

Report of the Hammersmith & Fulham Teaching Commission





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Foreword

Before the global pandemic, England's school system was facing severe challenges in recruiting and retaining teachers. There were several reasons which were noted in all educational literature; some of which the schools had control, while other reasons were in the control of the government. Some of the reasons were a student bulge hitting secondary schools, below targets for teacher recruitment into teacher training courses, exit rates were more severe in shortage subjects such as maths, sciences and languages and uncompetitive pay. Other reasons cited were workload, student behaviour and government targets.

All of these reasons put a significant strain on school leaders and most importantly threatened the quality of education delivered to the children and young people. With this in mind, the Teaching Commission was formed, and a vision was drawn up by its members. The commission wants to guarantee that Hammersmith & Fulham educational establishments have the best teachers to offer the best education.

Schools have a particularly important role to play within the borough by improving children's and young people's opportunities and life chances. The commission can only do this by working closely and in collaboration with the local nurseries, schools and sixth form by providing opportunities to enable the best skilled teachers to stay, to recruit new staff who will in turn deliver an outstanding, high-quality education that our children deserve.

As part of our work, we surveyed and spoke to the staff employed in our educational settings. The staff who contributed had different experiences and issues, but all were adamant in their love for teaching and were extremely dedicated to the students in their care.

We concluded from our findings that the key issues could be broken down into national and local factors. The national factor being teacher pay. We can only suggest to the Government that they must continue to collaborate with school leaders to ensure they have the support and funding schools need to make a lasting difference. The local recommendations fall into several areas: Teacher Training/CPD and Personal Development, Health and Wellbeing, Flexible Working, Housing, Childcare, Parking and Job satisfaction.

We firmly believe the Local Authority, local education settings, and school governing bodies can influence and act upon these recommendations from the workforce and take on board their concerns and suggestions. Our evidence has shown that focusing on recruitment and retention is crucial. Making teaching an attractive and rewarding profession to enter as well as stay in is one of the keys to building and maintain a pipeline of motivated and skilled teachers.

I would like to thank all the commissioners who contributed to the commission, their input has been invaluable. Massive appreciation and thanks to all the staff who completed the survey and who were interviewed; their experiences, ideas and insights have been instrumental in shaping this report.

Denise Fox



1. Introduction

Hammersmith & Fulham is committed to ensuring that every child in Hammersmith & Fulham has the opportunity to fulfil their potential.

While educational outcomes in Hammersmith & Fulham are some of the best in the country, there are many challenges facing the profession. The Teaching Commission was established to provide insight into the help needed to overcome these barriers and ensure that our children continue to be inspired by incredible, dedicated staff long into the future.

Teacher retention is a major issue in many developed countries. According to the 2018 edition of the OECD TALIS survey¹, on average, almost 15% of teacher age 50 or less want to leave teaching within the next five years. In England, this figure is above the OECD average, at 22%. This survey also shows that England's teachers are the second most stressed among OECD countries.² Sorensen and Ladd (2020) show that high rates of teacher turnover create a vicious cycle leading to lower quality teaching and lower student achievement.³

Teacher attrition and turnover are especially problematic in disadvantaged schools as they have a harder time both recruiting and retaining teachers. Evidence shows that high staff attrition rates are disruptive for schools and have negative impacts on pupils' achievement.⁴ The unequal exposure to this issue further contributes to persistent educational inequalities.⁵

This resident led Commission was chaired by Denise Fox, former Head Teacher of Fulham Cross Girls and lifelong Fulham resident, and its membership included academics within the field of education policy; researchers, practitioners and managers in the field of widening access to higher education; former UK Minister for Schools; and esteemed local Headteachers and teachers. The membership was as follows:

1 <https://stats.oecd.org/index.aspx?queryid=97209>

2 <https://schoolsweek.co.uk/englands-teachers-cant-get-no-satisfaction-talis-finds/>

3 <https://journals.sagepub.com/doi/full/10.1177/2332858420905812>

4 <https://journals.sagepub.com/doi/full/10.1177/2332858420905812>

5 <http://ftp.iza.org/dp14096.pdf>

Commission Chair

- **Denise Fox**, former Head Teacher of Fulham Cross Girls

Lead Commissioners

- **Dr Graeme Atherton**, founder and leader of both AccessHE and NEON.
- **Asma Benhenda**, Research Fellow at the Centre for Education Policy and Equalising Opportunities.
- **Dave Collins**, Executive Headteacher Brackenbury Primary School, Kenmont Primary and Wendell Park Primary School Partnership.
- **Lord Jim Knight**, former UK Minister for Schools and Chief Education Adviser at TES Global.
- **Professor Lindsey Macmillan**, Professor of Economics and Director of the UCL Centre for Education Policy and Equalising Opportunities.

Contributing Commissioners

- **Michelle Copeland**, English Teacher at Phoenix Academy and lifelong resident of Hammersmith & Fulham.

Terms of Reference

The Teaching Commission set out to:

- Identify the scale and underlying reasons preventing Hammersmith & Fulham's schools and colleges recruiting and retaining teaching staff, based on all available data and intelligence presented.
- Consider a wide definition of the teaching workforce when reviewing available evidence and making recommendations.
- Conduct a review of the available literature and good
- Practice on teacher recruitment and retention, drawing on studies and commissions from elsewhere in London and the UK, and, where directly relevant, internationally.
- Call for written evidence from leading experts, policy makers and practitioners and explore this through a series of thematic oral hearings.

- Call for evidence from local schools and wider education sector, directly engaging a broad range of stakeholders, including teachers, governors, unions, parents/carers and students.
- Make recommendations to the Council and stakeholders in the education sector on how best to recruit and retain the best teachers and school staff in the borough.
- Propose interventions and potential service redesigns for implementation locally, or more widely, that will help realise the vision.

The Commission met every 6 weeks, supported by lead council officers and experts in the field.

The Commission was launched in November 2020 and immediately embarked on a literature review of international, national and London wide evidence which explored issues affecting the profession, with the view to understand the specific issues impacting Hammersmith & Fulham teachers. The evidence gathered was used to inform a survey to build an accurate picture of the challenges facing teachers locally.

In May and June 2021, the Commission launched a call for evidence via a survey to gather the views of teaching staff in Hammersmith & Fulham – to understand what attracted teachers to the profession, the factors most beneficial in retaining them in the profession and what they considered to be most important to them in the professional lives. The Commission assessed the formal evidence and drew conclusions, supported by findings from the literature review, to inform the lines of enquiry.

To further understand the challenges facing the workforce, a series of further verbal evidence sessions took place in October 2021.

From October to January 2022, the Commission began to shape and formulate its recommendations, having gathered a wide range of evidence from across all aspects of the profession. This involved reviewing the draft report to understand which recommendations could be implemented with immediate effect, which needed further work, and which need to be implemented over a period of time to fit in with commissioning cycles, budget considerations and the political cycle.



2. The Vision

We simply want Hammersmith & Fulham to be the best borough in London for teaching; from nursery right through to further education.

With teacher recruitment and retention becoming more challenging across London, we want to ensure our borough's students continue to be taught and supported by the very best teachers and school support staff, throughout their years in education.

We want our teachers to support each child to fulfil their academic potential and for every child to be nurtured to be "the best they can be".

We want our students to leave education as highly qualified, confident, young people ready to follow a purposeful and fulfilling path in life.

The commission have looked at imaginative and innovative ways to attract, support and retain teachers who wish to work in this amazingly vibrant and diverse borough, focusing on six themes:

1. Teacher Training
2. CPD and Personal Development
3. Health and Wellbeing Flexible Working
4. Housing
5. Childcare
6. Parking



3. What do we already know?

From February to March 2021, commissioners conducted a literature review of the main issues in teacher recruitment, internationally, nationally and within London. This review examined data, analysis and trends available to enable the commission to build an accurate picture of the issues impacting recruitment and retention within the teaching profession broadly.

The literature review highlighted several baseline factors impacting on recruitment and retention which are explored in the following.

How are teachers recruited?

There are a number of routes into teaching: the 'School Direct' path, focused on being paid to train within schools; and the traditional Postgraduate Certificate in Education (PGCE), which is based at universities, the Teach First Leadership Development Programme and, since 2018/19, the Postgraduate Teaching Apprenticeship (PGTA). Finally, there is the School-Centred Initial Teacher Training (SCITT) route where schools

work together to deliver a training programme in partnership with a specific provider. With the School Direct route most trainee teachers are paid a salary (there is also a School Direct fee paying option which some schools offer), work specifically in the school and gain more practical, hands-on preparation overseen by experienced teachers. Applicants require three years' paid work experience in any occupation. Both the PGCE and SCITT routes are non-salaried. The Teach First Leadership Development Programme and the postgraduate teaching apprenticeship (PGTA) are also salaried. With the PGCE route the students undertake more academic reflection as well as placements in different schools.

Those undertaking the PGCE and SCITT are also eligible for tuition and maintenance loans with bursaries/scholarships available for those following these routes in specific subject areas. Looking at the national data the majority of new entrants into the profession come through school led routes. In 2019-10 just over 50% of teachers were recruited through school based routes with the remainder via higher education.

How are teachers in London recruited?

As Table 1 below shows, recruitment in London compares closely to the national picture.⁶ However, the percentage progressing via the SCITT route is less than half of the national percentage while School Direct salaried is far higher, as is Teach First.

Table 1: Recruitment to ITT by route in London 2019/20

Route	No	% London	%national
Higher Education Institution	2570	46	45
School Centred ITT	253	5	13
School Direct (fee-funded)	1074	19	27
School Direct (salaried)	1044	18	8
Teach First	641	12	6
Postgraduate Total	5647	100	100

The route by which teachers are recruited is not the only way in which recruitment (and retention) differs between London and the rest of England. Where teacher vacancies are concerned, for instance, around 29% of schools in the most disadvantaged areas outside London reported difficulties in filling teaching posts while this percentage increased to 46% in the most disadvantaged areas inside London. Locally to Hammersmith & Fulham, 15% of schools reported a vacancy or temporarily filled post in 2019. The report also shows clearly how the London teaching workforce is less experienced than that the national workforce especially in high FSM intake schools.⁷ However, research produced by the NFER in 2018⁸ shows that London has more new entrants to its teacher workforce each year than in other large cities and the rest of England, driven by a greater proportion of newly qualified teachers (NQTs). But these new teachers are not enough to replace the many teachers who leave teaching in London each year.

How is teacher training changing?

Teacher training has evolved significantly in the last twelve years.

For some time after the 1944 Education Act, teacher training was overseen by local education authorities through teacher training colleges. For Hammersmith & Fulham, this function was carried out by the Inner London Education Authority until its abolition in 1990, by which time the colleges had been subsumed into polytechnics. By 2010 these had become universities, and the vast majority of initial teacher education (ITE) was led by higher education (HE).

The first major disruption to HE's role in ITE was the formation of Teach First in 2002. This is a very different model of trainees learning on the job after a very brief intensive summer school. It has attracted bright graduates into the profession with a strong sense of social purpose, but with a low retention rate and less of a grounding in pedagogic theory. Teach First started, and is particularly popular, in London.

From 2010 the Government accelerated this move away towards training on the job in training schools. Teach First, School Direct, Teaching Apprenticeships and School Centred Initial Teacher Training (SCITTs) now together account for 50% of training places in London.

This shift is likely to continue as the Department for Education tries to rationalise the number of teacher training providers through its market review.⁹ Providers are currently being reaccredited by Ofsted, as they implement the DfE's new core content framework and Ofsted their new inspection framework. This is creating some uncertainty of provision in the short term.

These developments coincide with a welcome new focus on the early years of a teacher's career, in the form of the Early Careers Framework (ECF). This effectively extends the post graduate route to two years of training with a consistent level of support and mentoring. ECF has been rolled out from September 2021, and it is too early judge its success in practice.

6 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/848851/ITT_Census_201920_Main_Text_final.pdf

7 <https://www.london.gov.uk/what-we-do/education-and-youth/teach-london>

8 https://www.nfer.ac.uk/media/2668/teach-london-report_glts.pdf

9 <https://www.gov.uk/government/publications/initial-teacher-training-itt-market-review/initial-teacher-training-itt-market-review-overview>

Against this background of current change, the evidence remains that effective training requires a balance between learning theory and practice, and in applying the principles of metacognition with good mentorship. That requires good partnerships between universities and schools, and good supply of mentors and a consistent level of training and support for teachers through the early years of their professional practice.

What are the drivers of teacher retention?

The evidence suggests there are three main issues shaping teacher retention overall:

Economic conditions

Teacher retention is responsive to wages and the general local economic context. The local labour market conditions have an impact on teacher shortages as well as teacher quality (see Benhenda, 2020 for a discussion of this literature¹⁰). Higher regional unemployment decreases the probability of leaving teaching while during recessions, higher quality applicants apply to teaching positions, which results in higher teacher quality.

Financial incentives

Following the publication of its Teacher Recruitment and Retention Strategy in 2019¹¹, the government began awarding early-career payments for teachers (known as retention pay) as well as a student loan. There is no quantitative evidence on these two schemes yet, although Benhenda and Sims (forthcoming) are currently working on a research project assessing the impact of these schemes on teacher retention. In the US, policymakers have experimented by giving annual bonuses to teachers working in public secondary schools with high-poverty rates. Clotfelter et al. (2008) study a three-year incentive scheme in North Carolina awarding \$1800 to certified math, science and special education teachers working in public secondary schools with either high-poverty rates or low test scores. Results suggest that this bonus payment was sufficient to reduce mean turnover rates of the targeted teachers by

17%. Experienced teachers exhibited the strongest response to the program.¹²

However, the effect of such incentives seems to depend on the local economic context. In 2008, the San Francisco Unified School District introduced an overall salary increase of \$500-\$6,300, varying by placement on the salary schedule; a \$2,000 bonus for teaching in a hard-to-staff school; and retention bonuses of \$2,500 after the 4th year of teaching and \$3,000 after the 8th year of teaching. Hough and Loeb (2013) show that this intervention improved the school district's attractiveness within their local teacher labour market and increased both the size and quality of the teacher applicant pool.¹³

Non-financial factors e.g. school leadership and behavioural policies

Research also suggests though that teacher mobility^{14 15} is also more strongly related to pupils' characteristics, particularly race and achievement, than to salary. However, evidence on the impact of non-financial dimensions of teaching on retention is less well developed than the financial incentive literature.¹⁶ Allen and Sims (2017), who analyse the National STEM Learning Network professional development courses in England and show there is a positive correlation between participating in this scheme and staying in the profession after two years.¹⁷

There is also a growing literature on the role of the working environment, and in particular, the role of school leadership in teacher retention. A recent TALIS report (2020).¹⁸ found that supportive leadership and behavioural policies were the two factors most strongly associated with teacher retention. The importance of supportive leadership is consistent with earlier findings from the literature.¹⁹ According to the Teacher Follow-Up Survey ran by the US census bureau, teachers identify the quality of administrative support as a key factor in decisions to leave a school. In addition, teachers point to the importance of school culture and collegial relationships, time for collaboration, and decision-making input—also areas in which the principal plays a central role.²⁰

10 <https://repec-cepeo.ucl.ac.uk/cepeob/cepeobn4.pdf>

11 <https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

12 <https://faculty.smu.edu/millimet/classes/eco7321/papers/clotfelter%20et%20al%2003.pdf>

13 <https://cepa.stanford.edu/content/can-district-level-teacher-salary-incentive-policy-improve-teacher-recruitment-and-retention>

14 <https://www.jstor.org/stable/pdf/3559017.pdf?rftrefid=excelsior%3A25a50133175a73f749109a0bfaf50d76>

15 https://www.jstor.org/stable/10.1086/666725?s eq=1#metadata_info_tab_contents

16 <https://www.mdpi.com/2227-7102/10/10/262/pdf>

17 <https://www.stem.org.uk/resources/eLibrary/resource/418071/improving-science-teacher-retention-do-national-stem-learning>

18 <https://files.eric.ed.gov/fulltext/ED604489.pdf>

19 <https://www.sciencedirect.com/science/article/pii/S0742051X99000402>

20 https://learningpolicyinstitute.org/sites/default/files/product-files/Role_Principals_Addressing_Teacher_Shortage_BRIEF.pdf

Finally, there is a growing recognition of the importance of induction programs. From September 2021, the government is funding an entitlement for all early career teachers in England to access high quality professional development at the start of their career. New teachers will now receive development support and training over 2 years instead of one. There are a few papers assessing similar inductions programs in other countries (the US and Netherlands), with inconclusive results.²¹

Teacher retention in London

Research produced in 2018 by the NFER referred to above shows that London has a higher rate of young teachers leaving the profession than other large cities and the rest of England. Between 2010 and 2015 an average of 10.5 per cent of non-retiring teachers left teaching each year in London (around 4,000 teachers per year). This compares to the national average of 7.5 per cent.

The research also found that of NQTs who entered the workforce in 2011 that remained in the profession over the following four years, those who started their career in London were the least likely to remain in the profession by 2015. Around a third of primary (31 per cent) and secondary (34 per cent) NQTs left the profession within 4 years of entering the profession. This is seven and four percentage points higher than the respective national averages for primary and secondary NQTs. At both primary and secondary level, London is a net importer of teachers in their twenties (except for primary teachers age 25-29) and a net exporter of teachers at other ages, particularly those in their 30s and 40s.

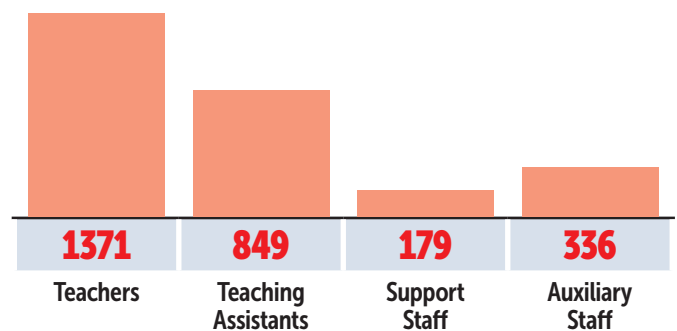
The most important factor driving low teacher retention in London is higher housing costs. The NFER analysis shows a clear relationship between local authority rent prices in London and the proportion of teachers age 40 or under who left the teaching profession in 2015. NFER identify five areas to address to support teacher recruitment and retention in London schools:

- Cost of living i.e. housing and childcare costs and examining how housing policy interventions could support teacher supply.
- Promoting of teachers’ positive experiences of working in London to aid recruitment across age groups

- Teacher Pay – recognizing though the limited room for manoeuvre here due to funding constraints.
- Flexible working – encourage young / potential families to stay by offering part time and flexible working
- Support and professional development with an emphasis on coaching, mentoring, utilising networks.

Local Context: Hammersmith & Fulham

There are currently 2,684 school staff in Hammersmith & Fulham, excluding independent schools, with a pupil to teacher ratio of 16:1. This is slightly below the London ratio of 16.4:1. The below graph demonstrates the breakdown of teaching staff locally:



26% of teacher and 14.9% of teaching assistants are male, 36% are from black, Asian and minority ethnic background, and 12% are aged 50 and over. This information is largely reflective of the profession across London.

Nationally, increasing pupil numbers has placed an additional strain on the recruitment and retention of teaching staff. As stated in the recent research report by the Education Policy Institute (EPI) released in 2020 looking at teacher shortages in England:

“The teacher labour market in England is facing acute recruitment and retention challenges. This is partly driven by the fact that the number of pupils has been on the rise in recent years.”²²

21 <https://ies.ed.gov/ncee/pubs/20104027/pdf/20104028.pdf>

22 https://epi.org.uk/wp-content/uploads/2020/02/Teacher-shortages-and-pay_2020_EPI.pdf

At primary level, teacher numbers from 2007 and 2019 (13 per cent) fell behind growth in pupil numbers (16 per cent). At secondary level pupil numbers have not changed greatly from 2007 to 2019 but teacher numbers have fallen by 7 per cent.

While primary initial teacher training (ITT) entry has generally been meeting the numbers needed, entry to secondary ITT in England had been consistently below target since the early 2010s.²³

However, locally to Hammersmith & Fulham, combined effects of decreasing birth rates, historic school expansion programmes, increased home education, and agreed regeneration and housing schemes still at feasibility stage have resulted in some settings with surplus capacity beyond that recommended by DFE, particularly at primary phase. To date there are a total of 3,000 surplus pupil places across the Hammersmith & Fulham school estate.

	Total pupil population	Staff	Teachers	Vacancies	London Average
Oct	27,53	3,1	1,403	15%	22%
2019	2	44			
Sept 2021	20,62 3	2,6 83	1,371	N/A	N/A

As demonstrated by the above table, contrary to the national picture, pupil numbers in Hammersmith & Fulham have fallen in recent years. If national evidence were to be followed, we would expect locally to see a reduced strain on the recruitment and retention of teachers as a result of this decrease in pupil numbers. However, Hammersmith & Fulham have continued to see a net decrease in school staff and teachers. This would support the commissions research into other factors impacting retention.

To further their understanding and to explore the issues impacting recruitment and retention locally, it was agreed the commission should undertake a call for evidence via the Hammersmith & Fulham school network



4. What are teachers and school support staff telling us?

Findings in this section are informed by a survey launched in May and June 2021, and further a series of follow up interviews conducted by the Chair of the commission in October 2021.

The survey engaged 113 staff supporting teaching and learning in Hammersmith & Fulham. 74% of respondents were from Primary phase, 23% from Secondary and 2% from Nursery. 38% held Teaching positions, 13% Teaching Assistant/Learning Support Assistant, 8% Subject Leader and the remainder identifying themselves in positions of SEN Teaching Assistant/Learning Support Assistant, Higher Level Teaching Assistant, Deputy Head, Pastoral Lead and other similar positions. 90% of respondents identified as female, 8.8% male and 1.2% did not specify.

Of this 113, 10 teachers volunteered to provide verbal evidence to the commission through interview. All interviewees were female, with 4 working at primary phase, 5 at secondary phase and 1 working as a student mentor with previous teaching experience. Despite the best efforts of the commissioners to promote this opportunity to submit oral evidence, responses for interview were disappointingly low. Therefore, it is recognised that this evidence offers a limited view of the wider teaching population. However, the feedback and discussion points elicited offer unique insight and value into the working experience of the

Hammersmith & Fulham teaching population, and have therefore been included in this section and considered by the commission when developing their recommendations.

The survey centred around three main questions:

1. What attracted you to the profession?
2. What has kept you in the profession?
3. Which of the following is most important to you?

Each question asked respondents to rank a series of factors which were informed by the drivers for retention highlighted through the commission literature review. These factors included job satisfaction/wanting to educate, CPD and support for professional development, flexible working, pay, wellbeing support and childcare. The final question also brought in the options of parking and local, affordable housing; two factors colloquially well known to impact the teaching market in Hammersmith & Fulham.

Alongside a desire to educate and work with children, when asked what attracted teachers to the profession the opportunity for professional development through continued CPD, and flexible working arrangements were the most popular responses.

The dedication of the Hammersmith & Fulham teaching workforce, keen subject interest and desire to continue to learn is further echoed through the additional comments left in response to this question:



The love of my subject specialism and sharing it.



I love teaching in an inner-city London community school and love my subject.



Teaching allowed me to keep working within science but also working with people - giving back opportunities.

Having established why teachers chose to begin teaching, the survey moved to ask what were the main factors that had kept teachers in the profession. Similarly, to the above responses, job satisfaction and opportunities for professional development through CPD ranked highly, followed thereafter by pay, flexible working arrangements, wellbeing support and childcare. When interviewed, all participants were incredibly positive about the impact of CPD in making them feel valued by the Senior Team of their respective schools.



What kept me in the profession has been the fact that I have been able to develop as a professional over the last 20 years.

I think it is really important that teachers know that schools value them and want them to develop, not only for their own professional development but also to help develop the school. I think if teachers knew how important that was to the school, then it would make them feel more valued and more inclined to stay.

To help the commission focus their recommendations, respondents were asked to rank a series of factors to establish which was most important to them with regards to recruitment and retention, and which was least important.

1. Job satisfaction
2. Pay
3. CPD

4. Wellbeing support
5. Flexible working arrangements
6. Local, affordable housing
7. Parking availability
8. Childcare

Ranking second only to job satisfaction, respondents told the commission that pay was a very important factor for them when applying for a position and in retaining staff once in post. For the purposes of this report, the Commission have focused their lines of enquiry and resultant recommendations on tangible issues to which the Local Authority and local partners hold a substantial level of control. This decision was taken to ensure recommendations made would be most impactful and result in local actionable change. Teacher wages are set based on guidance issued by the national Government Department for Education. Therefore, whilst pay is not key line of enquiry in this report, the Commission strongly support the National Education Union in their campaign for fair pay for all teachers and support staff, including a fair pay increase in 2021 and restoring real term cuts to pay since 2010.²⁴ Additionally, the commission echoes the TES²⁵ analysis of the Winter 2021 budget announcement, demanding clarity as to the date from which the stated increase in teacher starting salaries would be implemented, and detail as to funding arrangements through the core school budget uplift.

Finally, to begin to understand the pattern of staff turnover within Hammersmith & Fulham schools, respondents were asked if they would be remaining in their current substantive post in the coming academic year from September 2021. 26 of 113 said they would not. This indicates a mild level of teacher turnover however this must be considered as a small sample size of the wider teaching population, alongside the impact of COVID on the labour market as explored previously. The main reasons cited for not remaining in their substantive post included taking up further study full time or part time without a sufficient part time role to accommodate, relocating or moving to a different area, and achieving a promotion.

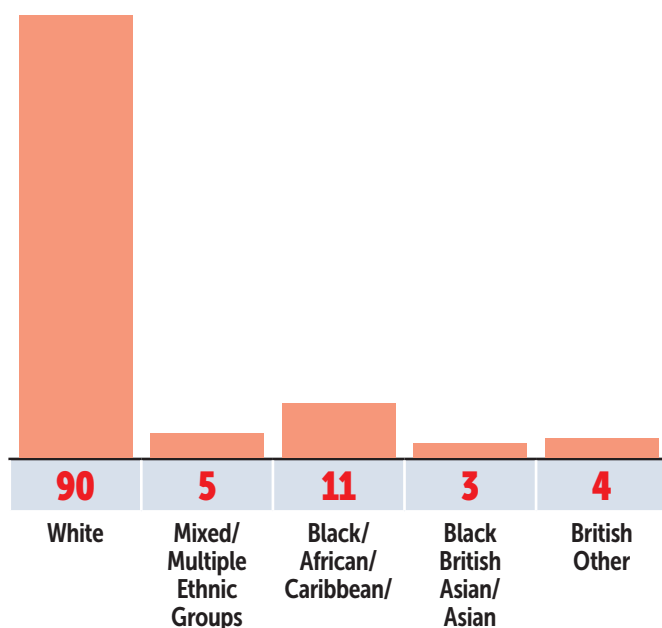
In addition to the more targeted questions at the centre of the survey, the commission sought to understand trends across the profession including gender, age and ethnicity. Whilst no recommendations are made on the basis of this demographic data alone, the commission acknowledges the importance of this data in understanding patterns of recruitment and

²⁴ Budget 2021 | NEU

²⁵ What the Budget means for schools and teachers | Tes

retention, and how this can be addressed. Principally, the commission echoes the wealth of national literature calling for increased diversification of the teaching profession through the recruitment and retention of teachers of the global majority. As explored by the Learning Policy Institute “research shows that teachers of colour help close achievement gaps for students of colour and are highly rated by students of all races—a fact that is all the more relevant in light of persistent gaps between students of colour and students from low-income families and their peers who are white or from more affluent families. Unfortunately, although more teachers of colour are being recruited across the nation, the pace of increase is slow and attrition rates are high, leaving growing gaps between the demand for such teachers and the supply”.²⁶

Researchers from UCL’s Institute for Education found that almost half of all schools in England have no black or minority ethnic teachers, meaning that there is a significant gap between the proportion of minority ethnic students and teachers in schools. The research found that in 2019 65% of pupils and 86% of teachers were white British.²⁷ Whilst the commission was unable to obtain a complete data set, the sample of teachers responding to the survey largely reflects these findings. The below graph demonstrates the ethnicities of survey respondents.



Alongside the benefits of diversity in the teaching workforce for pupils, the Learning Policy Institute found that greater diversity of teachers may also mitigate feelings of isolation, frustration and fatigue that can contribute to poor retention rates of teachers of the global majority when they feel they are alone.

Increasing the diversity of the teaching workforce requires intentional preparation, hiring and ongoing support. The Institute of Educational Sciences in the United States²⁸ outlines a number of evidence-based strategies that focus on what schools can do to recruit, select, hire, onboard and retain a diverse workforce, including:

- Using data to forecast staffing needs and to determine who is underrepresented in the workforce
- Training all staff members who are involved in hiring to recognise implicit biases and to use interviewing techniques that reveal candidates experience, knowledge and strengths
- Considering the organisational conditions of the school, the strength of the school’s leadership team, and overall fit before placing new teachers. Teachers of colour are more likely to be placed in schools with weak organizational conditions, poor leadership, and difficult working conditions, which increases the likelihood of attrition.
- Building the capacity of school leaders to improve working conditions in the school, to support teachers of colour, and to identify and support students and staff members who are interested in becoming teachers.

Therefore, whilst workforce diversity is not key line of enquiry in this report, the Commission strongly supports the national call to build upon existing strategic initiatives to encourage a much more diverse teaching profession both to improve pupil outcomes and the recruitment and retention of staff.

Following completion of a literature review and call for written and oral evidence, the commission met in November 2021 to confirm their lines of enquiry and propose recommendations.

²⁶ Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color (learningpolicyinstitute.org)

²⁷ Almost half of English schools have no BAME teachers, study finds | Teaching | The Guardian

²⁸ 9 Strategies for Recruiting, Hiring, and Retaining Diverse Teachers (ed.gov)



5. Post COVID impact on recruitment

Teacher retention is a major issue in many developed countries. According to the 2018 edition of the OECD TALIS survey, on average, almost 15% of teachers aged 50 or less want to leave teaching within the next five years. In England, this figure is above the OECD average, at 22%. Teacher attrition and turnover are especially problematic in disadvantaged schools as they have a harder time both recruiting and retaining teachers. Allen et al. (2018) show that there is a positive raw association between the level of school disadvantage and the turnover rate of its teachers in England.²⁹

Existing evidence suggests that teacher recruitment and retention are sensitive to local labour market condition. The COVID-19 pandemic has triggered an unprecedented shock to the UK and global economy.

Teaching is often perceived as “recession-proof” by the public. As a public sector job, teaching is relatively sheltered from economic downturns and therefore relatively more attractive. Outside labour market conditions have an impact on teacher

shortages. Existing research shows that regional unemployment decreases the probability of leaving teaching.³⁰

The pandemic had a short-term positive effect on ITT application

Thus, the current COVID-19 crisis can make teaching more attractive, and therefore to reduce teacher shortages and to increase teacher quality.

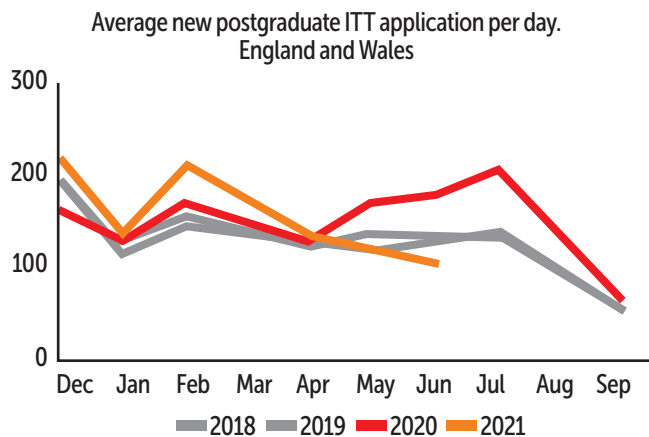
Preliminary evidence from 2020 data published by UCAS already show that the number of initial teacher training applications has increased in April by more than would be expected based on previous trends.³¹ However, more recent evidence (Figure 1) suggests that this effect was only temporary, as 2021 applications are much lower than 2020 applications. This may be explained by the fact that the economy has rapidly recovered from the pandemic. Recent ONS data shows that Gross domestic product (GDP) has grown by 0.9% in November 2021 and is above its pre pandemic level (February 2020).

29 Benhenda A. and Macmillan L. (2021). How to Attract and Retain Teachers, UCL CEPEO Briefing Note, May 2021

30 Benhenda (2020). The Impact of Recessions on Teacher Labour Markets, UCL CEPEO Briefing Note, May 2020

31 NFER (2020). The Impact of Covid-19 on Initial Teacher Training. Implications for Teacher Supply in England.

Figure 1 Impact of COVID on ITT application, 2018 to 2021. Source: NFER analysis of UCAS ITT application data



But it has a negative effect on teacher well-being, which impacts retention

At the same time, the pandemic has increased teacher workload, anxiety, and stress. According to a YouGov survey, half of the UK’s schoolteachers (52%) say their mental health declined during the first stage of the coronavirus pandemic. In October 2020, 84% of teachers described themselves as feeling “stressed” or “very stressed”.

This decrease in working conditions has a significant impact on the risk of teacher attrition. A recent teacher survey by the Education Policy Institute suggests that teachers are now almost twice as likely to leave as they were before the pandemic, shown in the below graph.

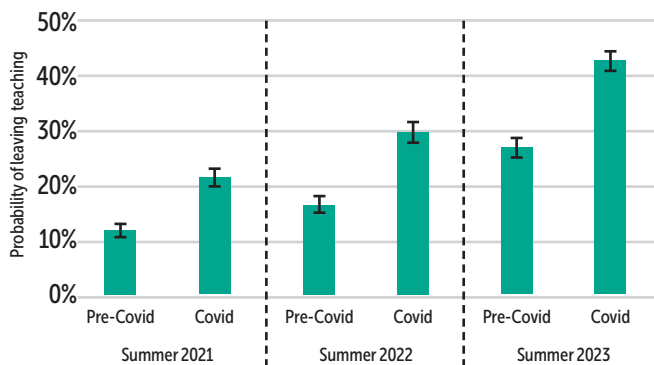


Figure 2: Impact on the Risk of Teacher Attrition. Classroom teachers reported likelihood that they will leave the profession by the summer of 2021, 2022 and 2023

The main cause of this increased risk of attrition seems to be the government response to the pandemic, followed by their school response and personal circumstances (Figure 3).

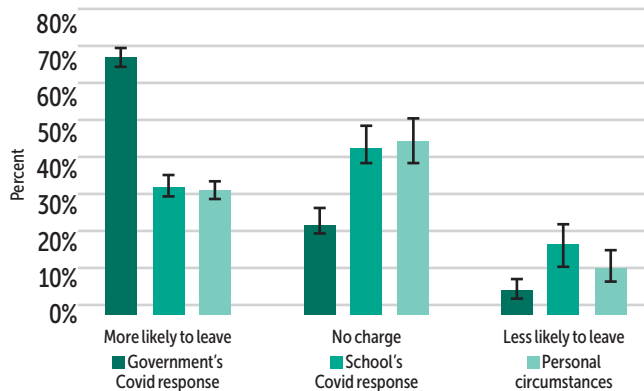


Figure 3 Main factors impacting teachers’ attrition. The effect of different factors on teachers’ attrition intentions

COVID crisis has created a short-term increase in ITT application. This increase seems to disappear in the medium run with the economy quickly recovering from the pandemic. The COVID crisis has been very difficult for teachers in terms of workload and mental health. Consequently, more teachers are considering leaving the profession.



6. Line of Enquiry 1: Teacher Training

In the higher-scoring programmes, course leaders worked with their partnership to plan and deliver a well-sequenced ITE curriculum. This ensured that the programme between centre-based provision and trainee placements was joined-up and allowed trainees to practise what they had learned in central provision.³²

The evidence is strong that teacher training is most effective when teaching practice matches up with theoretical learning. Training providers need as much help as they can to forge strong consistent partnerships with schools where trainees practice in the classroom.

Early in 2021 Ofsted visited 75 ITT partnerships and found instances where partnerships did not work closely enough to ensure effective and integrated curriculum delivery.

Consistency across subject knowledge development, behaviour management and subject-specific pedagogy between the training provider and the partner school is vital for a coherent trainee experience.

A key role for the placement schools is as the base and support for mentors. Anecdotal evidence suggests that the new ECF is adding to the demands on mentoring capacity in schools.

It is in the long-term interests of schools, and local groups of schools, to host placements. It allows new teaching talent to be identified early and attracted to live and work in the locality. However, many schools will struggle to find the capacity to manage the placements, identify and give time for mentors, and risk trusting difficult classes to inexperienced staff.

The Commission recommends that:

- Hammersmith & Fulham carry out an audit of the teacher training partnerships to assess the quality of integration of delivery between the provider and their placement schools.
- 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.

³² <https://www.gov.uk/government/publications/in-ital-teacher-education-curriculum-research/building-great-teachers>



7. Line of Enquiry 2: Professional Development and CPD

Providing teachers with a right to high-quality training and development would boost pupil attainment and earnings, and may tackle retention problems in the profession, a cost-benefit analysis study from the Education Policy Institute (EPI) commissioned by Wellcome has shown.³³

A focus on professional development opportunities for teachers has been at the heart of the Government's long-term plan to tackle the loss of learning experienced by pupils through the COVID-19 pandemic. As confirmed by Education Secretary Gavin Williamson in April during the NASUWT teaching union's conference, enabling school staff to deliver high-quality teaching to "inspire and motivate a new generation is more important than ever",³⁴ with plans currently in development for improving the offer of CPD available for teaching staff.

Whilst the literature on the potential for CPD to improve pupil attainment is well established,³⁵ the associated impact on teacher retainment linked to job satisfaction is less well researched. In 2017 Allen

and Simms demonstrated that science teachers from state-funded secondary schools in England participating in National STEM Learning Network professional development courses were more than twice as likely to remain in the profession one year later, with this association still visible two years after participation for both recently qualified and long serving teachers.³⁶ Analysing data on over 50,00 teachers from 34 countries, Simms further suggests that professional development opportunities indicate increased teacher job satisfaction and is associated with reduced odds that teachers want to move school.³⁷ Whilst supporting a positive trend towards improved retention rates, further research into this associated link is required to confirm these findings.

Building on the foundations of these findings, locally the commission found that opportunities for CPD were considered the second most important factor to teachers in keeping them in the profession. Further, this was recognised through oral evidence collected as one of the key reasons as to why teachers remained in post.

³³ The effects of high-quality professional development on teachers and students: A cost-benefit analysis - Education Policy Institute (epi.org.uk)

³⁴ Gavin Williamson says investing in teacher training is 'crucial' to recovery in address to teaching union (inews.co.uk)

³⁵ Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)

³⁶ science-teacher-retention.pdf (wellcome.org)

³⁷ TALIS 2013: Working Conditions, Teacher Job Satisfaction and Retention (ioe.ac.uk)

“

Professional development is massively important. When I first came to this Hammersmith and Fulham school one of the first things I was asked was ‘what can we do to develop you as a teacher?’ That made me feel like the school really wanted to develop me.

“

I think CPD is hugely important for all teachers at whatever stage in their career. Especially in a time when we can’t go to visit other schools as much as we used to, if we don’t keep on top of best practice we aren’t doing the best for our children.

“

I am a music teacher; I am the only music teacher in the school. So I can feel quite isolated at times. CPD is really good because it brings more music teachers together to share what is happening in other places and how that might modify your practice when you aren’t seeing anything else in your school.

Research conducted by the NFER further supports the findings of the commission’s oral evidence, advocating for the development of specialist national professional qualification. As explored by Worth and Van den Brande, formal professional development opportunities and courses primarily centre on developing teaching staff towards leadership roles. Whilst access to and promotion of these leadership development courses is critical to advance opportunities within the workforce, specialist qualifications could offer teachers a wider range of development options that meet their development needs.³⁸ As such, a range of CPD opportunities would be most effective in ensuring the retention of teachers.

The Commission recommends that:

- 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.
- 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.
- 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.



8. Line of Enquiry 3: Health & Wellbeing

While most teachers enjoy teaching and are positive about their workplace and their colleagues, self-reported well-being at work is generally low or moderate. Positive factors – such as school culture and relationships with colleagues – contribute to teachers' well-being. However, they are counterbalanced by negative factors, such as high workload, lack of work-life balance, a perceived lack of resources and a perceived lack of support from leaders, especially for managing pupils' behaviour.³⁹

It is well established that one of the major factors impacting the recruitment and retention of teaching staff is poor work-life balance. As demonstrated by the findings of the commission, teachers overwhelmingly are attracted to the profession because of a desire to educate and work with children, with job satisfaction considered the most important reason in remaining in post. This love of teaching stems from positive relationships with pupils and watching pupils succeed. Alongside these factors, relationships with colleagues and work culture are generally positive factors that

contribute to teachers' wellbeing at work.⁴⁰

Despite this positive intention, a study conducted by Hays shows around 55% would be hesitant to recommend the profession to a young person.

Frequently cited factors include a high workload, struggles with work-life balance, and a perceived lack of support from leaders.⁴¹ In addition to these systemic issues, the need to address staff wellbeing is crucial in the context of the pandemic as teachers are juggling to address the learning loss of pupils alongside increased presentations of poor mental health.

A recent study on young people's mental health during the COVID-19 pandemic conducted by Healthwatch Hammersmith and Fulham in partnership with the Youth Council found that 1 in 3 young people's mental health worsened during the lockdowns, with the main reasons being isolation from friends and family, being confined indoors or at home, and the negative impact of online learning on education. In addition, the study

³⁹ Teachers Well-being at work in schools and further education providers (publishing.service.gov.uk)

⁴⁰ Teachers Well-being at work in schools and further education providers (publishing.service.gov.uk)

⁴¹ Teacher retention: Why improving staff morale in schools is vital (hays.co.uk)

found that the main way young people accessed information on mental health was through schools or colleges. This supports findings from oral evidence given that teachers are seeing an increase in demand for more complex and challenging mental health support by their pupils, with many feeling unequipped or needing more support to address these concerns.

Alongside impacting student mental health, the latest teacher wellbeing index highlighted “a worrying trend of increased symptoms of poor mental health, such as mood swings, difficulty concentrating, insomnia and tearfulness”⁴² amongst education professionals in the wake of the pandemic. As echoed by The Rt Hon Nick Gibb MP Minister of State for School Standards, “it is more important than ever that wellbeing and mental health are at the forefront of education policy.”⁴³

Echoing this focus on addressing staff wellbeing, the Department for Education have launched The Education Staff Wellbeing Charter which all schools, colleges and settings are invited to sign up to. This charter demonstrates a shared commitment by the DfE, Ofsted and employers working in education to protect, promote and enhance the wellbeing of all education staff.⁴⁴

Not only is this a good thing itself, it is critical in recruiting and retaining high quality education staff now and in the future. It is also crucial in securing better outcomes for young people, including regarding their own wellbeing and mental health.⁴⁵

In line with this national emphasis on addressing staff wellbeing, the commission found that when surveyed on how important wellbeing is to them, 92% of teachers responded that it was ‘very’ or ‘extremely important’.

Common practices in place locally within Hammersmith & Fulham schools to support wellbeing include staff socials, mental health support, free lunches and flexible working. However, when asked to identify whether their school had a health and wellbeing strategy in place, 49% responded ‘no’ or ‘unsure’.

“

A couple of years ago we launched a Wellbeing Committee. That was really positive with people suggesting things that would make their lives easier and often it was little things. People being able to say this practically impacts me and then those little changes getting made made people feel a lot better.

“

On the other end of the scale there’s people who experience mental ill health while they are at work, and I think that wasn’t really addressed until we started to develop a policy that was active in helping practically to help people. Actively supporting them and making adjustments will retain teachers in the profession who may otherwise leave.

Alongside the need for a comprehensive wellbeing policy, teachers interviewed by the commissioned reflected on the need for supervision support, particularly following the increasing presentation of need post-pandemic. An example of where implementation of staff supervision has been embedded successfully is showcased by the Anna Freud Centre in their ‘Ten Steps Towards School Staff Wellbeing’ report. Lessness Heath Primary School in Bexley has placed a huge emphasis on staff wellbeing to help promote teacher retention and to create happy staff for the pupils at the school. The school has found the introduction of supervision to be a vital strategy within its wellbeing plan. Staff in some roles have been offered access to clinical supervision, while the majority are offered supervision by colleagues in school, using a coaching approach. Senior leaders provide one to-one reflection space for all staff.

School leaders have noticed that staff are more able to use a solution focussed approach, discussing any issues that arise within the protected supervision time.⁴⁶ Taking a similar approach, Gordon Primary School in London are implementing small, sustainable changes including a weekly ‘open door’ session after school facilitated by a Learning Mentor, offering staff a place to talk. In addition, the Learning Mentor and the SENCO/ Inclusion Manager plan to start monthly peer supervision groups to help staff feel less isolated when dealing with challenging experiences.⁴⁷ The commission recommends this attitude towards supporting staff through improved supervision

42 Teacher Wellbeing Index 2021 (educationsupport.org.uk)

43 Teacher wellbeing: 11 pledges schools are urged to make | Tes Magazine

44 The Education Staff Wellbeing Charter - November 2021 (publishing.service.gov.uk)

45 The Education Staff Wellbeing Charter - November 2021 (publishing.service.gov.uk)

46 school-staff-wellbeing-report-final-corrected- 512.pdf (annafreud.org)

47 school-staff-wellbeing-report-final-corrected- 512.pdf (annafreud.org)

be implemented across Hammersmith & Fulham, alongside a number of other recommendations to support staff health and wellbeing.

The Commission recommends that:

- 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.
- All Hammersmith & Fulham 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.
- The Local Authority Learning Partnership in conjunction with representatives from member schools should produce a draft wellbeing strategy which schools can adopt, such as the NASUWT Model Wellbeing Policy, ensuring consistency across all schools within H&F.
- 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.



9. Line of Enquiry 4: Flexible Working

The Department for Education Teacher Recruitment and Retention Strategy suggests that teachers leaving the profession often move to flexible or part-time work, indicating unmet demand for part-time work in schools. As such the strategy suggests that to compete in attracting and retaining talented people in a 21st century labour market, the profession must go further in embracing 21st century working practices.⁴⁸ Guidance published by the Department for Education in November 2021 therefore

encourages schools and multi-academy trusts to 'adopt a flexible working policy which responds to the needs of the staff, and the employer, to address the challenges to flexible working in their school. Employers could consider embedding strategic,

whole-school approaches to flexible working, with contribution from all parties'.⁴⁹ This flexible policy should encompass other types of flexible working beyond just part-time working, including the opportunity to leave the school site if not working. Implemented successfully, the Department of Education believes this should attract more people to join teaching, keep more people in teaching, and encourage more to return.⁵⁰

Extensive research conducted by NFER found that part-time working is less common at secondary level than at primary, estimating that one in six secondary school teachers would like to reduce their hours and one in twelve would like to reduce their hours by more than one day a week.⁵¹

⁴⁸ Teacher Recruitment and Retention Strategy; Supporting teachers to make a difference (publishing.service.gov.uk)

⁴⁹ Flexible working in schools - GOV.UK (www.gov.uk)

⁵⁰ Teacher Recruitment and Retention Strategy; Supporting teachers to make a difference (publishing.service.gov.uk)

⁵¹ <https://www.nfer.ac.uk/part-time-teaching-and-flexible-working-in-secondary-schools/>

Further, the NFER working with school leaders identified four main benefits from part time and flexible working, including:

1. Increased teacher retention and recruitment - in particular, school leaders said that offering part-time working had enabled them to retain effective teachers who might otherwise have left the school
2. A positive impact on staff wellbeing, leading to improved energy and creativity for the whole staff
3. Retaining specialist expertise and maintaining the breadth of the curriculum
4. An opportunity to reduce costs by reducing the amount of teaching hours required.⁵²

Following the national lockdowns as a result of the COVID-19 pandemic, there is now an even greater call to consider how different aspects of wider teaching responsibilities can be completed outside of the classroom in a more flexible manner. Survey data from the NEU shows one-third 'definitely' plan to leave the profession by 2026,⁵³ demonstrating that the need for change pre-dates the pandemic, but experiences during this period have accelerated the agenda.⁵⁴

Locally, 14% of teachers surveyed responses that they would not remain in their substantive post from the new academic year, with many responses citing workload or wanting to complete further studies without a part time position available.

Flexible working must also be considered in conjunction with an improved wellbeing agenda as previously discussed, supporting the duty on schools as employers to protect the health, safety and welfare of their staff. A clear flexible working policy would play an important part in this duty, especially when integrated with broader wellbeing policies. This factor has been explored by the Department for Education in partnership with CooperGibson Research through one of their pilot case studies in 'Exploring Flexible Working Practices in Schools'. In the case study in question, a primary school headteacher had dealt with flexible working requests on a case-by-case basis, however this had led to inconsistency in understanding across the workforce. A new flexible working policy was developed and presented at staff briefing sessions, allowing staff to clarify their understanding of the procedure and key considerations when making a request. This helped to formalise processes

and offered a means to create a culture of transparency towards flexible working, addressing misconceptions and embedding structured and sustainable ways of working going forward. In addition, probationary periods and regular reviews were built into new flexible working contracts. This enabled the headteacher to continue to support the staff whilst also managing the needs of the school and ensuring some sustainability in capacity.⁵⁵

Further, flexible working would support other stresses evident in the profession such as childcare which will be discussed later. As such, the commission recommends that more schools locally consider, in line with Department for Education guidance, how a varied offer of flexible working can be offered to the workforce, possibly sustaining some of the learning of agile working developed during the COVID period.

The Commission recommends that:

- 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.
- 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.

⁵² Could part-time and flexible working help to keep teachers in the profession? - NFER

⁵³ More than 1 in 3 teachers 'plan to leave by 2026' | Tes Magazine

⁵⁴ Why leave teachers out of the flexible working revolution? (schoolsweek.co.uk)

⁵⁵ Exploring flexible working practice in schools - pilot school summaries (publishing.service.gov.uk)



10. Line of Enquiry 5: Additional Benefits (Childcare, Parking, Housing)

As an inner London borough, Hammersmith & Fulham presents several other challenges to the recruitment and retention of teaching staff beyond the bounds of the school. Despite high polarity in the highest and lowest areas of affluence in the borough, Hammersmith & Fulham is ranked 112 out of 317 English Local Authority Districts on the Index of Multiple Deprivation.⁵⁶ The average gross household income in Hammersmith & Fulham is 11% higher than in London and 30% higher than in the country as a whole. As a result, due to associated high property costs, nearly three-quarters of jobs in the borough are taken by workers commuting in from outside Hammersmith & Fulham, the majority from other areas of London.⁵⁷ Though exact data is not available, this pattern is colloquially known to apply similarly to the borough's teaching population.

As a result, the commission have considered several supporting factors known to impact on recruitment and retention of teaching staff including affordable in-borough housing, childcare and parking.

Housing

The private rented sector in Hammersmith & Fulham accounts for 33.2% of all households in the borough. Prices in the sector are the sixth highest in London and eighth highest in the country as a whole.

According to January 2018 house price data available from the Land Registry, the average house price in Hammersmith & Fulham is higher than the average for both London and the country as a whole. As a result, the borough is a net importer

⁵⁶ Deprivation in Hammersmith and Fulham (lbhf.gov.uk)

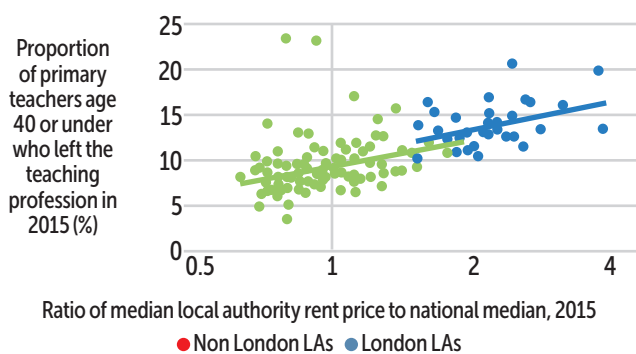
⁵⁷ *Hammersmith & Fulham Borough Profile 2018 (lbhf.gov.uk)

of workers with 33% more jobs in the borough than local residents in employment.⁵⁸ This similarly translates to the local teaching population.

Though exact data is unavailable, when asked to rank the factors that were most important to them with regards to recruitment and retention, teachers surveyed by the commission ranked local, affordable housing first out of the additional benefits in this line of enquiry beyond the factors directly impacting the school environment.

Research conducted by NFER suggests that higher rent prices are associated with a higher rate of young teachers leaving the profession, indicating higher housing costs are a key factor driving low teacher retention in London. The data shows a clear relationship between areas of England with higher rent prices, dominated by London boroughs, and higher rates of teachers aged under 40 leaving the profession.⁵⁹

This impact on retention was clearly echoed through interviews conducted by the commission:



4NFER: Teacher Supply, Retention and Mobility in London

“

I would say this is a particular issue in Hammersmith and Fulham. Part of the reason why I left was that I couldn't live near where I worked. You also miss out on all the benefits of community because I can't afford to rent there let alone buy. Subsidised housing would really help with retention.

“

House prices and rental prices being what they are in this area, investing in properties to rent at a discounted rate for teachers it is a huge thing. We are priced out of the market. I wouldn't be able to afford to live in Hammersmith and Fulham.

Hammersmith & Fulham do offer affordable housing options for people that live or work in the borough through Hammersmith & Fulham Home Buy. This scheme gives priority to key workers including teachers and education staff, though this has only recently been implemented and requires embedding. Hammersmith & Fulham Home Buy aims to address the heart of the problem raised, believing that first time buyers and people earning a low to middle income should not be forced to rent expensive accommodation, or have no choice but to live miles away from where they work, because they cannot afford to buy their home within this borough.⁶⁰ As such, the service allows eligible applicants to register to receive a range of support options including shared ownership, council shared equity, right to buy, resales and intermediate rent. As well as marketing and promoting available low-cost home ownership properties in borough, the service offers support to assist applicants through all stages of the home ownership process.

However, it is not understood how widely this offer is known amongst the teaching population, and further work is required to market this support following alteration to the keyworker priority to include teachers.

Additionally, Hammersmith & Fulham are currently piloting a project to renovate houses previously occupied by the school site managers into houses of multiple occupation to facilitate shared living arrangements for teachers. Once evaluated, the commission would encourage greater roll out of similar innovative initiatives to support teachers to live locally.

However, this option must be offered in parallel with the Home Buy scheme to provide a range of properties, rental, shared living and ownership schemes to support teachers at various life stages.

58 Hammersmith & Fulham Borough Profile 2018 (lbhf.gov.uk)

59 teach-london-report_glts.pdf (nfer.ac.uk)

60 home_buy_guide_tcm21-191012.pdf (lbhf.gov.uk)

Childcare

As outlined in the 2018 NFER Report on Teacher Supply, Retention and Mobility in London,⁶¹ childcare costs amongst other factors are a significant barrier to retention, calling for subsidies and term time only childcare places in an effort to retain teachers who have children or are considering starting a family.

The challenges faced by teaching staff with childcare/caring responsibilities are manifold given the workload and the nature of the work, from needing to start or finish the working day outside the hours of childcare provision, having time for marking and planning, a greater expectation placed on non-contact time,⁶² amongst other factors. These challenges disproportionately affect women, with 75% of classroom teachers in England identifying as female. The reasons for this largely relate to the previous line of enquiry relating to flexible working. Between 2008 and 2012, 6,000 women in their 30s left teaching every year.⁶³ Of this group, it is estimated only half returned to teaching. Whilst no hard conclusions can be drawn around this, it could be maternity related, and the lack of flexibility around working practices could mean many returners find it hard to balance personal childcare commitments with returning to a teaching job.⁶⁴ Taking these factors into consideration, addressing barriers to childcare particularly in the early years prior to nursery education entitlement, should be considered to ensure improved retention of this cohort of the teaching population.

Per the January 2021 Childcare Sufficiency Assessment Hammersmith & Fulham has 44 full time places for every 100 children in the private, voluntary and maintained sector, with the capacity for more to be offered, suggesting that there is sufficient childcare in the borough, in line with or higher than London average. The 2017 IPPR Report 'The Future of Childcare in London' suggests that the London average is 32 places per 100 making the London Borough of Hammersmith & Fulham (LBHF) far above the average. There is therefore currently sufficient childcare in Hammersmith & Fulham with most settings operating at below their capacity.

However, frequently raised at interview was the issue of affordability, with many commenting on their own or colleagues experiences of high-cost childcare proportionate to salary.

“

Obviously childcare is really expensive. One member of staff told me it was cheaper for she and her partner to work four days a week than to pay for childcare five days a week.

Further, where barriers to childcare and inflexible working culture were experienced concurrently, these issues were compounded with impacts felt within the classroom.

“

Those days when I just couldn't get help for my children, I had to take the day off. That causes disruption to the learning of my students. Similarly, if one of my children was unwell [particularly during COVID] this disrupted the entire learning cycle.

In recognition of some of these issues, the latest Hammersmith & Fulham Childcare Sufficiency Assessment focused on ensuring access to affordable childcare for borough residents, increasing the extended offer for 2-, 3- and 4-year old's unable to access the 2-year-old entitlement or the 30 hours offer, and increasingly publicising funded hours and tax-free childcare to ensure more parents are aware of and take up their entitlements. Additionally, the service will monitor the wraparound care offer following the impact of COVID in reducing this offer and will consider whether there is a need to put in place additional support. However, this commission further considers measures to support the offer available for non-resident borough teachers.

Parking

A further issue compounded by the volume of teachers who are not resident in the borough was that of available parking proximate to the school site. With many teachers travelling in to the borough on public transport, often transporting large volumes of materials, parking availability is an underlying concern impacting the recruitment and retention of staff locally.

On-site parking facilities vary from school to school and are often limited due to the nature of being in an inner-London borough. This has been a long-standing issue, recognised by the 2018 Council Manifesto, with a permit for key workers developed to allow key workers to park near their place of work for a reduced fee of £791 per year for a single zone.

61 nfer_gla_teacher_supply_retention_and_mobil_ity_in_london_2018_0.pdf

62 Why aren't schools better at flexible working arrangements? - RSA (thersa.org)

63 The Importance of Teachers: A collection of essays on teacher recruitment and retention | Policy Exchange

64 OME_teacher_retention_report (publishing.service.gov.uk)

During the drafting of their recommendations, the Commission submitted Freedom of Information requests to other London Local Authorities to understand the offer of teacher parking across the Capital. Of the inner London Local Authorities, 8 offered parking permits for key workers including school staff, with prices ranging from £20 to £1,250 per year.

From these findings, Hammersmith & Fulham ranks within the top three most expensive annually. The Commission recommends that the current keyworker parking scheme in Hammersmith & Fulham should be aligned with other borough's offers to keyworkers in line with this research.

However, in parallel, the Mayor of London's Transport Strategy sets the bold aim for 80% of all trips in London to be made on foot, by cycle or using public transport by 2041.⁶⁵ Similarly, in 2019 Hammersmith & Fulham Council declared a climate and ecological emergency. This declaration set an ambitious target to reach net zero carbon emissions by 2030 for our borough.⁶⁶ Locally, the Hammersmith & Fulham Education Project Team have been working closely with local schools to ensure that young people are at the heart of the Hammersmith & Fulham Climate Strategy to inspire children, young people, and their families to be powerful advocates for tackling the climate emergency.

Projects including Mudlarks, the Summer Programme: Recovery of Nature, and the Climate Education Group were recently recognised for the hard work happening within the education sector in the borough by being shortlisted for the LGC Awards 2021. As a result, this presents a conflict when considering any alteration to policy.

Balancing these conflicting interests, the commission has proposed recommendations recognising the social responsibility held by our schools to improve air quality and encourage greener journeys to schools.

The Commission recommends that:

- 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.
- 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.
- 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.

⁶⁵ The Mayor's Transport Strategy - Transport for London (tfl.gov.uk)

⁶⁶ Climate and ecological emergency | LBHF



11. Recommendations

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 to review fair pay for all teachers and support staff.

Recommendations for Hammersmith & Fulham Council

- 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 PVI's 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 & Fulham carry out an audit of the teacher training partnerships to assess the quality of integration of delivery between the provider and their placement schools.

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 school 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
- 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.
- 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.

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.

Appendix A: The Commissioners

Commission Chair Denise Fox

Denise has been teaching in Hammersmith & Fulham for 40 years. A lifelong Fulham resident, Denise trained at Roehampton University before beginning her career at Hurlingham Girls' School (now the Hurlingham Academy) in 1976, moving to join her current school, Fulham Cross Girls, in 1985. Amongst her many achievements, Denise was awarded the TES Lifetime Achievement Award in 2018, recognising her lifelong dedication to improving young people's lives and empowering tomorrow's women.

Denise is a member of the Prison Me No Way Trust board where she serves as an Education Advisor and trustee. She is also an advisor on the board of trustees of Young Hammersmith & Fulham.

Lead Commissioners Dr Graeme Atherton

Graeme has been working in access to higher education and social mobility for nearly 20 years, and has led regional, national and international initiatives to increase opportunity in higher education. After 6 years leading Aimhigher work in London, he founded and now leads both AccessHE and NEON, working to widen access to higher education in England. He holds Visiting Professorships at Amity Business School and Sunway University, Kuala Lumpur, Malaysia.

He is a member of the Board of the National Union of Students (NUS) and has produced over 200 conference papers, and publications in this field. Graeme has previously supported LBHF to set up the Primary Learning Partnership and has helped to evaluate the peer review process

Asma Benhenda

A Research Fellow at the Centre for Education Policy and Equalising Opportunities, Asma's research focuses on education and labour economics. Building on the findings of her PhD thesis completed at the Paris School of Economics, Asma is focusing her research on the issue of teacher shortage and its consequences for educational inequalities. Her current research includes impact evaluations of teacher retention policies in England and France. Asma is strongly interested in the broad research agenda addressing inequalities and social justice: in economics, but also in sociology, history, law, and psychology

David Collins

Dave began his teaching career in 2001, working in Hampshire at a large junior school teaching Year 6. Dave worked at three schools in Hampshire always teaching within Key Stage Two before coming out of class to be a Deputy Head within a Federation of schools. His first headship was in his last school in Hampshire, in a 1 form entry CoE Primary School. After 6 years he moved to Hammersmith as Headteacher at Brackenbury Primary in 2016. In September 2021, Dave became the Executive Headteacher of the Brackenbury, Kenmont and Wendell Park Primary School Partnership. Dave enjoys working in schools undergoing necessary improvement work, alongside coaching and mentoring other teachers and leaders, working collaboratively as part of a network of schools.

Lord Jim Knight

Lord Jim Knight works in education, digital technology and as a legislator. He is a director of Suklaa Ltd, providing advice to clients in education. Jim is a founder of xRapid, an AI diagnostic business. He is the Chair of E-Act Multi Academy Trust, the Digital Poverty Alliance and CAST. He is a board member of Century- Tech, MACAT International and GoBubble and sits on the advisory bodies for Nord Anglia, Pickatale and BETT. As a government minister and MP, Jim's portfolios included rural affairs, schools, digital and employment. He was a member of Gordon Brown's Cabinet, before joining the Lords in 2010.

Professor Lindsey Macmillan

Lindsey is a Professor of Economics and Director of the UCL Centre for Education Policy and Equalising Opportunities, working to design and inform evidence-led education policy and wider practice to equalise opportunities across the life course. She has published widely on topics relating to educational inequalities, including the impact of selective schooling systems on social mobility, understanding the improved performance of London pupils, and the characteristics and outcomes of those who under-match in higher education. Alongside her academic publications, Lindsey works closely with government and third sector organisations including the Department for Education and the Social Mobility Commission.

Contributing Commissioners Michelle Copeland

Michelle is an English Teacher at Phoenix Academy and has lived in Hammersmith & Fulham all her life. Having started her career in city-based recruitment, Michelle moved to education in 2015 and she was a part of the turnaround team at Phoenix Academy which saw the school transformed from an inadequate rating from OFSTED to being judged a 'good' school during their last inspection.

Michelle is truly passionate about education and how it can be used as a tool for social mobility; her ethos is that social class or background should never be a barrier to learning and academic achievement. Michelle has a passion for ensuring disadvantaged students achieve in education and she really wants to make a difference in the lives of young people in Hammersmith & Fulham. Alongside her teaching role, Michelle is the Phoenix Academy SENDCO and is highly experienced in ensuring that suitable provision is offered to all students with additional needs.

Michelle's interest in joining the commission stems from a desire to ensure that students in LBHF are taught by the best teachers possible and that the best teachers stay in our borough. Michelle truly understands the pressures that working teachers face on a day-to-day basis and she is interested in developing innovative ways for our schools to recruit and retain excellent teaching staff which will mean that all young people in our borough receive an outstanding education.

Appendix B: Key Reports and Literature Reviewed

Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color

(Learning Policy Institute) 2018 (weblink)

- <https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report>

Evidence Review: The Effects of High-Quality Professional Development on Teachers And Students

(EPI) 2020 (weblink)

- <https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/>

Exploring Flexible Working Practice in Schools

(Department for Education) 2020 (weblink)

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/938540/Eploring_flexible_working_practice_in_schools_-_pilot_school_summaries.pdf

Flexible Working in Schools

(Department for Education) 2021 (weblink)

- <https://www.gov.uk/government/publications/flexible-working-in-schools/flexible-working-in-schools--2>

TALIS 2013: Working Conditions, Teacher Job Satisfaction and Retention

(Department for Education) 2017 (weblink)

- https://dera.ioe.ac.uk/30448/1/TALIS_2013_Evidence_on_Working_Conditions_Teacher_Job_Satisfaction_and_Retention_Nov_2017.pdf

TALIS 2018: teacher working conditions, turnover and attrition

(Department for Education) 2020 (weblink)

- <https://files.eric.ed.gov/fulltext/ED604489.pdf>

TALIS Indicators: Teachers' Working Conditions, Mobility and Risk of Attrition

(OECD) 2018 (weblink)

- <https://stats.oecd.org/index.aspx?queryid=97209>

Hammersmith and Fulham Teaching Commission – Teacher Recruitment Overview

Professor Graeme Atherton

How to Attract and Retain Teachers

(UCL CEPEO) 2021 (weblink)

- <https://repec-cepeo.ucl.ac.uk/cepeob/cepeobn13.pdf>

Identifying and Producing Effective Teachers

(IZA Institute of Labor Economics) 2021 (weblink)

- <https://ftp.iza.org/dp14096.pdf>

Impacts of Comprehensive Teacher Induction

(IES) 2010 (weblink)

- <https://ies.ed.gov/ncee/pubs/20104027/pdf/20104028.pdf>

Teacher Autonomy: How Does It Related to Job Satisfaction and Retention

(NFER) 2020 (weblink)

- https://www.nfer.ac.uk/media/3874/teacher_autonomy_how_does_it_relate_to_job_satisfaction_and_retention.pdf

Teacher Recruitment and Retention Strategy

(Department for Education) 2019 (weblink)

- https://www.nfer.ac.uk/media/3874/teacher_autonomy_how_does_it_relate_to_job_satisfaction_and_retention.pdf

Teacher Retention – Overview of the Existing Evidence and Gaps in the Literature

Asma Benhenda and Lindsey Macmillan

Teacher Supply, Retention and Mobility in London

(NFER) 2018 (weblink)

- https://www.london.gov.uk/sites/default/files/nfer_gla_teacher_supply_retention_and_mobility_in_london_2018_0.pdf

Teacher Well-being at Work in Schools and Further Education Providers

(Ofsted) 2019 (weblink)

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936253/Teacher_well-being_report_110719F.pdf

Understanding Teacher Retention

(RANDEurope) 2021 (weblink)

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/958634/Understanding_Teacher_Retention_Report_by_RAND-February_2021.pdf

Ten Steps Towards School Staff Wellbeing

(Anna Freud National Centre for Children and Families) (weblink)

- <https://www.annafreud.org/media/8506/school-staff-wellbeing-report-final-corrected-512.pdf>

The Education Staff Wellbeing Charter

(Department for Education) 2021 (weblink)

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1034032/DfE_Education_Workforce_Welbeing_Charter_Nov21.pdf

The Effects of High-Quality Professional Development On Teachers And Students: A Cost-Benefit Analysis

(EPI) 2021 (weblink)

- <https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/>

The Hidden Costs of Teacher Turnover

(SAGE Journals) 2020 (weblink)

- <https://journals.sagepub.com/doi/full/10.1177/2332858420905812>

The Impact of Covid-19 on Initial Teacher Training

(NFER) 2020 (weblink)

- <https://www.nfer.ac.uk/the-impact-of-covid-19-on-initial-teacher-training/>

The Impact of Recessions on Teacher Labour Markets

(UCL CEPEO) 2020 (weblink)

- <https://repec-cepeo.ucl.ac.uk/cepeob/cepeobn4.pdf>

The Mayor's Transport Strategy

(GLA) 2018 (weblink)

- <https://www.london.gov.uk/sites/default/files/mayors-transport-strategy-2018.pdf>

The Role of Principals in Addressing Teacher Shortages

(Learning Policy Institute) 2017 (weblink)

- https://learningpolicyinstitute.org/sites/default/files/product-files/Role_Principals_Addressing_Teacher_Shortage_BRIEF.pdf

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www.lbhf.gov.uk/councillors-and-democracy/resident-led-commissions/teaching-commission

