

The schools' workforce: a national policy update

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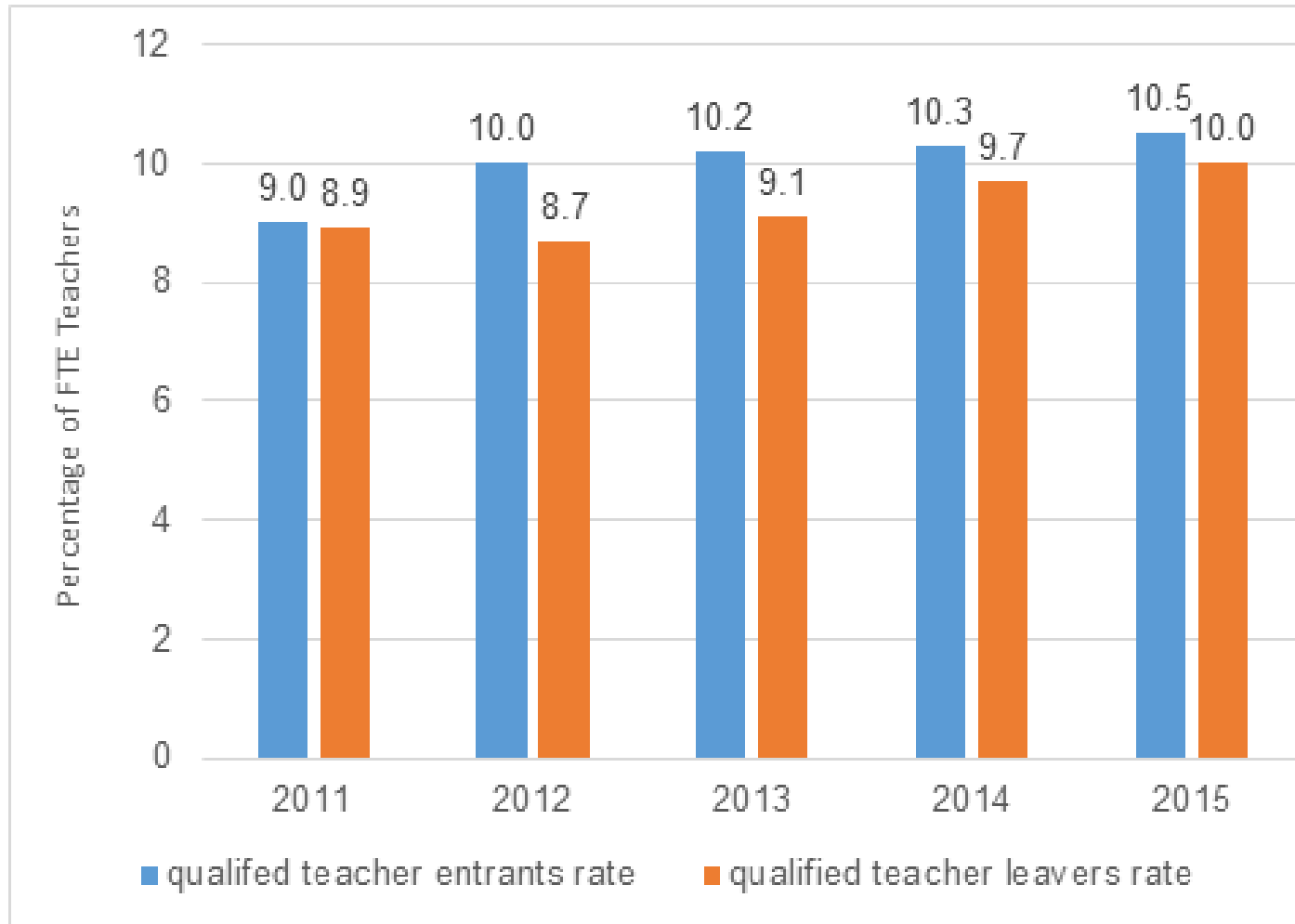
School Workforce Census 2016

- The total number of all teachers increased between 2015 and 2016 to the highest on record. To note, this incorporates a decrease in secondary schools numbers but an increase in primary school numbers. The total number of full-time equivalent teachers has increased from 456,900 in 2015 to 457,300 in 2016. Between 2015 and 2016, teacher numbers in primary schools have risen by 2,400 (1.1%) and teacher numbers in secondary schools have fallen by 2,700 (1.3%).
- The total number of vacant teaching posts has increased between 2015 and 2016 from 730 to 920. This is particularly evident in the arts subjects. The vacancy rate has been at 1% or below since 2000.
- The qualified teacher one year retention rate (the headcount number of teachers remaining in service one year after qualifying as a percentage of the stock of teachers) has remained static. However, the three-year and five-year rate have both fallen (although only by 1 percentage point each).
- Sickness is decreasing and pay is increasing.
- The total FTE of TAs continues to increase (up 21% from 2011) and so does the number of support staff (up 10% from 2011).
- The percentage of teaching time on EBacc subjects continues to increase (EBacc subjects now accounts for 60.4% of teaching time, an increase from 59.3% in 2015). However, between 2015 and 2016 there has been a fall in the number of hours taught in modern languages (although there are signs this is improving at Key Stage 3).

Recruitment & retention challenges

- Over recent year teacher numbers have gone up – broadly keeping track with pupil numbers.
- While each year more teachers join the profession than leave, gap is closing, and there is already a surplus of leavers over joiners at secondary where pupil numbers are set to rise and we need more teachers in key shortage subjects for EBacc.
- Also proving challenging to hold on to new teachers – nearly 1/3 leave after 5 years and % has risen over recent years.

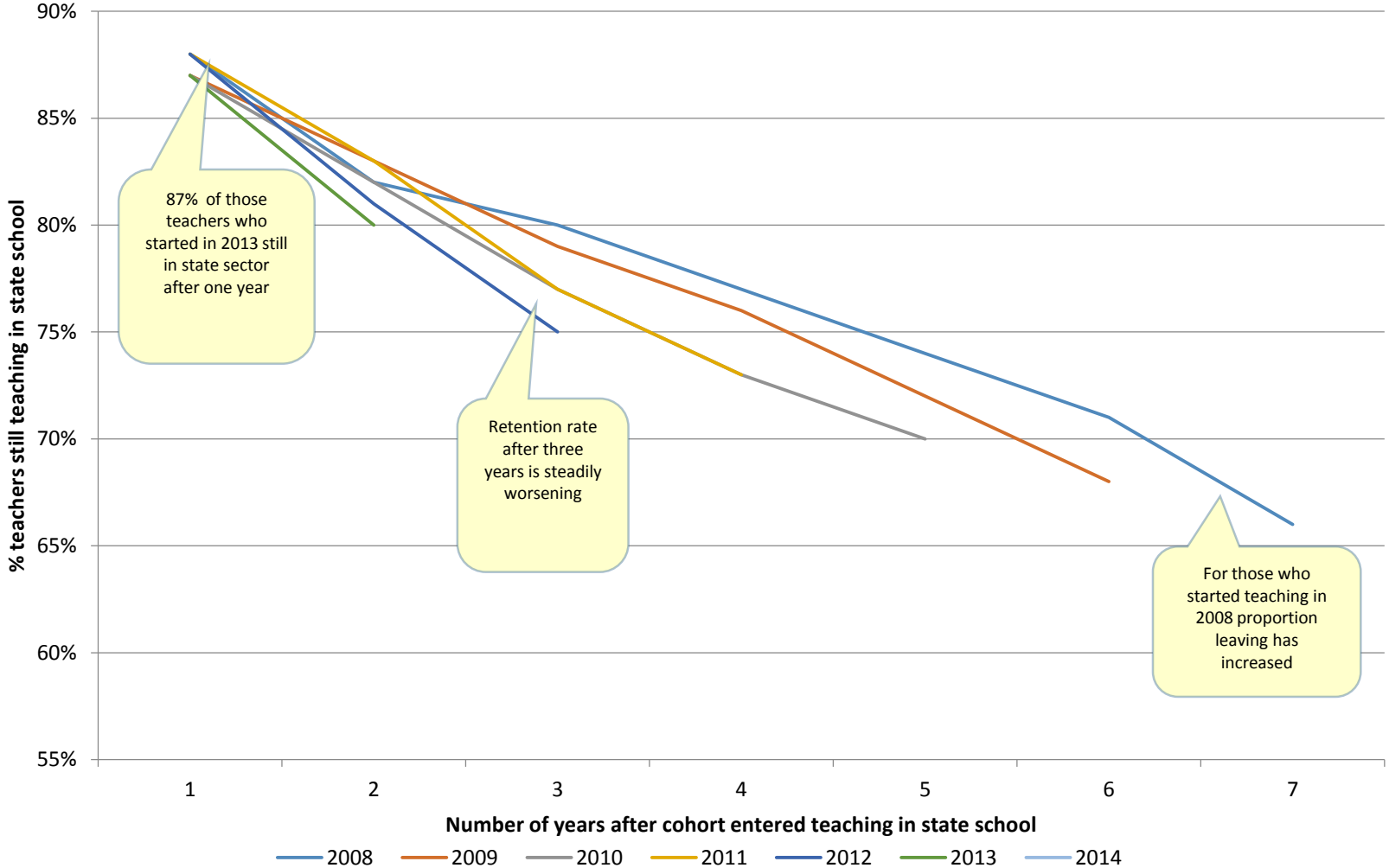
Overall more teachers are joining than leaving - however the proportion leaving is increasing



The number of secondary teachers has been falling as the secondary pupil numbers have fallen. Overall growth in stock of teachers is entirely in primary.

Within those leaving, retirements continue to fall and “out of service” increases.

Long term retention is stable but new teachers are leaving at a faster rate



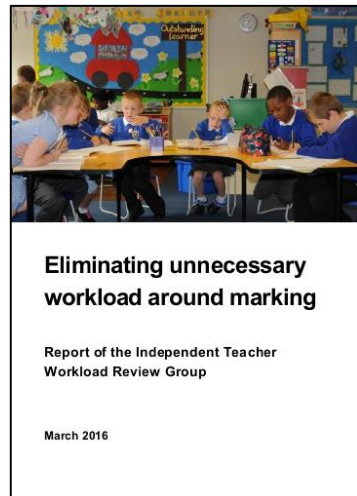
Teacher Workload Survey 2016

The Teacher Workload Survey 2016, published on 24 February, found:

- The average total, self-reported working hours for all classroom teachers and middle leaders was 54.4 hours.
- Across all schools, senior leaders reported an average total of 60.0 hours in the reference week.
- Teachers who are at an earlier stage of their career have a higher workload than those with more experience (less than 6 years = 57.5; 6 to 10 years = 53.9; 11 + years = 52.5).

Teacher workload review groups

- On 29 July 2015, Ministers announced three review groups to address the 3 biggest concerns that teachers raised in the workload challenge:
 - Marking Policy;
 - Planning and Resources and;
 - Data Management.
- The groups were asked to create principles for practice and to make specific recommendations for action.
- Reports with concrete recommendations published March 2016.



Co-produced and distributed a poster on the reports' recommendations

- The poster, alongside a pamphlet, summarise the key points from the workload reports and reminds school of what Ofsted does and doesn't expect during inspections
- They were created with, and are endorsed by, Ofsted and six major teaching unions
- They are deigned to help schools, academies and MATs to start discussing unnecessary workload
- Hard copies were distributed through the TES

Reducing Teacher Workload

“Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop”
Foreword from Chair, David Copping, Marking report

“Teachers should not be spending their time on bureaucracy that does not add value. Teachers’ time should be protected and used to make a difference.”
Foreword from Chair, Kathy Gearagh, Planning and learning resources report

“Protect what we hold dear about our profession, improving the life chances of our children because we are trained to do what is best, not to collect meaningless data to prove it.”
Foreword from Chair, Laurel Coates, Data management report

Here’s a quick look at what three independent teacher-led workload review groups said in short reports on **marking, planning and resources and data management**.

Do	Don't	Remember Ofsted says
✓ Remember all marking should be meaningful, manageable and motivating and should serve a single purpose – to advance pupil progress and outcomes	✗ Spend time on marking that doesn't have a commensurate impact on pupil progress. <i>Simple message: stop it!</i>	Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy.
✓ Remember quality of feedback should not be confused with the quantity.	✗ Give marking a disproportionate value in relation to other types of feedback. There is no theoretical underpinning to support 'deep marking'.	Ofsted does not expect to see any written record of oral feedback provided to pupils but will consider how written and oral feedback is used to promote learning.
✓ Give lesson plans the proportionate status they merit, and no more, to lessen teacher workload.	✗ Do more work than pupils. This can become a disincentive for pupils to accept challenges and take responsibility for improving their work.	If it is necessary for inspectors to identify marking as an area for improvement for a school, inspectors will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.
✓ Look to identify blocks of time to allow for proper collaborative planning.	✗ Create detailed plans that become a 'box ticking' exercise creating unnecessary workload for teachers and taking time away from the real business of planning.	Ofsted does not specify how planning should be set out, the length of time it should take or the amount of detail it should contain.
✓ Remember planning together needs to be accompanied by regular and professional discussion which focuses on the outcomes for pupils.	✗ Make excessively detailed daily or weekly plans a routine expectation at the expense of collaboratively produced schemes of work.	Ofsted does not require schools to provide individual or previous lesson plans to inspectors.
✓ Have high quality resources and schemes of work already in place and easily accessible.	✗ Plan to please external organisations.	Ofsted does not expect performance and pupil-tracking information to be presented in a particular format.
✓ Be clear on the purpose. Why is this data being collected, and how will it help improve the quality of provision?	✗ Collect data just because you can or the system allows it – have an appropriate sense of its validity and purpose.	Ofsted will usually expect to see routine evidence of the monitoring of teaching and learning and its link to teachers' performance management and the teachers' standards, but this should be the information that the school uses routinely and not additional evidence generated for inspection.
✓ Be aware of workload issues: consider not just how long it will take, but whether that time could be better spent on other tasks.	✗ Duplicate data for different audiences – 'collect once, use many times'.	

For more recommendations and to read the reports in full, search 'reducing teachers' workload' on GOV.UK
 For clarification of what Ofsted expects, search the Ofsted inspection handbook on GOV.UK

To read about practical ways to reduce your workload from other schools, visit the Department for Education's teaching blog: teaching.blog.gov.uk
 The reports are endorsed by the following:

Developing an offer of targeted support

- ...work with teachers and their representatives to develop an offer of targeted support.
- ...an integrated package, funded by government, which will explore the best way to support school to school initiatives...
-consideration of tailored packages of support....
-a package of support for teachers in the first five years of their careers to help them manage workload, as part of our offer of targeted support.
- ...will continue to raise awareness...through a sustained campaign of action...including roadshows across the country to spread effective practice.

Targeted support on teacher workload should:

- Use evidence about drivers and factors affecting workload from the Workload Challenge and Teacher Workload Survey 2016.
- Target those teachers highlighted in the Teacher Workload Survey as having the highest workload. Focus on teachers in the first five years of their careers.
- Target the areas of highest need to make the biggest impact on retention rates.
- Be based on evidence of what works. Where there are gaps in the evidence, pilot approaches would be used to measure impact.

Teaching & Leadership Innovation Fund

- Announced in October 2016 as part of launching social mobility package. TLIF to be focused on supporting teachers and school leaders in challenging areas to develop
- First round launched on 16th February this at inaugural national conference of the Chartered College of Teaching.
- Invitation to Bid for Round 1 of the Fund went live on 27 March and closed on 3 May, seeking evidence-based projects which can deliver at scale in priority areas (Opportunity Areas and category 5/6 areas) and priority schools (those rated by Ofsted as requires improvement or inadequate)
- TLIF is worth £75m over three financial years (17-18, 18-19, 19-20).
- The overall aim is to improve the outcomes of children and young people, thereby making a significant contribution towards tackling social mobility. The key aims within this are to:
 - Improve the provision of teachers' continuing professional development (CPD) and leadership development in areas and schools that are facing challenges
 - Stimulate the demand for provision of teachers' CPD and leadership development in areas and schools that are facing challenges
 - Support the development of a sustainable market in CPD and leadership development that will be capable of becoming self-funding in the future.
- The key outcomes we are seeking are:
 - Improving the quality of teachers and effective teaching in classrooms.
 - Improving the quality of leaders at all levels.
 - Improving the retention of high quality teachers and leaders.
 - Improving the career progression of teachers and leaders.
 - A professional development and leadership development market that meets the needs of schools.
 - Improved evidence base on what works in leadership development and teacher CPD, including value for money.

Strategic School Improvement Fund - Purpose

- On 30th November 2016, SoS announced new funding for school improvement, including a new £140 million Strategic School Improvement Fund.
- On 21 April, 2017, the Strategic School Improvement Fund opened. The £140 million Strategic School Improvement Fund is a grant to support primary, secondary, middle, all-through, alternative provision and special academies and maintained schools, and pupil referral units. It is intended to further build a school-led system, and aims to target resources at the schools most in need to improve school performance and pupil attainment; to help them use their resources most effectively, and to deliver more good school places.
- The fund will support a broad range of school improvement activities including, but not limited to, improving leadership, governance, teaching methods and approaches, and financial health and efficiency. The fund will support medium- to long-term sustainable activities across groups of schools with a preference towards school-led provision, that is, support provided by schools, for schools
- To ensure that support reaches those schools which need it most, and in the most effective way, we expect that, in shaping these applications, regional schools commissioners, multi-academy trusts, local authorities, the Teaching Schools Council, and diocesan representatives will work collaboratively with schools to bring together their local intelligence to identify shared improvement

Strategic School Improvement Fund - Eligibility

- Teaching school alliances, Multi-academy Trusts and local authorities only, will submit applications to the fund
- Each application must support a minimum of 4 schools
- Eligible schools will be those which are currently underperforming (in line with the schools causing concern guidance), as well as schools at risk of doing so
- Applications will need to be supported by evidence that demonstrates why proposed interventions are expected to drive up standards in schools. They will need to set out a clear rationale for why the improvement is necessary, and detail what activities will be undertaken by which providers, and the expected costs, outputs and outcomes
- If there is an urgent need for more bespoke support, there is provision to apply for [emergency funding](#) to support an individual school in difficulty.
- Teaching school alliances, Multi-academy Trusts and National support schools will submit applications and must have the approval of either the relevant regional schools commissioner or local authority. Applications are ongoing for emergency funding
- Applications for Round 1 funding closes at **midday on Friday 23 June**. There will be further funding rounds in autumn 2017 and spring 2018.

Pay & Pensions

- Teachers' pay – STRB report
- Teachers' pensions
 - Valuation
 - Monthly data collection
 - Employer review