

Template

THEME

Transforming the School Workforce

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EXECUTIVE SUMMARY

The bulk of schools' money is spent on their workforce and they are key to their success. The overarching aim of is therefore to improve the recruitment, retention, quality and status of all members of the school workforce. Workforce reform is not an end in itself. The focus is on developing a school workforce that has the professionalism, teamwork, and leadership to deliver further rapid and sustainable improvements in standards, while at same time narrowing achievement gaps. Workforce reform therefore underpins the Government's schools policies more generally.

POLICY CONTEXT

The workforce programme has the core responsibility for delivering:

- new capacity for transformational leadership of change in schools;
- a teaching profession confident in its skills and expertise;
- a workforce that can create the time for leadership and professionalism; and
- a concerted attack on all forms of bureaucracy.

All of these are vital to driving up standards of pupil achievement in schools. Many of the elements needed to deliver reform are in place, including:

- the 2002 Education Act (enabling legislative framework);
- significant additional resources from 2002 Spending Review;
- plans for the next three years which align school workforce transformation with the key elements of the wider reform programme;
- plans to transform school leadership – through developing the capacity of the National College for School Leadership and the introduction of the Leadership Incentive Grant;
- development of a change management programme, based on the Transforming the School Workforce Pathfinder project, which will be made available to all schools
- an historic national agreement with headteacher, teacher and support staff unions and local government employers on the principles and practical implementation of school workforce reform.

MAIN ISSUES / ELEMENTS OF THE PROGRAMME

School Workforce Remodelling

The focus is on enabling teachers to spend more time on teaching and activities that directly support teaching – as well as providing leadership time for headteachers. This is crucial for the more individualised patterns of teaching and learning that are central to the continuing drive for higher standards.

The remodelling agenda is about reinforcing the professional status of teachers, supporting leadership and helping schools to make the most of their human resource. It is also about improving job satisfaction and addressing work-life balance – it will therefore be a powerful recruitment and retention tool. But above all it is about enabling teachers to spend as much of their time as possible on activities that have the most impact on improving pupil performance across the board.

In 2002, we discussed with unions, employers, and national bodies the principles of a remodelled workforce. We set out powerful and wide-ranging proposals for change in *Time for Standards*, and in January 2003 signed an historic national agreement, which will pave the way for changes to the teachers' contract; more support staff in extended roles, including personal administrative assistants for teachers, cover supervisors and high level teaching assistants; and a concerted attack on bureaucracy, including through a new Implementation Review Unit, featuring a panel of serving practitioners.

School Support Staff

This is about promoting the recruitment, training development and effective management and deployment of school support staff. This will not only enable teachers to concentrate on teaching, but broaden the range of adults who can support good learning. It is also a desirable aim in itself in terms of the wider skills agenda.

The aim is to help improve standards of pupil performance and reduce teacher workload by:

- freeing up teacher time through a more effective use of a wider range of well-trained support staff;
- improving opportunities for training and career development for support staff, including the development of foundation training for all support staff and the development of a new higher-level teaching assistant role;
- ensuring that headteachers, senior managers, teachers and governors have access to relevant training and guidance in the management and deployment of support staff; and
- mapping clearer progression routes for support staff and developing smoother routes into teaching for those who want to progress.

We estimate that the funds being made available for support staff (both through Standards Fund and through increased general school budgets) will enable schools to recruit at least 50,000 extra FTE support staff (of all types) nationally by the end of this Parliament. Between January 2001 and January 2002, 28,000 extra support staff took up post.

LEAs are using Standards Fund Grant to deliver the induction training programmes (which includes a new module – English as an Additional Language – launched in October 2002) for newly recruited teaching assistants in primary and secondary schools.

NVQs at levels 2 and 3 for teaching assistants became available in September 2002.

Leadership

The Government is committed to building leadership capacity at all levels in schools, high quality leadership development and preparation for headship. From 1 April 2004, all those appointed to their first headship post in the maintained sector and in non-maintained special schools will be required to hold the National Professional Qualification for Headship (NPQH), or to be working towards it.

NPQH is just one of a range of leadership programmes run by the National College for School Leadership (NCSL), which was established to create and oversee a coherent national leadership framework which provides training, development and support for school leaders at every stage of their careers and nurtures leadership potential within the profession. In addition to NPQH, NCSL is managing the delivery of two other national headteacher training programmes, the Leadership Programme for Serving Headteachers and the Leadership and Management Programme for New Headteachers.

The Department's grant to the NCSL in 2002-03 was just under £69 million. With this funding the college has, among other things:

- managed two successful recruitment rounds to the NPQH (over 4,400 participants);
- has developed the 'Leading from the Middle' programme aimed at increasing the leadership potential of middle level school leaders;
- launched the 'Consultant Leaders' programme which will enable the best school leaders to mentor, coach and support the leadership development of school leaders, especially in those schools that need to make a step change in pupils' performance.

Teacher Supply, Recruitment and Retention

The role here is to ensure that there are sufficient well-trained teachers to support the Government's aim of raising standards in schools.

The aim is to reach a position where all schools can attract and retain the right number and quality of teachers, and to fulfil the Government's commitment of at least 10,000 more teachers by the end of the current Parliament.

In January 2002, there were 419,600 full-time equivalent teachers employed in maintained schools in England. This is a rise of 9,400 since 2001, and an increase of 20,400 since 1997.

In addition, the number of people leaving the profession for reasons other than retirement went down slightly in 2001, for the first time since 1996/97. Despite this, teacher recruitment difficulties persist in some schools in some areas. The Department has undertaken a wide range of activities to help schools, including:

- £6,000 training bursaries for eligible primary and secondary Postgraduate Certificate in Education students and £4,000 'golden hellos' for newly-qualified teachers who train in, and go on to teach, the shortage subject areas of maths, science, English, modern languages and technology;
- paying off, over time, the student loans of over 4,000 new teachers of shortage subjects;

- funding an increase in the number of employment-based training places in schools from 4,150 in 2002/03 to 7,250 in 2005/06;
- funding an increase in the number of Teacher Training Agency-funded returners' courses from 1,800 in 2002/03 to 2,000 in 2003/04, and by a further 250 a year thereafter. Participants receive £150-a-week bursaries plus help with childcare costs where appropriate;
- funding a network of Recruitment Strategy Managers who work alongside LEAs to support a strategic approach to teacher recruitment;
- creating and funding a Recruitment & Retention Unit within Government Office for London, to look at approaches to a pan-London strategy for issues such as the use of supply teachers, overseas recruitment, transport and housing;
- identifying the key reasons why teachers leave the profession to inform new policies. For example, the Starter Homes Initiative provided £250 million to key workers, including 3,500 teachers, to buy their first home in areas of high price or demand.

Initial Teacher Training

We are responsible for overseeing a range of projects which seek to improve the quality and flexibility of Initial Teacher Training (ITT). We work closely with the Teacher Training Agency (TTA) to ensure that all trainee teachers acquire the skills they need to teach effectively and to raise standards in the classroom.

Qualifying to Teach, which sets out the new standards and requirements for initial teacher training, came into effect from September 2002. This seeks to ensure that all new teachers have the subject knowledge and the teaching and learning expertise they need, and are well prepared for the wider professional demands of being a teacher.

We are working with the TTA to develop new ways of training to teach. The undergraduate credit scheme is now in its second year and allows undergraduates to complete some aspects of a teacher training programme alongside their degree studies.

We are supporting greater school involvement in ITT through the partnership project, which has so far recruited over 500 partnership promotion schools. The project aims to increase training capacity, trial training materials and encourage more schools to support ITT. We are also funding the Training Schools programme which seeks to increase the capacity, diversity and quality of ITT.

Continuing Professional Development

We deliver against the proposals in the Continuing Professional Development (CPD) Strategy, to develop a climate in which school leaders create and support opportunities for professional development for all staff, and teachers actively pursue their own development and contribute to that of their colleagues.

The Government has supported a series of individual initiatives – Professional Bursaries, Sabbaticals, Best Practice Research Scholarships – from which teachers are already benefiting. The statutory induction arrangements have continued to help Newly Qualified Teachers to become more effective teachers, and a pilot Early Professional Development Programme, introduced in September 2001, has had a positive impact on the quality of teaching and morale of participating teachers in their 2nd and 3rd years of teaching.

Advanced Skills Teachers

Designed to create a new career path for excellent teachers who want to continue as classroom teachers; and an opportunity for them to use their skills to support the professional development of their colleagues.

We support the creation of Advanced Skills Teachers (AST) posts through a standards fund grant, arranging for the assessment of potential ASTs, providing advice and guidance to schools and LEAs and promoting knowledge and understanding of the developing work of the grade to ensure that numbers continue to grow.

Over 94 per cent of the Department's spending on ASTs goes directly to support the costs to schools of creating posts. The standards fund grant also includes a small payment for each LEA to use to co-ordinate AST outreach work, so that it is directed at local priorities, and to provide central support. The rest is spent on AST assessment, managed through a contract with an external agency, and promotional activities.

Fast Track Teaching

Teachers who join Fast Track receive additional, professional development opportunities and rewards – including an additional spine point for NQTs and a recruitment and retention allowance after their induction year, for up to five years. There are also, of course, additional challenges, and expectations of performance are high. The cost of all training, development and salary enhancements are met directly by the Department.

Fast Track is a long term investment to improve the quality of leadership in schools. It is designed to attract and retain some of the best new graduates, career changers and serving teachers and support them in making accelerated progress towards leadership positions.

Teachers' Pay and Performance

We support a performance management and pay system that aims to give schools the flexibility and tools they need to recruit, retain and reward the best teachers so that they can achieve higher standards for all pupils.

The aim is to embed effective human resource strategies in schools so that teachers are set challenging objectives to raise pupil standards, are clear about the professional support available to them to do so, and have the opportunity to progress to higher levels of pay based on their performance. This will help make teaching more attractive to new recruits and raise the professionalism of teaching.

In the most successful schools, where the policies are clear and fully integrated with the school's development plan, heads are seeing a positive effect on standards. We have also achieved greater pay flexibilities for schools to ensure that they can recruit and retain the teachers they need to improve standards. We have also introduced new arrangements for the main pay scale so that new teachers can progress more quickly to the upper pay scale where they can achieve salaries of up to £32,000 depending on performance. 223,000 teachers have now progressed to the upper pay scale, fully funded through a special grant worth over £450 million this year. We have provided schools with £90 million to cover performance related payments to their class room teachers, leadership groups, Heads and deputies..

INDICATORS OF GOOD PRACTICE

Teacher recruitment and retention

Is there a strategy in place? Does the LEA recognise recruitment and retention issues as being an relevant activity which can contribute to school improvement?

What LEA level initiatives exist to support recruitment and retention? These might include:

- schemes for reduced cost housing in relevant areas,
- childcare support schemes for teachers
- encouraging flexible working
- working with schools on recruitment, induction and support for overseas teachers,
- collaborative recruitment initiatives aimed at NQTs, LEA led recruitment campaigns
- LEA based supply listing, agency etc.
- LEA support for crisis situations where a school is having particular difficulties getting staff in to cover classes
- Supporting schools in accessing GTP and RTP schemes

Qualitative measures might be hard to identify – there is bound to be an element of how schools rate the support received in contributing to the supply and retention of teachers in schools.

Level of activity will depend on funding accessed either via TTA or from schools to support this work. It is not, necessarily, a good thing for an LEA to be directly financially supporting this type of activity, as this is likely to be diverting funds from schools. Where however the school improvement imperatives are clearly around recruitment and retention, and where schools support the approach, it would represent exemplary LEA activity.

Professional development (including NQTs?)

In broad terms the LEA role in relation to professional development might be identified as providing. Support to schools in ensuring the strategic relationship between school planning and improvement and staff development work is linked and in place. The LEA is likely to act as a champion for professional development in schools in support of school improvement.

Specific activities are likely to include:

- Co-ordinating and enabling programmes for NQT, EPD, and professional bursaries
- Acting as an information conduit and filter on the range of development opportunities available and provide, where appropriate quality assurance on those opportunities
- Acting as an information conduit in respect of the funding streams that are available in the development arena enabling schools to maximise their access to funding for this purpose.
- Ensuring that a relevant programme of development opportunities is available to schools using a mixture of LEA, school and external people to deliver.

- Acting as a focus point for school CPD co-ordinator networks, meeting regularly with them either on a one to one basis or as a group.
- Supporting and facilitating subject and other networks eg EIC schools
- Facilitating schools in seeking IIP accreditation
- Initiating and maintaining links with local providers and HEI institutions to seek to ensure that their offer fits with teachers' or schools' needs and to work to develop higher level accreditation mechanisms for school and practice based learning.
- Identifying and spreading innovation and good practice in teaching.

If an LEA is doing all or most of this, this would be exemplary practise.

Performance management

An exemplary role in relation to performance management would include;

- Acting as a champion of the contribution that performance management can make to school improvement,
- Supporting schools, through their school improvement advisory work, to ensure that schools have effective systems in place to link performance management, with team and school level development and review processes.
- Making use of the LEA right/responsibility to access the headteacher performance objectives to ensure they are robust and effectively focussed on the schools development needs.
- Ensuring training is in place for governors

Deployment of AST's

LEAs will have an AST co-ordinator who will be responsible for co-ordinating their outreach work in other schools and ensuring that it makes best use of the skills of the AST in relation to the needs of schools in the LEA area.

Measures of effective LEA role in relation to ASTs might be around

- Extent to which LEA has committed funding to AST funded at 50% through standards fund.
- Whether the LEA has acted as a champion of ASTs with schools and promoted the various 100% funded schemes as well as supporting posts funded at 50%.
- The overall numbers of ASTs in the LEA area will be a level of indicator.
- Is there a support system provided by LEA for ASTs, a network for them.
- Are there systems in place to provide protocols around outreach work, monitoring and review of work done, effective feedback into performance appraisal of the AST, advice to schools on salary scales and employment contracts.

Developing school leadership in conjunction with NCSL

LEAs are likely to be:

- Facilitating Headteacher induction

- Supporting individual heads, through the LEA school improvement work, to identify and met their individual development needs.
- Acting as a champion for NPQH and serving heads training programme – the level of take up in an LEA area would be an indicator of this.
- ?involvement in regional consortia for delivery of leadership training
- Ensuring schools have access to effective development programmes for middle managers.

Development for support staff

Is there a structure and framework of development opportunities for support staff put in place by the LEA. This is likely to include;

- Induction training for all support staff
- Training for learning support staff in delivering relevant educational packages (eg numeracy and literacy) and in working with particular pupil needs, ie learning disabilities and behavioural issues
- access to NVQ qualifications for learning support staff
- and relevant NVQs for school admin staff
- financial management and administration for those working on school finance,
- IT skills for admin and other support staff,
- health and safety and subject related training for technicians,
- health and safety for caretakers and building management staff,
- first aid training.

Qualitative measures are likely to be around the level of spend on support staff training and the level of take up of training by support staff in the LEA? (Although few LEAs would hold that information)

Notes

There needs to be some caution around small authorities and large authorities as larger ones will undoubtedly be better placed to achieve valuable initiatives eg in relation to professional and other development.

Also in some areas the level of effective work that is possible will depend on levels of funding made available to LEAs so eg not all have received funding for a recruitment strategy manager and where schools have received funding for recruitment and retention (and where schools value LEA work they have delegated their funding back to the LEA to enable them to work on strategic initiatives) but the level of funding available, and therefore the scope to work in this area will be driven partly by the level of funding and not just the quality of the LEA.