	9
Total	**15**	**18**	**33**
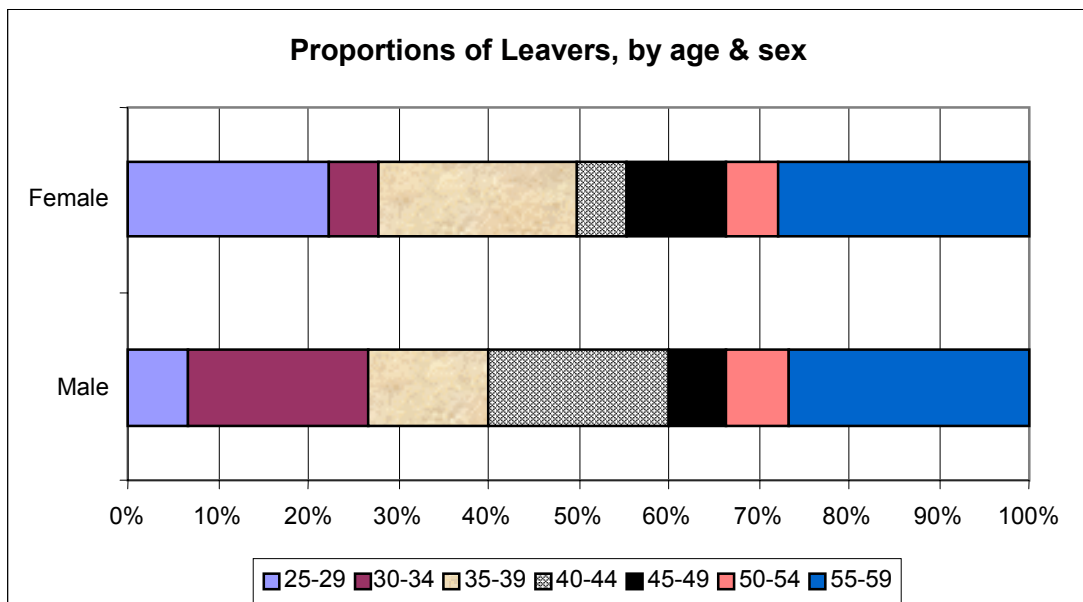
The age and gender profile of the leavers shows that more female than male teachers left Birmingham during the earliest stage of their career. However, there was no significant variation at the other end of the scale. More or less equal

numbers of women as men teachers left at the latest stage of their careers. It should be emphasised that these findings are based on very small numbers and should be treated with caution. Nevertheless, in the absence of any other data, they provide pointers for further investigation in order that any conclusions drawn are based on more robust data.
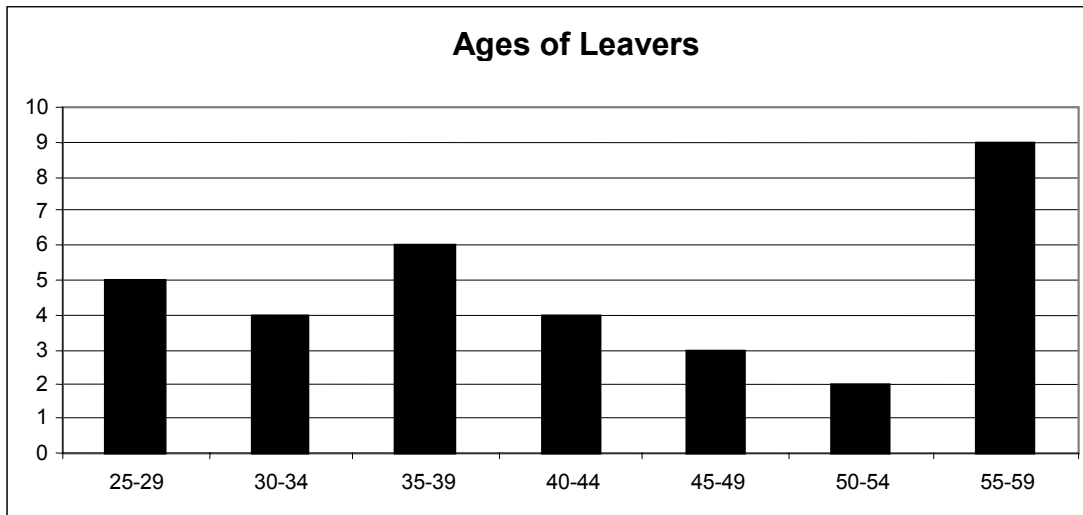
Ages of Leavers

5 leavers, 4 women and 1 man, were in the early stages of their teaching careers. They were aged less than 30. They constitute 17% of all the respondents. Of the five, four moved on to employment with other Local Authorities whilst one female primary teacher left during her second year of teaching in an inner city primary school with a predominantly ethnic minority population. She left to travel the world for one year, citing pupil behaviour and work-life balance as reasons prompting her to take time out of teaching.

Leavers, by Phase of School

Sex of Leavers, by Phase of School
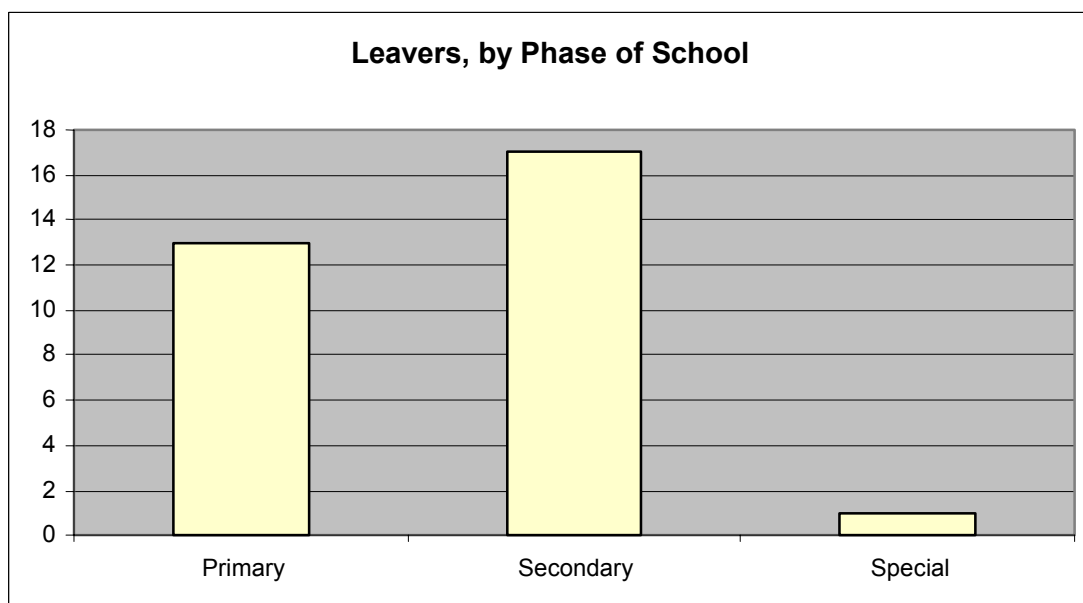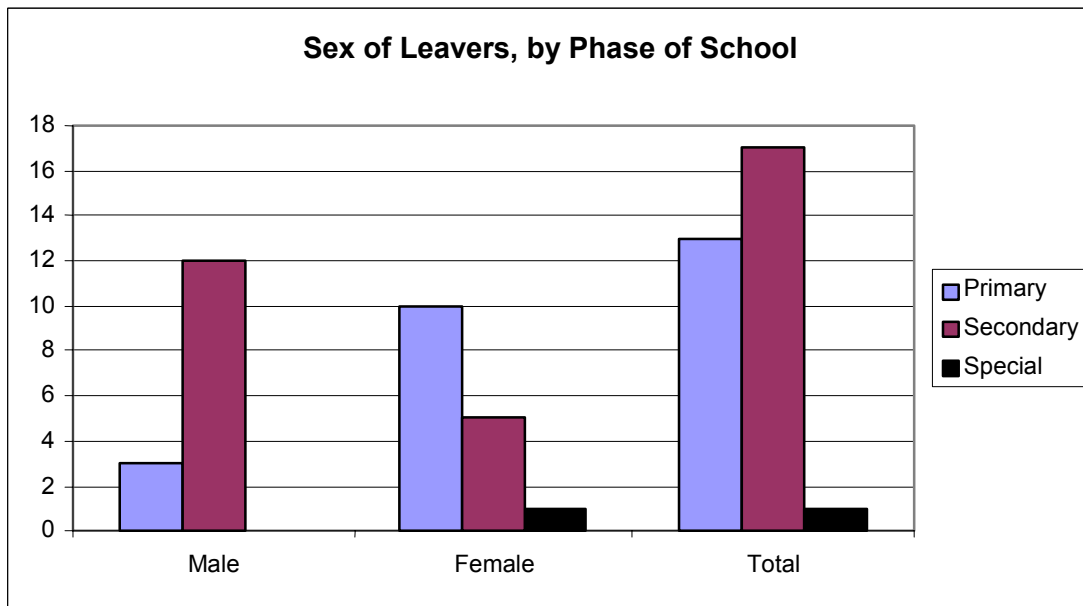
Numbers of leavers – Temporary, permanent or moved to other Local Authorities

	Male	Female	Total
Temporary	3	2	5
Permanent	6	6	12
Other LA	6	9	15
Total	**15**	**17**	**32**

Numbers of Leavers - Temporary, Permanent or Moving to other LAs
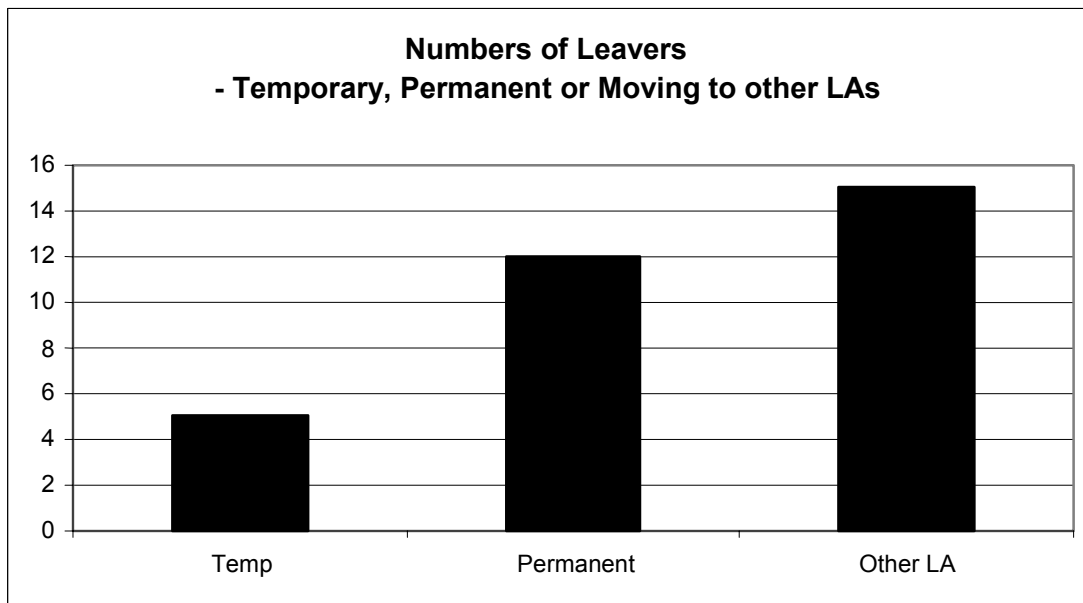
Retirements

Leavers who were retiring were also asked whether they were retiring at, after or around 60, whether they were retiring early (more than one year before 60) or retiring for ill-health reasons.

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11 leavers, or 37% of all respondents (5 men and 6 women), left whilst still in their 50s.

Four of the five men took early retirement whilst the fifth (in his early 50s) was granted ill-health retirement, citing work-life balance, work-related health issues, poor pupil behaviour and demanding national initiatives as factors affecting his health and subsequent retirement.

Another male teacher taking early retirement at the age of 57 and leaving his secondary school where he had been in post for five years cited pupil behaviour, work-life balance and his status as a teacher as the key reasons for leaving. He comments that "the 'low-level' disruption of the contemporary classroom was regarded as quite high level when I started my career. And yet results have improved so much!"

Of the other two male retirees from secondary schools, one was taking early retirement at the age of 56 to work as an independent Education Consultant and Adviser, whilst the second, aged 59 was retiring after 33 years teaching, again citing work-life balance and increasing demands of the job and work-related health issues as contributing to effecting a long-standing desire to move to the South-West of England.

Almost all the leavers who said they were leaving teaching permanently were in their 50s. The exceptions were a nursery teacher in her late 50s who left a temporary post for a post closer to her home, whilst another 30-year-old male teacher left to join the church. Half of those responding who left teaching permanently are male and half are female.

In the very small sample of eleven 50+ teachers leaving permanently, there was no significant difference in numbers between those leaving primary schools as those leaving secondary schools. An equal number were leaving primary as secondary.

Teacher Leaver Case Studies

The most commonly cited reasons which have contributed to teachers leaving teaching early are work-life balance, pupil behaviour and management issues.

Temporary Leavers

The need for the Authority, in conjunction with schools, to provide greater flexibility in terms of working conditions for teachers with children or others who they provide care for is paramount if we are to retain the skills of such teachers and prevent a skills-drain.

Take the case of the 38-year-old female primary teacher who qualified in 2000. She has been teaching since she qualified but decided recently to leave teaching temporarily "to become a full-time carer for my disabled son".

She continues,

"I really did not wish to leave my post at "A" school. The current Head Teacher, management team, staff and pupils are wonderful and very supportive. This is an impossible situation. Obviously my son comes first."

The reasons why another 34-year-old female secondary teacher is leaving teaching permanently are similar. This teacher qualified some ten years ago (in 1995) and had been at her last school for 3 years.

She states:-

"After going part-time after having my first child, I still found the workload very high, and left when I became pregnant with my second child to become a full-time caregiver".

On the issue of retention and recruitment of teachers in Birmingham, she suggests:-

"More flexible working hours for returner teachers who have families, such as 9.30 a.m. - 2.30 p.m. contracts – obviously dependent on deputies/SMTs being willing to put in the extra effort with timetabling and generally being more 'people-friendly'."

"Poor pupil behaviour" and parental attitudes are cited as the reasons why a relatively young 27-year-old female ethnic minority teacher decided to leave the predominantly white secondary school after two years of teaching at the school. This teacher has moved to another Local Authority.

Another young newly-qualified teacher, a 26-year-old male teacher, who taught at a predominantly white secondary school has left the authority to teach elsewhere. His experiences are somewhat disturbing and have implications for the strategy and practices the authority adopts as part of a wider recruitment and retention strategy.

This teacher cites management style (which he considers to have been "disgraceful"), pupil behaviour and work-life balance as the key reasons why he left his first and only school as a newly-qualified teacher. His comments are revealing:-

"Management – the treatment of other staff by senior management was disgraceful – they tried making a number of redundancies creating a very demoralising atmosphere in the school. I did not want to be part of an establishment that appeared to bully and vindicate (?) very good, qualified members of staff. They were completely out of touch with what we as teaching staff had to deal with in terms of pupil behaviour."

He goes on to relate his experiences of pupil behaviour:-

"I was constantly verbally abused by pupils, physical behaviour of students was out of control and there was little senior management could do about this – it was not just down to classroom management. I (like 20-30) other members of staff wanted out!"

I worked very hard in and out of the classroom, felt appreciated by colleagues and I appreciated their expert talents as teachers but senior management was a completely

different issue – seemingly unappreciative, unprofessional in communicating with staff and some of their xxxx….A terrible atmosphere of survival for my first teaching post!"

"My leaving isn't a reflection on your recruitment techniques, but a personal preference to escape the establishment I was in and also to move into FE, which I have done. KS3/4 teaching simply did not excite me!....I would be happy to further discuss my experiences as an NQT if required."

Another relatively young, male, Deputy Head Teacher of a primary school in Birmingham, who has now left the Authority to take up a Headship in a neighbouring Authority, is very complementary about his experiences of teaching in Birmingham and of the support he received from the Head Teacher at his school.

He comments:

"Having had a very positive experience of teaching in Birmingham starting in 1991, I applied and was interviewed for four headships within the city. I was unsuccessful at all of these interviews and so applied to Sandwell where I got the first one……I received excellent support from the Head Teacher at "B" school throughout this process."

Another teacher, a 37 year-old female teacher who qualified in 1992 and had been teaching at a Birmingham primary school, left after 6 years at the school "to teach in the private sector". She cites the management style of the Head Teacher, work-life balance, school policies and practice, pupil behaviour and her status as a teacher, ranked in that order, as reasons for her dissatisfaction and decision to leave her last post from this Birmingham primary school.

"Weak leadership from Head Teacher, poor communication, lack of professional and personal respect for teaching staff…..Unrealistic expectations of planning - too much pointless paperwork.....Poor work/life balance expectations....Ineffective discipline - lots of policies, not enough class-based support"

On the issue of her status as a teacher, she elaborates:-

"(It is)…...difficult for experienced teachers to gain classroom positions due to salary as compared to NQTs"

It is noteworthy that both the young male teachers who indicated that they were leaving teaching temporarily from their employment in Birmingham secondary schools were seeking qualifications through the Graduate teaching programme. One felt obliged to leave due to the demands of teaching whilst continuing a teaching course at university. The other was not able to find a place on a Graduate teaching programme and ceased employment. It is not clear what the eventual destinations of these two prospective teachers are but further contact and research would be helpful and revealing and also plug any gaps which may be causing the drain of teachers from Birmingham.

Another late entrant to teaching and recently-qualified 38-year old male teacher left his post in a Birmingham secondary school. He taught at the school for 2 years after qualifying in order to travel whilst teaching abroad. As he states:-

"I left to teach abroad (New Zealand) and travel. I have enjoyed my teaching at "C" School but intended to travel before pursuing my career in teaching."

A "new style of management" is cited as a key factor which "accelerated" the departure of a Head of Chemistry from a Birmingham grammar school to take up post as Head of Science in another Local Authority. This 45 year-old male teacher, with 23 years' experience at the same school since qualifying in 1982, states that his reasons for leaving were "to increase (my) experience and advance (my) career".

In explaining his reasons, he states that this was

"to move to a promoted post (from Head of Chemistry, MA3, to Head of Science, MA5) in order to advance career and gain a wider experience (selective to non-selective)."

He goes on to explain that he had not necessarily sought the move but cites management style as being key to accelerating his departure from this school. As he explains,

"The move was <u>not</u> initiated but was accelerated by a growing dissatisfaction with a new style of management at the school."

Retirees

Workload, stress and their impact on the health of teachers are cited by numerous teachers as causing them to take early retirement. The case of the primary school Head Teacher who felt obliged to resign after a weak OFSTED report whilst she was on sick leave is a case in point, and quite revealing.

"About 2 years ago I started feeling more and more stressed with the workload I had as a Head Teacher. In spite of medication, depression set in. I was also diagnosed with bronchiectasis, an irreversible condition of the lungs. At the same time my elderly mother who lives with me started to get progressively worse dementia."

In June 2005 I felt I had reached a stage where I could not cope with work, and had 6 months sick leave.

In November 2005, the school failed its OFSTED inspection, and I felt that in my present situation I was unable to return to a school where strong leadership was required, so I took early retirement.

I am now working as a supply teacher for an agency." "Stress/depression is a very serious issue. I have spoken to many heads who feel very stressed. I was at least in a position to get out before my health completely gave up".

Also cited by this Head Teacher as reasons for leaving are factors of management style expected of the Head Teacher, national initiatives, parental attitudes and pupil behaviour. Work-life balance and work-related health issues are clearly identified as major factors causing this teacher to leave.

The case below is that of an embittered 56-year-old female teacher from a Birmingham primary school who qualified in 1971. She had been at her last school for over ten years before resigning from her post in April 2003.

"I left teaching in April 2003, after a successful and unblemished career, spanning 30 years with Birmingham LEA. In December 2002, the Head of "C" School, informed me that he would not be recommending my progression to UPS2. This was a complete shock.

The Head had not followed recommended guidelines for UPS2. The previous Head, had backed my threshold progression 2 years before with no problems at all.

I resigned in April 2003, following four months off work with work-related stress. I appealed against the decision, with help from the NAS/UWT.

Our correspondence with the Head and governors was ignored. I put my case to an officer at the LEA. Again, all correspondence was ignored over a period of a year.

I only got a reply when I appealed to my MP Gisella Stuart and Tony Howell. The LEA officer ignored my evidence and backed the Head who admitted that he had not followed the guidelines.

I found that I could no longer work for an authority which had given me no assistance in a situation which I felt to be unfair and biased. I loved teaching and felt I had much to offer so this was a sad decision for me.

I feel that an independent liaison officer who could deal with cases like mine would help teachers. It is important to make teachers feel valued and appreciated. Thankyou for giving me the opportunity to state my case."

Another teacher, a 57-year-old female from a primary school left to retire early after 30 years in teaching, having qualified in 1975. Many of her comments are very pertinent and reflect the comments of many other teachers, particularly those in their 50s and taking early retirement.

The lack of appropriate time to carry out her duties as a Numeracy Co-ordinator:-

"I was numeracy co-ordinator, but did not feel I was given time to carry out my role, particularly as I became more tired and struggled to cope – I preferred to leave than become a weak member of staff".

The "pressure to perform" and the "overload of planning and paperwork" resulting in the disappearance of the "joy and spontanaeity in teaching" have contributed a great deal to teachers' dissatisfaction and their decisions to, often reluctantly, leave teaching early.

"I have been teaching for 30 years. During the last 5 years I feel that teachers have been under increasing pressure to "perform". There has been a lot of pressure with new initiatives, NNS, NLS, Assessment, Planning, Excellence and Enjoyment, SATs, league tables, paperwork – Much of the joy and spontanaeity in teaching has disappeared with the overload of planning and paperwork. I felt I was always catching up. I never felt real job satisfaction and it made me ill – with shingles and an ulcer. I could not face another 3 years, much as I love teaching."

Another teacher, a 57-year-old male who qualified in 1973 and left a Birmingham primary school after 15 years at the school to take early retirement in 2005, expresses similar sentiments. He states that:-

"…it was my choice to retire aged 57" ……and ……"I planned to (leave teaching permanently) if circumstances permitted."

National initiatives and work-life balance are cited as the key reasons for leaving.

"Too much government 'interference' on-going despite claims to the contrary….Work-life balance a key issue….but colleagues in primary sector welcome PPA time!"

On the issue of retention of teachers, this leaver has a very worthwhile idea worthy of serious consideration.

He suggests:-

"The retention of older teachers - long-serving – might (?) be encouraged by allowing such teachers a sabbatical year – possibly after 20/25 years service – tacitly encouraging older more experienced teachers to remain in the profession …..TILL AT LEAST 60!"

Work-life balance and work-related health issues are also cited as reasons for leaving by a secondary school male teacher retiring at the age of 59 after 33 years' teaching.

He comments:-

"My wife and I were both Birmingham teachers. During term time we would spend around 2-3 hours each weekday evening on school work. Weekends and holidays were always given over to further work commitments".

I took early retirement while I felt (a) financially viable to do so, (b) still able to work with energy and enthusiasm in teaching (c) take the opportunity to fulfil a long-term desire to move to Dorset".

"I was aware of colleagues having to leave the profession with poor health. It is a much more stressful job than it was when I began my career, but I was still enjoying the day to day work, the planning for the future and the very supportive and positive ethos of "D" School.

I did not want to stay to become a cynical, embittered teacher!"

A 47-year old female teacher, who qualified in 1981 and left a Birmingham Catholic primary school after almost seven years to take up a headship in a neighbouring Local Authority comments very positively about her experience of teaching in Birmingham and the support she was given. She says:-

"The headship of the school attached to the parish that I attend was advertised. I wished to make the links with the community. ….Birmingham LA has been a fantastic place to work. The support given has been excellent. Moving to another LA is the only drawback to leaving."

Another, young, 30-year-old male teacher who taught at a Birmingham secondary school for five years after qualifying in 1997, decided to leave the profession permanently for a change of career, as he explains. He, too, speaks very positively of his experiences:-

"I have moved on to an opportunity to manage and lead at a city centre church in the middle of Birmingham - particularly on youth conferences. I loved teaching and the school I was at but felt the call to work here and have excelled in this place over the last 3 years affecting a range of people, situations and events all over the city.....

….My faith in Jesus has always been important to me and I felt it was right to take this opportunity.

….Skills I learnt in teaching have been crucial and I thank the staff at "E" School for their kind support.

As still involved with pupils from a variety of Birmingham schools, I wish the LEA every success and prosperity as they provide a very important service to this city".

February 2006

Dear Colleague

LEAVERS' QUESTIONNAIRE
REVIEW AND SCRUTINY OF TEACHER RECRUITMENT AND RETENTION
FEBRUARY 2006

The Local Authority is carrying out a review of teacher recruitment and retention in Birmingham in order to support strategic planning for educational provision across the city. As a recent leaver, I would be most grateful if you would complete the enclosed questionnaire and return it in the pre-paid envelope provided by the 3rd March. Many thanks for your willingness to support Birmingham Local Authority.

Yours sincerely

Councillor Jan Drinkwater
(Chair of Scrutiny Review into Recruitment and Retention of Teachers)

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Birmingham City Council

LEAVERS' QUESTIONNAIRE
REVIEW AND SCRUTINY OF TEACHER RECRUITMENT AND RETENTION
FEBRUARY 2006

Name:

Age:

Sex:

Name of last Birmingham School at which you worked:

Dates of employment: From   To

When did you qualify as a teacher?

Please summarise briefly the key reasons why you left your last post in a Birmingham School:

Please tick the response most applicable to your situation:

I have left the teaching profession on a temporary basis   ☐

                                   on a permanent basis   ☐

I have moved to another Local Authority   Yes ☐   No ☐

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If your reasons for leaving your school are wholly or partially due to dissatisfaction with aspects of your last teaching post(s), and or teaching in general could you please complete the section below:

Please number in order of priority, up to 5 from the categories below

School based factors

- **Management Style** ☐

- **School Policies and Practice** ☐

- **National Initiatives** ☐

- **Parental Attitudes** ☐

- **Pupil Behaviour** ☐

Personal factors

- **Status as a Teacher** ☐

- **Pay** ☐

- **Work/Life Balance** ☐

- **Work- related Health Issues** ☐

Other (please be specific)

Retirement

If you have retired from the teaching profession did you retire;

a) at, after or around 60

b) early (i.e. more than 1 year before 60)

c) for ill-health reasons

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Is there anything else you would like to add concerning

     a) your own reasons for leaving

     b) the retention and recruitment of teachers in Birmingham generally

APPENDIX C

STATISTICAL DATA

1. National and Regional Statistical Data

1.1   This Appendix contains detailed statistics and charts from the DfES & TDA referred to in Section 4.1 (The National Context) and Section 4.2 (The Regional Context).

1.2   Complete copies of the reports are available at the following websites:

a) DfES – Education as a Career: Entry & Exit from Teaching as a Profession. (Bristol Business School and University of Warwick - 2005). Publication number RR690.

(http://www.dfes.gov.uk/research/data/uploadfiles/RB690.pdf) - research brief

(http://www.dfes.gov.uk/research/data/uploadfiles/RR690.doc) -   research report

b) DfES – Factors Affecting Teachers' Decisions to Leave the Profession. (University of Liverpool – 2005). Publication number RR430.

(http://www.dfes.gov.uk/research/data/uploadfiles/RB430.pdf) - research brief

(http://www.dfes.gov.uk/research/data/uploadfiles/RR430.pdf) - research report.

c) TDA – Summary of indicator on Schools: 3.7 Teaching Population and 3.8 Teachers – Supply and Demand taken from DfES website.

(http://www.dfes.gov.uk/trends/)

d) TDA – Regional Report – Initial Teacher Training in the West Midlands (May 2004).

(http://www.tda.gov.uk/upload/resources/pdf/u/updated-west-midlands-pdf)

1.3 **The National Context** (Section 4.1 of report)

1.3.1 Table 1 – Teachers in Service (FTE) in the Maintained Sector in England, 1997 to 2005 as at January of Each Year (Thousands)

	Nursery and Primary	*Secondary*	*Special and education elsewhere*	Total
1997	191.7	189.4	18.1	**399.2**
1998	190.1	189.6	18.0	**397.7**
1999	191.1	191.8	18.3	**401.2**
2000	193.1	193.2	18.3	**404.6**
2001	195.0	196.7	18.5	**410.2**
2002	197.4	203.2	19.1	**419.6**
2003	197.4	206.9	19.3	**423.6**
2004	196.6	211.0	20.1	**427.7**
2005	196.3	215.0	20.5	**431.9**

(Source – DfES Trends)

1.3.2 Chart A: Number of full-time teachers by age in maintained nursery, primary and secondary schools, England and Wales, March 2002 and March 2003
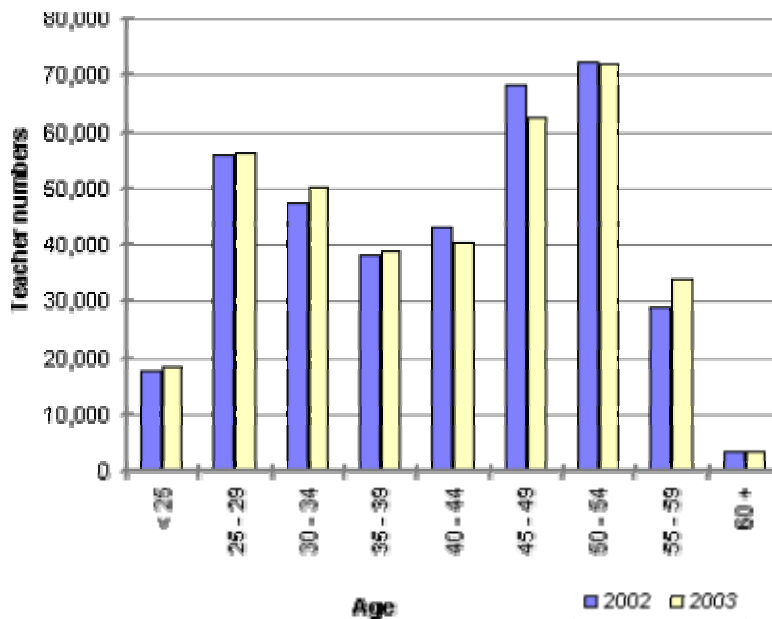
(Source – DfES Trends)

Birmingham City Council

1.3.3 Chart B: Allocated Places and Recruitment to Primary Initial Teacher Training courses, England, 1990/91 to 2004/05
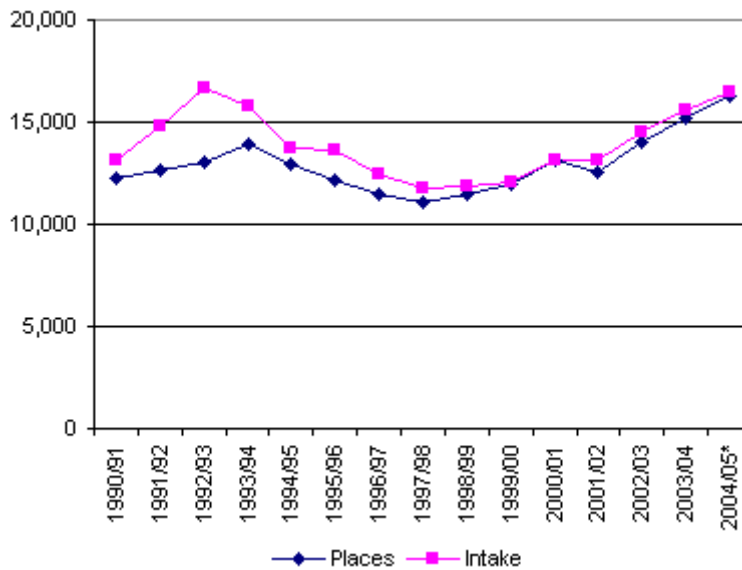
(Source – DfES Trends)

1.3.4 Chart C: Allocated places and recruitment to secondary Initial Teacher Training courses, England, 1990/91 to 2004/05

* Data is provisional
(Source – DfES Trends)
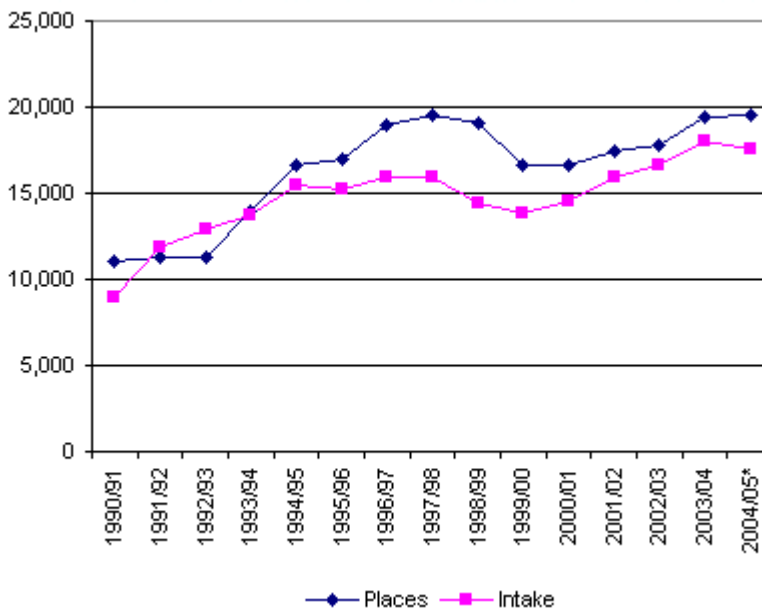
Directorate of Children, Young People and Families

1.3.5 Chart D: Initial Teacher Training Courses and Ethnic Minority Trainees, England, 2004/05
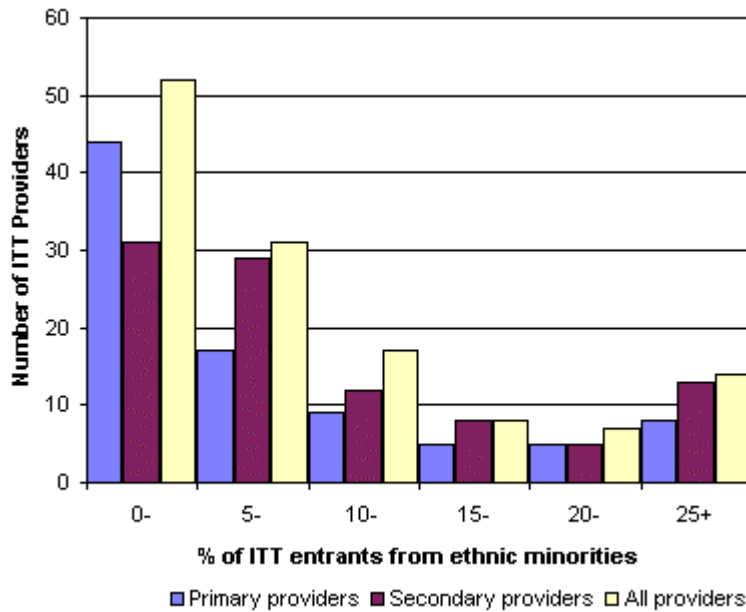
Data is provisional
(Source – DfES Trends)

1.3.6 Chart E: Full-time teachers, by length of service, in maintained nursery, primary and secondary schools, England, March 2003

(Source – DfES Trends)
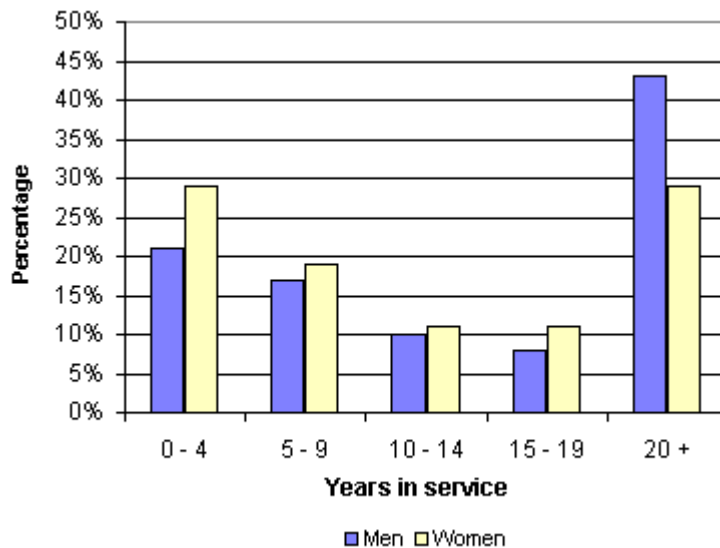
Directorate of Children, Young People and Families

1.4 **The Regional Context** (Section 4.2 of report)

1.4.1 Table 2: Teacher Turnover by Region (2003)

	Leavers	Teacher Headcount	Turnover Rate
North East	1,570	20,860	7.53%
North West	3,734	56,466	6.61%
Yorkshire and the Humber	2,300	39,525	5.82%
East Midlands	2,154	31,471	6.84%
West Midlands	2,919	42,965	6.79%
East of England	2,952	38,691	7.83%
London	3,914	46,019	8.51%
South East	4,618	54,676	8.45%
South West	2,563	34,509	7.43%
ENGLAND TOTAL	**26,724**	**365,182**	**7.32%**

(Data source: TTA Regional Report 2004)

1.4.2 Table 3: Teacher Turnover in West Midlands Local Authorities (2003)

	Leavers	Teacher Headcount	Turnover Rate
Birmingham	646	9,275	6.96%
Coventry	163	2,561	6.36%
Dudley	147	2,376	6.19%
Herefordshire	76	1,172	6.48%
Sandwell	140	2,388	5.86%
Shropshire	137	1,923	7.12%
Solihull	115	1,767	6.51%
Staffordshire	428	6,465	6.62%
Stoke-on-Trent	115	1,786	6.44%
Telford and Wrekin	146	1,206	12.11%
Walsall	140	2,316	6.04%
Warwickshire	266	3,699	7.19%
Wolverhampton	123	2,049	6.00%
Worcestershire	277	3,982	6.96%
West Midlands	**2,919**	**42,965**	**6.79%**

(Data source: TTA Regional Report 2004)

1.4.3 Table 4: Teacher Ethnicity by Region (2003)

	White		Mixed		Asian		Black		Chinese		Any other		Unknown		All Teachers
	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	
North East	18630	84.15	-	-	40	0.18	-	-	-	-	-	-	3470	15.63	22,140
North West	42630	66.70	60	0.09	460	0.72	110	0.17	20	0.03	640	1.00	19990	31.28	63,910
Yorkshire and the Humber	41310	87.50	90	0.19	690	1.46	140	0.30	10	0.02	100	0.21	4880	10.31	47,210
East Midlands	31150	82.10	50	0.13	460	1.21	160	0.42	20	0.05	40	0.11	6060	15.97	37,940
West Midlands	40640	78.55	50	0.10	1080	2.09	430	0.83	10	0.02	260	0.50	9720	17.92	51,740
East of England	37350	72.67	200	0.39	390	0.76	280	0.54	20	0.04	120	0.23	13040	25.37	51,400
London	43520	69.79	870	1.40	2980	4.78	3800	6.09	110	0.18	700	1.12	10380	16.65	62,360
South East	43160	66.35	190	0.29	540	0.83	250	0.38	10	0.02	160	0.25	20740	31.88	65,050
South West	33750	77.16	90	0.21	70	0.16	40	0.09	-	-	30	0.07	9760	22.31	43,740
ENGLAND TOTAL	**332140**	**74.56**	**1600**	**0.36**	**6710**	**1.51**	**5210**	**1.17**	**200**	**0.04**	**2050**	**0.46**	**97590**	**21.91**	**445,490**

(Data source: TTA Regional Report 2004)

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1.4.4 Table 5: Teacher Ethnicity by Local Authority within the West Midlands (2003)

	White		Mixed		Asian		Black		Chinese		Any other		Unknown		All Teachers
	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	
Birmingham	7960	75.02	-	-	490	4.62	250	2.36	10	0.09	120	1.13	1780	16.78	10,610
Coventry	2820	88.96	-	-	120	3.79	10	0.32	-	-	110	3.47	110	3.47	3,170
Dudley	2240	78.05	10	0.35	60	2.09	20	0.70	-	-	10	0.35	530	18.47	2,870
Herefordshire	1470	93.04	-	-	-	-	-	-	-	-	-	-	110	6.96	1,580
Sandwell	2570	89.96	10	0.35	150	5.24	60	2.10	-	-	-	-	70	2.45	2,860
Shropshire	1490	60.57	-	-	-	-	-	-	-	-	-	-	970	39.43	2,460
Solihull	680	31.92	-	-	-	-	-	-	-	-	-	-	1450	68.08	2,130
Staffordshire	6400	82.69	10	0.13	30	0.39	10	0.13	-	-	10	.013	1280	16.54	7,740
Stoke-on-Trent	1940	93.27	-	-	10	0.48	10	0.48	-	-	-	-	120	5.77	2,080
Telford and Wrekin	1450	93.55	-	-	-	-	-	-	-	-	10	0.65	90	5.81	1,550
Walsall	2590	97.37	-	-	50	1.88	20	0.75	-	-	-	-	-	-	2,660
Warwickshire	3300	68.18	10	0.21	50	1.03	10	0.21	-	-	-	-	1470	30.37	4,840
Wolverhampton	2020	87.07	10	0.43	100	4.31	40	1.72	-	-	-	-	150	6.47	2,320
Worcestershire	3710	76.18	-	-	20	0.41	-	-	-	-	-	-	1140	23.41	4,870
West Midlands	**40640**	**78.55**	**50**	**0.10**	**1080**	**2.09**	**430**	**0.83**	**10**	**0.02**	**260**	**0.50**	**9720**	**17.92**	**51,470**

(Data source: TTA Regional Report 2004)

1.4.5 Table 6: Age profile of FTE Qualified Teacher Workforce by Region (2002)

	Under 25	%	25–29	%	30-34	%	35-39	%	40-44	%	45-49	%	50-54	%	55-59	%	60+	%	TOTAL
North East	930	4.39	2680	12.66	2340	11.05	2010	9.49	2490	11.76	4260	20.12	4540	21.45	1730	8.17	190	0.90	21,170
North West	2370	4.25	7460	13.36	6930	12.41	5880	10.53	6520	11.68	10650	19.08	11260	20.17	4310	7.72	450	0.81	55,830
Yorkshire and the Humber	1690	4.38	5000	12.95	4310	11.17	3750	9.72	4490	11.63	7690	19.92	8370	21.68	3010	7.80	290	0.75	38,600
East Midlands	1510	4.83	4400	14.08	3670	11.74	3060	9.79	3650	11.68	5860	18.75	6470	20.70	2420	7.74	210	0.67	31,250
West Midlands	1990	4.62	6170	14.31	5170	11.99	4080	9.46	5050	11.71	8400	19.48	8620	19.99	3310	7.68	330	0.77	43,120
East of England	1920	4.91	6000	15.34	4430	11.33	3590	9.18	4390	11.22	7330	18.74	7710	19.71	3380	8.64	360	0.92	39,110
London	2090	4.48	7780	16.68	7110	15.24	5670	12.15	5420	11.62	7200	15.43	7450	15.97	3290	7.05	640	1.37	46,650
South East	2870	5.26	8820	16.16	7020	12.86	5300	9.71	6060	11.11	9640	17.67	9980	18.29	4360	7.99	520	0.95	54,570
South West	1470	4.32	4980	14.64	4200	12.35	3640	10.70	4030	11.85	6160	18.11	6700	19.69	2580	7.58	260	0.76	34,020
ENGLAND TOTAL	**16840**	**4.62**	**53290**	**14.63**	**45180**	**12.40**	**36980**	**10.15**	**42100**	**11.56**	**67190**	**18.44**	**71100**	**19.52**	**28390**	**7.79**	**3250**	**0.89**	**364,320**

(Data source: TTA Regional Report 2004)

1.4.6 Table 7: Age Profile of FTE Qualified Teacher in West Midlands Workforce by Gender (2002)

	Men		Women	
Under 25	290	2.13%	1700	5.76%
25 – 29	1370	10.06%	4800	16.27%
30 – 34	1540	11.31%	3630	12.31%
35 – 39	1360	9.99%	2720	9.22%
40 – 44	1690	12.41%	3360	11.39%
45 – 49	2700	19.82%	5700	19.32%
50 – 54	3250	23.88%	5370	18.20%
55 – 59	1270	9.32%	2040	6.92%
60+	150	1.10%	180	0.61%
TOTAL	**13620**		**29500**	

(Data source: TTA Regional Report 2004)

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1.4.7 Table 8: Provision of ITT by Region

	Higher Education Institutions	Schools Initial Teacher Training	Designated Recommended Bodies	TOTAL
North East	4	4	5	13
North West	7	1	7	15
Yorkshire and the Humber	10	-	7	17
East Midlands	7	4	10	21
West Midlands	8	7	11	26
East of England	5	13	14	32
London	12	10	12	34
South East	10	3	21	34
South West	8	12	5	25
TOTAL	**71**	**54**	**92**	**217**

(Data source: TTA Regional Report 2004)

1.4.8 Table 9: West Midlands Graduate Training Places by Subject (2000/01 to 2002/03)

QTS Subject	GTP Trainee Count		
	2000/01	**2001/02**	**2002/03**
Advanced Early Years	7	12	6
Primary Specialists	44	112	12
Primary: No Specialism	-	2	139
Early Years and Primary Subtotal	51	126	157
SECONDARY SUBJECTS			
Art	1	3	9
Business Studies	2	8	7
Citizenship	-	-	3
Classics	-	-	1
Design & Technology (inc food technology & textiles)	7	15	17
Drama (inc dance)	4	6	8
Economics	0	1	1
English	8	38	58
Geography	2	2	4
History	2	4	6
Humanities	-	-	1
ICT	7	20	41
Law	-	-	-
Mathematics	7	22	37
Media Studies	-	-	1
Modern Languages	16	32	24
Music	8	5	11
Other	1	3	5
Personal, Social & Health Education	1	-	-
Physical Education	4	12	24
Psychology	1	4	5
Religious Education	2	2	3
Science	17	44	47
Social Science / Studies	1	2	3
Secondary Subtotal	91	223	316
TOTAL WEST MIDLANDS	**142**	**349**	**473**

(Data source: TTA Regional Report 2004)

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1.4.9 Table 10: Entrants to West Midlands Employment Based Training Routes by Gender, Age and Ethnicity (2002/03)

	TOTAL 2002/03	GENDER		AGE PROFILE				ETHNICITY				
		Male	Female	24-29	30-39	40-49	50-65	White	Asian	Black	Chinese	Other / Refuse
GTP Trainees	473	156	317	163	162	117	31	362	57	20	1	33
%age		33.0	67.0	34.5	34.2	24.7	6.6	76.5	12.1	4.2	0.2	7.0

(Data source: TTA Regional Report 2004)

2. **Local Data**

2.1 Section 4.3 "The Local Context" refers to data about the workforce in Birmingham's schools. It has been drawn from workforce statistics for those schools who "buy back" personnel services from the authority (over 90%) and is considered to be statistically viable in looking at overall trends.

2.2 Charts and tables referred to are set out below:

2.2.1 Chart F: Schools' Teaching Workforce by Grade Band (October 2005)

	Leadership	Main Scale	Unqualified / Instructors
□ TOTAL	1292	8298	407
□ Special	84	499	25
□ Secondary	410	3394	276
■ Primary	756	4347	105
■ Nursery	42	58	1
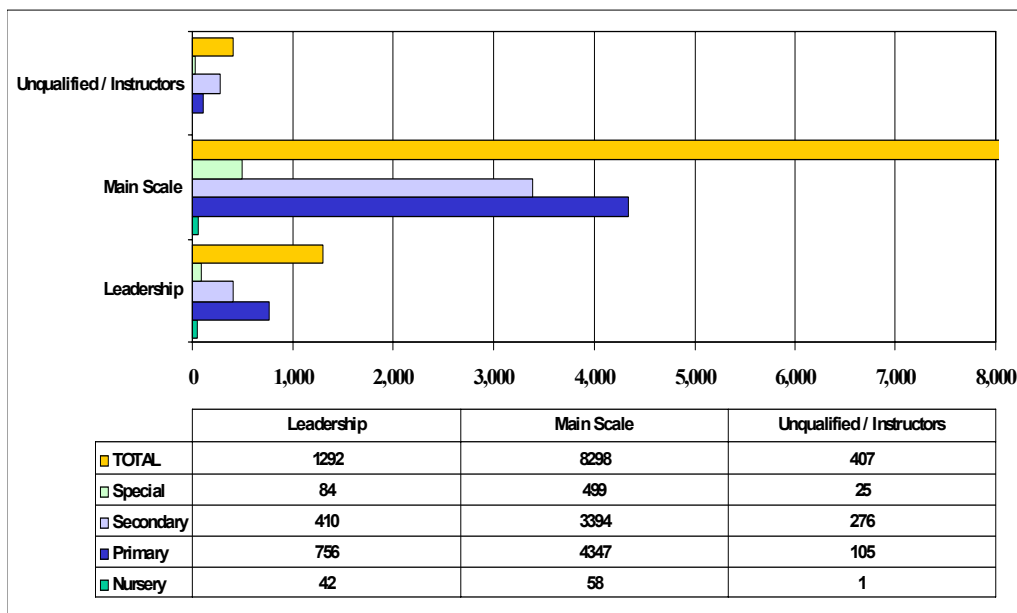
(Data: Children, Young People and Families Directorate Staffing Trends - October 2005)

2.2.2   Chart G: Age Profile of Birmingham's Teachers (2002-2005)
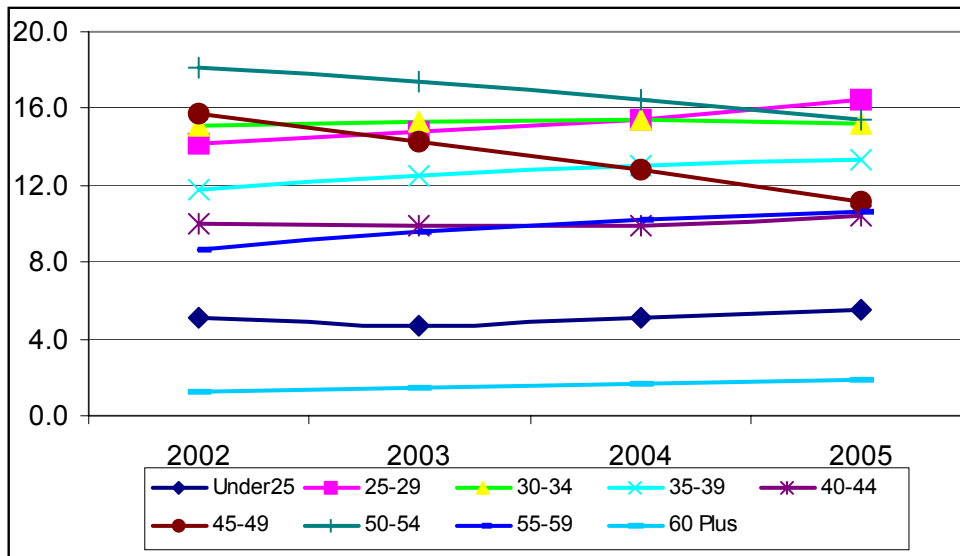
Age	2002		2003		2004		2005	
	No.	%	No.	%	No.	%	No.	%
Under25	460	5.1	444	4.7	495	5.1	547	5.5
25-29	1284	14.2	1398	14.8	1490	15.4	1645	16.5
30-34	1368	15.1	1440	15.3	1500	15.5	1522	15.2
35-39	1065	11.8	1177	12.5	1267	13.1	1332	13.3
40-44	907	10.0	938	9.9	957	9.9	1039	10.4
45-49	1422	15.7	1350	14.3	1243	12.8	1113	11.1
50-54	1643	18.2	1643	17.4	1593	16.4	1546	15.5
55-59	786	8.7	905	9.6	988	10.2	1065	10.7
60 Plus	113	1.2	140	1.5	164	1.7	188	1.9
Total	**9048**		**9435**		**9697**		**9997**	

(Data: CYPF HR Management Information)

2.2.3   Table 11: Age Profile of Head Teachers in Birmingham Schools at March 2006

	35 and under	36 to 44	45 to 49	50	51	52	53	54	55	56	57	58	59	60 & over	TOTAL
Nursery Schools	-	4	7	3	5	2	2	2	2	-	3	-	1	1	**32**
Primary Schools	10	72	54	13	23	28	21	13	20	14	19	13	14	8	**322**
Secondary Schools	1	6	20	3	3	5	9	5	4	3	1	2	3	2	**67**
Special Schools	-	1	5	3	2	4	1	2	-	1	3	2	1	3	**28**
TOTAL	**11**	**83**	**86**	**22**	**33**	**39**	**33**	**22**	**26**	**18**	**26**	**17**	**19**	**14**	**449**

(Data: CYPF HR Management Information)

2.2.4 Table 12: Age Profile of Deputy Head Teachers in Birmingham Schools at March 2006

	35 and under	36 to 44	45 to 49	50	51	52	53	54	55	56	57	58	59	60 & over	TOTAL
Nursery Schools	3	3	4	5	2	1	-	1	-	-	-	-	1	-	**20**
Primary Schools	65	111	38	11	16	9	10	15	8	10	16	9	4	8	**330**
Secondary Schools	3	36	34	5	10	4	2	4	9	4	4	3	-	6	**124**
Special Schools	-	4	6	3	4	-	1	1	1	2	3	-	2	2	**29**
TOTAL	71	154	82	24	32	14	13	21	18	16	23	12	7	16	**503**

(Data: CYPF HR Management Information)

2.2.5 Table 13: Ethnicity Profile within Birmingham Schools at October 2005

Ethnicity	*Whole Workforce – Headcount*	*%*	*Teaching Workforce - Headcount*	*%*
Asian	3,339	**12.68**	686	**6.86**
Black	1,198	**4.55**	338	**3.38**
Chinese	194	**0.74**	69	**0.69**
Mixed	283	**1.07**	67	**0.67**
White	18,060	**68.58**	7399	**74.0**
Withheld	3,259	**12.38**	1438	**14.4**
Total	**26,333**	**100%**	**9,997**	**100%**

(Data: CYPF Staffing Trends – Oct. 2005 and CYPF HR Management Information)

### 2.2.6 Table 14: Trends in Ethnicity Profile of Birmingham Schools' Teachers (2002-2005)

Ethnicity	*2002*	*2003*	*2004*	*2005*	*Change 2002-2005*
Asian	493	570	636	686	39.2%
Black	253	297	324	338	33.6%
Chinese	67	77	77	69	3%
Mixed	44	57	61	67	52.3%
White	7404	7546	7453	7339	-4.7%
Withheld	787	888	1146	1438	82.7%
Total	**9048**	**9435**	**9697**	**9997**	**10.5%**

(Data: CYPF Staffing Trends – Oct. 2005)

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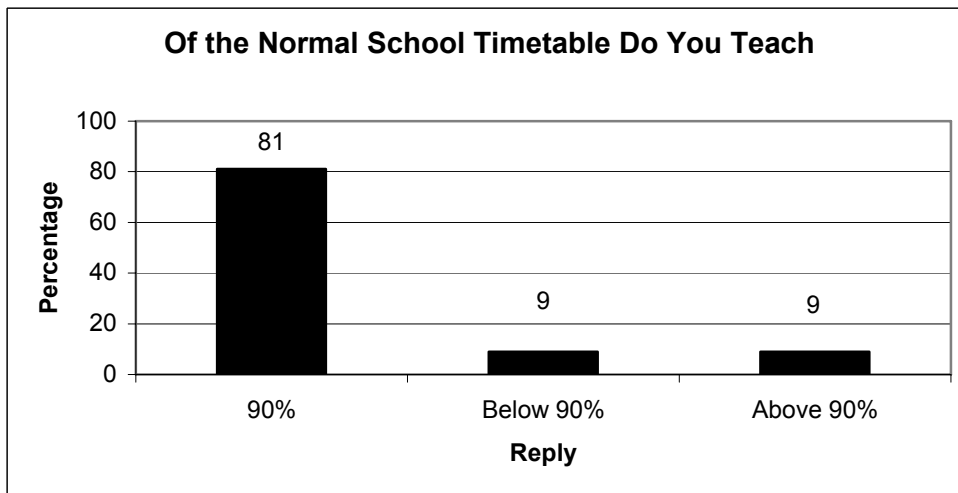3.   **Local NASUWT Survey of Newly Qualified Teachers (2005)**

3.1   Section 5.2.2 of the report summarises the findings of this survey. Details of the questions and responses are set out in the following graphs.
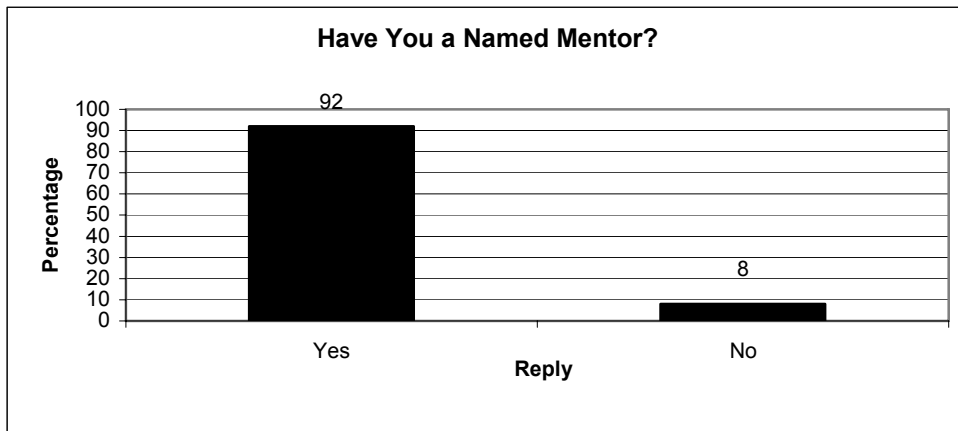
3.2   Graph 1: Employment Status
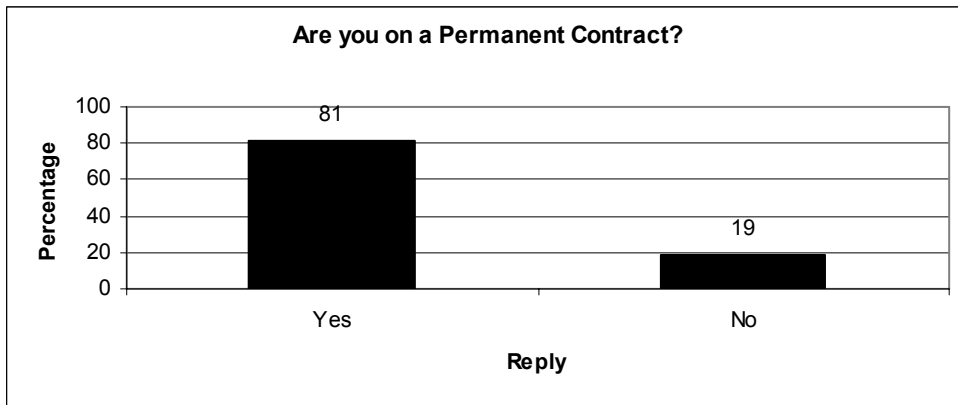
(Data source – NASUWT NQT Survey 2005)

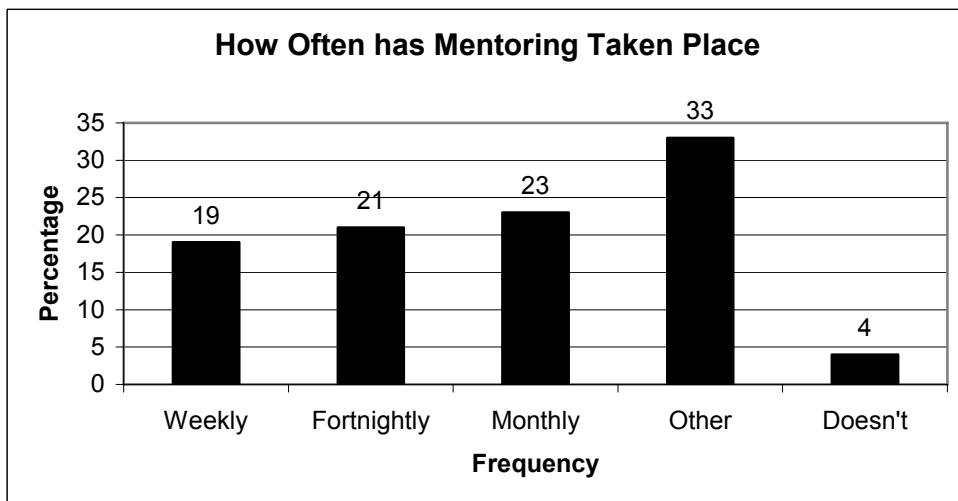3.3   Graph 2: Percentage of Teaching of School Timetable

(Data source – NASUWT NQT Survey 2005)

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3.4 Graph 3: NQT's with a Named Mentor

Have You a Named Mentor?

A bar chart titled "Have You a Named Mentor?" with y-axis labelled "Percentage" ranging from 0 to 100. "Yes" = 92, "No" = 8. X-axis labelled "Reply".

(Data source – NASUWT NQT Survey 2005)

3.5 Graph 4: Frequency of Mentoring

How Often has Mentoring Taken Place

A bar chart titled "How Often has Mentoring Taken Place" with y-axis labelled "Percentage" ranging from 0 to 35. Weekly = 19, Fortnightly = 21, Monthly = 23, Other = 33, Doesn't = 4. X-axis labelled "Frequency".

(Data source – NASUWT NQT Survey 2005)

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3.6 Graph 5: Roles other than Classroom Teaching

Do You Have Any Role Other Than Normal Classroom Teaching?

Category	Percentage
No	25
Pastoral/Tutor	27
Curriculum responsibility	7
Extra curricular activities	25
End of Key Stage SATs	10
PGCE	1
Other	5
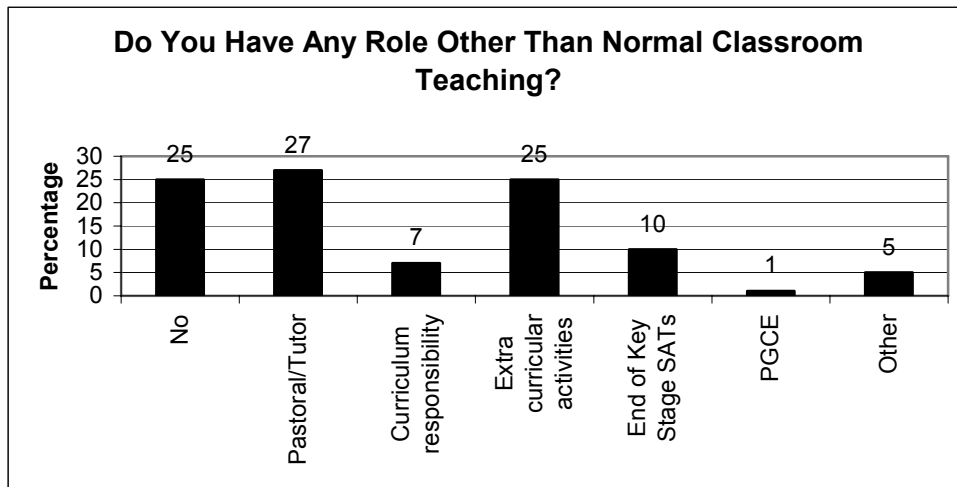
(Data source – NASUWT NQT Survey 2005)

4. **NUT Evidence (Data Source - Cambridge University - 'A Life in Secondary Teaching)**

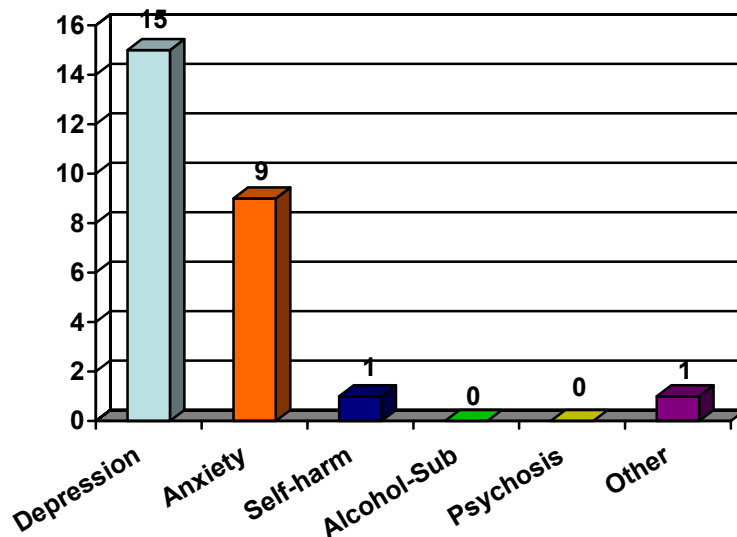## 4.1 Table 17: Teachers' Ranking of Obstacles to Teaching

	RANK	MISSING (or not in top 5 issues)
Poor pupil behaviour	1	75
Lack of time for discussion and reflection	2	104
Large class sizes	3	127
Too many national initiatives	4	114
Over-loaded curriculum content in own subject	5	146
Pressure to meet assessment targets	5	135
Poor resources, materials and equipment	7	145
Inclusion	8	156
Lack of parental support	9	156
Inadequate pay	10	173
Preparation for appraisal/inspection	11	174
Poorly maintained buildings	12	200
Prescribed methods of teaching	13	198
Limited professional opportunities	14	198
Insufficient pastoral support	15	210

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4.2   Table 18: Response to Government Initiatives

|	Strong positive	Weak positive	Weak negative	Strong negative	No impact
National Curriculum	29.4	35.8	13.3	9.2	13.3
Statutory Testing	6.0	21.2	27.6	17.1	28.1
External Inspection	6.8	26.5	24.2	32.4	10.0
KS3 Strategies	27.4	37.0	16.9	8.2	10.5
Individual Pupil Target Setting	20.4	40.7	17.7	7.7	13.6
Performance Management	7.8	33.9	16.1	11.0	31.2
Opportunities for Own Professional Development	21.2	45.5	5.9	2.3	25.2
Initial Teacher Training/ Mentoring	19.5	35.7	10.5	1.9	32.4

5.   **Statistics from Occupational Health & Staffcare** (Section 5.11 – "Routes for Supporting Teachers)

5.1   Chart L: Categories and Numbers of Psychological Referrals (Occupational Health Service)

(Data source – Presentation by Dr Alastair Robertson)

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5.2   Chart M: Relation between Work and Psychological Referrals (Occupational Health Service)

(Data source – Presentation by Dr Alastair Robertson)

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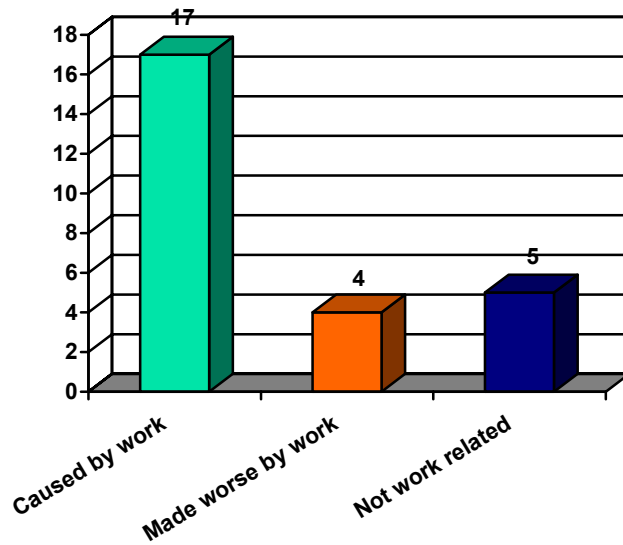
5.3   Table 19: Classifications of Presenting Issues – Staffcare (April 2005 to March 2006)

Main classifications – with sub classifications where provided	% of referrals	% of referrals (Learning & Culture)	% of referrals for whole of BCC
Events outside work interfering with ability to work	24%	2%	1%
Workload and Job attunement; including:- • Work overload • Over commitment to work • Role conflict • Feeling undervalued	21%	19%	22%
Work relationships; including:- • Discord with manager • Discord with colleagues within profession	16%	27%	23%
Work conditions; including: • Geographical isolation • Lack of supervision / support • Professional isolation	9.5%	Not available	Not available
Bullying/harassment; including: • By colleagues • By manager • By staff being managed	7%	17%	10%
Change of Job situation, including: • Change of Job Role • Absent from work at start of counselling	7%	8%	12%
Work related health	4.5%	Not available	Not available
Career issues	4.5%	Not available	Not available
Formal proceedings – Investigation of work site	4.5%	Not available	Not available
Organisational/employment issues	3%	Not available	Not available

(Data source – Presentation by Dr Hadyn Williams)

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