

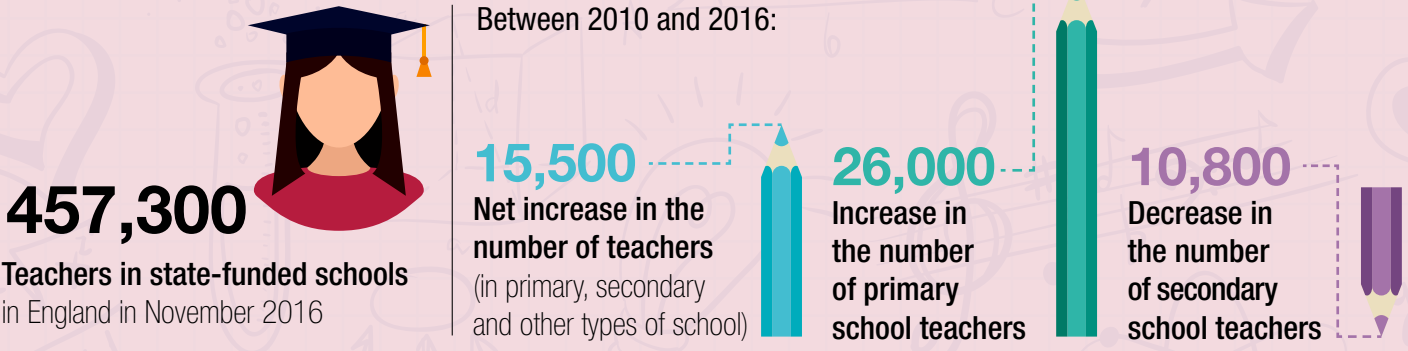
Retaining and developing the teaching workforce

The Department for Education (DfE) considers that the quality of teaching is more important to pupil outcomes than anything else a school can control. Having enough high-quality teachers is essential to the effective operation of the school system.

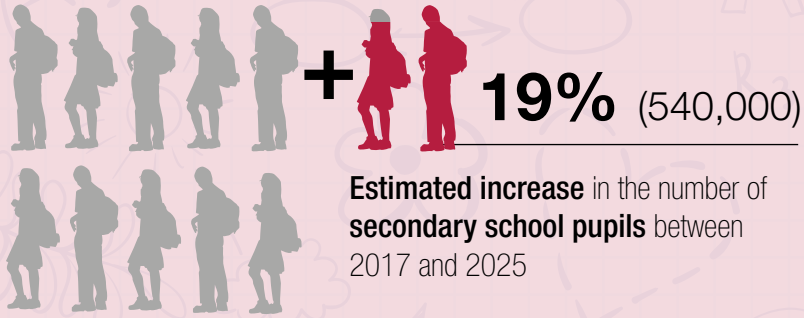


THE TEACHING WORKFORCE

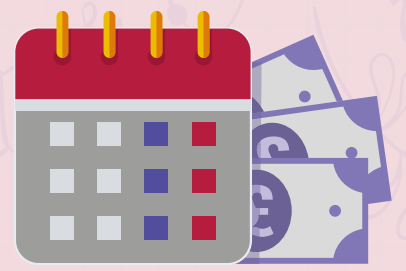
The teaching workforce has grown in recent years



But secondary schools face significant challenges to keep pace with rising pupil numbers

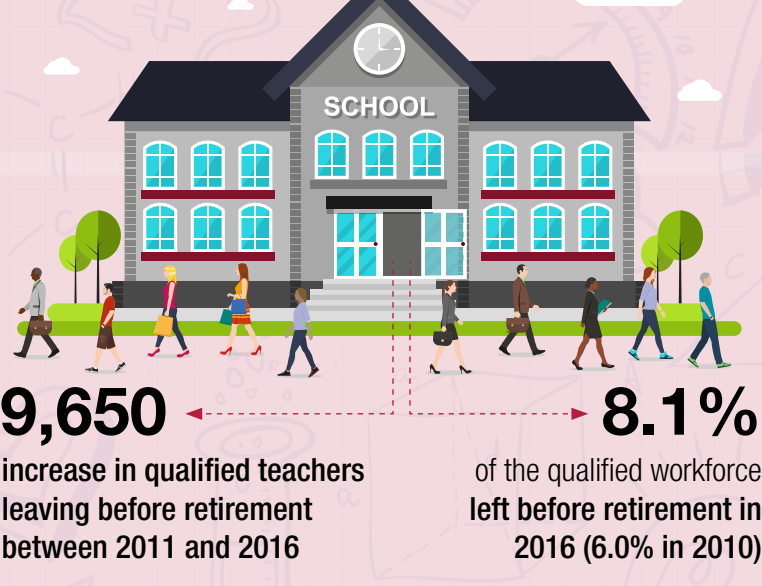


£21 billion spent annually by state-funded schools on teaching staff

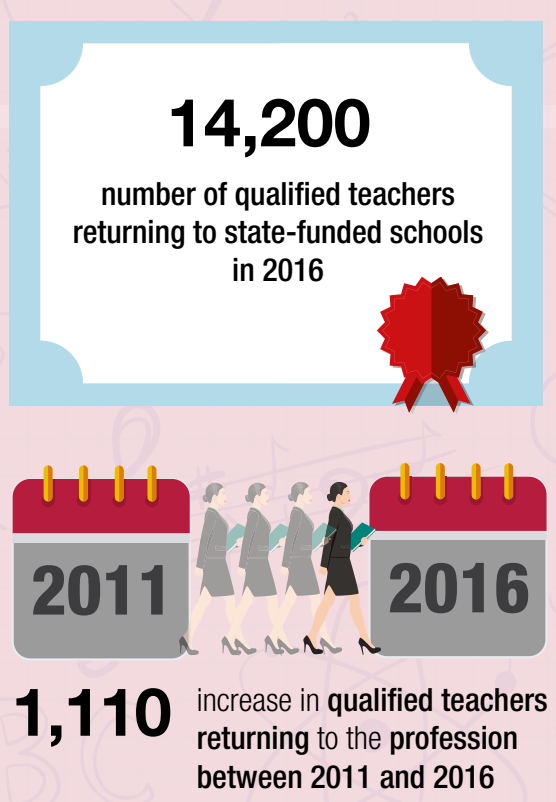


RETENTION, RECRUITMENT OF FORMER TEACHERS AND DEPLOYMENT

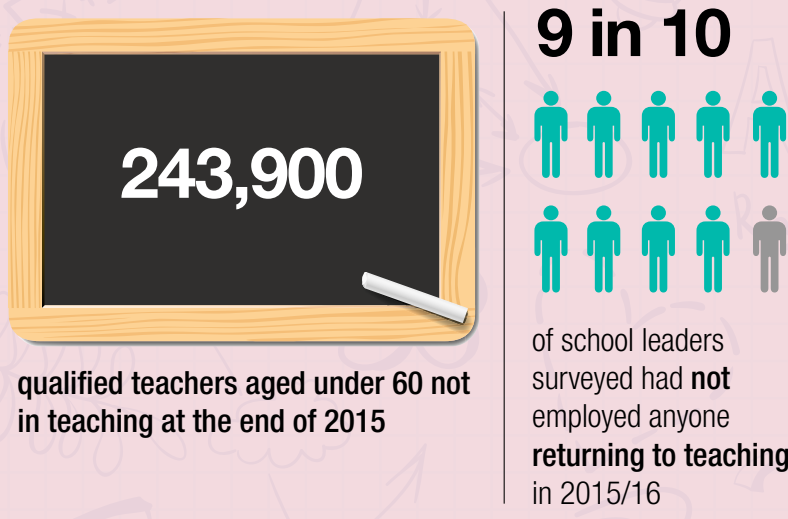
Teachers are increasingly leaving before they reach retirement



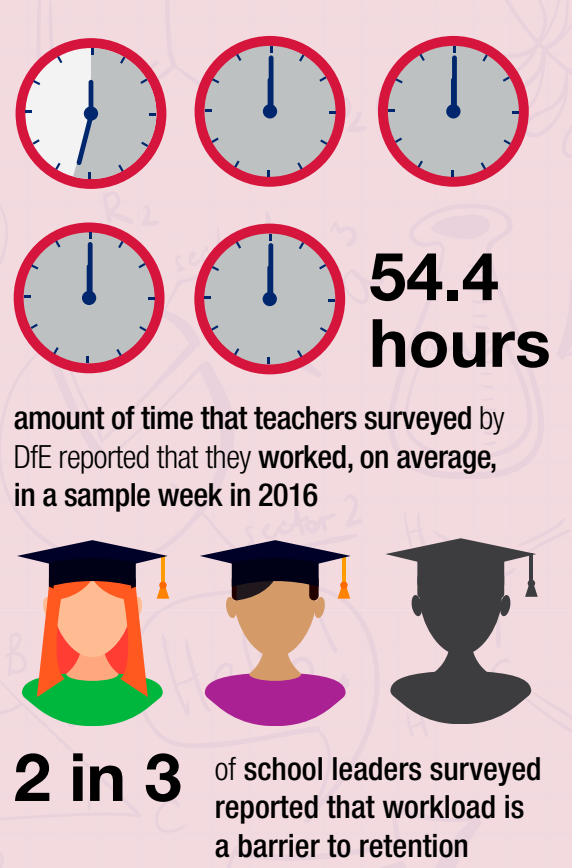
A greater number of qualified teachers are returning to state-funded schools



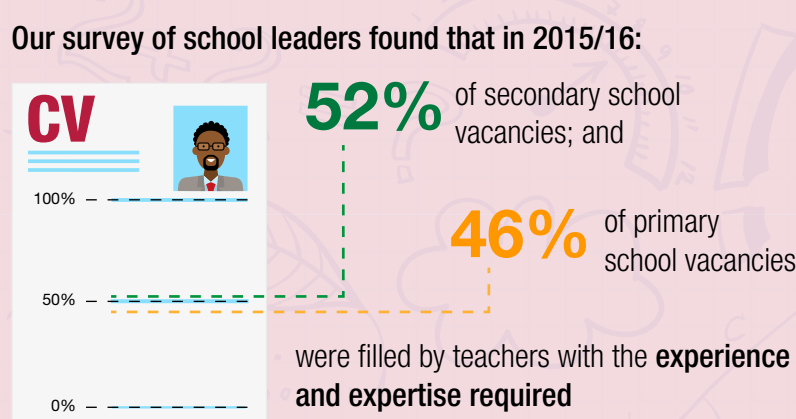
DfE and schools have scope to attract back even more teachers who have left



Workload is a significant barrier to teacher retention

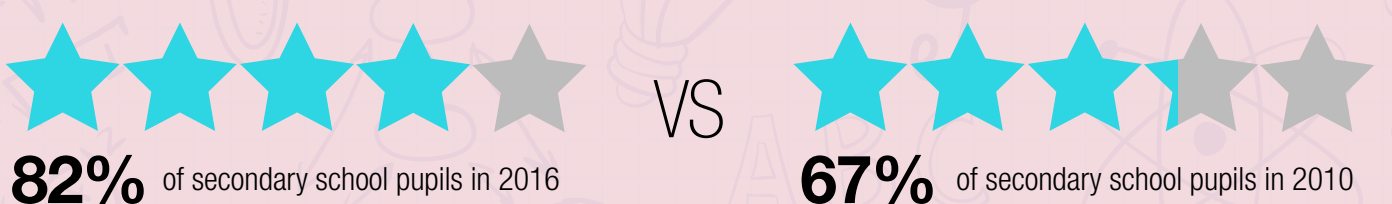


Schools are finding it difficult to fill posts with the quality of teachers they need



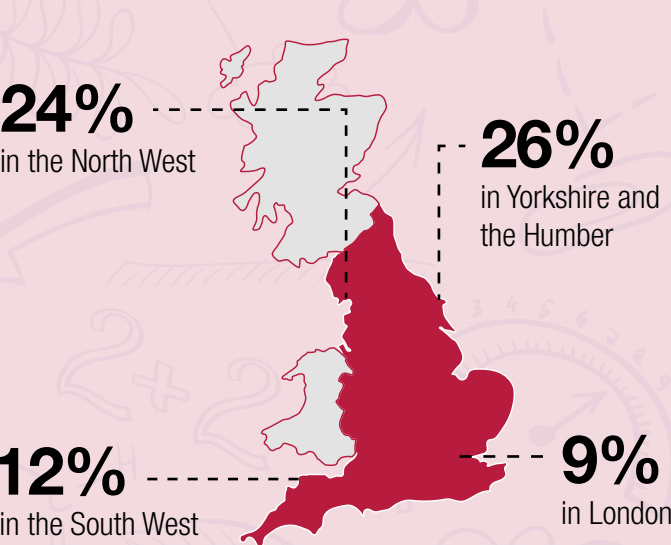
TEACHER QUALITY

A greater number of pupils overall are in secondary schools where Ofsted has rated the quality of teaching, learning and assessment as good or outstanding...

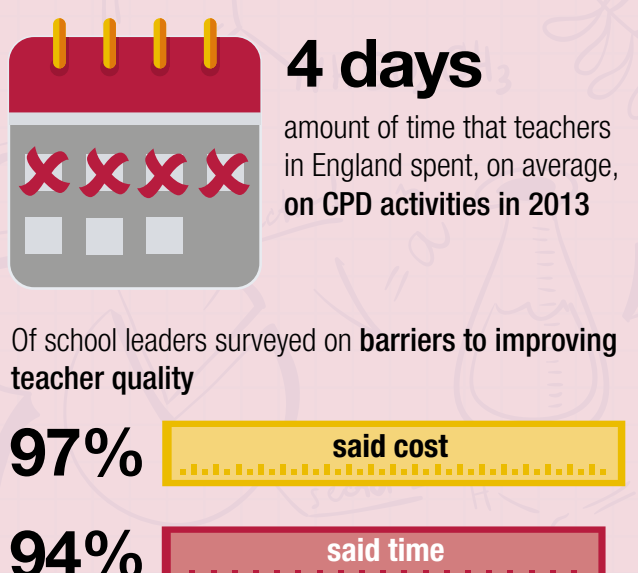


...but there are significant regional variations

in the proportion of pupils in secondary schools that Ofsted has rated the quality as less than good



Teachers are undertaking relatively low levels of training and development



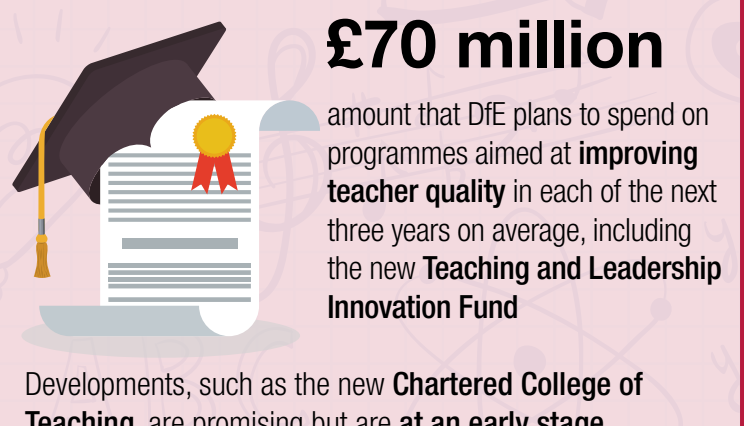
THE DEPARTMENT'S APPROACH

DfE's own interventions have been relatively small-scale



It has limited evidence that its programmes to retain and develop the teaching workforce are making a difference

DfE plans to increase its spending significantly on programmes aimed at improving teacher quality



OUR RECOMMENDATIONS

We made 7 recommendations including:

- The Department for Education (the 'Department') should set out, and communicate to schools and other bodies in the sector, its approach to improving teacher retention, deployment and quality. This should include: details of its various programmes and the funding available; what outcomes it is aiming to achieve and by when, and how progress will be measured; and its assessment of how schools can retain and develop their teachers at the same time as making significant workforce efficiency savings.
- The Department should work with the schools sector to understand better why more teachers are leaving before retirement and how to attract more former teachers back to the profession.
- It should, for example, work with the sector on how to implement flexible working or provide refresher training to former teachers looking to return.
- The Department should work with, and support, the Chartered College of Teaching, teaching schools and others in the schools sector to develop clearer expectations for teachers' continuing professional development. This should form part of its work with the College and others to support teaching as a profession.

$$a^2 + b^2 = c^2$$