



Department  
for Education

# Teacher Recruitment and retention

*Sue Lovelock*

***Director, Teacher Workforce  
(candidates and trainees), DfE***

September 2024

# Agenda

- The importance of excellent teachers
- The new government's pledges
- Recruitment and retention evidence and context
- Challenges of recruitment and retention (R&R) of teachers
- What action we in DfE take to improve teacher R&R

# Great schools need great teachers – recruiting and retaining excellent teachers is core to this government's agenda

- The quality of teaching is the single most important in-school factor in improving outcomes for children, especially for those from disadvantaged backgrounds.
- Recruiting and retaining excellent teachers is core to the Government's Opportunity Mission – more high-quality teachers will facilitate better attainment and a stronger offer in key subjects, leading to better outcomes for young people and ultimately boosting the economy.
- Being taught by a high-quality teacher can add almost half a GCSE grade per subject to a given pupil's results.<sup>1</sup>
- High-quality professional development can lead to improved children's attainment.<sup>2</sup>
- We target interventions in the subjects and areas where the need is most acute so that all children have the opportunity for a high-quality education.

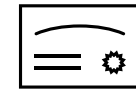
<sup>1</sup> J. Hattie. Visible Learning. 2009 & H Slater, N. M. Davies and S. M. Burgess. 'Do teachers matter? Measuring the variation in teacher effectiveness in England'. 2012.

<sup>2</sup> Education Policy Institute. The effects of high-quality professional development on teachers and students. 2020.

**What are the new  
government's priorities for the  
teaching workforce?**

# This government has an ambitious programme to recruit 6.5k new expert teachers – alongside other measures to boost the profession

- We will recruit an **additional 6,500 new expert teachers**. We will get more teachers into shortage subjects, support areas that face recruitment challenges, and tackle retention issues.
- [We will] Review the way **bursaries** are allocated, and the **structure of retention payments**, will be reviewed.
- Labour will reinstate the **School Support Staff Negotiating Body**, which will help address the acute recruitment and retention crisis in support roles.
- We will ensure any new teacher entering the classroom has, or is working towards, **Qualified Teacher Status (QTS)**.
- We will update the **Early Career Framework**, maintaining its grounding in evidence.
- We will introduce a new **Teacher Training Entitlement** to ensure teachers stay up to date on best practice with continuing professional development.
- We will create a new **Excellence in Leadership Programme**, a mentoring framework that expands the capacity of headteachers and leaders to improve their schools.

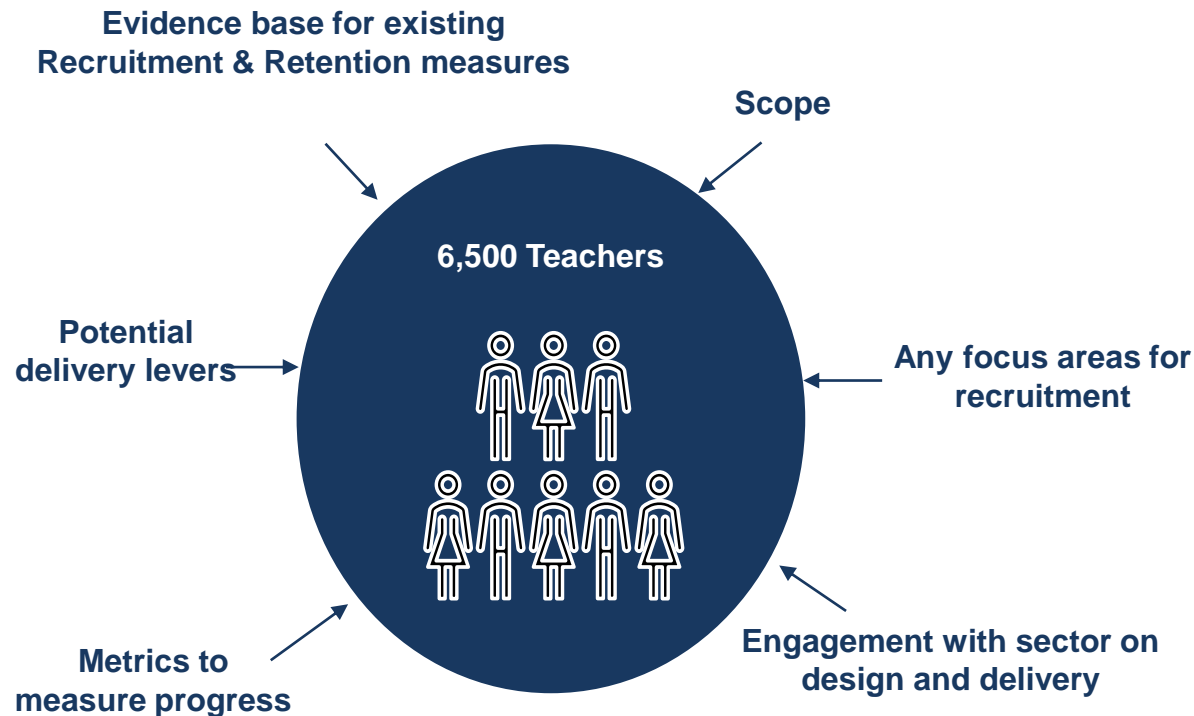


# We will recruit an additional 6,500 new expert teachers

The government's pledge to recruit an additional 6,500 teachers is one of the **six key steps for change** set out by the Prime Minister. We are seeking to raise standards for children and young people - our measures will include getting more teachers into shortage subjects, supporting areas that face recruitment challenges, and tackling retention issues.

The pledge is core to the **Opportunity Mission** as high-quality teaching is the within-school factor that makes the biggest difference to a child's education – more high-quality teachers will facilitate better attainment and a stronger offer in key subjects, leading to better outcomes for young people and ultimately boosting the economy.

## The department is currently considering...



## First Steps

- Announced a **5.5% pay award** for school teachers.
- Confirmed **targeted retention incentives for shortage subjects** in schools and FE colleges.
- Removed **Ofsted single word judgements**.
- Immediately resumed, post election, the **Get Into Teaching marketing campaign**, including the expansion of On Campus activation from 50 to 73 universities across England.
- Taken steps to support **flexible working**, including clarifying that teachers can carry out their **planning time at home**.
- Removing the requirement for **performance related pay**.

# ***We will reinstate the School Support Staff Negotiating Body (SSSNB)***

The government outlined their plan to reinstate the SSSNB in their manifesto:

*School support staff play a vital role in children's education and development. **We will reinstate the School Support Staff Negotiating Body, which will help address the acute recruitment and retention crisis in support roles.***

## **What will it do?**

- This body will be tasked with **establishing a national terms and conditions handbook, training, career progression routes, and fair pay rates for support staff.**
- This reform will ensure that schools can recruit and retain the staff needed to deliver high-quality, inclusive education.

## **Progress so far:**

Establishment of SSSNB likely to be included in Employment Rights Bill. This will set out:

- The remit of the SSSNB (to negotiate on pay and conditions and advise on training and career progression)
- A high-level definition of support staff
- The SoS powers including appt of member orgs
- The territorial extent (England only)
- The high-level process for how SSSNB will work
- We will include further detail in secondary legislation, and the constitution of the SSSNB
- We have established this working group to help co-design the SSSNB

# *We will ensure any new teacher entering the classroom has, or is working towards, Qualified Teacher Status (QTS)*

- We are committed to breaking down the barriers to opportunity and ensuring the best life chances for every child. Teacher quality is the biggest in-school factor in improving outcomes for children, which is why the government have pledged to ensuring that new teachers entering the classroom have, or are working towards, QTS.
- We are also committed to working with the education sector to re-establish teaching as an attractive, expert profession.
- This will ensure that children benefit from professionally qualified, well-trained teachers, and new teachers are prepared for a successful teaching career through high-quality, regulated training followed by early career induction and support.

## **Schools that will be in scope of this requirement:**

- All state funded primary and secondary schools in England
- Special Schools

(Note: This will not be a new requirement for Special Schools and LA maintained schools, where teachers are already required to have QTS).

## **Schools that will be out of scope of this requirement:**

- FE settings, (including 14 – 19 and 16 – 19 academies; University Technical Colleges; and Studio Schools).
- Academy nurseries and nurseries attached to academies.

## **DfE will:**

- Introduce this requirement in reasonable timescales so schools have time to plan and prepare.
- Ensure that there is clarity for schools about what this will mean for them and what is expected of them.
- Raise awareness of the different routes to QTS that are available for those who want to be teachers.



# Professional development pledges

Teaching and leadership quality are the most important in school factors affecting pupil attainment, particularly for pupils from disadvantaged backgrounds and those who have fallen behind.

There are three manifesto pledges relating to teacher professional development:

## *We will update the **Early Career Framework**, maintaining its grounding in evidence*

- The Early Career Framework underpins a two-year support package for all new teachers (Early Career Teachers).
- Based on evidence of 'what works' - independently verified by the Education Endowment Foundation.
- Introduced in 2020 - we continue to learn about what works and refine our approach.
- This includes ensuring a coherent experience through initial training into statutory induction, ensuring consistent high-quality support is embedded across schools in a sustainable way, while continuing to be mindful of the workload of Early Career Teachers and their mentors.

## *We will create a new **Excellence in Leadership Programme**, a mentoring framework that expands the capacity of headteachers and leaders to improve their schools*

- Many school leaders report feeling overwhelmed by the role and/or isolated, and there are perceptions by some that headship is not a desirable role due to associated stress and accountability.
- Aiming to develop a package of support that builds leader's knowledge, skills and behaviours while enabling peer-to-peer learning/support. This will help leaders achieve their potential, contribute to wider school improvement and, for some, enable them to support wider system improvement.
- Will consider alignment with existing offers, such as our National Professional Qualifications aimed at leaders and existing wellbeing support.

## *We will introduce a new **Teacher Training Entitlement** to ensure teachers stay up to date on best practice with continuing professional development*

- In most areas, DfE does not currently set a specific expectation about the amount and type of professional development teachers should undertake.
- 24% of teachers spent less than 10 hours on CPD in the last year. Common barriers to accessing CPD include workload, cost and lack of cover.
- The Teacher Training Entitlement is likely to be a suite of measures aimed to increase take-up of professional development (both formal and informal) and embed it as a key professional responsibility.

Although we continue to seek steers from Ministers on the scale and pace they would like to see in these areas, overall, these three pledges aim to increase the amount of high-quality professional development taken by the teachers and leaders.

## This government also plans to reform education in other areas that will likewise affect the workforce

- Launch an **expert-led review of curriculum and assessment**, “working with school staff, parents and employers”
- Replace single headline Ofsted grades with a **new report card system** “telling parents clearly how schools are performing”
- Introduce a “new **annual review of safeguarding, attendance, and off-rolling**”
- **Fund free breakfast clubs** in “every primary school, accessible to all children”
- **Open an additional 3,000 nurseries** through upgrading space in primary schools
- **Provide access to specialist mental health professionals in every school**, so “every young person has access to early support to address problems before they escalate”



# **What does the teaching workforce look like now?**

# The schools workforce is made up of close to 1 million people...

## Key statistics

---



There are over **468,000 teachers (FTE)** working in schools in England.



**27,000 new trainee teachers** started training in Sep 2023.



There are a further **283,000 (FTE) teaching assistants** and **227,000 (FTE) other support staff**.



Just over **two thirds** of teachers who started teaching five years ago are **still teaching**.



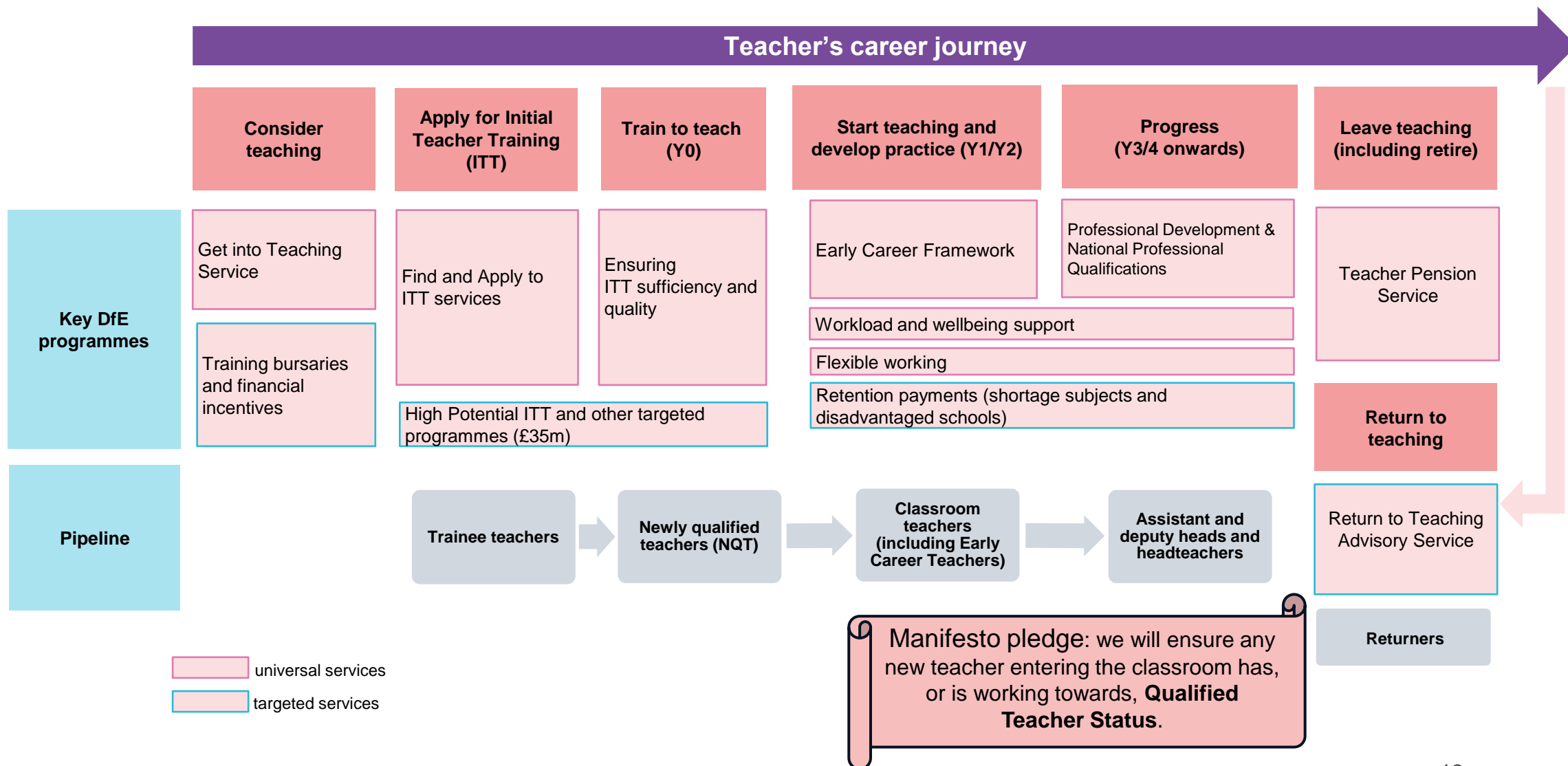
**97%** of teachers in state schools currently have **qualified teacher status**.



**47%** of teachers work in **nurseries and primary schools**, **47%** in **secondary schools**, and **6%** in **special schools and alternative provision**.

# DfE aims to support teachers at every stage of their career

The department supports teachers throughout their career journey, from candidate attraction and application, to training, early career induction, onto CPD and eventually pensions.



# School support staff play a vital role ...

- Support staff make up 5 in 10 of the school workforce, with TAs comprising 3 in 10 of the school workforce.
- There are 510,392 FTE support staff, covering teaching assistants, administrative staff, technicians, etc.
- There are **282,925 FTE TAs**, an increase of 61,400 since 2011. Research suggests that **TA numbers are now mainly driven by pupil cohorts**, particularly the number of pupils with SEND.

**Apprenticeships:** We have developed apprenticeships: Schools can access up to £7,000 in levy funding to recruit and train TAs through the **revised L3 Teaching Assistant apprenticeship**, and we are developing a new **L5 Specialist Teaching Assistant apprenticeship**.

Launching a new **Teacher Degree Apprenticeship** that will support people, including TAs, to achieve a degree alongside Qualified Teacher Status (QTS).

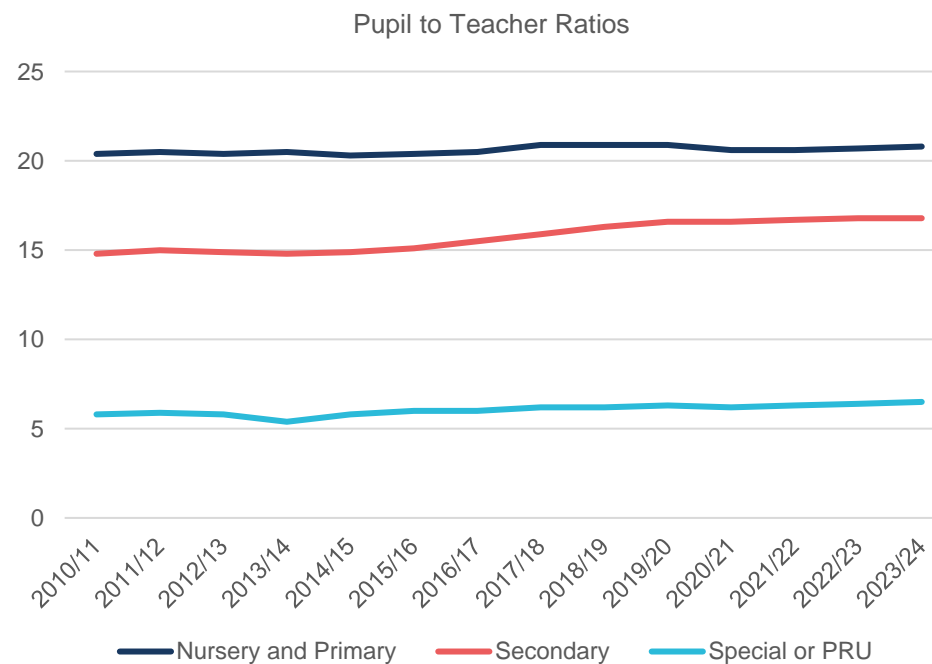
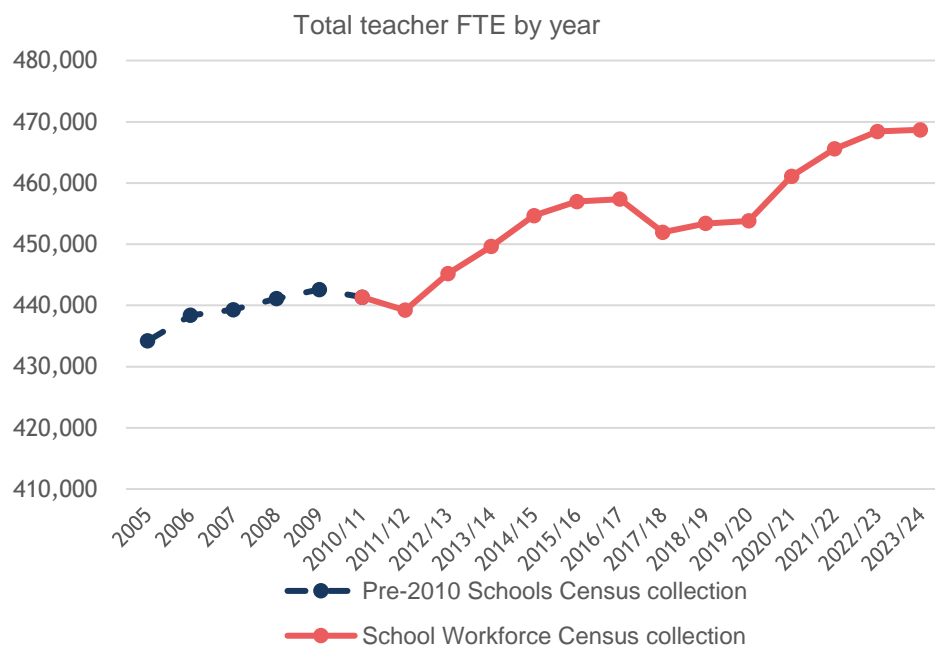
Various SEND training opportunities have been made available to schools, many of which include TAs, given the important role they play **supporting pupils with SEND**.

Manifesto pledge: we will reinstate the **School Support Staff Negotiating Body**, which will help address the acute recruitment and retention crisis in support roles.

# **Recruitment and Retention challenges**

# The number of teachers continues to increase, but pupil-to-teacher ratios (PTRs) in secondary have also been rising

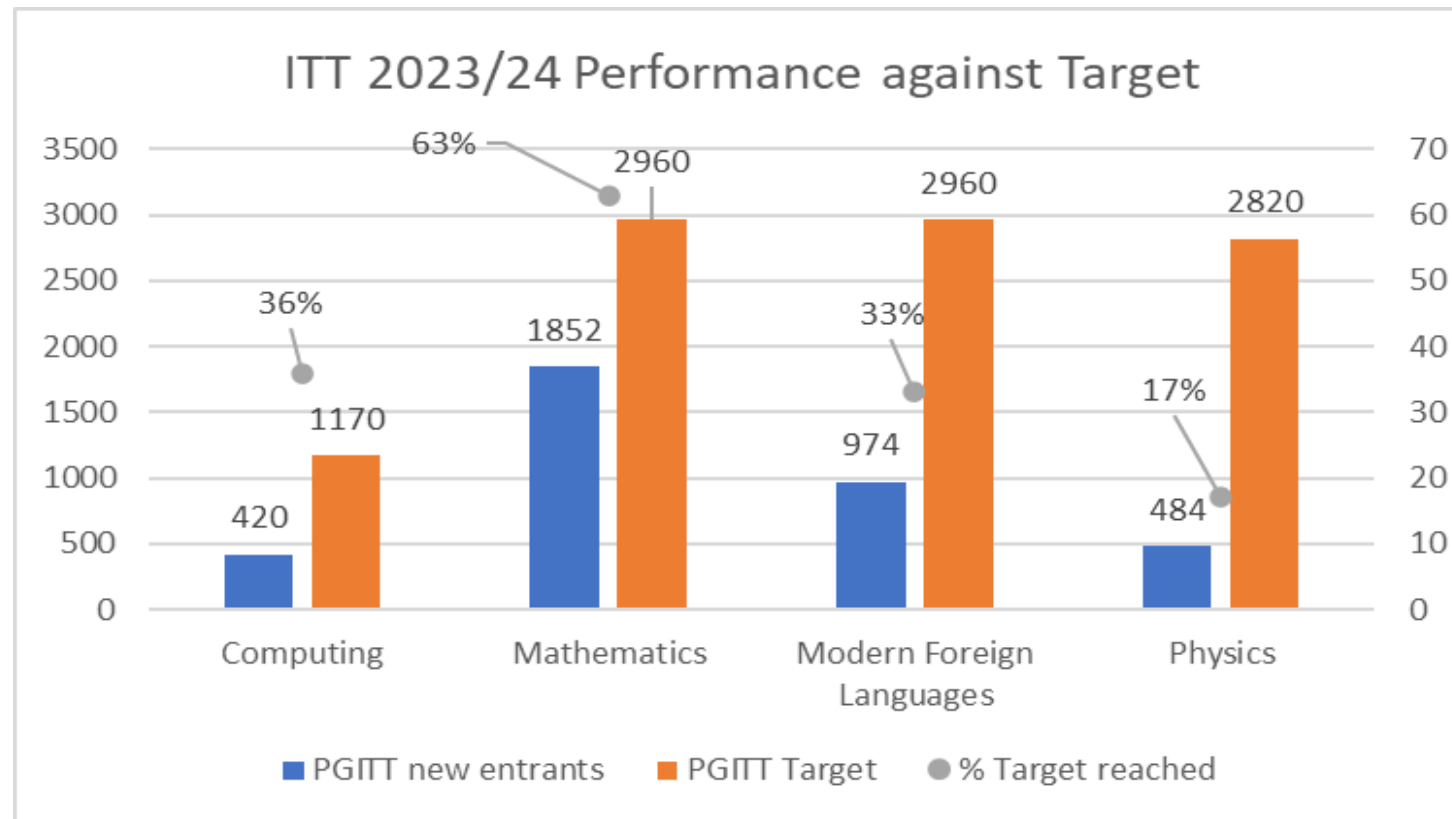
- The number of FTE teachers across all school types rose by 300 to 468,700 in 2023/24. This is an increase of 300 (<1%) from last year, and an increase of 27,300 (6%) since the school workforce census started in 2010/11.
- PTRs in Nursery and primary saw a slight increase to 20.8 in 2023/24, whilst PTRs remained stable at 16.8 in secondary at comparatively high levels.





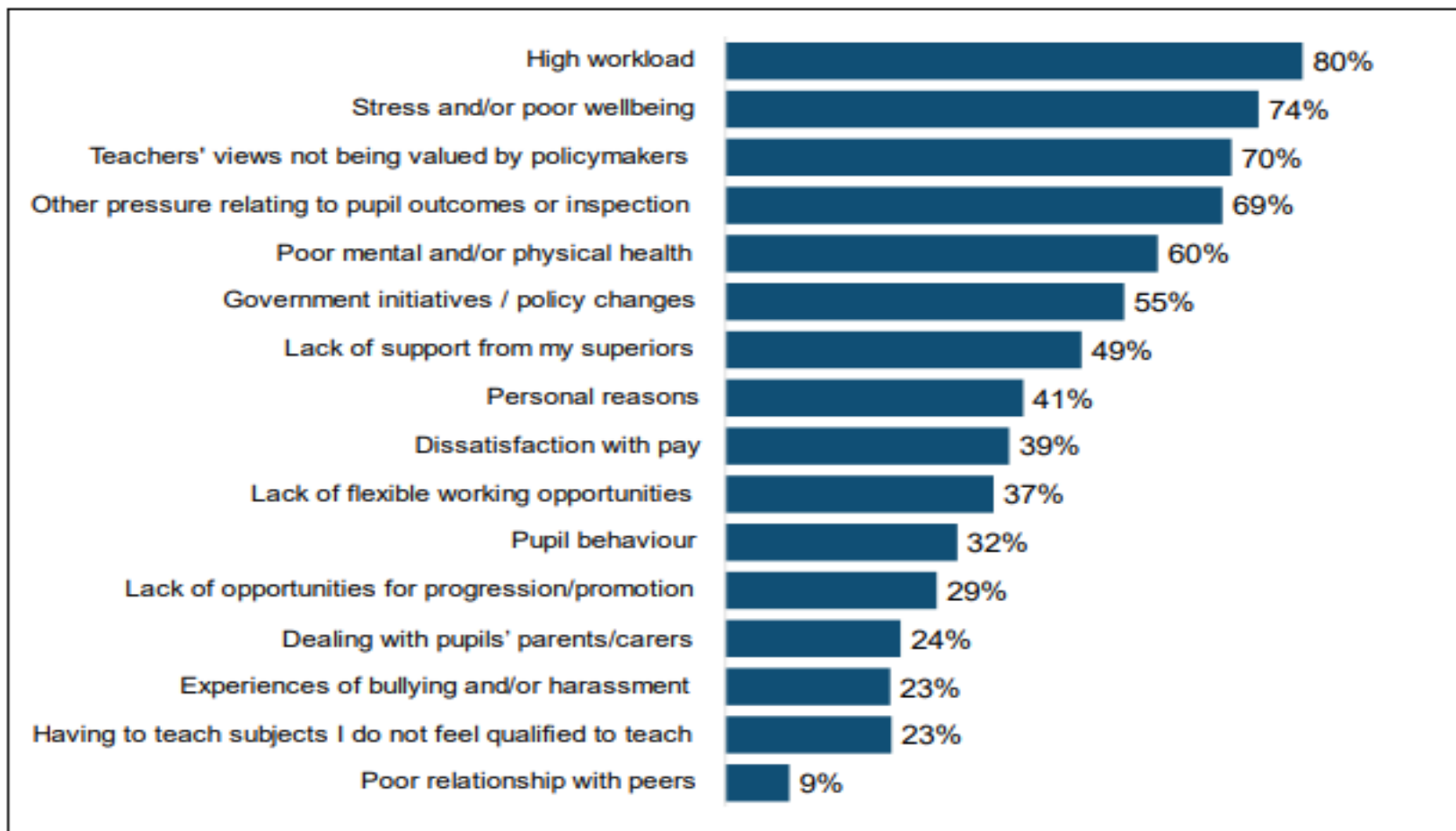
# It is challenging to recruit in some subjects in particular shortages

- We have longstanding teacher shortages in computing, mathematics, modern foreign languages and physics.
- Each subject did not meet its ITT recruitment target in 2023/24.
- These subjects have a limited graduate pipeline compared to ITT need, and a highly competitive wider labour market.



# Workload is the most cited contributing factor in teachers leaving the profession

**Figure 14.1 Proportion of leavers' citing different reasons for leaving the English state education sector, 2023**



Source: Working lives of teachers and leaders survey. M6. How important have the following factors been in making you consider leaving the state education sector? Single response. All who have left the state education sector (wave 2, 2023, n=442).

**What are we doing to promote teacher R&R?**

# Levers we use to promote teacher R&R



**Teacher pay; we agreed a fully funded 5.5% pay award for all teachers**



**Financial incentives including training bursaries, scholarships and retention payments**



**Established Teaching brand and 'always on' multi channel marketing campaign**



**Reformed ITT training and CPD**



**Delivering teacher development through National Professional Qualifications**



**Support in reducing workload and increasing flexibility and wellbeing**

Manifesto pledge: we will recruit an **additional 6,500 new expert teachers.**

# Financial incentives



## Bursaries

For trainees starting ITT in academic year 2024/25, we are offering a **£28,000 tax-free bursary** or a **£30,000 tax-free** scholarship in mathematics, physics, chemistry and computing.

- We are continuing to offer a languages scholarship worth **£27,000 tax-free** which is available in French, German and Spanish.
- We are also offering a **£25,000 tax-free bursary** for biology, design & technology, geography and languages (including ancient languages), and a **£10,000 tax-free** bursary for English, art and design, music and RE.
- International physics trainees are eligible for scholarships worth **£30,000** and bursaries worth **£28,000** (2023/24) and international languages trainees are eligible for bursaries worth **£25,000** and scholarships of **£27,000** (2023/24).

## Teachers pay award and starting salaries

- On the 29th of July, we announced that we have accepted the STRB's recommendation of a **5.5% award for teachers** and leaders in maintained schools in England from September.
- Alongside the pay award announcement, we announced that we are providing schools with almost **£1.1 billion in 2024-25** through the new Core Schools Budget Grant (CSBG), to support them with overall costs.

## Retention payments

- We are offering retention payments worth up to **£6,000 after-tax (2024/25)** for mathematics, physics, chemistry and computing teachers in the first five years of their careers who choose to work in disadvantaged schools, including in Education Investment Areas (EIAs).

Manifesto pledge: Review the way **bursaries** are allocated, and the **structure of retention payments**

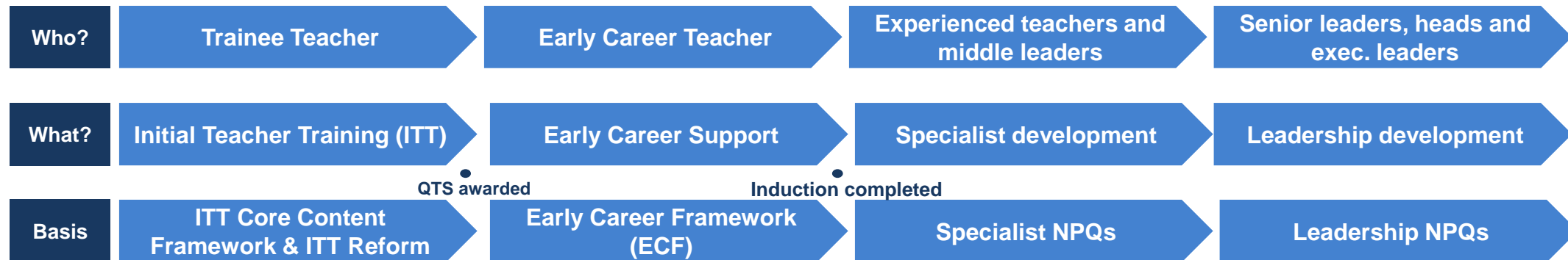
# We are building a world-class system of teacher development that spans the whole teacher career journey



**We have reformed professional development at each stage of the teacher career path.**

Teachers can access training appropriate to their stage in career-from ITT through to leadership.

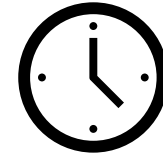
- We published the combined Initial Teacher Training and Early Career Framework (ITTECF) on 30 January 2024. The new framework combines and updates the CCF and the ECF, ensuring teachers get a more joined-up development journey.
- Labour committed to updating the Early Career Framework in their manifesto. Work is under way to establish what this will entail.



**High quality professional development can positively affect student attainment.** It enhances teacher knowledge and skills, which improve classroom teaching, which raises student achievement.

Manifesto pledges: we will update the ECF, introduce a new teacher training entitlement, and create an excellence in leadership programme

# Wellbeing, workload and flexible working



- Workload and wellbeing issues are systemic, with a range of complex drivers and no single solution. Our work to improve workload, support more flexible working and promote positive wellbeing in schools involves working with the whole sector to help facilitate a culture shift.
- We have developed the following direct support to schools to help leaders and teachers improve workload and promote staff wellbeing and offer more flexible working opportunities:
  - [Improve workload and wellbeing for school staff](#)
  - [Education Staff Wellbeing Charter](#)
  - [Flexible working toolkit](#)
- We are funding a programme focused on embedding flexible working in schools and MATs. This includes supportive webinars and peer support provided by flexible working ambassador schools and MATs.
- We are clarifying the position on Planning, Preparation and Assessment time, so that schools are aware that teachers can use this time at home, to provide greater flexibility.
- We are continuing to fund Education Support to deliver free professional supervision and counselling to school and college leaders.
- The government is committed to working with the sector to understand how best to address these important issues and has already embedded workload considerations into manifesto commitments such as Curriculum and Assessment Review and changes to accountability.

# Inspiring and supporting candidates

**Get Into Teaching** is a fully integrated, multi-disciplinary service combining marketing, in-house digital products and candidate support activities. The service exists to make teaching a career of choice, and ensure that potential teachers have the support and information they need to make a successful application to postgraduate ITT.

We have also established our own recruitment platform, **Teaching Vacancies**, to make hiring and applying for school roles more convenient and cost-free.

The **Teaching** brand was established in 2018 with the launch of the 'Every Lesson Shapes a Life' creative platform. Our advertising reaches approx. 93% of all adults through a wide range of channels. The marketing campaign inspires our target audience to want to teach and drives them to the website where potential candidates can get more information and sign up for bespoke support, such as:

- Personalised support from teacher training advisors (experienced, former teachers)
- A contact centre
- A national programme of events

The **Teaching Vacancies Service** is the Department's free vacancy listing service for state-funded schools in England. It saves schools money by removing the cost to advertise vacancies, including support roles.

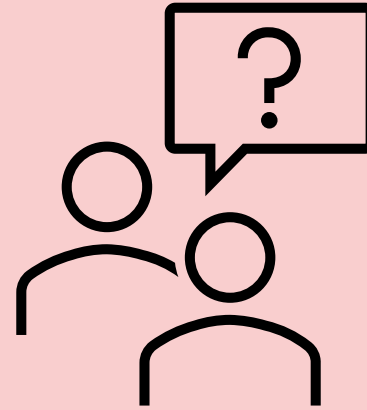
Three out of four secondary schools in England posted a role on Teaching Vacancies in the 2023/24 academic year.



# Get Into Teaching 2024



# Questions





**Thank you for listening**

**Department for Education**

© Crown copyright 2021