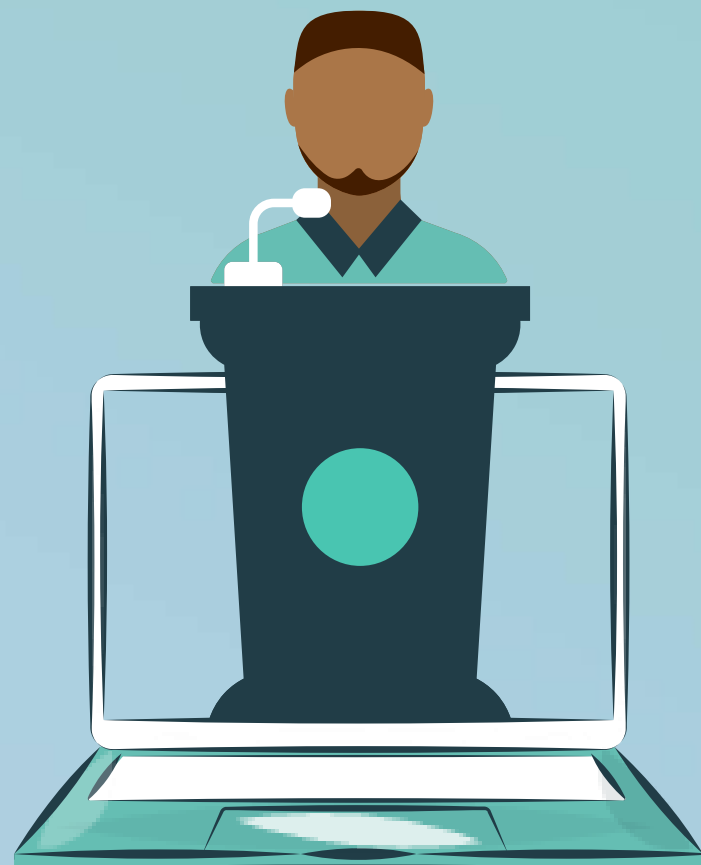


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Governors  
for Schools  
Conference  
2023.

# Teacher retention in 2023

[#GfSConference2023](#)

# Housekeeping

- Many thanks for taking the time to attend the Governors for Schools Conference 2023. Please note that this session will be recorded and uploaded to our website following the conference. You will receive an email alert as soon as recordings are available.
- If you have any questions for our panellists, please ask them using Zoom's Q&A feature.
- If you're disconnected from this call for any reason, you can re-join by clicking the same Zoom link you used to access the session.



Governors  
for Schools  
Conference  
2023.

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**Supporting everyone working in education for  
over 145 years**

*o*

Immediate emotional support

**08000 562 561**

Call us. We'll listen



# Our research

- Poll of 1004 state secondary teachers
- Four focus groups: two with leaders, one with ECTs in EIAs and one with women teachers aged 25-39
- Two evidence sessions with leading experts
- Six in-depth interviews with school leaders
- Anonymised recruitment and retention data from a large MAT
- In-depth sessions at Northampton Academy



We publish comprehensive and robust research about the mental health and wellbeing of teachers and all education staff.



## 1970s working conditions in the 2020s: Modernising the professional lives of teachers for the 21st Century

Our Commission on Teacher Retention, supported by Public First, has published its final report.



## Teaching: the new reality

This report looks at the impact of the growing emotional and practical demands on teaching staff.



## Teacher Wellbeing Index

Our annual Teacher Wellbeing Index provides annual insight into the mental health and wellbeing of teachers and education staff working in the UK.



Available at: <https://www.educationsupport.org.uk/about/about-us/research/>



# Key findings

**78%** of teachers said they would be likely to leave the profession if they were offered a job in another sector which promised a better work-life balance. This polled higher than better pay

**21%** of secondary school teachers said they were unlikely to be in the profession in five years' time

**72%** of secondary teachers said they were helping students with non-academic matters relating to mental health and cost of living issues#

**31%** of teachers said their work-life balance was either bad or very bad



## Main themes

- Pay and conditions
- Work-life balance
- Managing pupil needs and behaviour
- A culture of flexible working
- Professional learning
- Leadership and school culture

We do this six weeks of really, really intense mental drain, and then we get to a holiday and you're just fit for nothing. I don't think it's a healthy way of working physically or mentally.

- Focus group participant





# Our recommendations

1. Independent review into pay and conditions
2. Codifying poor practice
3. Annual school leader workload practice reviews
4. DfE accountability on retention targets
5. DfE wellbeing / workload policy test



## Our recommendations

6. National conversations on children's complex needs and pupil behaviour
7. HR advisory service for schools
8. Training framework review
9. Accountability to be reviewed
10. Sabbaticals for school leaders every five years



# Stay in touch



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[sinead.mcbrearty@edsupport.org.uk](mailto:sinead.mcbrearty@edsupport.org.uk) @McBreartyS





# The Engagement Platform

For Schools and Teachers



# Session

- What is TEP and how does it support school retention?
- How is TEP data collected?
- TEP pilot insights and how this can support retention efforts



# Our mission

TEP exists to help schools improve **pupil outcomes** and build **sustainable working cultures**.

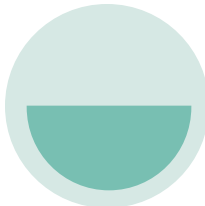
We do this by enabling schools to easily understand, compare and take action on robust staff engagement data.

# TEP Journey



## Research phase

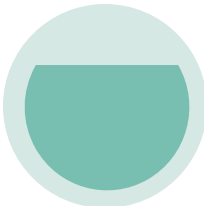
Research review and development of TEP methodology.



## Pilot phase

18 month pilot, over 7,000 teacher responses, testing methodology and co-developed with school leaders.

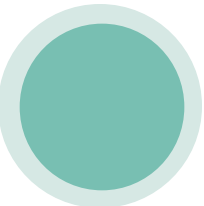
We'll go through some data insights now!



## Foundation phase

Launching digital platform  
Working with foundation partners to build largest data set on school staff engagement  
Disseminate actionable findings

September 2023



## Further development

Matching to pupil outcomes  
Using TEP data alongside staff retention data to predict retention challenges  
Research tracks

2024 +

# Improve teacher engagement and you will improve outcomes.



Improve teacher and school staff engagement

Build a more sustainable profession

Improve teacher retention

Improve pupil outcomes

Highly engaged and supported teachers are less likely to suffer burnout (Lavy, 2022).

Teachers leaving the profession are most motivated by seeking improved job satisfaction (NFER, 2017).

Highly engaged teachers are more likely to use effective teaching strategies and provide constructive feedback to students, which leads to better outcomes for students (Joyce, 2016).





# First Research paper using TEP data:



## **The link between teacher buy-in and commitment to their school.**

John Jerrim<sup>1</sup>

### **Abstract**

Previous research has found school working conditions – particularly the quality of school leadership – to be linked to teacher retention. At the same time, evidence from the management literature has suggested that obtaining “buy-in” from staff is critical to employee performance and instigating change. This paper brings these two literatures together, being the first study to explore the relationship between buy-in and teachers’ plans to continue working at their current school. The analysis illustrates how teachers who buy into the leadership team’s strategy are much more committed to the school, over and above their views on workload, pay and the quality of their relationships with their colleagues. We conclude by considering what school leaders might do to improve buy-in amongst their staff, while also highlighting areas where future research is needed.

Coming in October.

Paper linking buy-in to organisational commitment.

Important for teacher retention.

# TEP Community events



## The missing puzzle piece?

As schools face a growing recruitment and retention crisis, could taking employee engagement practices into the education system be a crucial strategy ?

**Wednesday 11<sup>th</sup> October – 16:00-17:15**

Online

Speakers: Professor John Jerrim, Katy Bradford (Outwood Grange Academies), Toby Sutherland (St Clement Danes)



**How is data collected?**

# TEP Method



Standardi  
sed  
question  
set

Census  
collection  
window



TEP scoring

Headline  
Engagement  
10 Engagement  
drivers

Mean and Net  
Actions  
scoring

Benchmarks  
and data  
breakdowns

Access case  
studies and best  
practice



## Headline engagement (netAPC)

Four questions assessing overall engagement score

- **Working environment** – would they recommend others work here?
- **Educational quality** – would they recommend the school for their local friend's children?
- **Allegiance** – if they were offered a job elsewhere, how likely is it they would stay?
- **Satisfaction** - overall how satisfied are they with working here?



*Free text comments  
can be added under  
any question*



## 10 Engagement drivers

### Leadership and Management

- Development and Recognition
- Leadership
- Management
- Wellbeing
- Workload

- Inclusion
- Relationships

### Teaching

- Behaviour
- Relationship to teaching
- Teacher Agency

**Connection** 39 questions (Baseline – then rotated)

# Standardised question set

# TEP Method



Standardi  
sed  
question  
set

Census  
collection  
window



TEP scoring

Headline  
Engagement  
10 Engagement  
drivers

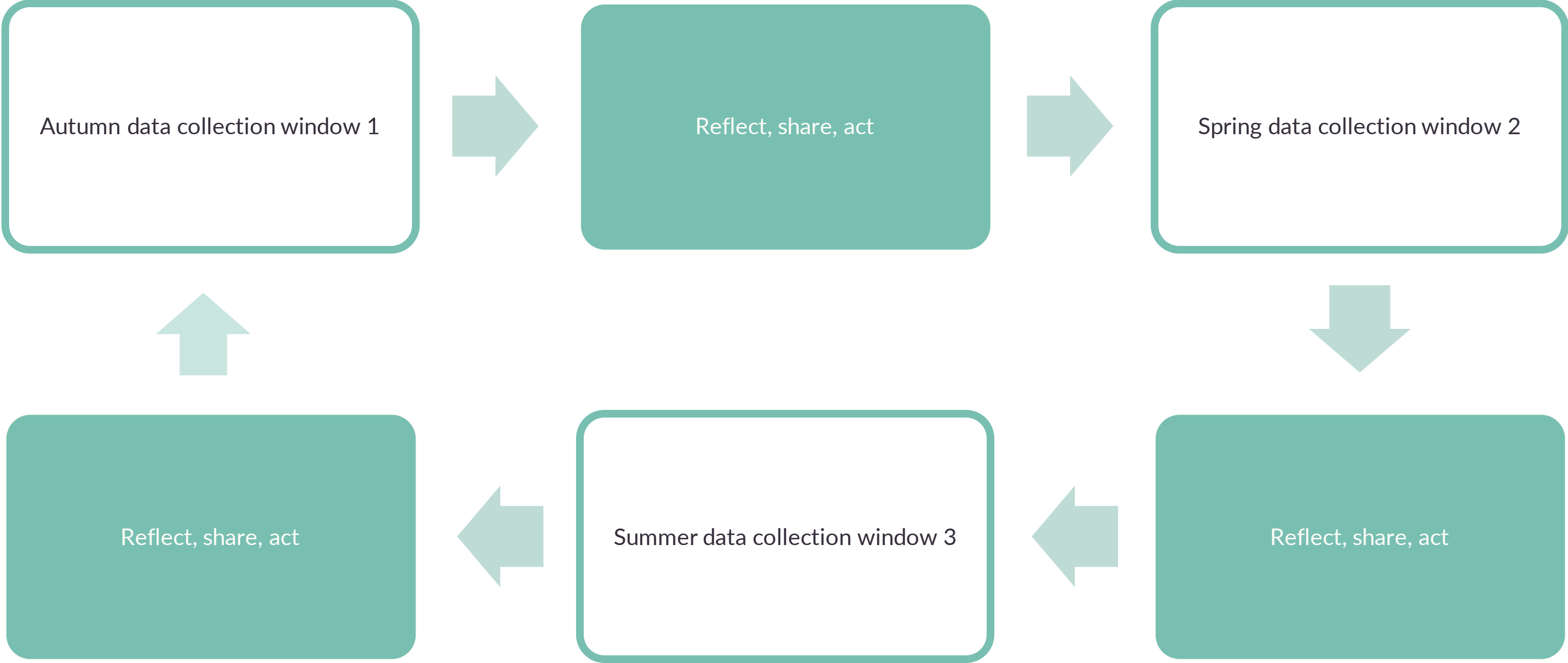
Mean and Net  
Actions  
scoring

Benchmarks  
and data  
breakdowns

Access case  
studies and best  
practice



# Encourage cycle of collection



# TEP Method



Standardised question set

Census collection window



TEP scoring

Headline Engagement  
10 Engagement drivers

Mean and Net

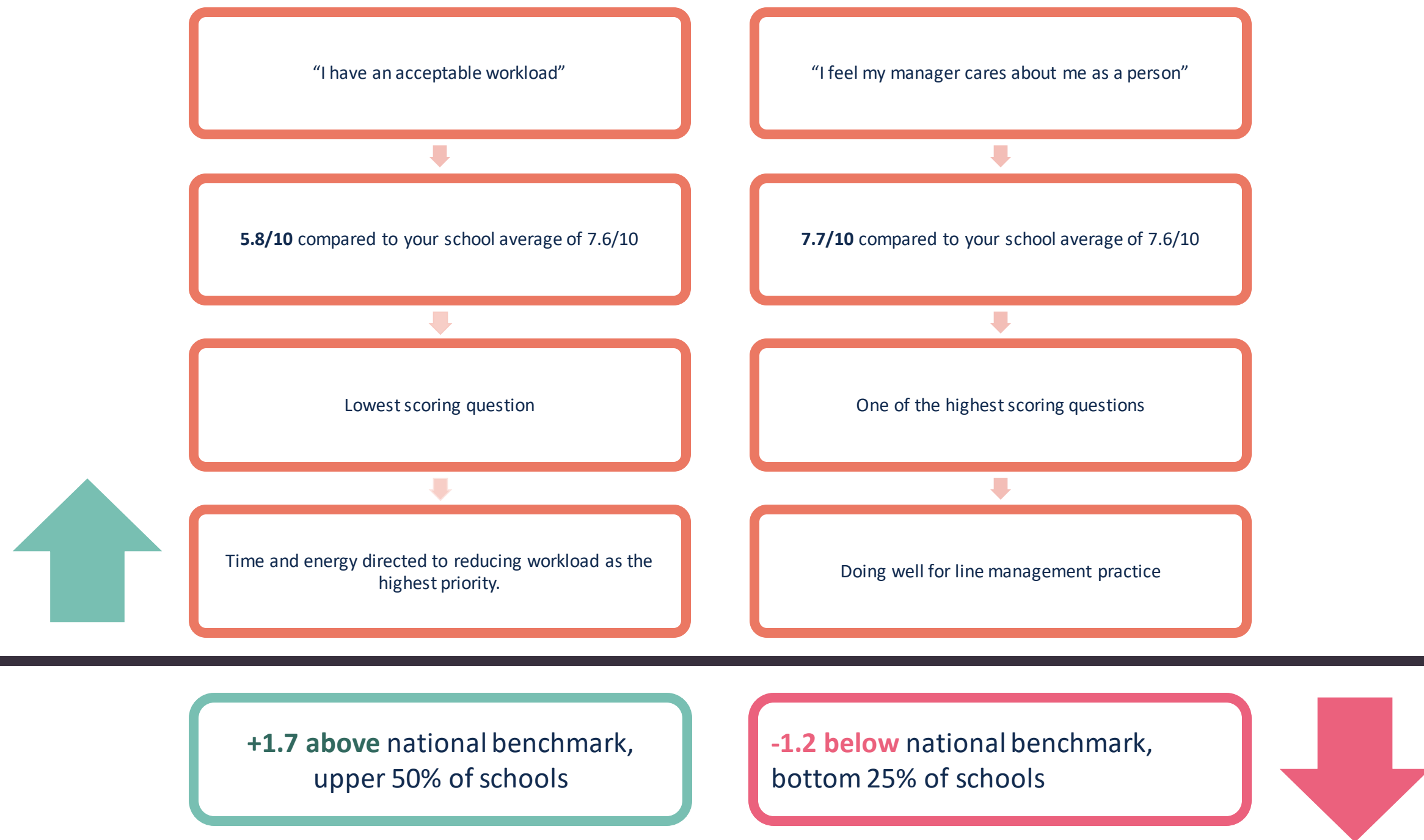
Benchmarks and data breakdowns

Access case studies and best practice





# Benchmarking in action



# Actionable insights



**7.7/10** compared to a school average of 7.6/10

**-1.2 below** national benchmark, bottom 25% of schools

Score has dipped since the Autumn term

Score is pushed down by humanities

Further pushed down by early career staff

“I feel my manager cares about me as a person”

Purposeful  
Action

# Build sustainable practice



## In school

- Targeted approach to improving line manager support and training in the Humanities faculty.
- Pairing up with a faculty scoring higher on this sub-driver
- Proactive support put in place for early career teachers.

## In groups

- Shared language for teacher engagement and shared practice
- Identify schools with this driver as a strength
- Draw together best practice and mutual support across the trust

## In TEP

### community

- Use TEP case studies of best practice where this is a strong performing driver
- Identify nationally high performing trusts/schools to share best practice

# TEP Method



Standardi  
sed  
question  
set

Census  
collection  
window



TEP scoring

Headline  
Engagement  
10 Engagement  
drivers

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Benchmarks  
and data  
breakdowns

Access case  
studies and best  
practice





# What have we learnt from the Pilot?

And how can this be a tool for improving retention?

# Pilot data collection



1. Summer 2022

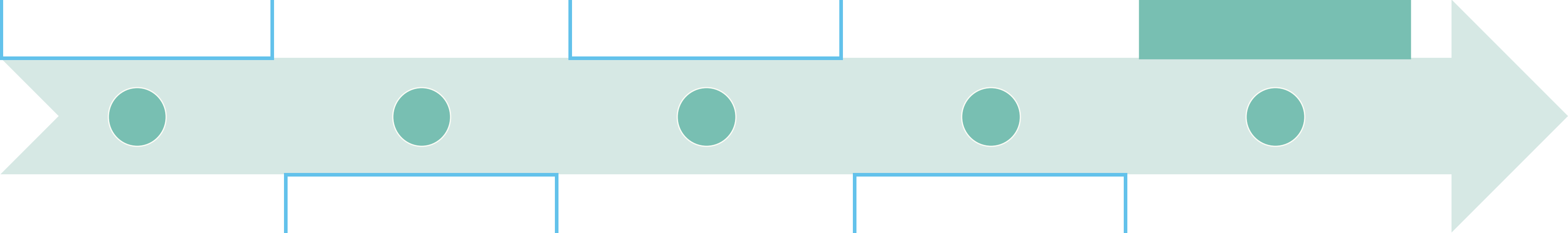
3. Spring 2023

Foundation year launch

2. Autumn 2022

4. Summer 2023

100+ schools



# Headline Insights



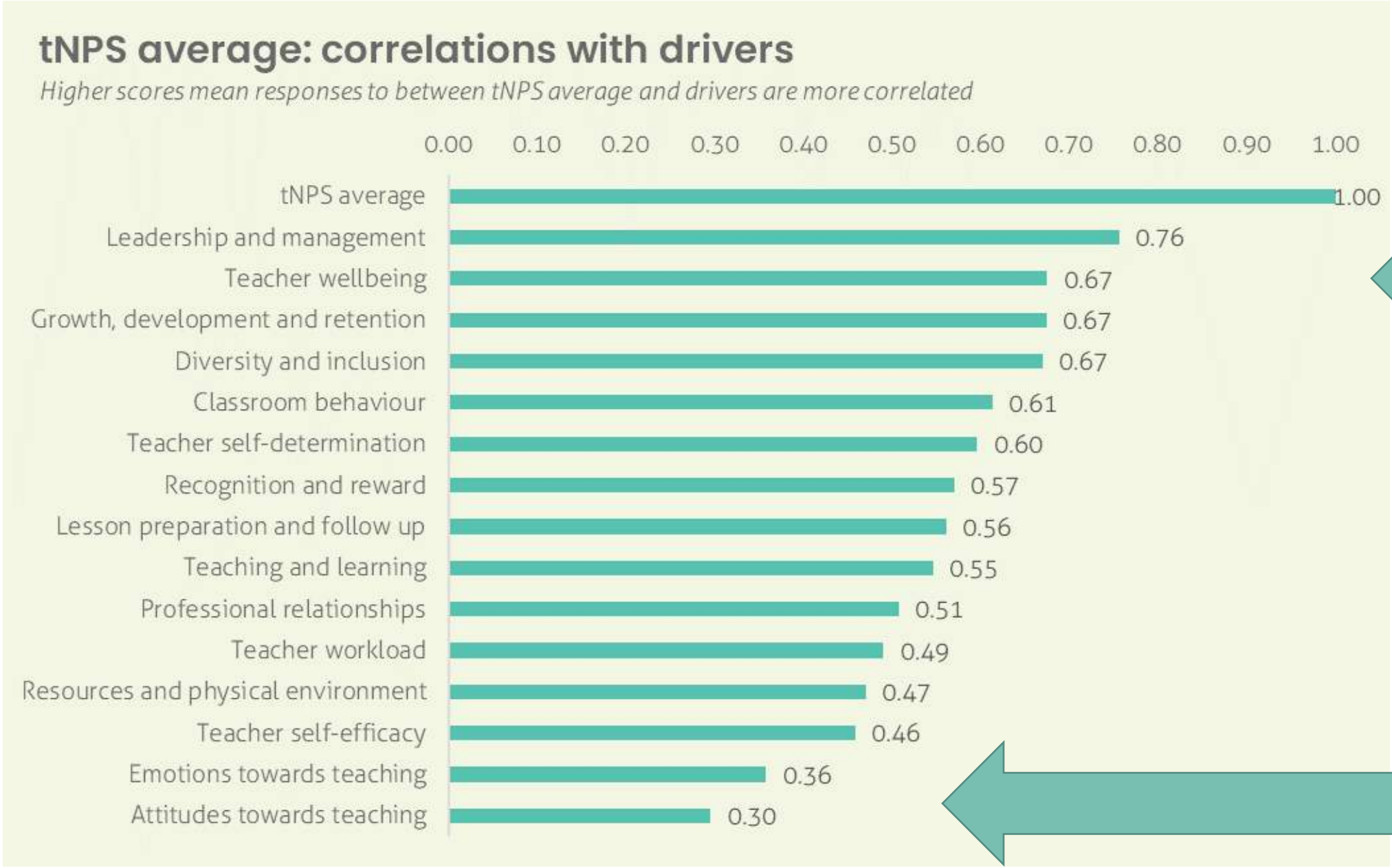
1. Leadership and Management engagement drivers are most strongly correlated with high overall engagement scores
2. Workload scores consistently lowest, but there are schools bucking the trend



**Leadership and Management engagement drivers are most strongly correlated with high overall engagement scores**



# Overall engagement vs Drivers



Schools scoring highly these top drivers are more likely to have high engagement scores. Most are tightly tied to good leadership and management practices. Individual factors least correlated with overall practices!

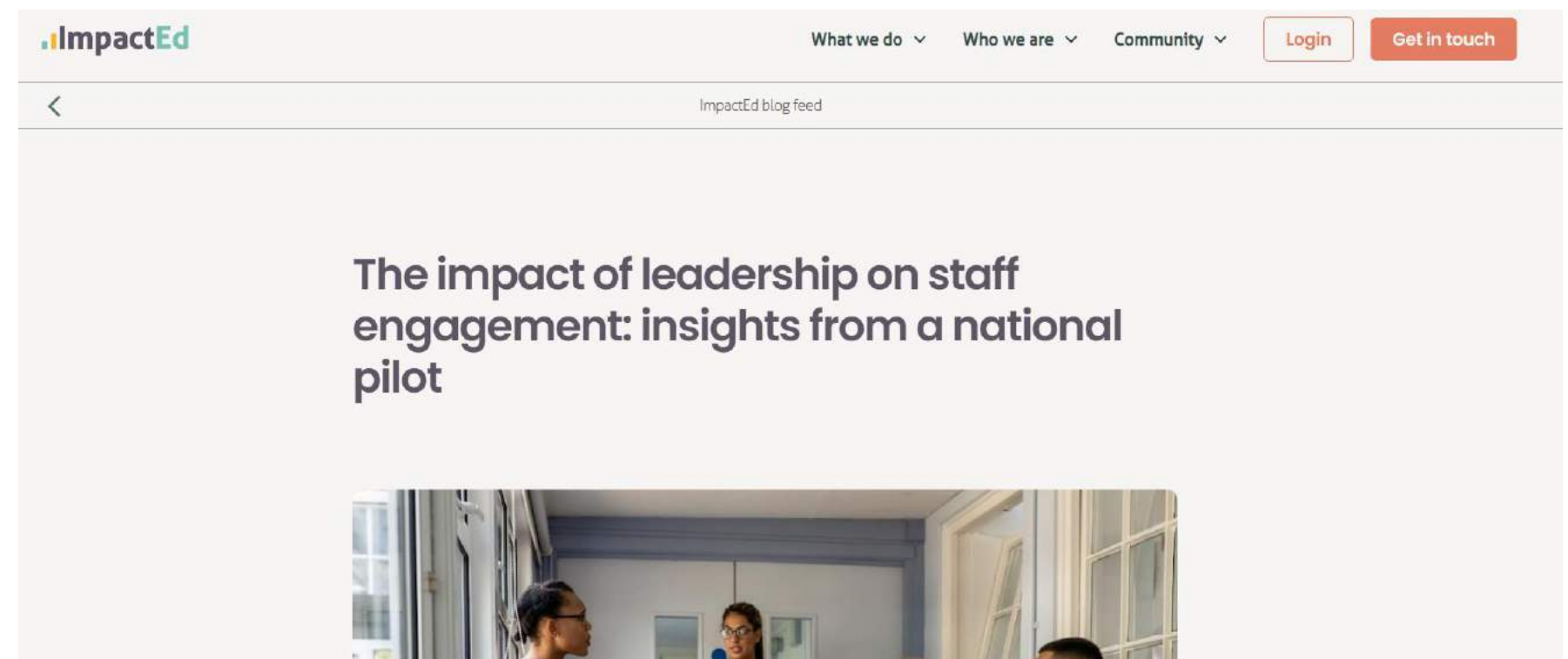
# First TEP blog



July 2023

The impact of leadership on staff engagement: insights from a national pilot

- Explores theme one from our pilot insights



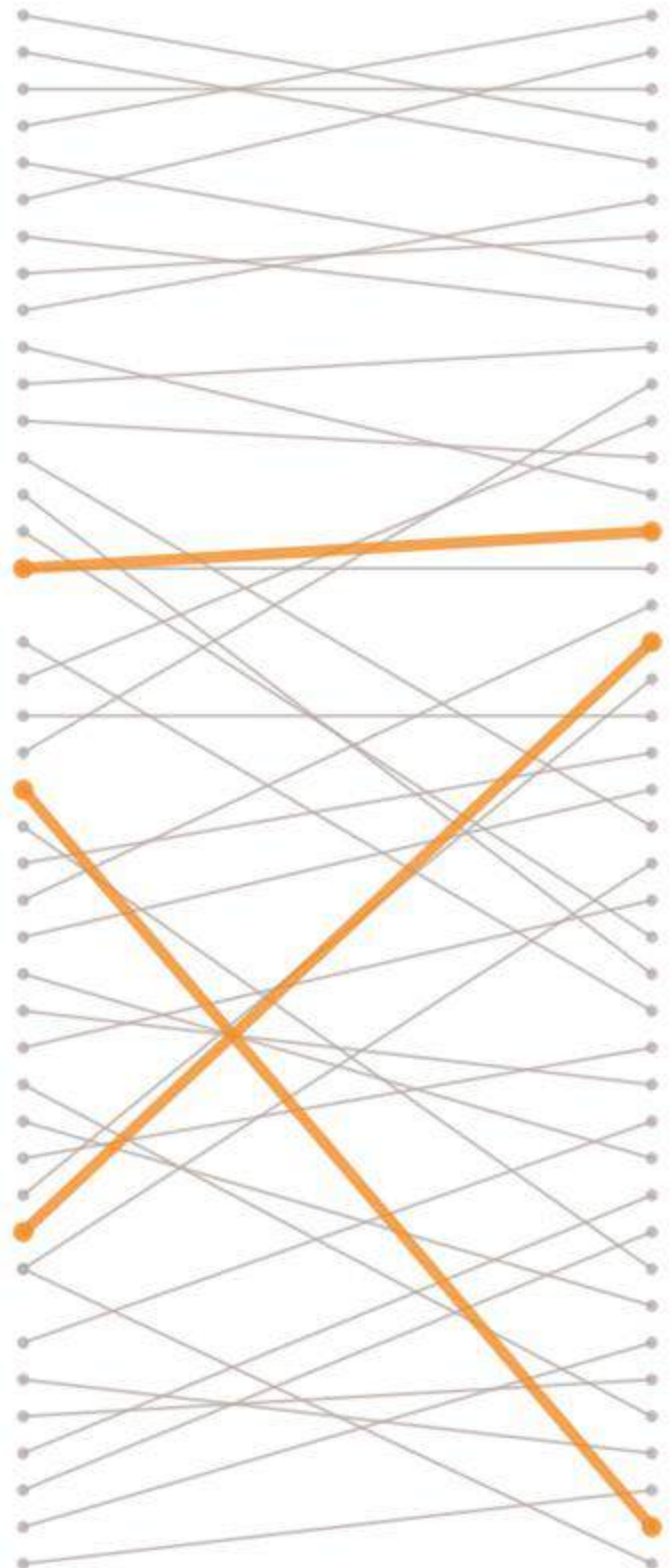
Strategy  
Buy-in  
(rank)

Voice  
concerns  
(rank)

# Buy-in and the ability to voice concerns



Highest engagement



Lowest engagement

School with a similar rank for both questions, this pattern represents a lot of the schools.

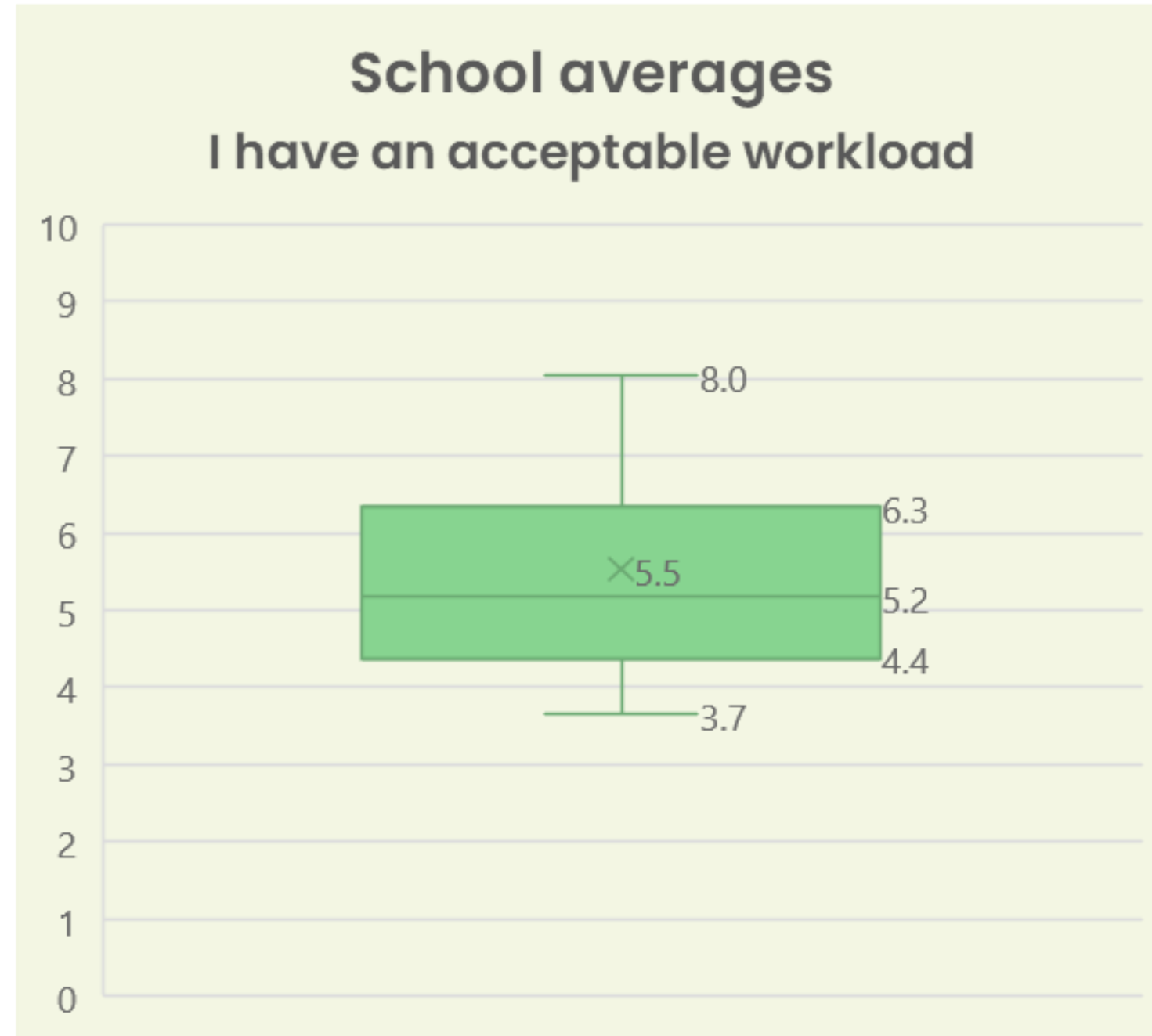
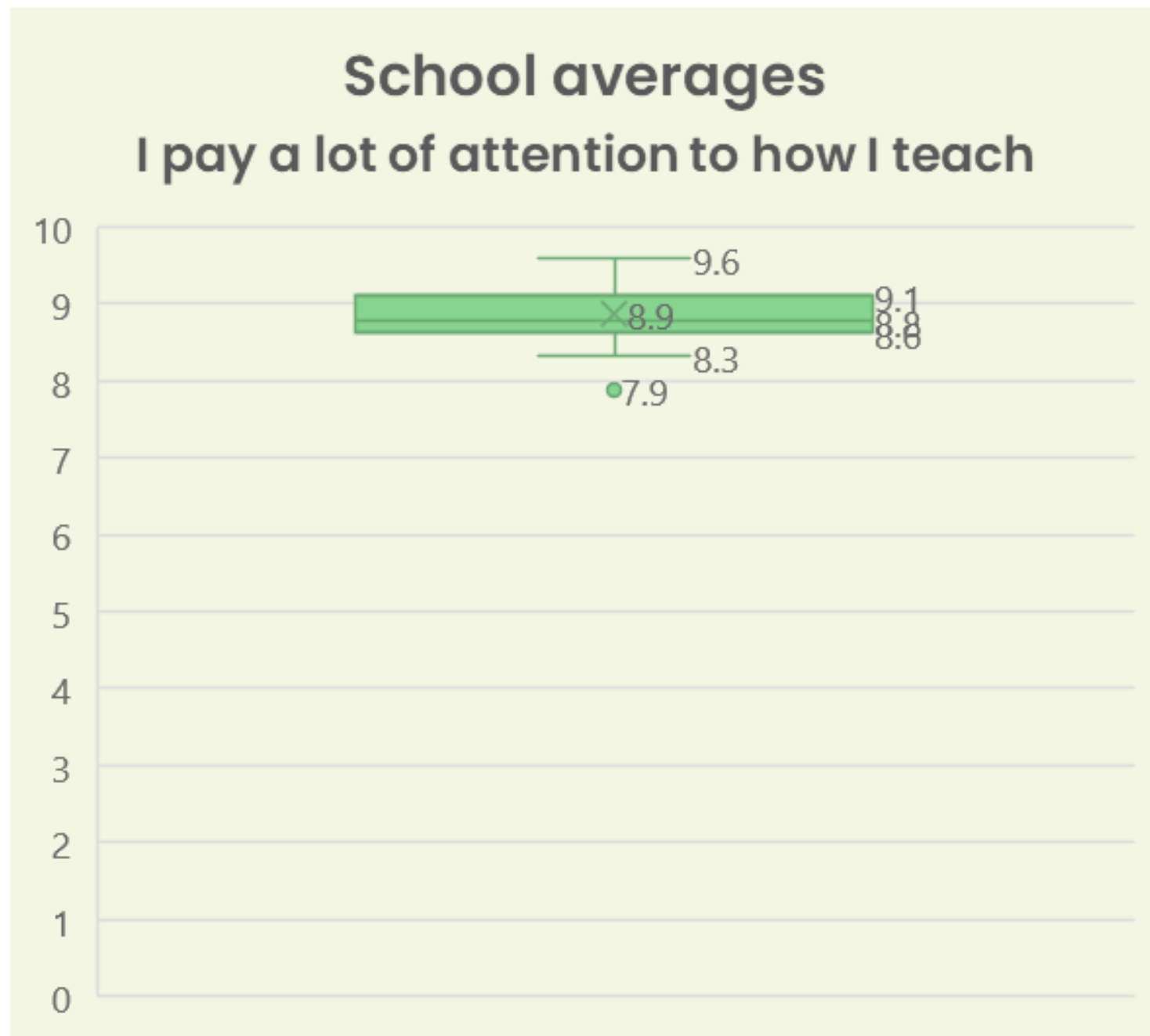
Schools with quite low levels of buy-in, but staff feel reasonably comfortable voicing concerns...

Staff in this school have moderate levels of buy-in, but with staff feeling unable to voice concerns...



**Workload scores consistently lowest,  
but there are schools bucking the trend**

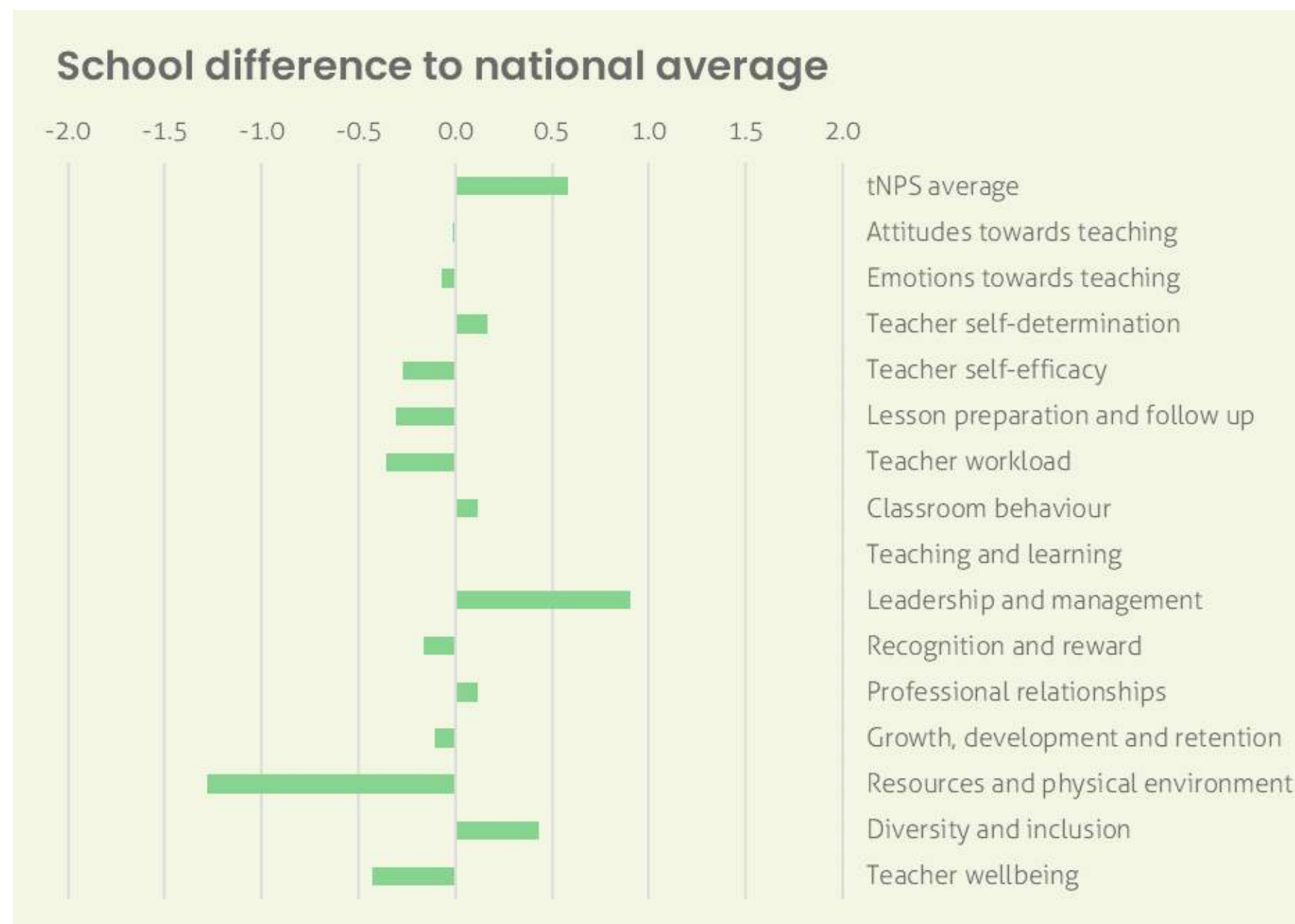
# Workload sentiment varies most between schools



# Within school variations



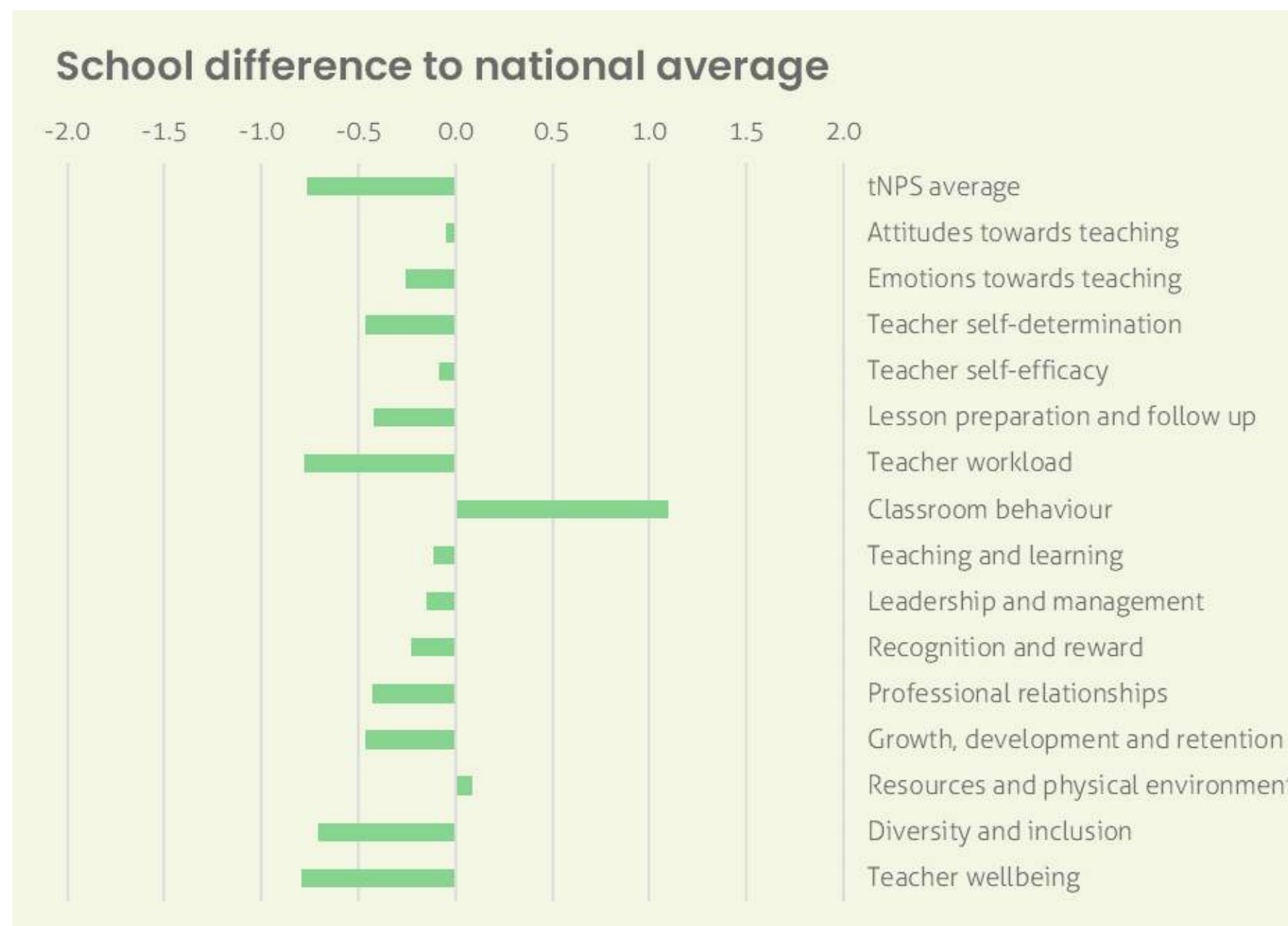
Example: Overall engagement and leadership and management strong - some clear areas of development with resourcing.



# Within school variations



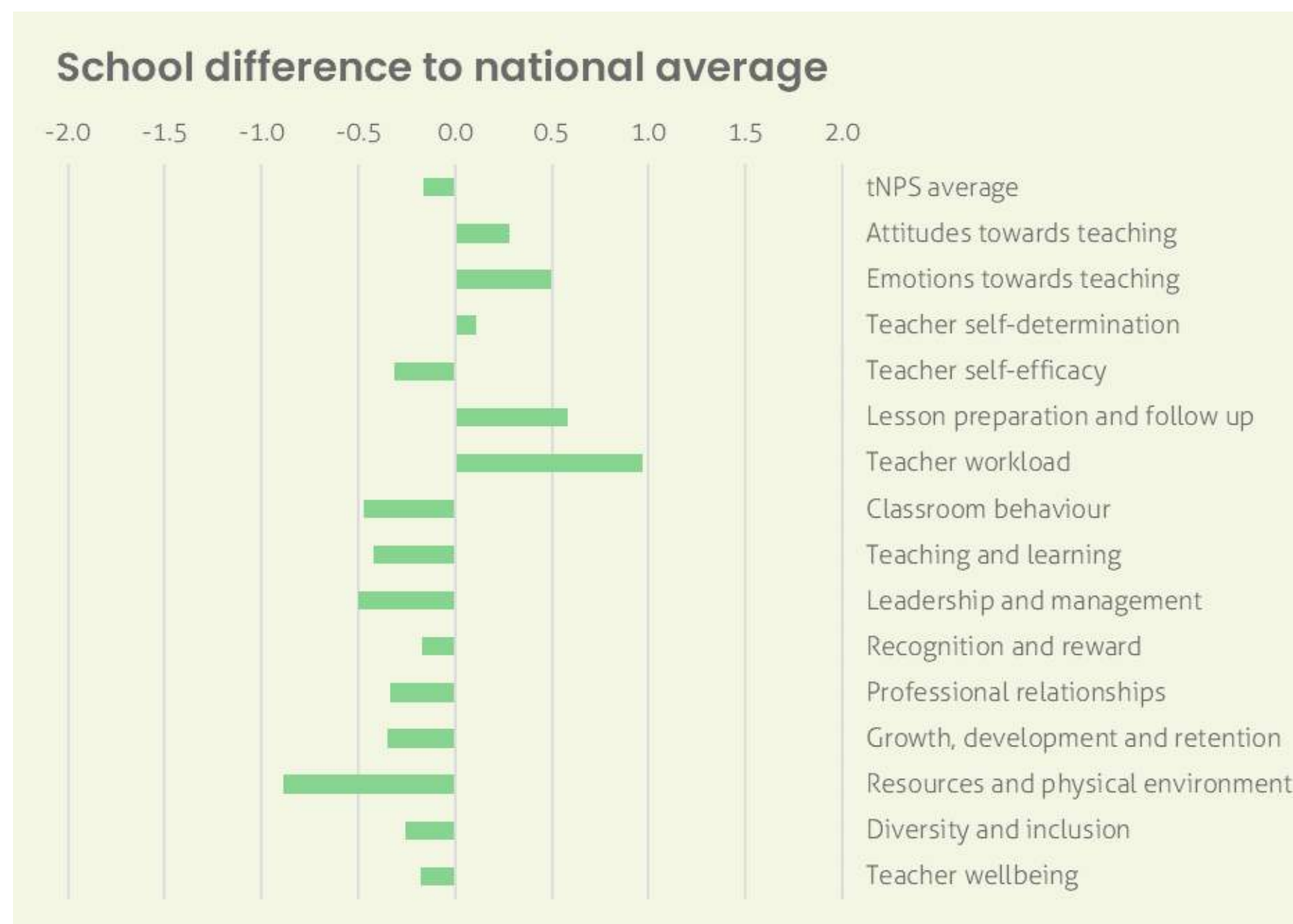
Example: Below benchmarks across the board, other than bucking the trend for classroom behaviour



# Within school variations



Example: Outperforming benchmark for workload, other clear areas for development







Questions?

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# Thank you for attending

**Governors for Schools would like to thank the Institute of Physics and Limit Less for their generous sponsorship of #GfSConference2023**

There are limited spaces available for our next networking session. Our networking session times for Day 1 (Tuesday, 26th September 2023) are: 10.15am | 12.45pm | 14.45pm.

**Go to the conference webpage to register your spaces.**

**#GfSConference2023**