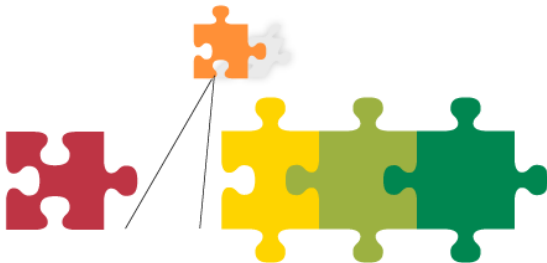


MISSING

Disappearing Teachers: An Exploration of a Variety of Views as to the Causes of the Problems Affecting Teacher Recruitment and Retention in England

Gillian Hilton



What is affecting the recruitment of teachers?

- NAO in a report to DfE *Training New Teachers* (2016) said teacher recruitment problems in England are caused by the multitude of training routes into teaching
- UCET agreed that there were so many ways of training possible recruits were totally confused
- DfE accused of taking a national approach where a local one is needed as challenges are different in different parts of the country



Other problems?

- DfE criticised for not considering difficulties and costs caused to Ofsted in inspecting all the new providers of training
- NAO says the 700 million pounds spent annually on recruiting and training teachers is not giving value for money
- Teacher shortage increasing - Dickens (2016) reports that for 4 years targets have been missed
- Recruitment most difficult for secondary schools and in recruiting school leaders (Burns, 2016)



Government cuts add to the problem

- School Direct's (school-led training prog.) funding cut for salaries leaving schools to make up the shortfall and they do not have the money
- Poor data from DfE their supply models not fit for purpose and are not subject to external scrutiny
- Training providers not evenly spaced around country very few in the East where migrants have added to school roles - too many training places in the northwest – poor planning and control



PGCE prim/sec/early years
Unis/SCITTS most popular route

Under grad route
prim/early years

School Direct
Paid/unpaid run by SCITTS
Unis/School consortia

Teach First
Unis
School consortia

Small provision for pre school children EYITT Troops
to teachers, QTLS (School and FE)

Teacher researchers Primary and Sec PE routes

Proposed Apprenticeship scheme

? Is this multitude of routes the only problem?

- For years specific subject shortages maths D&T IT physics chemistry which have continued despite generous bursaries offered to trainees
- NAO says these are not value for money as no records kept If recipients go into teaching after training
- Result non specialists teaching these subjects and heads complaining they have to recruit less good teachers (Vaughan,2016) and have to cut core subjects' time in the curriculum
- High flyers with good ALs not interested in teaching poor status work load impossible (Ward, 2016)
- Bursary cuts for primary under grad trainees



Salaries

- 1% a year the allowed increase for public workers since the financial crisis – teachers' salaries losing ground against the private sector and the work load is much higher (Busby, 2016)
- Main problem is that salaries offered by business are improving at around 2% per annum so top graduates less attracted to a teaching career
- Status of teaching low (Coughlan, 2103)



Government mistakes

- Misleading adverts on TV appearing to offer £30,000 bursary to train – only available for recruits with a first class degree in physics
- Constant changes to providers on when and how many to recruit by DfE/NCTL resulted in a scramble to recruit and a fear of not getting the best applicants – chaos in 2016
- Some favoured providers being given 3 year allocations of numbers to recruit and this kept secret has angered providers



Costs of different routes

Teach First £70,000 Per recruit
Takes 2 years then can leave or
expect quick promotion – high drop out rate

Big variation of training costs depending on route
Value of money being questioned by MPs and NAO

1 in 6 teachers here are trained
abroad recruitment costs the DfE a
lot - most go home or do supply

Troops to teachers only
28 trained by 2016

WASTE OF MONEY!

Teacher retention

- Santry (2016) teachers leaving the profession for less stressful jobs many in education e.g. private tutors LSAs
- Many NFER says take lower salaries
- Massive numbers applying to work abroad in international schools or state schools (Barker, 2016)
- Retiring early Rustin (2016) says caused by constant changes to curriculum assessment lack of autonomy constant form filling report writing rather than teaching – feeling undervalued by parents media and governments



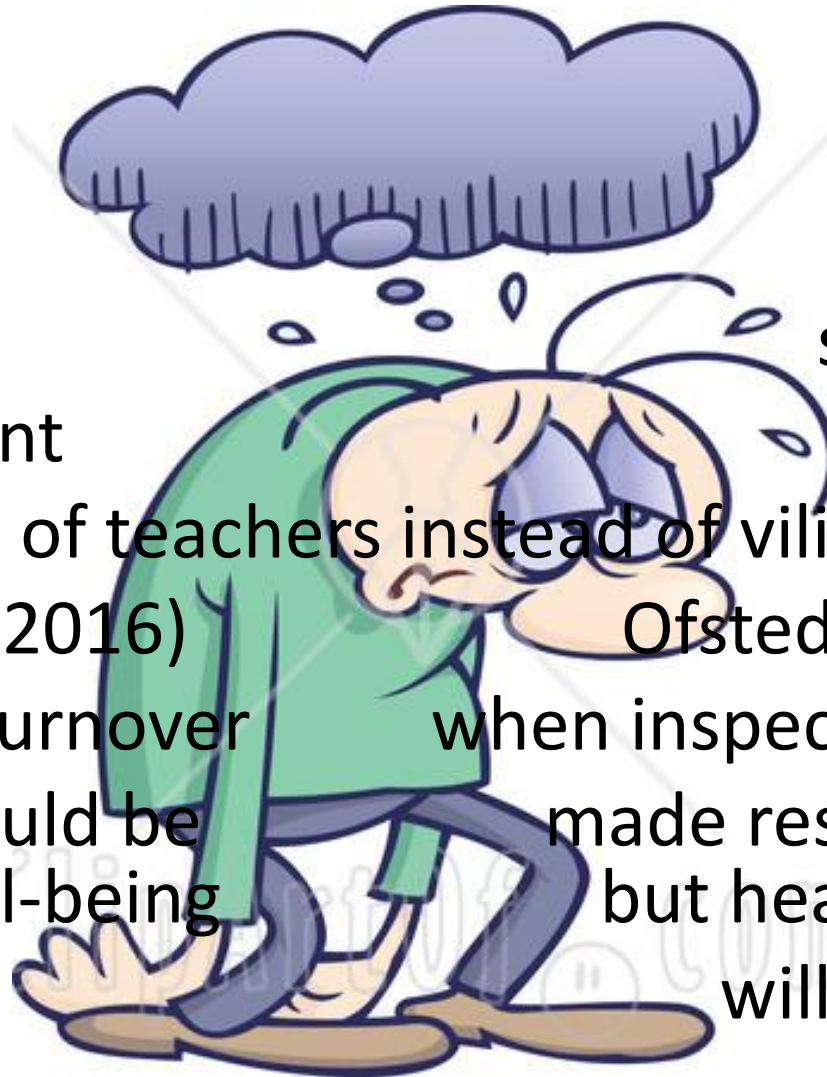
Is overwork the real problem?

- ATL report found 4 in 10 teachers leave within a year of training
- Main reasons the constant paper work planning marking taking up hours of their so called 'free time'
- Bad behaviour no respect by students and parents
- Constant government changes to everything
- The job has become impossible to do and have a life



What can be done?

- Raise salaries
- Stop constant changes
- Raise status of teachers instead of vilifying them
- Woodcock (2016) Ofsted should look at teacher turnover when inspecting schools
- Schools should be made responsible for teacher well-being but heads leaving too so who will do this?



Is confusion about training routes the only problem?

NO

We must look at

Work load

Salaries

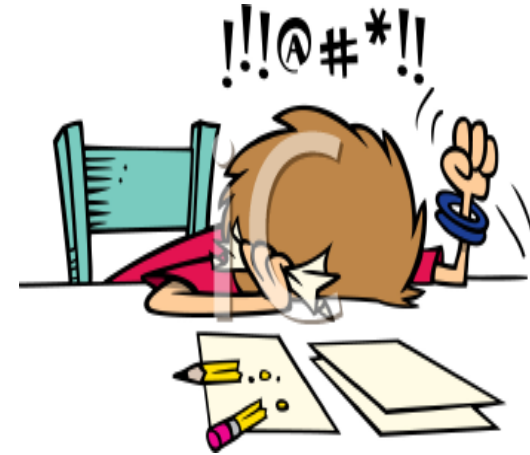
Status

Respect/Trust

Government interference

AND

Give our teachers a life!





LOVE YOUR TEACHERS

THANK YOU FOR LISTENING
GILLIAN

