

LONDON BOROUGH OF HAMMERSMITH & FULHAM

Report to: Cabinet

Date: 15/01/2024

Subject: The Teaching Commission Report

Report of: Councillor Alex Sanderson, Cabinet Member for Children and Education

Report author: Peter Haylock, Operational Director of Education and SEND

Responsible Director: Jacqui McShannon, Strategic Director for Children's Services

SUMMARY

This is a covering report accompanying the findings and recommendations of the London Borough of Hammersmith and Fulham's (LBHF) Teaching Commission. The commission launched in 2020 and their recommendations follow extensive research and engagement with stakeholders. The Teaching Commission is chaired by Denise Fox, a lifelong Fulham resident and a Headteacher who taught in the borough for 40 years.

RECOMMENDATIONS

1. For Cabinet to note and comment on the recommendations produced by the Teaching Commission. The Teaching Commission report is attached as Appendix A.

Wards Affected: All

Our Values	Summary of how this report aligns to the H&F Values
Building shared prosperity	The recommendations have been produced based on findings from internal and external stakeholders. The Teaching Commission consists of residents, volunteers, local teachers and education experts.
Creating a compassionate council	The recommendations propose how H&F schools can benefit from strategies emphasising well-being, retention and recruitment.
Doing things with local residents, not to them	The recommendations explore imaginative and innovative ways to

	attract, support and retain teachers who wish to work in Hammersmith and Fulham.
Being ruthlessly financially efficient	The recommendations discuss key factors such as well-being, retention and recruitment which all contribute to financial stability in schools.
Taking pride in H&F	A key driver for the report was an acknowledgement of the many challenges facing the profession. The recommendations aim to support the retention of LBHF school staff to the benefit of all schools.
Rising to the challenge of the climate and ecological emergency	The challenges of tackling the climate crisis have been acknowledged within the report.

Financial Impact:

The recommendation asks Cabinet to note and comment on the Teaching Commission's recommendations and findings.

There are no direct financial implications arising from this decision. Further decision reports will be required as the Council seeks to respond to the recommendations made. The financial impact, including the costs and funding and any financial opportunities and risks, specific to each decision will be set out at that time.

Tony Burton, Head of Finance, Children's Services & Education, 27 November 2023
Verified by Sukvinder Kalsi, Strategic Director of Finance, 4 January 2024.

Legal Implications:

This report recommends that the Cabinet notes the recommendations of the Teaching Commission to shape the future of teaching. As there is no recommendation, at this stage, to implement any of the recommendations there are no legal implications.

Angela Hogan, Chief Solicitor (Contracts and Procurement) 16 November 2023.

DETAILED ANALYSIS

1. **Aims:** The aims of the Teaching Commission are clear:

- Understand the crucial questions it needs to ask in order to explore the challenges impacting the recruitment and retention of teachers both locally and nationally.

- Bring a broad range of expertise to questions about teacher recruitment and retention in H&F.
- Gather evidence through primary and secondary research to inform the debate.
- Produce a set of recommendations for the council.

2. **Several Recommendations have been raised within the Teaching Commission Report. These are:**

2.1 Recommendations for Government

- The Commission acknowledges this issue is a national one and that it has limited powers to influence change. This national issue of fair pay is one that sits with central government in order review fair pay for all teachers and support staff.

2.2 Recommendations for Hammersmith & Fulham Council

The Teaching Commission made several recommendations:

- The Local Authority Learning Partnership in conjunction with representatives from member schools should continue to facilitate a range of CPD courses for schools within the partnership, for example focusing on equality, diversity and inclusion and unconscious bias.
- The Local Authority expand the Educational Psychology Traded Offer of supervision beyond the ELSA and Safeguarding roles to provide support to all staff dealing with emotional issues raised by pupils, particularly where staff are acting as trusted adults to young people who are disclosing complex emotional difficulties.
- The Local Authority should expand the mental health aider programme.
- The Local Authority Learning Partnership should coproduce a draft wellbeing strategy with representatives from member schools which schools can adopt, ensuring consistency across all schools within H&F.
- A directory for staff redundancies should be created through the Learning Partnership, linked to the H&F schools recruitment website, for teaching and office staff to support retention in the borough.
- The H&F Home Buy service should be promoted and publicised more widely through schools to ensure all staff are more aware of the offer and how to access it.
- The H&F Home Buy rental offer be developed as a matter of urgency to allow for a greater volume of alternatives to homeownership in the borough.
- The opportunity to repurpose public assets as affordable accommodation for teachers should be pursued, for example school lodges.

- The Local Authority should facilitate negotiations with H&F maintained nursery settings that offer the full day provision with wraparound care to provide reduced rates for payable fees to school staff. This offer to staff should include the H&F PVIs offering full day care where they are financially robust and judged to be good or outstanding by Ofsted.
- Term time only childcare provision should be explored when considering affordability.
- Hammersmith and Fulham to carry out an audit of the teacher training partnerships to assess the quality of integration of delivery between the provider and their placement schools.
- Flexible working be recognised as part of the health and wellbeing agenda to support staff, encouraging schools to promote job sharing opportunities and improved flexible working particularly in light of the increasing trend towards Federation.
- Where nursery provision is available on-site at the primary phase, preference should be given to education-based staff to access on a first-come-first-served basis.
- The keyworker parking permit scheme should be seriously considered to ensure the charge is equitable to other permits for key worker professionals such as doctors. This offer should also be made permanently available for teaching and support staff.

2.3 Recommendations for Hammersmith & Fulham Nurseries, Schools and Colleges

- Schools should explore opportunities for promotion, with a consideration for both leadership roles and subject specialisms, particularly in light of the increasing trend towards Federation.
- All H&F schools should implement a comprehensive health and wellbeing strategy outlining support available for staff and signposting for further support available and are encouraged to identify a named Mental Health Lead within the setting.
- Schools should consider implementing the Mental Health First Aider programme locally to train staff to support colleagues in managing low level issues and signposting for further support available.
- Schools should consider joining the Education Support [Employer Assistance Programme](#)
- Any locally implemented measures to address teacher and support staff parking should be linked to the school travel plans to encourage green travel, and facilities should be made equitable across all schools for example sharing on-site facilities across multiple settings in close proximity.

- Schools and academies in the Borough are encouraged to focus their placements on a limited number of providers that can become strategic partners of the Borough.
- All schools and academies are incentivised to provide placements, by exploring opportunities to explore pooling the resources for managing them, and for mentoring trainees.

2.4 Recommendations for Hammersmith & Fulham School Governing Bodies

- Within their core functions for strategic planning, overseeing performance and holding the school leadership to account, school governing boards should promote and monitor opportunities for continued professional development by teaching staff.

3. Equality Implications

It is not anticipated that the proposed recommendations will impact negatively on protected groups under the Equality Act 2010. Further decision reports outlining equality implications will be required as the Council seeks to respond to the recommendations made.

4. Risk Management Implications

The recommendations outlined in the Teaching Commission's report will need to be evaluated against a number of areas including ease of implementation, cost and time, benefit and risk.

5. Climate and Ecological Emergency Implications

There are no direct climate and ecology implications from noting the recommendations. As the Council seeks to respond to the recommendations, further decision reports outlining carbon and ecological implications will be required.

Verified by Hinesh Mehta, Assistant Director Climate Change, 27/11/2023

LIST OF APPENDICES

Appendix A: The Teaching Commission Full Report (separate attachment).