



The year ahead.

Position statement: 2020-21

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Bradford

**Teaching
School Hub**

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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

Introduction

Bradford Teaching School Hub signposts and delivers support to all 206 Bradford schools regardless of their type or phase. In 2020-21, its core functions relate to teacher development, reflecting the importance for school improvement of high-quality continuous professional development (CPD) for early career, expert teachers and leaders; and teacher recruitment and retention. The Hub provides this support in partnership with schools, trusts and providers.

This position statement sets out Bradford Teaching School Hub's values, current but evolving remit, and strategic priorities in a transitional period for the provision of school improvement support nationally. The position statement is intended to help schools, trusts and providers to develop a common understanding of the Hub's current remit and the initial plans for supporting the region. As has been the case since the Hub was established in January 2020, the Hub's role and remit will evolve within a 'test and learn' phase of development in advance of the DfE establishing a national network of hubs during 2021. In time, as national policy and local need is clarified, Bradford Teaching School Hub will add greater levels of detail to this initial position statement, including timescales and implementation plans. How the Hub will add capacity to schools, trusts and providers in order to support, in essence, a recruitment and retention strategy for the region will be defined over the coming weeks and months through dialogue with stakeholders.

In summary, Bradford Teaching School Hub's core functions will 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, complementing the internal support they provide.

The national perspective

What does data tell us?

The secondary school system is facing a substantial teacher supply challenge over the next decade. The Department for Education (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 (Worth, 2019).

Between 2012 and 2018, retention rates of early-career teachers (2-5 years into their career) dropped significantly. In 2017, 76.7% of Yorkshire and Humberside's teachers who qualified in 2014 were still in the profession (DfE, 2020). Alternative sources of teacher supply, such as returners and overseas-trained teachers, have not increased (Worth, 2019).

Since 2010, the number of teachers leaving the profession before retirement has increased. Between 2010-11 and 2014-15, the proportion increased from 8.9% to 10.3% in primary schools and 10.8% to 11.8% in secondary schools. The proportion of teachers moving schools has also increased, from 5.3% to 8.5% in primary schools and 4.2% to 8.3% in secondary schools. These changes mean schools have more vacancies to fill (Worth, 2018).

Increasing the amount of influence teachers have over their own professional development goals is associated with the largest gains in job satisfaction. Four in ten teachers with the lowest autonomy report low job satisfaction, compared to less than one in ten amongst those with highest autonomy (NFER/TDT, 2020).

The Department for Education (DfE) Recruitment and Retention Strategy

“Teachers are the foundation of the education system – there are no great schools without great teachers. At the heart of great teaching and great school leadership is a shared, evidence-informed understanding of what works”.

- DfE (ECF and NPQ market warming events, July 2020)

In 2019, the Department for Education (DfE) published the Recruitment and Retention Strategy (DfE, 2019). Commencing with the early rollout of the Early Career Framework (ECF) in selected regions, including Bradford, and the introduction of the new Initial Teacher Training (ITT) Core Content Framework from September 2020, the government has begun to transform the training and support for teachers at all stages of their career. The Early Career Framework (ECF) will be rolled-out nationally from September 2021, coinciding with the introduction of a two-year Newly Qualified Teacher (NQT) induction period. At the same time, a revised suite of leadership and new specialist National Professional Qualifications (NPQ) and New Headteacher Programme will be introduced.

The government intends these programmes to provide *“the golden thread from initial teacher training to school leadership, rooting teacher and leadership development in the best available evidence and collective wisdom of the profession”.*

Fig. 1: The ‘golden thread’



Introducing the frameworks

ITT Core Content Framework

The Initial Teacher Training (ITT) Core Content Framework defines in detail the minimum entitlement of all trainee teachers. The ITT Core Content Framework aligns with the Early

Career Framework to establish an entitlement to a 3 or more-year structured package of support for all new teachers at the start of their careers.

Statutory induction of Newly Qualified Teachers (NQT)

From September 2021, the statutory period of induction for newly qualified teachers (NQTs) will increase to two years. The NQT period will be underpinned by an entitlement to a two-year programme of structured training and development underpinned by the Early Career Framework (ECF).

Early Career Framework (ECF)

The Early Career Framework (ECF) underpins an entitlement to a fully funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. The package of reforms will ensure new teachers have dedicated time set aside to focus on their development. The ECF has been designed around how to support all pupils to succeed and seeks to widen access for all. The ECF underpins what all early career teachers should be entitled to learn about and learn how to do based on expert guidance and the best available research evidence. As is the case for other professions, areas covered in initial training will be covered in greater depth as teachers continue on their journey to becoming experts.

The DfE has committed to providing additional funding for:

- a 5% timetable reduction for teachers in their second year of teaching
- Early Career Framework (ECF) programmes
- time for mentors and mentor training

Specialist National Professional Qualifications (NPQ)

The three new specialist NPQs, available from Autumn 2021, will be:

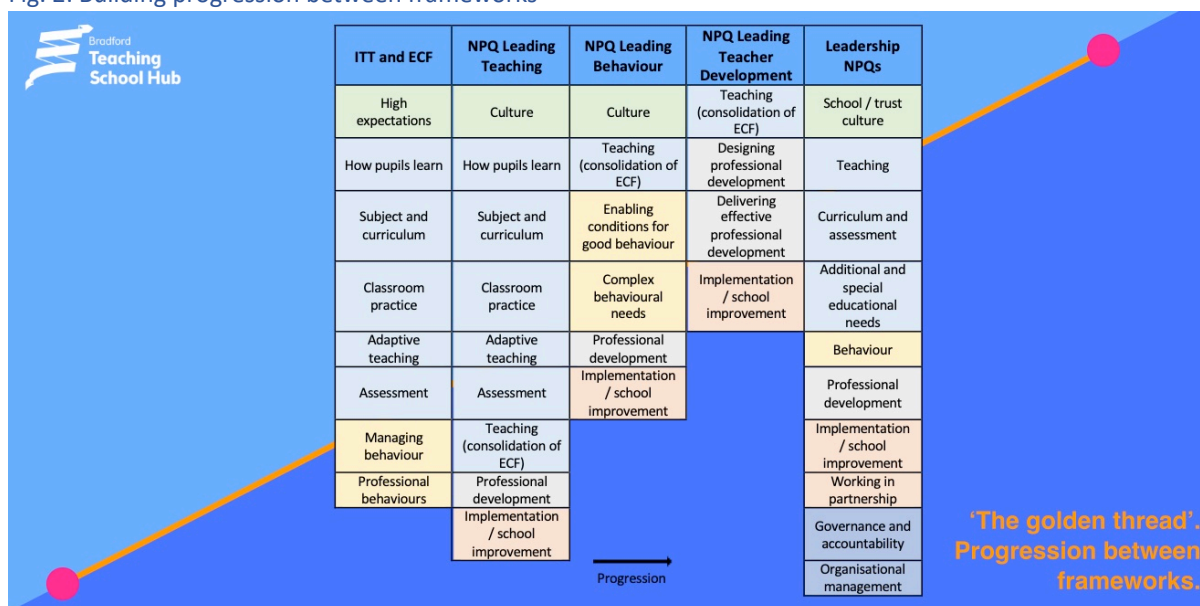
- **NPQ for Leading Teaching:** For teachers who may have responsibilities for leading teaching in a subject, year group, key stage or phase
- **NPQ for Leading Behaviour:** For teachers who may have responsibilities for leading behaviour and/or supporting pupil wellbeing in their school
- **NPQ for Leading Teacher Development:** For teachers who may have responsibility for leading the development of other teachers in their school. They may have responsibilities for the development of all teachers across a school or specifically teachers who are early in their career

Leadership National Professional Qualifications (NPQ)

The reformed leadership NPQs, available from Autumn 2021, will be:

- **NPQ for Senior Leadership:** For leaders that are, or are aspiring to be, a senior leader with cross-school responsibilities
- **NPQ for Headship:** For leaders that are, or are aspiring to be, a headteacher or head of school with responsibilities for leading a school
- **NPQ for Executive Leadership:** For leaders that are, or are aspiring to be, an executive headteacher or a multi-academy trust CEO role with responsibility for leading several schools

Fig. 2: Building progression between frameworks



New Headteacher Programme

This two-year package of structured support, available from Autumn 2021, will be based on the best available evidence and collective wisdom of the profession. It will complement the reformed NPQ for Headship. Neither programme will be mandatory but headteachers and heads of school will be encouraged to undertake both.

Delivery of the Strategy

“Teaching School Hubs will be central to the training and development of teachers throughout their careers by providing evidence-based programmes and qualifications. They will support teachers to progress through whatever career pathway they choose”.

- DfE (ECF and NPQ market warming events, July 2020)

In August 2021, the current teaching school initiative will come to an end. Teaching schools will be superseded by one teaching school hub that will support all schools, regardless of type or phase, in their region. Copthorne Primary School, part of Exceed Academies Trust, is the lead school of the teaching school hub for Bradford. It operates under the name of Bradford Teaching School Hub.

Since January 2020, DfE has established a ‘test and learn’ phase of six accredited teaching school hubs, including Bradford Teaching School Hub, in advance of a national network of 87 hubs by September 2021. These hubs will be at the forefront of providing high quality professional development, including playing a significant role in:

- Delivering the Early Career Framework (ECF)
- Delivering the new specialist National Professional Qualifications (NPQ), leadership NPQs and New Headteacher Programme
- Delivering school-based Initial Teacher Training (ITT)
- Quality assuring the statutory induction of Newly Qualified Teachers (NQT) as an Appropriate Body

- Promoting and delivering other high-quality evidence-based professional development

“[Teaching School Hubs’] clearly defined role in professional development will make it easier for schools and teachers to identify what opportunities and support are available to them”

- DfE (ECF and NPQ market warming events, July 2020)

During 2020-21, DfE is undertaking procurement exercises for national lead providers for the Early Career Framework (ECF); National Professional Qualifications (NPQ); and New Headteacher Programme. There is a requirement for the successful applicants to partner with teaching school hubs for the delivery of these programmes. The procurement of behaviour hubs commenced in September 2020.

The regional perspective

Bradford Teaching School Hub: Contributing to a regional recruitment and retention strategy

Bradford Teaching School Hub’s core functions support schools and trusts to invest in their workforce 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.

The concentrated focus for teaching school hubs on the place-based provision of teacher training and development will acknowledge that teacher and leadership development are two of the most important forms of school improvement. With a particular focus on the inter-related priorities of enhancing recruitment and retention and the delivery of high-quality continuous professional development (CPD), Bradford Teaching School Hub’s core functions will support schools and trusts to invest in their workforce to grow, recruit, develop and retain the very best teachers, support staff and leaders, complementing the internal support they provide.

Bradford Teaching School Hub’s strategy for supporting the region focuses on three key areas:

- Employers of choice
- Collaboration for success
- Achievement for all

Employers of choice

Bradford Teaching School Hub will signpost and deliver high-quality evidence-informed teacher development events and programmes for the school workforce to support schools and trusts to be employers of choice: able to grow, recruit, develop and retain the very best

teachers, support staff and leaders in the region. Locally available offers will help schools and trusts to invest in the careers of their teachers, support staff and leaders.

Where possible, Bradford Teaching School Hub will make fully funded or subsidised; low-cost but high-value; relevant and timely; and research-informed events and programmes available to the region's school and trust workforce.

The Hub will help teachers, support staff and leaders to navigate the extensive range of events and programmes available in order for them to make informed choices about those they decide to benefit from. The Bradford Teaching School Hub's online portal – www.teachingschoolhub.co.uk – will be central to this. The Hub will become the one-stop-shop for high quality events and programmes, plus support and opportunities available to the school and trust workforce.

Collaboration for success

Bradford Teaching School Hub is committed to partnership working in order to support schools, trusts and providers to train, recruit and retain the very best teachers in schools. It works with the *Bradford for Teaching* campaign to promote Bradford as a region to build a teaching career; Bradford Research School as a means of building the evidence-informed approaches to teaching and learning; curriculum hubs to signpost high-quality evidence-informed continuous professional development; initial teacher training (ITT) providers to signpost programmes for those aspiring to teach; charitable and commercial professional development providers, including those providing the Early Career Framework (ECF) and National Professional Qualifications (NPQ); and school and trust leaders to help the Hub to respond to regional need.

Although Bradford Teaching School Hub's focus is primarily on teachers, through the signposting and delivery of continuous professional development (CPD) for support staff, system leaders plus school and trust governors, it strives to support these colleagues to undertake their roles effectively. Schools and trusts need will be supported to recruit and retain the very best workforce.

Achievement for all

Teachers shape the lives of their children and, in turn, the communities that they serve. Bradford Teaching School Hub's recruitment and retention strategy aligns to that of the Government. If the Hub is successful in meeting the ambitions set out in this strategy, it will help schools and trusts to attract and keep more great teachers, support staff and leaders in the region.

Working in partnership

Bradford for Teaching

The Bradford for Teaching campaign promotes Bradford as a place to train to be a teacher and then grow a successful and rewarding career. Bradford Teaching School Hub will complement this Opportunity Area-funded initiative coordinated by Northern Lights Teaching School Alliance, led by Skipton Girls' High School and part of Northern Star Academies Trust. The Bradford for Teaching campaign is primarily aimed at attracting trainee teachers to the region. Bradford Teaching School Hub complements this with a focus on high-quality

evidence-informed continuous professional development (CPD) for early career teachers through to expert teachers and leaders.

Initial Teacher Training (ITT) providers

The Hub will liaise with providers to support the retention of trainee teachers during their Newly Qualified Teacher (NQT) year and beyond by signposting the high-quality support available to teachers and leaders in the region.

Schools, trusts and diocese

Schools, trusts and diocese are likely to have their own recruitment and retention strategy. Bradford Teaching School Hub will act as a resource for schools and trusts to signpost to trainee teachers; applicants; and current staff to exemplify the support available to the school workforce thus helping to promote the region as a place to train and build a career.

Local authority

A significant number of schools in the region are local authority maintained. The local authority provides a broad range of services to schools that fall outside the remit of Bradford Teaching School Hub. The Hub will seek to compliment statutory local authority services and functions.

Department for Education (DfE)

The DfE fund the Opportunity Area and other school improvement offers, including via the Regional Schools Commissioner (RSC). The Hub will support and complement the school improvement functions of the DfE and provide capacity when required for a broader school improvement service to schools and trusts. In 2020-21, the Hub will support the transition from being an Opportunity Area in line with the rationale for Bradford being a 'test and learn' teaching school hub area.

Bradford Teaching School Hub's priorities: 2020-21

The DfE expects teaching school hubs to achieve the right balance of its core functions, prioritising the Early Career Framework (ECF), National Professional Qualifications (NPQ), initial teacher training (ITT) and then other continuous professional development (CPD). Reflecting this, in 2020-21, Bradford Teaching School Hub will:

- 1. 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

Through its own programmes and in partnership with curriculum hubs (maths, English, science, computing, languages) and behaviour hub; EdTech Demonstrator School; Research School; and national lead providers, Bradford Teaching School Hub will help to ensure all the region's schools and trusts are able to easily identify and access a comprehensive range of high-quality support and training (including DfE and Education Endowment Foundation (EEF) endorsed programmes) to help them to be employers of choice. This will help them to recruit,

develop and retain the very best teachers, support staff and leaders for their school and trust by complementing internal support.

Establish partnerships to deliver the national teacher development frameworks

To ensure the 'golden thread' of teacher development from initial teacher training (ITT) to leadership can be delivered in the region: By Autumn 2021, Bradford Teaching School Hub will be a delivery partner to national lead providers of the Early Career Framework (ECF); specialist and leadership National Professional Qualifications (NPQ); and New Headteacher Programme to ensure these offers are available to all schools and trusts in the region. This will help schools and trusts to refresh their professional development offers for new and existing staff.

Secure accreditation as an Appropriate Body (AB)

To ensure the region has sufficient capacity for the quality assurance of the new two-year Newly Qualified Teacher (NQT) induction, Bradford Teaching School Hub will be designated as an Appropriate Body (AB) by September 2021. As an Appropriate Body (AB) the Hub will play a key role ensuring that support, monitoring, assessment and guidance procedures are fair and consistent and that Early Career Teachers are provided with their statutory entitlements.

2. 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

To support the school and trust workforce to undertake 'due diligence' when selecting teacher development events and programmes to access, the Hub will help teachers and leaders to consider the Standard and key features of effective continuous professional development (CPD) programmes before committing their time and budget. Both of these resources are precious; the Hub's support will help the workforce to access the highest quality professional development to best meet their development needs.

Build and enhance an online portal to signpost the support available to schools

To help the school and trust workforce to be aware of and how to access high-quality support, Bradford Teaching School Hub will establish an online portal to signpost the support, events and opportunities available to them. This will help the school and trust workforce to efficiently and effectively identify high-quality support and programmes in a region that too often is overwhelmed by offers and opportunities. Liaising with initial teacher training (ITT) providers, the Hub will support trainee teachers to explore the wealth of support and professional development opportunities available in the region, encouraging them to seek employment at a school in the region. This will support schools to fill any vacancies with high calibre newly qualified teachers (NQT).

Establish effective communication with school and trust workforces

To help the school and trust workforce and those training to teach to be aware of timely high-quality support, Bradford Teaching School Hub will establish an e-newsletter to signpost headline support, events and opportunities available to them. The Hub will establish coordinated and consistent messaging with Bradford for Teaching whilst maintaining its own active and dynamic digital presence via the portal, app, newsletter, social media and events.

Bradford Teaching School Hub will promote school engagement with the Early Career Framework (ECF); National Professional Qualifications (NPQs); New Headteacher Programme; Research School; EEF-endorsed programmes; and other high-quality evidence-informed events and programmes. This will support the workforce to take ownership of their professional development with support from their school's leaders.

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

Engage in initial teacher training (ITT) as an accredited provider

Exceed Academies Trust is accountable for Bradford Teaching School Hub. The Trust will utilise its accredited school-led initial teacher training provision, Exceed SCITT, to fulfil the DfE's expectation that Bradford Teaching School Hub will engage in training the next generation of teachers. The SCITT will continue to contribute a ready supply of qualified primary school teachers for the region.

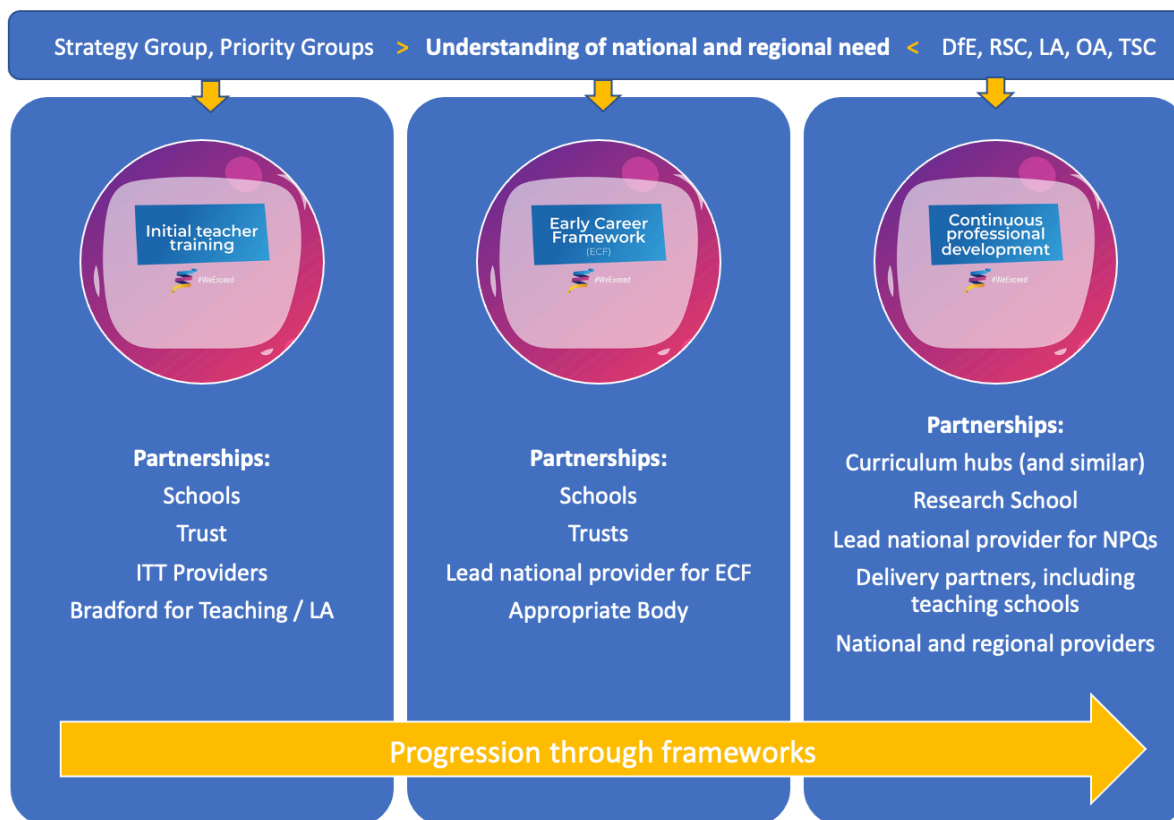
Enhance coaching support for leaders at all levels

Personalised professional support to teachers and leaders through discussions about their practice underpins collaborative professional development. During 2020-21, the Hub will enhance the availability of training for coaches and access to coaches for school leaders.

Support system leadership as a recruitment and retention strategy

Headteachers and system leaders have told the Hub (Headteacher Roundtable, March 2020) that working beyond their own trust and/or school has become a key aspect of their own professional development. We will support system leaders through the development of resources to help them undertake effective deployments. Successful deployments will support the retention of the region's best middle and senior leaders.

Fig. 3: Delivery model



Capacity

Bradford Teaching School Hub receives an infrastructure grant from the Department for Education (DfE). This funds the Hub’s capacity to undertake its core functions relating to recruitment and retention and continuous professional development (CPD). Any broader commissions will not detract from the core function and would need to be funded separately in order to utilise additional system leader capacity beyond that allocated to the Hub’s core functions.

Traded high-quality continuous professional development (CPD) delivery will complement the ‘golden thread’ of teacher development. The Hub’s offer will not duplicate or conflict with other DfE offers, such as courses offered by curriculum hubs. Subject specific CPD will align to Government policy for that subject.

Delivering the support

Since its formation in January 2020, Bradford Teaching School Hub has taken significant strides forward in relations to many of the priorities outlined in this document, including partnership working with Bradford for Teaching and other local and national organisations; developing the online portal and newsletter; delivering initial teacher training via Exceed SCITT; developing guidance for system leaders; and scheduling continuous professional development (CPD) events. But, national policy is still evolving and this contuse to shape the role and remit of the Hub.

During the autumn term 2020, Bradford Teaching School Hub will consult with stakeholders to inform its provision of support to schools, trusts and providers, recognising the region's strengths and opportunities for coordinated action to address areas for development. It will maintain its partnership approach. This document will be updated and extended as national policy evolves and as local partnership working emerges. Implementation plans will be developed in light of consultation and the Hub will communicate the actions it will lead, coordinate and contribute to. The Hub's approach will support schools and trusts to be employers of choice by supporting them to grow, recruit, develop and retain the very best teachers, support staff and leaders in the region in partnership with providers.

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