

What gets in the way?

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Background

- 18 Schools
- Teaching School / SCITT / SLP / Maths Hub / EEF/Research School/Computing Hub



National Context

20% of teachers leave the profession within two years
33% have left within 5
Recruitment and retention (30,000 shortfall)



Three Key Issues: an archaic system!

1. Ways of working
2. Pressure of excessive workload
3. Lack of high-quality support



'Making careers in teaching attractive, sustainable and rewarding'

Recruitment and Retention Strategy DfE focuses on:

By:

- Reducing workload and stress (Ofsted culture)
- Supporting Early Career teachers (2 Year induction with 5% off timetable)
- Making teaching an attractive career (flexible working)
- Making it easier to become a teacher
- Introducing an early career Framework (funded 2 year package of high quality development)
- Creating clear career pathways including those who want to stay and excel in the classroom
- Encouraging a positive school culture to attract, retain and nurture staff



School Leaders are responsible for creating a positive culture



Active Ingredients (EEF Model)

Government Strategy

- Recruitment and retention (30,000 shortfall in teachers)
- Early Career framework
- DFE Toolkit –sustainable workload levels



1: Retention offer: Flexibility



Retention: Flexible working

- Part time
 - Whole days /half days
 - Late starts early finishes
- Shared staff across two or more schools
- Sabbatical
 - Up to a year off with job held open
- Career changers
 - How do you accommodate a 45 year old NQT's needs?



Motivation: Communication of Vision

"Purpose is the sense that we are part of something bigger than ourselves"

Leads to

- 4 times more likely to be engaged at work
- 50% more likely to lead
- 64% higher level of career satisfaction



Motivation: two factor theory

- Hygiene Factors
 - Status
 - Salary / work conditions
 - Admin
 - Personal life
- Motivating factors
 - Achievement
 - Recognition
 - responsibility

Professional Agency / Teacher Agency

Two Factor Theory (Herzberg)



2. Workload

Planning

- Curriculum Design (why this why now?)
- Shared Resources
- Online systems
- Systematic Schemes of Work



2. Workload

Marking

- Live Marking
- Whole class feedback



2. Workload

Reporting

- Data Sheets
- AMD
- Frequent
- Strong Pastoral support



3. HIGH QUALITY SUPPORT (ITT / NQT)

- Always include the CL or Professional Tutor when interviewing a trainee for a school
- Assigned a mentor
- Weekly Meeting with mentor – Handbook provides structure and
- Weekly observation – only mentor can set targets regardless of areas for development identified in other class teaches observations
- Weekly meeting with Induction Tutor/ other relevant staff – general professional studies
- Access to all departmental resources
- Joint Planning with mentor class teacher
- Handbook provided – focus on ITT Core Content / Well-being of trainee – week by week content
- Mentor Standards - training as a Provider



Staff Workload Charter

- **Our aims**

- The Bishop Hogarth Catholic Education Trust is committed to considering and supporting the wellbeing of all our staff. As part of this commitment we aim to ensure workload can be managed and reduced.
- We recognise that staff workload can become burdensome if not effectively managed, and impinge on staff wellbeing and prevent a healthy work-life balance. We believe that we have a collective responsibility to ensure working in our school is a manageable, a positive enjoyable experience for all our staff.



Our Charter: Commitments

We have agreed the following commitments and expectations to demonstrate our support in helping staff to manage workload.

- All staff can expect:
 - To work within a **clear code of conduct**.
 - To receive a robust and **high-quality induction**.
 - To be provided with **training opportunities** relevant to their role and responsibilities.



3. Supported Career Progression

