



House of Commons  
Education Committee

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# Recruitment and retention of teachers

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**Fifth Report of Session 2016–17**





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to the report*

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### Contacts

All correspondence should be addressed to the Clerk of the Education Committee, House of Commons, London, SW1A 0AA. The telephone number for general enquiries is 020 7219 1376; the Committee's email address is [educom@parliament.uk](mailto:educom@parliament.uk).

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## Summary

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The shortage of teachers is a continuing challenge for the education sector in England, particularly in certain subjects and regions. Although the Government recognises that there are issues, it has been unable to address them and consistently fails to meet recruitment targets. We would like to see a long-term, evidence-based plan for how investment will tackle challenges associated with the supply of teachers—particularly focusing on high-needs subjects and regions—including improvements to the Teacher Supply Model.

Recruiting new teachers has consistently been the Government's focus to address shortages. While recruiting sufficient new teachers is, of course, necessary, the Government should place greater emphasis on improving teacher retention. Not only is this a more cost effective way to tackle some of the issues, but more teachers staying in the profession for longer would strengthen the pool of leadership positions.

A key driver for teachers considering leaving the profession is unmanageable workload. The Government and Ofsted must do more to encourage good practice in schools and recognise that changes to the school system and accountability play an important part in increasing workload.

In order to raise the status of the teaching profession, and improve retention, teachers must be entitled to high-quality, relevant continuing professional development throughout their careers. This must include a focus on subject-specific knowledge and skills to allow teachers to continually develop their practice and to create future leaders. The College of Teaching will play an important role in this, and we will continue to support and monitor its development. The Government should consider targeted funding and a central statement of annual entitlement for continuing professional development.

# 1 Introduction

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## The recruitment and retention of teachers

1. The quality of education in England depends on the quality of the teachers in our schools. Last year, the National Audit Office described it as being “key to the success of all the money spent on England’s schools”.<sup>1</sup> The recruitment and retention of teachers is a major factor in the Department for Education’s (DfE) ambition to improve education for all pupils in England. However, schools consistently report workforce issues as being a challenge. Last year, the State of Education survey report by the Key, an information service for school leaders, showed that teacher recruitment and retention was one of the biggest expected challenges for 2016, second only to budget pressures.<sup>2</sup>

2. The Government invests a large amount of public money into improving the status of the teaching profession, but there are still major challenges with teacher supply, some of which appear to be worsening. The topic has been examined by our predecessors, but problems persist.<sup>3</sup> In this Parliament, we raised this issue with the previous Secretary of State, Rt Hon Nicky Morgan MP, in April 2016 who told us “[The Government] absolutely realise that there are challenges to recruitment in parts of the country in certain subjects. We have the largest number of teachers ever, but we need more”.<sup>4</sup>

3. The Government published the White Paper *Educational Excellence Everywhere* in March 2016, which outlined a series of initiatives to tackle recruitment and retention. However, following a change of Government, it is as yet unclear what policies from the 2016 White Paper will be pursued by the new Secretary of State for Education appointed in July 2016.<sup>5</sup>

4. During our inquiry, the National Audit Office (NAO) carried out a thorough review of teacher supply in England, *Training New Teachers*. It concluded that “the government needs to do more to demonstrate how new arrangements for training new teachers are improving the quality of teaching in classrooms”.<sup>6</sup> The Public Accounts Committee subsequently carried out an inquiry and made a number of recommendations in respect of the Government’s long-term plan for teacher supply and the evidence base behind interventions.<sup>7</sup> Both of these reports have greatly aided the progress of our own inquiry.

5. We recognise how committed teachers in England are to their profession and how dedicated they are to improving education. But we also appreciate that in recent years schools have had a lot of policy changes to manage and this has impacted on recruitment and retention. We make a number of recommendations in this report, which we hope will help to raise the status of the teaching profession to potential recruits and wider society.

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1 National Audit Office, *Training New Teachers*, HC (2015–16) 798 February 2016

2 The Key, [State of Education survey report](#), May 2016, p 5

3 Education Committee, Ninth Report of session 2010–12, [Great teachers: attracting, training and retaining the best](#), HC 1515-I

4 Oral evidence taken on 27 April 2016, [HC \(2015–16\) 402](#), Q156

5 Department for Education, *Educational excellence everywhere*, [Cm 9230](#), March 2016

6 National Audit Office, *Training New Teachers*, HC (2015–16) 798, February 2016

7 Committee of Public Accounts, Third Report of Session 2016–17, [Training new teachers](#), HC 73

6. Throughout the inquiry we have benefited from the expertise of our advisers on education, Professor Jo-Anne Baird and Professor Becky Francis, whose knowledge and guidance has proved invaluable.<sup>8</sup>

## Our inquiry

7. Following the launch of the inquiry on 16 October 2015, we received 55 written submissions of evidence from a wide range of sources, including subject associations, universities, unions and individual schools. We also received written evidence from the DfE. We held a series of oral evidence sessions to hear from a range of experts and stakeholders. We also held a private seminar with representatives from interested organisations to develop the themes arising from the written evidence.<sup>9</sup>

8. Our oral evidence sessions covered a number of different topics. The first focused on issues of recruitment, including regional and subject differences, and initial teacher training (ITT). In the second we heard from experts on the importance of subject-specific continuing professional development (CPD) and the DfE's use of data. The third looked at teacher retention and workload, and we heard from the Minister for School Standards, Nick Gibb MP, for a second time. We are grateful to all our witnesses, who are listed at the end of the report.

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<sup>8</sup> Professor Francis, Director of UCL Institute of Education, declared interests as a Trustee of Impetus-PEF, as an Advisory Board Member of the Education Endowment Foundation, as a Member of Pan-London RSC Board, as a Governor of Hinchley Wood School, and as a Member of the Labour Party.

<sup>9</sup> The first oral evidence session was held on 9th December 2015, the second was held on 8th June 2016, and the final session was held on 19 October 2016. We also held a private seminar on 20th January 2016.



## 2 The teaching profession

9. In September 2016, the Secretary of State for Education, Rt Hon Justine Greening MP, told us “we have more teachers in our schools than ever before. The challenge is making sure it remains an attractive profession that gets the top graduates coming into it and can then hold on to those people once they have qualified”.<sup>10</sup>

10. We wholeheartedly agree with the Secretary of State that teaching must remain an attractive profession. However, there are still unresolved problems with the number of teachers in the system, particularly in certain subjects and areas of the country, which the Government has yet to address. The quality of teaching is arguably the most important factor in determining the quality of our education system so it is of utmost importance that these issues are recognised and dealt with urgently.

11. Even though, overall, the number of teachers has so far kept pace with growing pupil numbers, there are signs that shortages are worsening in certain areas.<sup>11</sup> Martin Thompson of the National Association of School-Based Teacher Trainers (NASBTT) told us “[teacher recruitment] has been a challenge for probably a number of years, and for three years an increasing challenge, and certainly now I think it is a crisis in some areas”.<sup>12</sup>

### Subject-specific issues

12. The Government has missed its targets for initial teacher education for the last five years and this year there has been a decrease in the total number of new entrants to postgraduate and undergraduate ITT courses. Geography, biology and history were the only secondary school subjects that exceeded their target. The target for primary school teachers was also met, but all other secondary subjects were below target. Recruitment in computing missed the target by the biggest margin of all English Baccalaureate (EBacc) subjects, with only 68% of ITT places filled. The proportion of the target for physics trainees recruited was 81%, and for mathematics 84%. Design and technology only reached 41% of its recruitment target this year.<sup>13</sup> This raises questions about the Government’s recruitment strategy.

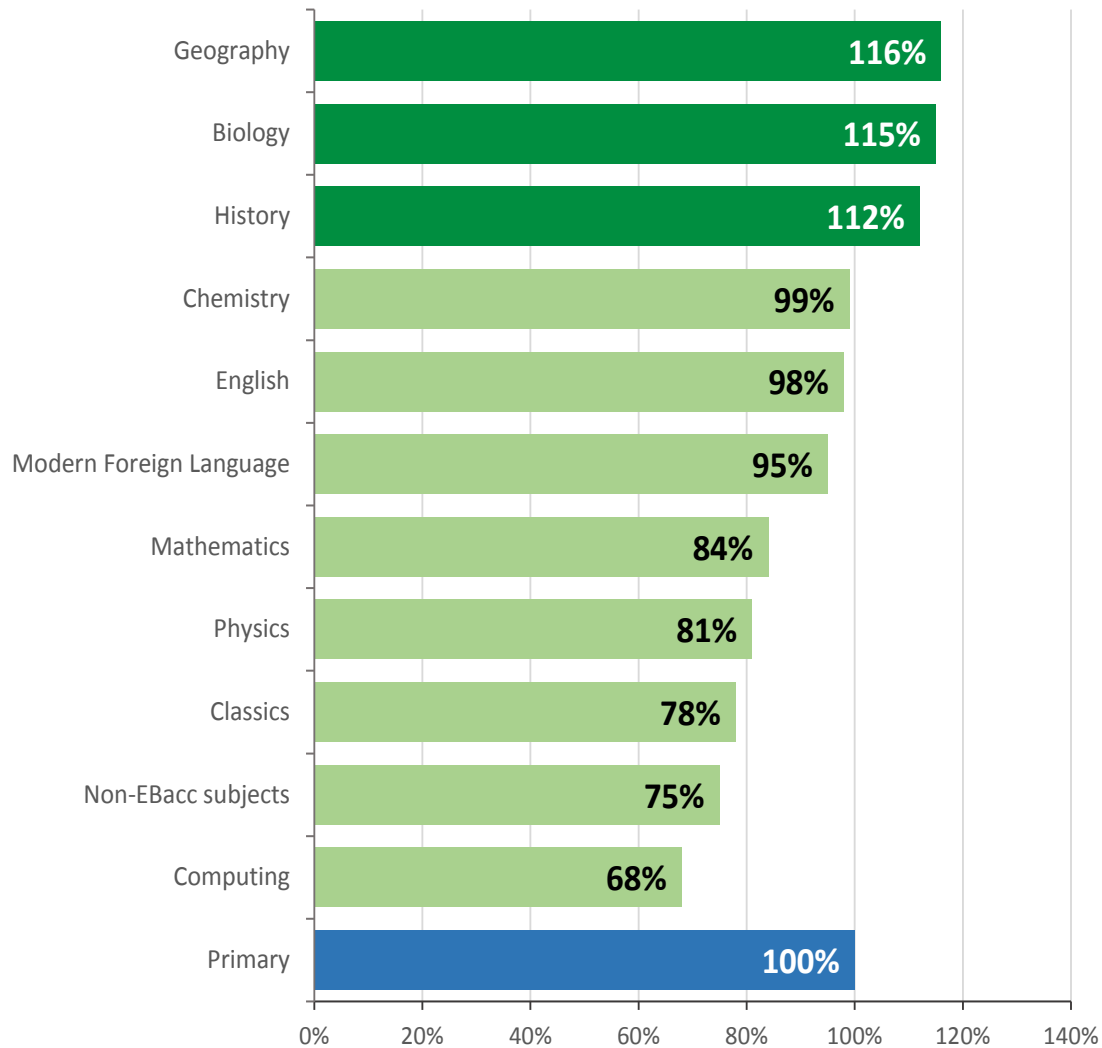
10 Oral evidence taken on 14 September 2016, [HC 196](#), Q273

11 National Audit Office, Training New Teachers, HC (2015–16) [798](#), February 2016

12 Q2

13 Department for Education and National College for Teaching and Leadership, [Initial teacher training: trainee number census - 2016 to 2017](#), November 2016

Recruitment against TSM targets varies by subject and phase



13. Although the primary teacher target is consistently met, this may be masking problems within the primary sector. James Noble-Rogers from Universities Council for the Education of Teachers told us:

most primary head teachers I speak to are struggling to recruit enough teachers and are doubtful about the teacher supply model suggestion that we are overtraining on primary teachers.<sup>14</sup>

14. Primary teachers teach across each area of the curriculum and so need a wide range of specialist knowledge. Primary schools often lack science and maths expertise, as reported by the Wellcome Trust: “very few schools have access to high levels of science expertise and [ ... ] strategic leadership in the subject is weak”.<sup>15</sup> James Noble-Rogers told us a key reason for this was:

The new recruitment methodology, which NCTL [National College for Teaching and Leadership] has introduced, which is basically first come,

14 Q5

15 Wellcome Trust, [Primary Science: Is it missing out?](#), September 2014, p 3

first served until the national target has been hit, basically means that ITT providers are recruiting as quickly as they can to primary generalist courses. Places for primary specialist maths courses are not separately identified. They tend to recruit later, but once the national target has been hit, recruitment ceases, including to primary specialist maths.<sup>16</sup>

15. There have been recruitment shortages of secondary teachers of physics, mathematics and design & technology for many years. There are several factors that contribute to the shortages in these subjects. In its report *Training New Teachers*, the NAO described how the pool of graduates in some shortage subjects restricts the number of teachers that can be recruited: “to meet its 2014/15 target for history trainees, the Department needed to attract 1 in 25 history graduates; for maths and physics, it needed to attract 1 in every 5 maths and physics graduates”.<sup>17</sup>

16. We heard the strengthening economy of recent years has led to science and maths graduates being in higher demand from other industries, which may offer higher salaries. Peter Sellen, Chief Economist at the Education Policy Institute (EPI), told us that some shortages were to be expected: “it is what you would expect in an economy that has been improving recently and with the rate of pay of teachers declining”.<sup>18</sup> However, reports suggest that pay is not the most important factor for teachers remaining in the profession although it may still affect recruitment of new teachers.<sup>19</sup> We discuss the retention of teachers in greater depth in Chapter 4.

17. The Government has issued bursaries for ‘high-needs’ subjects such as physics and mathematics for several years, including up to £30,000 for a physics graduate with a first class degree, to attract top graduates into the profession. However, the Department is yet to produce its evidence on long-term positive impacts of these bursaries given the level of investment.<sup>20</sup>

18. The Department is planning to publish research on the impact of bursaries in April 2018. In the meantime, investment of a large amount of resource into the bursary schemes continues. The Minister told us “we have introduced, and continue to introduce, generous bursaries, and we tweak those every year to reflect the priorities”.<sup>21</sup> For example, the Minister told us of more bursaries directed towards graduates with first class degrees in high-needs subjects such as physics. However, the Minister did not provide evidence for the policy and distribution of bursaries.<sup>22</sup>

## Regional issues

19. As well as issues with particular subjects at secondary school, regional differences in teacher supply are widely acknowledged. School Direct ITT places do not appear to be established in areas with the greatest need. Sam Freedman, Executive Director of Programmes at Teach First, described the situation:

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16 Q5  
 17 National Audit Office, *Training New Teachers*, HC (2015–16) [798](#) February 2016  
 18 Q161  
 19 NFER, [Should I Stay or Should I Go?](#), November 2015, p 1  
 20 National Audit Office, *Training New Teachers*, HC (2015–16) [798](#) February 2016, p 11  
 21 Q197  
 22 Q208

I think one of the effects of School Direct has been to concentrate new people coming into the profession into schools that are already doing quite well because they tend to have the most advanced and successful School Direct programmes. They also tend to be in more urban locations.<sup>23</sup>

20. While not all teachers choose to stay in the area where they carried out their ITT, many do and the location of providers impacts on the teacher supply in that area. The Minister recognised the regional variations and said that the Department “do want to make sure that we have a geographical spread of institutions and training, as well as sufficient numbers overall”.<sup>24</sup>

21. However, it is unclear whether the Government has a systematic, long-term plan for how to encourage more teachers into areas where there is highest need. In the White Paper, *Educational excellence everywhere*, published in March 2016 plans were outlined for a National Teaching Service to “help schools by ensuring that great teachers are encouraged to work where they are most needed”.<sup>25</sup> The National Teacher Service intended to match middle and senior leaders with the “schools that need them most” in areas of the country struggling most to recruit teachers.<sup>26</sup> It was launched as a pilot focusing on the North West in January 2016 but was only able to recruit 54 teachers out of a target 100 and was dropped in December 2016.<sup>27</sup>

## External factors

22. As well as existing challenges in the recruitment and retention of teachers, a number of factors are likely to increase pressure on the system:

- Pupil numbers are set to increase, particularly at secondary school. The primary school population has been rising since 2009 to 4.5 million in 2016, and is now due to slow. The secondary school population is due to rise to 3.04 million by 2020 and to peak at 3.33 million in 2025.<sup>28</sup>
- The introduction of the English Baccalaureate (EBacc) for all secondary schools increases pressures on some subjects, and decreases demand for others.
- England has a very young workforce when compared internationally - 48% of our teachers in secondary schools have over 10 years' experience and that compares with 64% in other countries. This means that there is a smaller pool of more experienced teachers for leadership positions.<sup>29</sup> As the number of academies has increased, particularly those in multi-academy trusts, the demand for leadership positions shifts, meaning this is an increasingly important issue.

23. The Public Accounts Committee called on the Government to “develop a clear plan for teacher supply covering at least the next 3 years, detailing how targets will be met, underpinned by better data on the accuracy of its estimates and independent testing

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23 Q8

24 Q199

25 Department for Education, *Educational excellence everywhere*, Cm 9230, March 2016 p 24

26 Department for Education, [National Teaching Service pilot gets underway](#), 29 January 2016

27 [“DfE abandons National Teaching Service”](#), TES, December 2016

28 Department for Education, [National pupil projections - future trends in pupil numbers](#), July 2016

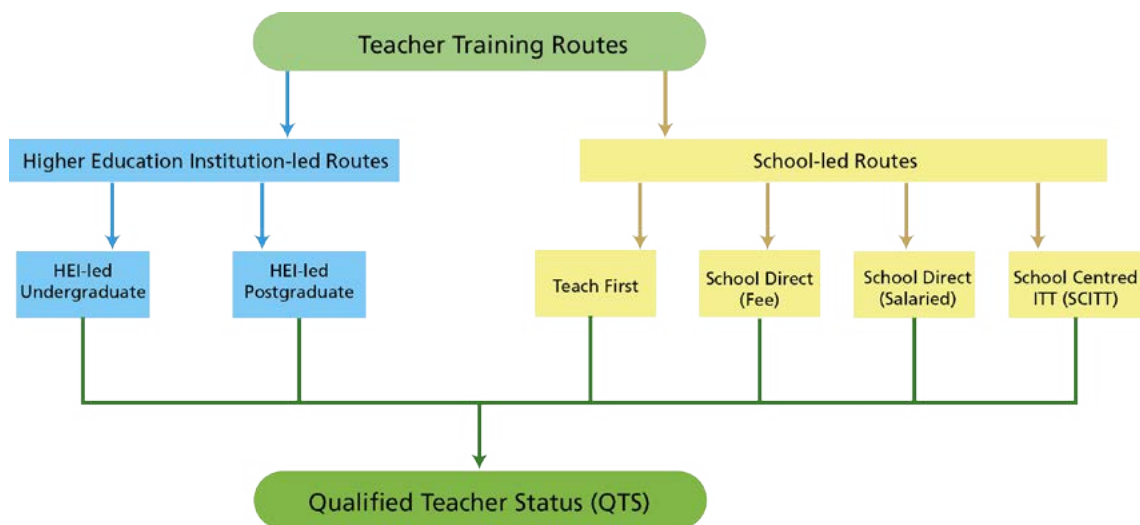
29 Q165

of its teacher supply model”.<sup>30</sup> The Government responded to this with an outline of existing steps to tackle recruitment, but did not include timescales or how initiatives will contribute to meeting its targets. The response also stated “the White Paper published on 17 March 2016 set out some of the measures the Government intends to take to improve the supply of teachers”.<sup>31</sup> There has since been a move away from the White Paper and the Government is yet to announce what will replace it.

## Initial teacher training (ITT)

24. The subject of ITT emerged as a recurring theme through this inquiry. Currently, ITT is undertaken via a higher education institute (HEI)-led route or a school-led route. School-led routes include salaried options (School Direct or Teach First) or fee-based options (School Direct or School Centred ITT). The proportion of teachers entering the profession via the school-led route has increased this year to 56%.<sup>32</sup>

25. We heard that the current diversity of ITT provision on offer has benefits and drawbacks. Prospective teachers are able to pick a course that suits them: with or without a salary; school or HEI-led; and in different regions. However, the wide variety can cause confusion and many prospective teachers may not be aware of the differences, or similarities, between the different routes.



26. There is no central application system for school-led ITT so applicants may apply to several individual schools. Sam Freedman told us “you have to apply to multiple schools if you want to go through a School Direct programme, unless you are absolutely certain which school you want to teach in”.<sup>33</sup> He went on to say that a central allocation system, where there was some central control over where teachers are placed in the country, could help to ease some of the regional recruitment shortages.<sup>34</sup> However, one of the perceived benefits of the school-led route is the choice it offers to potential recruits.

30 Committee of Public Accounts, Third Report of Session 2016–17, [Training new teachers](#), HC 73, para 1

31 Treasury minutes, Government responses to the Committee of Public Accounts on the Thirty Seventh and the Thirty Ninth reports from Session 2015–16; and the First to the Thirteenth reports from Session 2016–17, [Cm 9351](#), November 2016, p 23

32 Department for Education, [Initial Teacher Training census for the academic year 2016 to 2017](#), November 2016

33 Q15

34 Q16

27. The Government previously set annual targets for all ITT providers using the teacher supply model, which had a destabilising effect on the system as a whole. Professor John Howson from TeachVac told us that “annual targets with no indication as to the likely continuation from year to year are, I think, destabilising for anybody who is trying to plan what is, in effect, a business”.<sup>35</sup> For the most high-performing ITT providers, multi-year targets have now been introduced, but all ITT providers, universities and school-led, need to be able to plan for more than one year to be able to deliver high-quality ITT provision. James Noble-Rogers gave an example of this:

If a university or SCITT is going to retain, for example, someone with expertise in geography, they need to have an idea of how many geography teachers they are going to be expected to train to meet the needs of local schools over a three to five-year period.<sup>36</sup>

28. **Schools face increasing challenges of teacher shortages, particularly within certain subjects and regions. The Government is aware of these issues, yet needs to identify a strategic, long-term plan to effectively address them. The Government has missed recruitment targets for the last five years, and in 2016/17 the number of graduates starting initial teacher training fell.**

29. **Rising pupil numbers and changes to school accountability, including the Government’s focus on subjects within the EBacc, will exacerbate existing problems, increasing demand for teachers in subjects experiencing shortages. The failure of the National Teaching Service leaves a gap in the Government’s plans to tackle regional shortages.**

30. **The number of different routes into teaching are not always well understood by applicants and can be confusing. The absence of a central application system for school-led ITT leads to inefficient application systems and does little to address regional shortages.**

31. ***The Government and National College for Teaching and Leadership should develop a long-term plan to improve both the supply of new and retention of existing teachers over the next 10 years. This plan should be published before the end of the school summer term 2017 and include:***

- ***Evidence-based initiatives and investment to tackle subject specialist shortages at both primary and secondary level;***
- ***Plans to focus recruitment to regions of the country in most need, particularly since the failure of the National Teaching Service;***
- ***The range and performance of ITT providers in terms of recruitment and retention of teachers;***
- ***A thorough plan for the evaluation of any initiatives and how any findings will feed into future plans for teacher recruitment.***

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35 Q12

36 Ibid.

## 3 Use of evidence

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### Teacher Supply Model

32. The Teacher Supply Model (TSM) is used to estimate the number of teachers needed in the system and therefore the recruitment targets for ITT. Chris Husbands from Sheffield Hallam University, told us that “what we know is that the teacher supply model is flawed in a number of ways, but at a system level it is not bad”.<sup>37</sup> The Department have updated the TSM in the last year, although there are still some outstanding issues.

33. The Teacher Supply Model predicts a very large range for the number of new and returning teachers needed for any given year. The NAO report stated “the model’s results vary between 25,000 and 38,000 depending on whether the most optimistic or pessimistic assumptions are chosen”.<sup>38</sup> The Department then chooses a scenario to base predictions on. However, this can lead to inaccuracies. Mark Parrett from the NAO told us:

the model does contain a number of uncertain inputs, projections, and what we would normally expect with such modelling is that the Department would come up with high and low estimates, estimate the probability of different scenarios occurring and, from that, select its most likely [ ... ] the Department does not assess the likelihood of those scenarios occurring. It does not choose. It believes that the high and low estimates are unlikely and chooses what it thinks is the most likely. We would like to see more assessment done of the outputs of that model.<sup>39</sup>

34. The model uses a number of variables to predict these numbers, including pupil number projection, the number of teachers leaving and data on the current workforce, but the Government could carry out a more precise assessment of the outcomes.<sup>40</sup> The NAO also reported that “the model does not aim to resolve pre-existing shortages, including those caused by previously missed recruitment targets”.<sup>41</sup> These factors mean that there are still risks that targets are insufficient and inaccurate.

35. A concern raised during the inquiry was the ability of the TSM to break down teacher shortages by region. The Association for School and College Leaders told us in written evidence that:

The Teacher Supply Model (TSM) does not provide an accurate projection of teacher supply, in large part because it fails to analyse by geographical region.<sup>42</sup>

36. We have been told of the variance in teacher supply in different areas of the country, in part caused by the availability of ITT places in different regions. But there is still a need for more ‘granular’ data on teacher shortages in specific regions. The Minister told us that

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37 Q127

38 National Audit Office, Training New Teachers, HC (2015–16) [798](#) February 2016, p 9

39 Q129

40 Department for Education, [2016/17 Teacher Supply Model User Guide](#), October 2015

41 National Audit Office, Training New Teachers, HC (2015–16) [798](#) February 2016, p 24

42 Association for School and College Leaders, ([SOT 32](#)), para 17

the Government had taken steps to improve how vacancies are calculated in different regions of the country,<sup>43</sup> and are also planning to publish ITT places regionally, but there is as yet no plan to break down recruitment targets by region.

37. A specific shortcoming of the TSM is how teacher vacancies are measured and incorporated. The School Workforce Census is carried out in November each year, giving a snapshot of teacher supply in schools and used to calculate the vacancy rate. This means the vacancy rate may well underestimate the number of teachers needed in the system. Russell Hobby, General Secretary of NAHT, explained:

When you sample it in November, schools have already taken measures to fill the vacancies that they have, but that may mean appointing a non-specialist teacher to a subject, appointing an unqualified teacher or appointing a long-term supply teacher as well. You cannot have an empty classroom. You have to make it work.<sup>44</sup>

38. The Minister told us that the Department has “a new measure of the proportion of schools reporting at least one classroom teacher vacancy, which is a more interesting figure than simply the vacancy rate”.<sup>45</sup> However, this will still only give a snapshot of data from the School Workforce Census without fully reflecting teacher vacancies.

39. Witnesses told us that the Department should be using other data sources to more accurately predict vacancy rates, like the number of advertised positions. Jenni French from the Gatsby Charitable Foundation said “if you monitored the number of times people are advertising for positions, that might give you a good idea whether the vacancies are being filled or just simply covered”.<sup>46</sup> Professor John Howson’s organisation, TeachVac, are already collecting some of this data.<sup>47</sup>

40. The Association for Teachers and Lecturers told us that “the scale of teacher vacancies is somewhat masked by the need for schools to underplay their vacancy figures in order to remain competitive”.<sup>48</sup> We were also told by associations representing science that:

We often hear that head teachers do not want to commit resources to advertise or re-advertise vacancies that they know will not be filled, thus masking the true vacancy rate even further.<sup>49</sup>

41. In the 2016 White Paper the Government pledged to introduce a national vacancy website, which many in the sector welcomed.<sup>50</sup> Advertising job places is expensive for schools, so a free national service would reduce unnecessary costs. It would also provide a useful data source to use alongside the TSM. However, it is unclear whether initiatives from the 2016 White Paper will still be adopted by the Department for Education.

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43 Q198

44 Q29

45 Q198

46 Q120

47 TeachVac, <http://www.teachvac.co.uk/>

48 Association of Teachers and Lecturers (SOT 25) para 3

49 Association for Science Education, the Institute of Physics, the Royal Society, the Royal Society of Biology and the Royal Society of Chemistry (SOT 16) para 17

50 Department for Education, Educational excellence everywhere, [Cm 9230](#), March 2016, p 12



***42. The Department should assess the full consequences of the range of possible numbers of teachers needed in the system as predicted by the Teacher Supply Model and include pre-existing shortages in this. This should be in place in time for the next targets to be set. The Government should follow through on its plan to develop and launch a national vacancy website which will be free to use for schools, and use the data to inform teacher recruitment targets. The Department should publish teacher shortages on a regional basis to better inform teacher recruitment.***

## 4 Teacher retention

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### Data on teacher retention

43. Teacher retention rates have remained broadly stable since 2006, although a considerable proportion of teachers leave the profession within five years. Government data show the percentage of teachers that are still in post one year after qualifying has remained static at 87% so more than 10% of teachers leave within one year of qualifying and 30% of teachers leave within five years.<sup>51</sup> We also heard that the number of teachers leaving the profession is growing. The NAO reported that between 2011 and 2014 “the number of teachers leaving rose by 11% overall”.<sup>52</sup> Peter Sellen also told us “I suspect [teacher retention] challenges are much more difficult for certain schools and in certain areas”.<sup>53</sup>

44. Government intervention to improve the supply of teachers in England has consistently focused on recruitment of new or returning teachers, rather than retention of existing teachers. The NAO reported that “the cost to central government and schools of training new teachers is around £700 million each year”.<sup>54</sup> Professor Sir John Holman told us “you can be much more cost effective by improving the retention rate than by having to keep recruiting and training new teachers”.<sup>55</sup>

45. The Government collects data on teacher retention rates broken down by gender, but it is currently unable to do so by subject or region so there is insufficient data to fully understand the problem. Teacher surveys suggest that there is variation in retention rates for different subjects. An NFER report showed that science teachers were most likely to consider leaving the profession at 31%, whereas only 17% of maths teachers were considering leaving.<sup>56</sup>

46. Peter Sellen told us:

Teachers will say they are not particularly motivated by pay but statistically there is a relationship between pay and recruitment. It is because teachers of certain subjects have got better outside options. Teaching is a very highly skilled profession, and a lot of those skills are very highly valued in many other industries, and at the moment particularly in STEM industries. So science and maths teachers particularly will have other options that are very lucrative, and it is perfectly reasonable for them to be looking elsewhere.<sup>57</sup>

47. Science teachers may be more likely to leave due to competitive job offers in other sectors, but this does not fully explain retention issues. Maths teachers are also likely to be offered high salaries outside of teaching and are less likely to leave, and when asked, teachers do not state pay as a major reason for considering leaving. Given the urgent need of sufficient teachers, particularly in science, this is an area that deserves greater exploration.

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51 Department for Education, [School workforce in England: November 2015](#), 30 June 2016, p 6

52 National Audit Office, [Training New Teachers](#), HC 798 February 2016, p 8

53 Q161

54 National Audit Office, [Training New Teachers](#), HC 798 February 2016, p 5

55 Q97

56 NFER, [Engaging teachers: NFER Analysis of Teacher Retention](#), September 2016, p 10

57 Q167

## Reasons for leaving

48. Evidence suggests more teachers may be leaving the profession for reasons other than retirement compared with previous years. Jack Worth from the NFER stated “the proportion of teachers leaving, not retiring, has increased from 6% five years ago to 8%. That may not seem much but it is quite a big change. If that is a trend, it is something to be concerned about”.<sup>58</sup> The NAO report said “among leavers, the proportion leaving for reasons other than retirement rose from 64% to 75%”.<sup>59</sup>

49. Surprisingly, the NFER report found “no evidence of any influence of a school’s proportion of free school meal pupils, academy status, or region on intent to leave the profession”.<sup>60</sup> The reasons behind teachers considering leaving the profession are clearly not straightforward and cannot simply be explained by challenging circumstances.

50. Over the past six years schools have been faced with a series of changes to curriculum, assessment and the accountability system, as well as uncertainty about changes to school structures. This will have led to increased workload and pressure as schools implement the changes.

51. A survey carried out in 2015 showed 76% of teachers cited high workload as the most common reason for considering leaving the profession.<sup>61</sup> A survey carried out by the Association for Teachers and Lecturers showed a similar statistic, “76% of the NQT respondents say they have considered leaving teaching because their workload is too high”.<sup>62</sup> The Government has already made steps in tackling workload issues, but we heard throughout the inquiry the need to do more. This issue is covered in more detail in Chapter 5.

52. Workload is not the only reason teachers appear to be leaving the profession. Jack Worth told us “overall job satisfaction comes out as the biggest driver [for intention to leave], and also things related to whether they feel supported and valued by management”.<sup>63</sup>

53. As reported in the NFER report, *Engaging teachers: NFER Analysis of Teacher Retention*, “it is too simplistic to focus solely on workload as the reason [ ... ] teachers decide to leave”.<sup>64</sup> The analysis showed that inspection and policy change were key drivers for increased workload, which then led to poor health and feeling undervalued.<sup>65</sup>

**54. Government intervention currently focuses almost entirely on improving recruitment of teachers. The Government struggles to recruit enough teachers to ITT each year, making the retention of teachers ever more important. Introducing initiatives to help improve teachers’ job satisfaction may well be a much more cost effective way of improving teacher supply in the long term.**

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58 Q162

59 National Audit Office, *Training New Teachers*, HC (2015–16) 798 February 2016, p 14

60 NFER, [Engaging teachers: NFER Analysis of Teacher Retention](#), September 2016, p 10

61 Pearson & LKMCo, [Why teach?](#), October 2015, p 19

62 Association for Teachers and Lecturers, [\(SOT 25\)](#), para 12

63 Q169

64 NFER, [Engaging teachers: NFER Analysis of teacher retention](#), September 2016, p 14

65 NFER, [Engaging teachers: NFER Analysis of teacher retention](#), September 2016, p 15

55. **The Government does not collect enough data on retention rates by subject, region, or route into teaching. Research suggests more teachers are leaving the profession and that there may be specific issues for certain subjects, particularly science teachers.**

56. *The Government should focus more resource on evidence-based policies to improve the retention of high-quality teachers. The Government should collect more granular data on teacher retention rates. This should include the reasons driving teachers to leave including secondary school subject, region and route into teaching to inform where intervention and investment should be directed.*

57. *School leaders should carry out systematic exit interviews and use this information to better understand staff turnover, and whether there are any interventions that may help retain high-quality staff.*

## 5 Teacher workload

58. Teacher workload emerged during our inquiry as a factor influencing retention. Workload could also impact on recruitment, although this was not discussed in great detail. The Key, an information service for school leaders, reported 44% of primary school leaders and 42% of secondary school leaders thought the pressure of workload was the main reason teachers' left their school.<sup>66</sup>

59. Jack Worth from NFER told us that “[NFER] did a piece of research looking at the labour force survey, looking at teachers who left their job and took up another job. They were, on average, reducing their hours by 10% to 15%”.<sup>67</sup> Teachers in England work longer hours than many other OECD countries. The EPI, found teachers in England work an average of 48.2 hours per week, 19% longer than the average in other countries and third highest overall.<sup>68</sup> 20.4 of these hours are spent teaching, which is the same as the average across OECD countries.

60. The EPI report also found that a considerable proportion of teachers in England find their workload unmanageable:

When asked about the extent to which they agree with the statement “My workload is unmanageable”, 38 per cent of teachers agreed and 13 per cent strongly agreed, whilst only 3 per cent strongly disagreed.<sup>69</sup>

61. The Department recognises this issue, and has already taken steps to address some of the drivers of increased working hours. The Government’s ‘Workload Challenge’ was launched in October 2014 and identified marking, planning and data management as three areas that exacerbate teacher workload.<sup>70</sup>

62. Witnesses consistently welcomed the recommendations following the workload challenge, but some expressed scepticism as to whether it would have real impact in schools. Dame Alison Peacock, CEO of the College of Teaching, described how teachers feel about it:

I am sure teachers watching this would say, “Yes, but while I have this, there are 60 books to mark tonight. I do not have time to read the workload document to work out what I need to do to reduce my workload. While my Head does not have time to read it either, probably things are not going to change in my school.”<sup>71</sup>

63. The recommendations from the workload challenge will not bring about a change in school behaviour unless schools have the time and desire to implement them. Dame Alison went on to describe how school leaders can be preoccupied with other changes in the school system:

66 The Key, [State of Education survey report](#), May 2016, p 30

67 Q180

68 Education Policy Institute, [Teacher workload and professional development in England’s secondary schools: insights from TALIS](#), October 2016, p 7

69 Education Policy Institute, [Teacher workload and professional development in England’s secondary schools: insights from TALIS](#), October 2016, p 14

70 Department for Education, [Government response to the Workload Challenge](#), February 2015

71 Q173

while we have lots of Government change in terms of assessment, and while we have people not knowing where they are in terms of the syllabus for GCSE, all those kinds of pressures mean that it still feels very pressured for teachers.<sup>72</sup>

64. She also told us “workload is inextricably linked to the accountability agenda”.<sup>73</sup> NFER analysis “uncovered two main drivers that interviewees feel are responsible for increased workload, namely inspection and policy changes”.<sup>74</sup>

65. The Department for Education also found similar drivers through the workload challenge survey:

Respondents most commonly said that the burden of their workload was created by: accountability/perceived pressures of Ofsted (53%) [and] tasks set by senior/middle leaders (51%). Working to policies set at local/school level (35%) and policy change at national level (34%) were also significant drivers for teacher workload.<sup>75</sup>

66. In response, the Department committed to a lead in time of at least a year for changes to accountability, curriculum or qualifications, to try to reduce the impact on teacher workload.<sup>76</sup> However, changes to primary assessment, which were introduced in 2016, after the protocol was agreed to, were labelled as ‘chaotic’ and caused significant upheaval within the sector.<sup>77</sup> This included new tests to reflect a more challenging curriculum and a change in how children are assessed. We are examining these changes through our inquiry into primary assessment.<sup>78</sup>

67. Although the Department has a large degree of influence on teacher workload, school leaders also have a role to play. Teachers who feel supported and professionally confident often feel that their workload is more manageable. Peter Sellen told us:

teachers in England receive very little professional development compared to those in other countries, which makes them feel less prepared, and that makes them struggle more with their working hours.<sup>79</sup>

68. We discuss professional development in more detail in Chapter 6. Jack Worth also suggested “that schools [could] have a governor, or a trustee, or a senior member of staff who is responsible for it—a champion of the wellbeing of teachers and workload”.<sup>80</sup> The Nottingham Education Improvement Board have produced a workload charter that schools can sign up to with the aim of capping teacher working hours.<sup>81</sup> David Anstead, Strategic Lead for the Nottingham Education Improvement Board, described the aims of the charter:

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72 Q182

73 Q168

74 NFER, [Engaging teachers: NFER Analysis of Teacher Retention](#), September 2016, p 15

75 Department for Education, [Workload challenge: analysis of teacher consultation responses](#), February 2015, p 8

76 Department for Education, [Protocol for changes to accountability, curriculum and qualifications](#), March 2015, p 1

77 TES, [‘Primary schools could boycott ‘chaotic’ Sats tests’](#), August 2016

78 Education Select Committee, [Primary assessment inquiry](#), September 2016

79 Q186

80 Q186

81 Nottingham Education Improvement Board, [Fair Workload Charter](#), September 2016

it is about capping the extra hours for classroom teachers to two hours beyond directed time a day, and three for leadership people. It is about saying, “Okay, let’s look at all we have to do, and let’s just expect people to do what is reasonable to deliver within that time.”<sup>82</sup>

69. *The Government should recognise the importance of stability following major changes to accountability, assessment or the curriculum to allow recent reforms to be embedded. The current protocol of a year’s notice should be adhered to at the very minimum, but more effort should be made to give longer lead in time for future policy changes.*

70. *The Government must do more to encourage schools to implement the recommendations of the workload challenge. Ofsted must do more to dispel any misunderstandings of its requirements and promote good practice by monitoring workload in its school inspections. Ofsted should introduce and publish details of how consistency between inspectors is evaluated.*

71. *All school leaders should promote a culture of wellbeing in their schools, which will include taking greater account of teacher workload. This could include implementing the recommendations of the workload challenge or ‘capping’ the number of hours teachers work outside of teaching time.*

## 6 Continuing professional development

72. Peter Sellen from EPI told us “60% of teachers agreed that one of the key barriers to accessing professional development was their work schedule”.<sup>83</sup> The pressure on teachers’ time can mean professional development is squeezed out of timetables and not prioritised. ITT typically lasts for just one year, and must cover a wide range of skills in this period. Continuing professional development (CPD) should follow on from this and act as ongoing training throughout teachers’ careers, to improve their practice, develop new skills and maintain subject knowledge. Currently, however, the teaching profession in England lacks clear, structured provision for CPD and a number of barriers act to reduce the amount of CPD done by teachers.

73. As well as struggling to find time for CPD, the current nature of the accountability system means senior leaders can be reluctant to release staff from the classroom. The Mathematical Association described the situation:

Secondary and FE level schools are regularly unwilling and unable to release staff to attend professional development. Losing class time with high stakes exam classes is not permitted and funding is not available to support attendance to training events. We have experience of even free high quality training events being cancelled due to lack of delegates, not because teachers did not want to attend but because they were not allowed to by their schools.<sup>84</sup>

74. We heard that senior leaders often focus on pupil performance data and Ofsted inspection, at the expense of developing a culture of professional learning and development. David Anstead from the Nottingham Education Improvement Board told us “leadership in schools is driven by what they think the accountability system wants people to see, so there is specific training around that”.<sup>85</sup>

75. Analysis by the EPI of the Teaching and Learning International Survey 2013 showed that the number of days of CPD that English teachers carried out was fewer than most other OECD countries.<sup>86</sup> On average, English teachers spent four days doing CPD in one year, whereas teachers in Singapore spent 12 days and South Korea 15 days. This is perhaps unsurprising when you consider that teachers in Singapore are entitled to 100 hours of CPD per year,<sup>87</sup> whereas England has no such entitlement. Singapore is not alone with this kind of commitment; somewhat closer to home, Scottish teachers are entitled to 35 hours of CPD per year.<sup>88</sup>

76. The quality of CPD was also raised as an essential factor to teacher professionalism. UCL Institute for Education told us that “evidence suggests the best CPD is long-term,

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83 Q188

84 Mathematical Association, ([SOT 50](#)), para 12

85 Q190

86 Education Policy Institute, [Teacher workload and professional development in England’s secondary schools: insights from TALIS](#), p 33

87 OECD, [Preparing teachers and developing school leaders for the 21st century - lessons from around the world](#), 2012, p 60

88 Scottish Negotiating Committee for Teachers, [Handbook of Conditions of Service](#), 2007



interspersed with episodes of practice, individually tailored and informed and challenged by external expertise”.<sup>89</sup> Dr Robin Bevan, Headteacher at Southend High School for Boys, reiterated what good CPD should include:

We know that if you want to have an impact on pupil outcomes then the CPD that you need to have in schools has certain characteristics. It needs to be sustained and the duration is 12 to 18 months. It needs to be collaborative, based on real problems—and this is where the subject-specific stuff comes in—that teachers are facing, and involve some degree of choice or at least agency. The teacher needs to be an active participant in what they are doing. It needs to involve external expertise and it needs to end with some kind of solution-focused understanding.<sup>90</sup>

77. However, in reality, many teachers will not be doing CPD that will lead to real improvements in the classroom. One issue is access to high-quality providers of CPD. Dr Bevan told us:

The biggest problem in the arena of providers are those who I refer to as snake oil salesmen who do fabulous charismatic presentations that essentially have no long-lasting impact or content.<sup>91</sup>

78. Schools also carry out a lot of their CPD in-house, which can be very effective, but, as we have heard previously, external expertise is often beneficial. Professor Sir John Holman, President of the Royal Society of Chemistry, said “by and large, schools put a greater emphasis on generic things”.<sup>92</sup> Some ‘generic’ CPD, for example, behaviour management is very important, but Dr Bevan told us:

Nearly all—and I am going to be a little mischievous in my description but I think it is fair—CPD currently being provided is driven by regulatory or statutory frameworks, so that is curriculum change, Ofsted, Prevent training.<sup>93</sup>

79. Subject-specific CPD is necessary to develop specific skills related to the teaching of a subject, maintenance or acquisition of subject knowledge, and to improve practice. Professor Holman described this for science teaching:

There is a huge emphasis in countries like Germany, Finland, the Netherlands and Singapore on the subject and how to be a highly skilled practitioner in that subject. Science is a practical subject and practical work is very important. You need a lot of very specific skills and a lot of confidence in order to do practical work well [ ... ] It is that kind of highly specific skill that comes out if you are providing subject-specific professional development.<sup>94</sup>

80. Subject-specific CPD is not only essential for maintaining subject knowledge, but also for developing it. Andy Mitchell from the Design and Technology Association said

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89 UCL Institute for Education, ([SOT 22](#)), para 29

90 Q99

91 Q107

92 Q97

93 Q99

94 Q109

“the problem with graduates entering the profession is that they spend so little time developing subject knowledge”.<sup>95</sup> This is particularly important for teachers who teach subjects outside of their specialism.

81. The Minister told us that “in mathematics, 18% of teaching time is by people who do not have a post A-level qualification in that subject, and that varies. For physics it is 25%”.<sup>96</sup> Subject knowledge enhancement courses can be an effective way to upskill teachers who are currently teaching outside of their specialism, helping to ease recruitment pressures in high-needs subjects. Professor Holman gave an example of this:

a lot of physics and chemistry is taught by people who are qualified in biology. That is great, they might be outstanding teachers, but they might not know enough to teach that subject to GCSE, let alone A Level. Programmes to enhance subject knowledge, subject knowledge enhancement programmes, are very important. I understand the Government fund them for people taking them pre initial teacher training, but it is very important, after initial teacher training, to have subject knowledge enhancement available.<sup>97</sup>

82. We welcome the publication of the *Standard for teachers’ professional development*,<sup>98</sup> which should help schools improve the quality of CPD, but will not alter the fact that barriers still exist. In order for more teachers to carry out high-quality, subject-specific CPD, Universities Council for the Education of Teachers calls for stronger commitment from Government:

Teachers should have an entitlement to, and expectation to use, structured early professional development [ ... ] that builds on and complements their initial training.<sup>99</sup>

83. But senior leadership recognition is also important in creating the culture of professional development needed. Jack Worth from NFER stated the importance of strong leadership: “CPD has to be well led and mean that staff are feeling well supported and well valued”.<sup>100</sup>

84. The benefits of improving CPD provision do not stop at improving teaching practice in schools. We heard that a strong culture of relevant and high-quality CPD could improve teacher retention. As discussed in chapter 4, one of the main reasons teachers intend to leave the profession is a lack of job satisfaction, and not feeling supported in their profession.<sup>101</sup> Charles Tracy from the Institute of Physics said:

If they provide a culture of professional development and professional support for their staff, the staff will stay in the school and it works for them as well as the national system where they will stay in education.<sup>102</sup>

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95 Q106

96 Q213

97 Q112

98 Department for Education, [Standard for teachers’ professional development](#), July 2016

99 Universities Council for the Education of Teachers, ([SOT 4](#)), para 7

100 Q189

101 NFER, [Engaging teachers: NFER Analysis of teacher retention](#), September 2016, p 2

102 Q102

85. We also heard that teachers who are less supported and professionally confident are more likely to find their workload unmanageable, a key factor of teachers leaving the profession.<sup>103</sup> A professional learning culture and support for teachers may also help improve the status of the profession, something which was a recurring theme of the inquiry.

86. UCL Institute of Education told us in written evidence that “ultimately, the status accorded to teaching is an important factor in attracting and retaining high calibre candidates”.<sup>104</sup> According to the OECD, 35% of teachers in England feel their profession is valued by society, compared with 66% in Korea and 60% in Finland, two high-performing countries.<sup>105</sup> This is something we found on a recent visit to Finland and South Korea as part of our ongoing inquiry into the purpose and quality of education in England.<sup>106</sup>

87. The Minister told us:

One of [the Government’s] overriding objectives is to raise the status of the teaching profession, which is why we raised the bar for entry into teaching, the skills test that teachers take. We have limited the number of retakes that can be taken, and we are seeing a higher proportion of graduates with top degrees coming into teaching than previously.<sup>107</sup>

88. However, the evidence we have heard suggests some of the most important factors to improve the status of the profession are professional development, access to research and a professional learning culture in schools. For example, Professor Holman told us:

spend more time on initial training and more time throughout the teacher’s career adding highly-focused, high quality professional development that is relevant to them at that stage in their career. That would drive us towards the situation that we have in these other countries where teachers are highly respected and highly professional. It would take time.<sup>108</sup>

89. One problem is that bringing about this level of cultural change will not happen quickly. Professor Holman suggested that a long term approach, of around 10 to 15 years, could help improve the status of the profession.<sup>109</sup>

90. The College of Teaching aims to provide some of this professional development structure for the sector. Dame Alison Peacock, CEO, told us:

What we want to do through the Chartered College is enable teachers to engage in scholarship where they are able to find out what the findings [of research] are saying so that they can improve practice.<sup>110</sup> [ ... ] The new Chartered College will offer scholarship routes to enable teachers to become chartered [ ... ] This is about a professional learning culture that needs to be provided and nurtured.<sup>111</sup>

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103 Q186

104 UCL Institute of Education, ([SOT 22](#)), para 12

105 OECD, [Teaching and Learning International Survey](#), 2013

106 Education Committee, [Purpose and quality of education in England inquiry](#), launched November 2015

107 Q91

108 Q114

109 Q102

110 Q173

111 Q187

91. The College of Teaching will play an important role in improving the professional standing of teachers in England. However, the College of Teaching only launched officially in January 2017 and it will be some time before the effects are realised and it can demonstrate real impact. The National Association of Headteachers said “it is vital [ ... ] that the College is seen as a credible voice for evidence based practice, leading to higher status and autonomy for teachers”.<sup>112</sup> The College will need to gain support from teachers to succeed, and to do this will need to remain independent with strong leadership and a clear ‘offer’ for teachers.

92. **CPD improves teaching practice, professionalism, and can help improve teacher retention. Until now, England has had a weaker commitment to CPD for teachers than many high-performing countries.**

93. *All teachers should have the entitlement and opportunity to undertake high-quality, continuing professional development. This should include greater emphasis on:*

- *Subject-specific knowledge and the ability to deliver it effectively through up-to-date pedagogical research;*
- *Longer term and cumulative development, which will include continuing evaluation and opportunities for review;*
- *Training being relevant to the different stages of a teaching career, recognising that the needs of a recently qualified teacher may differ from someone in the middle of their career;*

94. We fully support the College of Teaching, but recognise that there are still challenges in place and it may be some time before extensive benefits are seen. We urge teachers, school leaders and the wider sector to support it through its development phase.

95. *Responsibility for improving CPD is shared between the Government, Ofsted, schools and teachers:*

- *Teachers should use the opportunity of the new College of Teaching to be fully involved in the development of high-quality CPD opportunities;*
- *Schools should support all of their teachers to access CPD by releasing them from lessons and actively promoting a culture of learning within their teaching staff as well as their pupils;*
- *Ofsted should prioritise evidence of school support for the professional development of their teaching workforce within its inspection, and publish examples of excellent practice;*
- *Government should, having taken account of the work of teachers, schools and Ofsted, recognise its own role in promoting the professional development of teachers. This may include targeted funding and a central statement of annual entitlement.*

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112 National Association of Headteachers, ([SOT 61](#)), para 4

## Conclusions and recommendations

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1. Schools face increasing challenges of teacher shortages, particularly within certain subjects and regions. The Government is aware of these issues, yet lacks a coherent, long-term plan to effectively address them. The Government has missed recruitment targets for the last five years, and in 2016/17 the number of graduates starting initial teacher training fell. (Paragraph 28)
2. Rising pupil numbers and changes to school accountability, including the Government's focus on subjects within the EBacc, will exacerbate existing problems, increasing demand for teachers in subjects experiencing shortages. The failure of the National Teaching Service leaves a gap in the Government's plans to tackle regional shortages. (Paragraph 29)
3. The number of different routes into teaching are not always well understood by applicants and can be confusing. The absence of a central application system for school-led ITT leads to inefficient application systems and does little to address regional shortages. (Paragraph 30)
4. *The Government and National College for Teaching and Leadership should develop a long-term plan to improve both the supply of new and retention of existing teachers over the next 10 years. This plan should be published before the end of the school summer term 2017 and include:*
  - *Evidence-based initiatives and investment to tackle subject specialist shortages at both primary and secondary level;*
  - *Plans to focus recruitment to regions of the country in most need, particularly since the failure of the National Teaching Service;*
  - *The range and performance of ITT providers in terms of recruitment and retention of teachers;*
  - *A thorough plan for the evaluation of any initiatives and how any findings will feed into future plans for teacher recruitment.* (Paragraph 31)
5. *The Department should assess the full consequences of the range of possible numbers of teachers needed in the system as predicted by the Teacher Supply Model and include pre-existing shortages in this. This should be in place in time for the next targets to be set. The Government should follow through on its plan to develop and launch a national vacancy website which will be free to use for schools, and use the data to inform teacher recruitment targets. The Department should publish teacher shortages on a regional basis to better inform teacher recruitment.* (Paragraph 42)
6. Government intervention currently focuses almost entirely on improving recruitment of teachers. The Government struggles to recruit enough teachers to ITT each year, making the retention of teachers ever more important. Introducing initiatives to help improve teachers' job satisfaction may well be a much more cost effective way of improving teacher supply in the long term. (Paragraph 54)

7. The Government does not collect enough data on retention rates by subject, region, or route into teaching. Research suggests more teachers are leaving the profession and that there may be specific issues for certain subjects, particularly science teachers. (Paragraph 55)
8. *The Government should focus more resource on evidence-based policies to improve the retention of high-quality teachers. The Government should collect more granular data on teacher retention rates. This should include the reasons driving teachers to leave including secondary school subject, region and route into teaching to inform where intervention and investment should be directed.* (Paragraph 56)
9. *School leaders should carry out systematic exit interviews and use this information to better understand staff turnover, and whether there are any interventions that may help retain high-quality staff.* (Paragraph 57)
10. *The Government should recognise the importance of stability following major changes to accountability, assessment or the curriculum to allow recent reforms to be embedded. The current protocol of a year's notice should be adhered to at the very minimum, but more effort should be made to give longer lead in time for future policy changes.* (Paragraph 69)
11. *The Government must do more to encourage schools to implement the recommendations of the workload challenge. Ofsted must do more to dispel any misunderstandings of its requirements and promote good practice by monitoring workload in its school inspections. Ofsted should introduce and publish details of how consistency between inspectors is evaluated.* (Paragraph 70)
12. *All school leaders should promote a culture of wellbeing in their schools, which will include taking greater account of teacher workload. This could include implementing the recommendations of the workload challenge or 'capping' the number of hours teachers work outside of teaching time.* (Paragraph 71)
13. CPD improves teaching practice, professionalism, and can help improve teacher retention. Until now, England has had a weaker commitment to CPD for teachers than many high-performing countries. (Paragraph 92)
14. *All teachers should have the entitlement and opportunity to undertake high-quality, continuing professional development. This should include greater emphasis on:*
  - *Subject-specific knowledge and the ability to deliver it effectively through up-to-date pedagogical research;*
  - *Longer term and cumulative development, which will include continuing evaluation and opportunities for review;*
  - *Training being relevant to the different stages of a teaching career, recognising that the needs of a recently qualified teacher may differ from someone in the middle of their career;* (Paragraph 93)

15. We fully support the College of Teaching, but recognise that there are still challenges in place and it may be some time before extensive benefits are seen. We urge teachers, school leaders and the wider sector to support it through its development phase. (Paragraph 94)
16. *Responsibility for improving CPD is shared between the Government, Ofsted, schools and teachers:*
  - *Teachers should use the opportunity of the new College of Teaching to be fully involved in the development of high-quality CPD opportunities;*
  - *Schools should support all of their teachers to access CPD by releasing them from lessons and actively promoting a culture of learning within their teaching staff as well as their pupils;*
  - *Ofsted should prioritise evidence of school support for the professional development of their teaching workforce within its inspection, and publish examples of excellent practice;*
  - *Government should, having taken account of the work of teachers, schools and Ofsted, recognise its own role in promoting the professional development of teachers. This may include targeted funding and a central statement of annual entitlement. (Paragraph 95)*

# Formal Minutes

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**Wednesday 8 February 2017**

Members present:

Neil Carmichael, in the Chair

Ian Austin	Lucy Frazer
Michelle Donelan	Lilian Greenwood
Marion Fellows	Catherine McKinnell
Suella Fernandes	William Wragg

Draft Report (*Recruitment and retention of teachers*) proposed by the Chair, brought up and read.

*Ordered* that the draft report be read a second time, paragraph by paragraph.

Paragraphs 1 to 95 agreed to.

Summary agreed to.

*Resolved*, That the Report be the Fifth Report of the Committee to the House.

*Ordered*, That the Chair make the Report to the House.

*Ordered*, That embargoed copies of the Report be made available (Standing Order No. 134).

[Adjourned till Tuesday 21 February at 9.15am



# Witnesses

The following witnesses gave evidence. Transcripts can be viewed on the [inquiry publications page](#) of the Committee's website.

## Session 2015–16, HC 538

### Wednesday 9 December 2015

*Question number*

<b>Professor John Howson</b> , TeachVac, <b>Martin Thompson</b> , Executive Director, National Association of School-Based Teacher Trainers, <b>Sam Freedman</b> , Executive Director of Programmes, Teach First, and <b>James Noble-Rogers</b> , Executive Director, Universities Council for the Education of Teachers	<a href="#">Q1–27</a>
<b>Russell Hobby</b> , General Secretary, National Association of Head Teachers, <b>Kevin Courtney</b> , Deputy General Secretary, National Union of Teachers, <b>Darren Northcott</b> , National Official for Education, National Association of Schoolmasters Union of Women Teachers, and <b>Emma Knights</b> , Chief Executive, National Governors' Association	<a href="#">Q28–55</a>
<b>Mr Nick Gibb MP</b> , Minister of State, Department for Education	<a href="#">Q56–95</a>

## Session 2016–17, HC 199

### Wednesday 8 June 2016

<b>Dr Robin Bevan</b> , Headteacher, Southend High School for Boys, Essex, <b>Dr Jane Courtney</b> , Head of Education Division, School of Law and Social Studies, London South Bank University on behalf of MillionPlus, The Association for Modern Universities, <b>Professor Sir John Holman</b> , President-elect, Royal Society of Chemistry, <b>Andy Mitchell</b> , Curriculum Director and Assistant Chief Executive, Design and Technology Association, and <b>Charles Tracy</b> , Head of Education, Institute of Physics	<a href="#">Q96–116</a>
<b>Jenni French</b> , Programme Manager in the Education Team, Gatsby Charitable Foundation, <b>Joanna Hall</b> , Deputy Director for Schools, Ofsted, <b>Chris Husbands</b> , Vice-Chancellor, Sheffield Hallam University, <b>Mark Parrett</b> , Audit Manager, National Audit Office	<a href="#">Q117–158</a>

### Wednesday 19 October 2016

<b>David Anstead</b> , Strategic Lead, Nottingham Education Improvement Board, <b>Professor Dame Alison Peacock</b> , CEO Designate, College of Teaching, <b>Peter Sellen</b> , Chief Economist, Education Policy Institute, and <b>Jack Worth</b> , Research Manager, NFER	<a href="#">Q159–196</a>
<b>Nick Gibb MP</b> , Minister for School Standards, Department for Education	<a href="#">Q197–242</a>

## Published written evidence

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The following written evidence was received and can be viewed on the [inquiry publications page](#) of the Committee's website.

SOT numbers are generated by the evidence processing system and so may not be complete.

- 1 Accord Coalition ([SOT0023](#))
- 2 Advisory Committee on Mathematics Education ([SOT0044](#))
- 3 Andrea Lane ([SOT0008](#))
- 4 AQA ([SOT0021](#))
- 5 Association for Science Education, Institute of Physics, Royal Society, Royal Society of Biology and Royal Society of Chemistry ([SOT0016](#))
- 6 Association Of School And College Leaders ([SOT0032](#))
- 7 ATL ([SOT0025](#))
- 8 Buckinghamshire County Council ([SOT0056](#))
- 9 Catherine Bartholomew ([SOT0006](#))
- 10 Catholic Education Service ([SOT0020](#))
- 11 Catholic Education Service ([SOT0059](#))
- 12 Department for Education ([SOT0046](#))
- 13 Design and Technology Association ([SOT0051](#))
- 14 Education Support Partnership ([SOT0039](#))
- 15 Gatsby Charitable Foundation ([SOT0043](#))
- 16 Geographical Association ([SOT0012](#))
- 17 Independent Schools Council ([SOT0015](#))
- 18 London Borough of Redbridge ([SOT0001](#))
- 19 London Borough of Waltham Forest ([SOT0040](#))
- 20 Mathematical Association ([SOT0050](#))
- 21 Medway Council ([SOT0027](#))
- 22 MillionPlus ([SOT0017](#))
- 23 MillionPlus, The Association for Modern Universities ([SOT0064](#))
- 24 Mr James Whelan ([SOT0010](#))
- 25 Mr John Manning ([SOT0002](#))
- 26 NASUWT ([SOT0052](#))
- 27 NASUWT ([SOT0060](#))
- 28 National Association of Head Teachers ([SOT0013](#))
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- 30 National Association of School-Based Teacher Trainers ([SOT0047](#))
- 31 National Foundation for Educational Research ([SOT0057](#))
- 32 National Governors' Association ([SOT0055](#))
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- 34 National Union of Teachers ([SOT0054](#))
- 35 National Union of Teachers ([SOT0062](#))
- 36 Oasis Community Learning ([SOT0048](#))
- 37 Place2be ([SOT0037](#))
- 38 Prospero Teaching ([SOT0029](#))
- 39 Recruitment & Employment Confederation ([SOT0042](#))
- 40 Religious Education Council, NATRE and AULRE ([SOT0041](#))
- 41 Researchers in Schools ([SOT0024](#))
- 42 Rusper Primary School ([SOT0009](#))
- 43 Sheffield Institute of Education ([SOT0030](#))
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- 48 TES Global ([SOT0058](#))
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- 50 The Long Eaton School ([SOT0028](#))
- 51 UCL Institute of Education ([SOT0022](#))
- 52 Universities Council for the Education Of Teachers ([SOT0004](#))
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- 54 University and College Union ([SOT0049](#))
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- 56 University of Huddersfield ([SOT0019](#))
- 57 University of Oxford, Department of Education and others ([SOT0038](#))
- 58 University of Southampton ([SOT0033](#))
- 59 Voice - The Union for Educational Professionals ([SOT0031](#))
- 60 Wellcome Trust ([SOT0045](#))
- 61 West Sussex Secondary Headteachers' Association ([SOT0053](#))

## List of Reports from the Committee during the current Parliament

All publications from the Committee are available on the [publications page](#) of the Committee's website.

The reference number of the Government's response to each Report is printed in brackets after the HC printing number.

### Session 2015–16

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Second Report	Holocaust Education	HC 480 (HC 974)
Third Report	Appointment of the Chief Regulator of Ofqual	HC 822
Fourth Report	Mental health and well-being of looked-after children	HC 481
First Joint Special Report	Education, skills and productivity: commissioned research	HC 565
First Special Report	Apprenticeships and traineeships for 16 to 19 year olds: Government Response to the Committee's Seventh Report of Session 2014–15	HC 317
Second Special Report	Extremism in schools: the Trojan Horse affair: Ofsted Response to the Committee's Seventh Report of Session 2014–15	HC 324
Fourth Special Report	Holocaust Education: Government Response to the Committee's Second Report of Session 2015–16	HC 974
Fifth Special Report	The role of Regional Schools Commissioners: Government Response to the Committee's First Report of Session 2015–16	HC 975

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Third Report	Social work reform	HC 201 (HC 733)
Fourth Report	Evidence check: Grammar schools	HC 780
First Special Report	Appointment of Her Majesty's Chief Inspector of Education, Children's Services and Skills: Government Response to the Committee's Second Report of Session 2016–17	HC 674
Second Special Report	Social work reform: Government Response to the Committee's Third Report of Session 2016–17	HC 733