

**REPLY BY THE PRESIDENT OF
THE COMMITTEE FOR EDUCATION, SPORT & CULTURE
TO QUESTIONS ASKED PURSUANT TO RULE 14 OF THE RULES OF
PROCEDURE BY DEPUTY YVONNE BURFORD**

Question 1

As of 1 June, (i.e. once all resignations have been taken into account) how many teacher vacancies and, separately, LSA vacancies are there in the primary sector for September in the following categories: permanent full time; permanent part time; temporary?

Answer

The number of vacancies that have arisen in the primary phase of education in anticipation of the end of the academic year is as follows:

(Please see the response to Question 3 for information about recruitment to these vacancies. Please note that ad-hoc in-year vacancies have not been included.)

	Full-time (permanent)	Part-time (permanent)	Fixed-term (temporary)
Teachers	10	5	9
Head/Deputy Head	4	0	0
LSAs	3	4	0

Question 2

How many applications have been received for the teachers' primary pool this year and how many of these applicants have been invited for interview? How do these figures compare to pre-Covid years of 2018 and 2019?

Answer

The Number of applications received for the teachers' primary pool is as follows:

Year	Applications received	Invited for interview
2022	13	11
2019*	Not Known	53
2018*	Not Known	38

* It is not possible to provide the number of applications received in previous years as, in compliance with the data retention policy, this information is retained for only 12 months.

Turnover in the primary phase is generally lower than in the secondary phase as a greater proportion of the primary phase workforce hold residential qualifications. Given this, the number of applicants qualified to teach in the primary phase has outnumbered vacancies. It

has been possible to take advantage of this over-supply by appointing some teachers on fixed-term contracts (e.g. to cover maternity leave). Engaging staff in this way retains their skills and readies them to move into permanent positions when vacancies arise, thus reducing the need for significant external recruitment.

Currently, and for the first time in three years, there has been a deficit of candidates to fill the fixed term contract posts for this September. As a result, a recruitment programme has been instigated.

(Please see response to Question 3 for further details.)

Question 3

How many primary teacher and LSA posts currently remain unfilled for September?

Answer

As at 14 June 2022, the following posts in the primary phase remain vacant:

	Full-time (permanent)	Part-time (permanent)	Fixed-term (temporary)
Teachers	2*	3	5
Head/Deputy Head	0	0	0
LSAs**	3	3	0

*Interviews for one of these posts take place this week, the second vacancy is being advertised.

**Following a successful recruitment drive for LSAs in primary, secondary and special schools, there are currently 31 primary phase LSA applicants and recruitment processes are underway to appoint to these vacant roles.

Question 4

How many primary supply teachers and LSAs are confirmed to be available for September?

Answer

There are currently 108 Teachers and 66 LSAs on the supply list who have undertaken some supply work in the primary phase during the current academic year. No significant variation to these numbers is expected for the 2022/2023 academic year.

Question 5

Are exit interviews routinely offered and conducted and, if so, what have been the main reasons for teachers and LSAs leaving primary schools over the past 3 years?

Answer

All leavers are invited to complete an online exit survey. Across all school teacher leavers in the past 5 academic years 24% left due to either retirement or the end of their contracts. The remainder were resignations.

During the past 4 years, 63 leavers* opted to complete the exit survey. Respondents are invited to select as many reasons as are applicable to them, thus the percentages in the table below exceed 100% when totalled. The top 5 reasons teachers said they were leaving were:

Family Commitments	36.5%
Work/Life Balance	31.75%
Cost of Living	30%
Retirement	24%
Career Progression	21%

* This is the total number of teachers (primary and secondary phase) leaving the States of Guernsey's employment who responded, it is not currently possible to segment the data for only primary school teachers.

Question 6

What plans do the Committee have in place for the recruitment and retention of primary teaching staff and LSAs? Do these differ from previous years? If so, why and how?

Answer

The Education Strategy includes a commitment to *establish practices which support leaders to develop, invest in and retain a robust, evidence-informed and highly-skilled education workforce including excellent continuous professional development and high quality recruitment*. To achieve this the education senior leadership team has a focus on strategic workforce planning with an emphasis on professional development and succession planning.

The on-island Initial Teacher Training programme is being reviewed and enhanced and will be refreshed for the 2023 intake. This, alongside the existing training programme for LSAs, will help to build a resilient pipeline of candidates for school vacancies.

Following appointment to the role of Head of Primary Leadership and Development earlier this year, a more strategic approach to recruitment and retention within the primary phase is being developed. However, it is important to note that recent recruitment campaigns have been successful in making local appointments to the majority of teacher and LSA vacancies within in the States-maintained primary schools.

Question 7

What information does the Committee routinely collect in order to monitor the wellbeing of teaching staff in primary schools and what actions result from this information?

Answer

The Education Strategy includes a commitment to *report regularly, accurately and meaningfully on the quality of education across the Bailiwick* and the Committee recognises the intrinsic link between the wellbeing of school staff and the quality of the education they deliver.

External inspection of States-maintained settings offers an invaluable, independent evaluation of each setting. The School Inspection Handbook sets out four key indicators against which Inspectors will evaluate schools, one of which is *leadership and management*. This indicator focuses on areas where inspection and research indicate that leaders and managers can have the strongest effect on the quality of the education provided by the school. One of the factors considered during inspections is *the extent to which leaders take into account the workload and wellbeing of their staff, while also developing and strengthening the quality of the workforce*. The extent to which good practice in this area is in evidence in the school will be reflected in Ofsted's evaluation following inspection.

The formal governance of education settings offers a further opportunity to monitor the wellbeing of the staff working in them. The Committee has recently developed an Interim Governance Model to provide a further layer of monitoring, support and challenge to setting leaders. In due course, this will be replaced by the long-term governance model to be agreed by the States as part of the on-going Education Law Review. Amongst other things, Headteachers/Principals will provide the Interim Governance Board of their setting with information on the wellbeing of staff, long-term absences, supply staff data and staff turnover. A thematic analysis of the information provided to the Interim Governance Boards across all settings in the same phase of education will allow trends or outliers to be identified and appropriate action to be taken.

The Education Office collects data from surveys of each setting's leadership team and also conducts a biannual cultural values survey across the States Education workforce, which can be broken down by setting. Additionally, staff absence data is readily available to school leaders to monitor sickness absence. This data is used by HR and the Education Senior Leadership Team to identify any trends or areas of concern relating to staff well-being. The States of Guernsey also provides the Employee Assistance Programme which staff are encouraged and supported to make use of. Data about rates of access to the Programme is shared with the relevant operational areas on an anonymised basis.

All of this data is used to identify trends and/or specific areas of concern. Steps are then taken to ensure staff receive appropriate support and to identify whether any additional action needs to be taken.

The Head of Primary Leadership and Development coaches and mentors Primary Headteachers and meets with each of them regularly to ensure their mental health and wellbeing needs are supported. Meaningful and impactful dialogue ensures that, in turn, Headteachers are supporting the wellbeing of their own staff and any issues can be addressed at an early stage.

Please note that all of the data provided in the above answers relates to the primary phase in Guernsey. Data for St Anne's School, Alderney has not been included as it is a cross-phase school.

Date of receipt of the Question: 01 June 2022

Date of Reply: 16 June 2022