

REPORT TO EDUCATION & CHILDREN'S SERVICES COMMITTEE – 23 MARCH 2017

ADDITIONAL FUNDING FOR RECRUITMENT CAMPAIGN

1 Recommendations

The Committee is recommended to:

- 1.1 **Note the proposed use of the additional funding within the 2017/18 revenue budget to recruit and retain high quality professionals in Education and Childcare to Aberdeenshire.**

2 Background / Discussion

- 2.1 A report was submitted to Education & Children's Services Committee on 16 February 2017 which outlined the key issues facing the Council in the recruitment and retention of teachers. The report outlined a number of incentives and policy changes already in place. These included an Incentive Scheme providing the opportunity for teachers not currently employed by Aberdeenshire Council to have an "upfront" payment of £5,000 forming part of the Corporate Relocation and Resettlement package.

In 2016 to ensure the service retained as many of the current year probationers as possible, a more positive engagement approach was adopted. As a result, the service retained significantly more probationers than in previous years. 84 primary out of 118 and 35 secondary out of 48 probationer teachers went into their first full registered year as a teacher with Aberdeenshire Council.

- 2.2 Since the report in February, it has become clear that there is a national shortage of teachers and that Aberdeenshire will require to deliver both short and long term solutions to address this issue. Officers have undertaken a detailed analysis of current trends which show that additional interventions are clearly needed. These include

- Continuing to measure and evaluate recruitment, analysis the results to ensure we offer best value for money, and reduce the costs of advertising and selection where achievable.
- Developing and expanding ongoing initiatives, such as DLite (Postgraduate Diploma in Education (PGDE)) and the Transition into Education Scheme (T.I.E.S).
- Raising the profile of Aberdeenshire schools, by improving, developing and updating school websites to include key unique selling points, as well as information and links to 'a career in teaching'.
- Creating and establishing a series of case studies and success stories to be used in the marketing of Aberdeenshire Council teaching vacancies.

- Exploring methods of encouraging young people to embark on teacher training in primary education and in areas such as science and technology as part of Developing the Young Workforce.

Aberdeenshire Council's teaching turnover rates for the academic period August 2015 to July 2016 was 9.8%, which is lower than the average Aberdeenshire Council turnover rate of 16.7%. Despite the teacher turnover rate of 9.8% there is still a need to ensure they remain in the Council's employment. The service will continue to offer exit interviews as part of its approach to staff retention to determine why teachers are leaving Aberdeenshire Council.

Long term teacher shortages within Aberdeenshire Council will need to be addressed. As at 30 January 2017, the over 50+ age profile across all types of teaching staff was 34.8%, of which 11.3% were aged 60+. It is forecast (not taking into account any subsequent new starts or leavers) by 2021 the age profile will be, 44% of the 50+ age group, or which 20% will be aged 60+.

The Way Forward

The revenue budget for 2017/18 has within it a provision for an additional resource of £350,000 to retain and attract teachers and early years workers to Aberdeenshire. The proposals to spend the additional funding are outlined below

(a) Attracting New Teachers to Aberdeenshire

- (i) Attract teachers by offering financial support to new teachers to Aberdeenshire Council
- (ii) Develop opportunity to provide financial support to existing students to help with costs associated with childcare etc.
- (iii) Offer extended nursery provision to support student placements

(b) For Existing Staff - Growing Our Own

- (i) To ensure a wider cohort of secondary teachers it is proposed to expand the model of TIES (1/2 year model) to other subjects, taking on employees and supporting them in academic year 2017/18
- (ii) To support modern apprentices in Early Years and to work with North East Scotland College (NESCol) to deliver a very "pre" degree study entry course for early years and/or nursery (with FE) Bursary
- (iii) Develop incentives and new training/educational pathways to provide opportunities and encouragement to those in locations with particular teacher recruitment difficulties to pursue a career in teacher.

(a) Recruitment Campaign Costs

- (i) To further develop a recruitment strategy utilising social media, direct targeting of particular markets (where appropriate involving agencies) as an alternative to traditional advertising methods.

- 2.3 All teachers and early years workers in receipt of any of the above benefits would be required to remain in Aberdeenshire for up to three years. Officers across the Council will continue to plan both for the short and long term and work with colleagues in Scottish Government, the Northern Alliance and universities to ensure that we rise to the challenge of teacher recruitment in Aberdeenshire.
- 2.4 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and their comments are incorporated within the report and are satisfied that the report complies with the Scheme of Governance and relevant legislation.

3 Scheme of Governance

- 3.1 The Committee is able to take a decision on this item in terms of Section E.3.4 of the List of Committee Powers in Part 2A of the Scheme of Governance to oversee the functions of the Council under the Education (Scotland) Acts, the Education (Additional Support for Learning)(Scotland) Act 2004, and all other relevant legislation and regulations.

4 Equalities, Staffing and Financial Implications

- 4.1 An equality impact assessment has been carried out as part of the development of the proposals set out above. It is included as Appendix 1 and negative impacts have not been identified.
- 4.2 The staff and financial implications are outlined in section 2.2 of the report.

Maria Walker
Director of Education & Children's Services

Report prepared by Maria Walker
Date 3 March 2017

Appendix 1

EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education & Children’s Services
Section	
Title of the activity etc.	Additional Funding for Recruitment Campaign
Aims of the activity	Support to third sector organisations delivering culture and CLD activities.
Author(s) & Title(s)	Maria Walker (Director of Education & Children’s Services)

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Data on teacher recruitment and retention Data on class sizes, parents’ concerns etc
Internal consultation with staff and other services affected.	Ongoing, campaigns also to recruit teachers
External consultation (partner organisations, community groups, and councils).	University, Scottish Government, neighbouring councils, parent councils, unions
External data (census, available statistics).	
Other (general information as appropriate).	

Stage 3: Evidence Gaps.

Are there any gaps in the information you currently hold?	Only in understanding better how to recruit staff
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Stage 4: Measures to fill the evidence gaps.

What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.	Measures:	Timescale:
	This additional resource allows councils to try innovative ways of recruiting.	2017/2018

Stage 5: Are there potential impacts on protected groups? Please complete for each protected group by inserting "yes" in the applicable box/boxes below.

	Positive	Negative	Neutral	Unknown
Age – Younger	X			
Age – Older				
Disability	X			
Race – (includes Gypsy Travellers)	X			
Religion or Belief	X			
Gender – male/female	X			
Pregnancy and maternity	X			
Sexual orientation – (includes Lesbian/ Gay/Bisexual)	X			
Gender reassignment – (includes Transgender)	X			
Marriage and Civil Partnership				

Stage 6: What are the positive and negative impacts?		
Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above. Detail the impacts and describe those affected.	There are no negative impacts. This new resource gives additional money	

Stage 7: Have any of the affected groups been consulted?	
If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?	Yes, teacher unions, parents, university and Scottish Government all consulted on work being progressed for teachers.

Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?		
These should be included in any action plan at the back of this form.	Mitigating Steps	Timescale
	N/A	

Stage 9: What steps can be taken to promote good relations between various groups?	
These should be included in the action plan.	N/A

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

.Allows more teachers in classrooms and for support

Stage 11: What equality monitoring arrangements will be put in place?

These should be included in any action plan (for example customer satisfaction questionnaires).

Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	This is additional money to support and use in teachers and support staff in schools and services.	
	2	Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.
	3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen

* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.

See (1) above

Stage 14: Sign off and authorisation.			
Sign off and authorisation.	1) Service and Team	ECS	
	2) Title of Policy/Activity	Additional Funding for Recruitment Campaign	
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Maria Walker Position: Director of Education & Children's Services Date: Signature:	Name: Position: Date: Signature:
		Name: Position: Date: Signature:	Name: Position: Date: Signature:
	4) Consultation with Service Manager	Name: Date:	
	5) Authorisation by Director or Head of Service	Name: Position: Date:	Name: Position: Date:
	6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee. e.g. Social Work and Housing Committee.	Date:	
	7) EIA author sends a copy of the finalised form to: eia@abdnshire	Date:	
(Equalities team to complete) Has the completed form been published on the website? YES/NO		Date:	

