

Bradford Teaching School Hub: Position Statement 2020-21

Executive summary

The national and regional perspective

- In Yorkshire and Humberside, 84.9% of teachers who qualified in 2015 remained in teaching after one year; 79.5% after two: 1 in 5 qualified teachers left the profession within two years.
- The secondary school system is facing a substantial teacher supply challenge over the next decade. DfE forecasts secondary schools will require 15,000 more teachers between 2018 and 2025 to meet the 15% rise in pupil numbers.
- Teacher supply in the primary school system has increased to meet rising demand over the last decade, and these numbers need to be maintained for the next 10 years.
- The DfE Recruitment and Retention Strategy (2019) states: “...there are no great schools without great teachers. The key to education is the person at the front of the classroom. At a time when there are more pupils in our schools than ever before, we need to be attracting and keeping great people in teaching.”
- A NFER report (January 2020) found that teachers’ perceived influence over their professional development goal setting is the area most associated with higher job satisfaction and greater intention to stay in teaching. Around half of those with the lowest autonomy reported they are intending to stay in teaching in the short term, compared to more than 85 per cent of those with the highest autonomy.
- Bradford schools are often overwhelmed with volume of support offers and find it difficult to identify support that would benefit their school at that moment in time (Headteacher Roundtable, March 2020). This could result in a school opting for support that may not be in its best interests at the expense of support that is better suited to its needs
- Teacher development events and programmes vary in quality. Teachers and leaders need support to undertake ‘due diligence’ in selecting the right support and provider that best meets their needs and that of their school

Vision

Bradford Teaching School Hub’s core functions support schools and trusts to invest in their workforce in order to grow, recruit, develop and retain the very best teachers, support staff and leaders. We will achieve this through a place-based approach to signposting and delivering high-quality progressive teacher development programmes that complement the internal support provided by schools and trusts. Our vision acknowledges teacher and leadership development are two of the most important forms of school improvement. We will achieve this by enhancing partnership working with schools, trusts and high-quality providers; improving the communication of opportunities with the workforce; introducing new professional learning opportunities; supporting teachers and leaders to make informed choices when selecting CPD and support; and ensuring that no school is left behind.

Strategy

We will achieve our vision through three strategies: support schools and trusts to be ‘employers of choice’; ‘collaboration for success’ with high-quality providers; and ‘achievement for all’: recognising the importance of a successful teacher recruitment and retention strategy in supporting school communities. Our values are ‘inspire’, ‘care’ and ‘excel’.

Bradford Teaching School Hub’s priorities: 2020-21

Introduce the ‘golden thread’ of teacher development, including the new specialist and reformed leadership National Professional Qualifications (NPQ):

- Expand partnership working with providers of high-quality teacher development programmes, including curriculum hubs (English, maths, etc)
- Establish partnerships to deliver the national teacher development frameworks, including new and reformed NPQs and Early Career Framework (ECF)
- Secure the Hub’s accreditation as an Appropriate Body (AB) for the quality assurance of the two-year Newly Qualified Teacher (NQT) induction

Support the school and trust workforces to make informed choices when selecting high-quality continuous professional development (CPD):

- Raise the profile of the Standard for Teachers’ Professional Development
- Build and enhance an online portal to signpost the support available to schools
- Establish effective communication with the school and trust workforce

Through a place-based approach, deliver high-quality continuous professional development (CPD):

- Engage in initial teacher training as an accredited provider (Exceed SCITT)
- Enhance coaching support for leaders at all levels
- Support system leadership (leaders working beyond their own school) as a recruitment and retention strategy