

Beacon Council Scheme Round Five

Transforming the School

Workforce Theme

Evidence on Current Practice, Best Practice and User Satisfaction

Background

This paper presents key findings on current practice, best practice and user satisfaction in the selected theme. This information has been taken from the Round Five theme reports completed by the central government policy leads in each theme in late Spring 2003. The full theme reports can be found at: www.local.odpm.gov.uk/research/beacon/beacon.htm

The user satisfaction data and analysis was completed by MORI in August 2003 and the full report on all themes is available at www.local.odpm.gov.uk/research/beacon5.pdf

The evidence base on theme research and user satisfaction is designed to assist the Independent Advisory Panel in creating the selection criteria for the scheme. It is also designed to assist local authorities in applying for the scheme and in improving services generally. The research evidence base on the Beacon Council Scheme is crucial in identifying current and best practice in service provision whilst taking into account the satisfaction of those that receive the services. This evidence base also enables local authorities to identify areas for improvement as well as potential areas for innovation in attempting to achieve continuous improvement in service provision.

The research evidence base can also demonstrate whether the scheme is achieving its long-term objective of improving services. Warwick University Business School has commenced work on a three to five year ODPM / IDeA funded project entitled *An Impact Evaluation of the Beacon Council Scheme* and this will yield further evidence shortly and greatly contribute to the future evidence base on service improvement.

Section A - Indicators of Good Practice in Transforming the School Workforce

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.

Section B - User Satisfaction in Transforming the School Workforce

A survey conducted on behalf of the General Teaching Council in England (GTC) appears to provide the only national baseline data on transforming the school workforce.

This study contains national quantitative findings on the retention, recruitment and status of teaching staff; there is little data on the *quality* of those working in the teaching profession.

More than half of teachers say their current level of morale/motivation is lower than when they first began teaching, findings which are set out below:

Q *How would you rate your current level of morale/motivation in comparison to when you first became a teacher?*

	%
<i>Base: All respondents (70,011).</i>	
Higher	11
About the same	27
Lower	56
Don't know/not stated	6

Source: General Teaching Council for England/MORI (2002).

Working with young people and children is the principal reason why teachers joined the profession. Teachers' workload including unnecessary paper work best explains what demotivates them. These findings are outlined in the tables below:

Q *Thinking back to your decision to become a teacher, which three of the following factors, if any, most motivated you to do so? (Prompted – top 5)*

<i>Base: All respondents (70,011).</i>	<i>%</i>
Working with children/young people	54
Role is creative/mentally stimulating/challenging	33
Love of my subject	26
Role is dynamic and varied/is not routine	23
Inspired by a good teacher	21

Source: General Teaching Council for England/MORI (2002).

Q *Which three of the following factors, if any, demotivate you most as a teacher? (Prompted – top 5)*

<i>Base: All respondents (70,011).</i>	<i>%</i>
Workload (including unnecessary paper work)	56
Initiative overload	39
Target-driven culture	35
Pupil behaviour/discipline	31
Inspection	19

Source: General Teaching Council for England/MORI (2002).

One in three teachers say they expect to leave in five years' time.

Q *Do you expect to be a teacher in five years' time?*

<i>Base: All respondents (70,011).</i>	<i>%</i>
Yes, definitely	21
Yes, probably	43
No, probably not	20
No, definitely not	15
Not stated	1

Source: General Teaching Council for England/MORI (2002).

The perceived level of respect teachers believe they have varies widely across key occupational groups. While respect is thought to be high among teachers' colleagues, their pupils/students, school Governors and pupils' parents, their status is considered low among other employees, particularly those in the public sector, the Government, the general public and, above all, the media.

Q *What level of respect do you feel each of the following groups gives to you personally as a teacher?*

<i>Base: All respondents (70,011).</i>	A great deal/fair amount	A great deal	A fair amount	Not very much	None at all	Don't know/not stated
	%	%	%	%	%	%
Your colleagues	93	43	50	5	1	2
Your pupils/students	84	28	56	13	1	1
Governors	81	20	61	14	1	4
Your pupils'/students' parents	77	16	61	19	1	2
Teachers' employers	61	8	53	30	4	5
Parents generally	50	2	48	47	2	2
The general public	30	1	29	65	4	2
Other employers	26	1	25	48	6	20
The Government	21	1	20	60	18	2
Other public sector professionals	19	1	18	55	17	10
The media	12	*	12	65	21	2

Source: General Teaching Council for England/ MORI (2002).

For more information about the MORI survey for the General Teaching Council of England please visit <http://www.mori.com/polls/2002/gtc-topline.shtml>.

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