

# Investment in the ongoing professional development of educators throughout their careers, so that we can nurture world-class teachers and leaders.

Teachers are leaving the profession as quickly as they are joining it, but we're not acting effectively enough to address this.

Reduction in teachers is particularly acute in schools in challenging contexts. Often these schools serve children from disadvantaged backgrounds.

The reasons that so many teachers leaving the profession are clear: high levels of stress, low job satisfaction and poor wellbeing.

Evidence shows that high-quality professional development is an important factor in making teachers more effective in their roles - in turn increasing their job satisfaction and overall sense of wellbeing.

Crucially, continued personal development empowers teachers to deliver a better education for their pupils, which has a significant impact on the outcomes of disadvantaged pupils.

# We are calling for more investment in the ongoing professional development of educators throughout their careers, so that we can nurture world-class teachers.

## Teacher retention is at an all-time low

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In England today, one teacher leaves the profession for every one that joins. At the same time, schools in disadvantaged areas are finding it harder to attract and retain teachers. [1] In order to close the disadvantage gap (the most persistently disadvantaged pupils are almost 2 years [22.6 months] behind at the end of GCSEs) it is critical that this is addressed.[2]

To create an education system that benefits all children we need a continuous pipeline of teachers and leaders at all levels. However, leadership development in education is not systematic or structured into a career pathway. [3] By 2022, unless action is taken, England may face a shortage of between 14,000 and 19,000 school leaders affecting almost one in four schools in England, and the outcomes of the children in those schools. [4]

## The latest PISA report puts the struggles of teacher retention in the UK into focus.

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According to the 2018 PISA report, UK schools have lower staff numbers than the OECD average. Schools in disadvantaged areas are also reporting staff shortages more often than their more affluent counterparts. [5] For this to improve, Andreas Schleicher (OECD), has suggested that more investment should be made into teachers' skills and development. [6]



## Creating healthy school environments.

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In this podcast, Sue tells us how she set out to make her school flexible working-friendly and recruited her whole staff in the first year without spending any money on advertising. All part of her plan to get the culture right and attract the best people.

[Listen here.](#) [8]

## We need to pay more attention to teacher's wellbeing

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Evidence shows us that high-quality professional development is an important factor in making teachers more effective in their roles. [9] When done well, it can increase job satisfaction and overall sense of wellbeing. Crucially, it also empowers them to deliver a better education for all pupils. However, teacher well-being in the UK is at an all-time low with high levels of stress, low job satisfaction and poor wellbeing all cited as reasons that teachers are leaving the profession. [10]

Research undertaken by Leeds Beckett University highlights this. Of 775 teachers, 75 % reported that their poor mental health was having a detrimental impact on pupil's progress. [11] What is more, statistics show that over 80 % of teachers have reported experiencing stress, anxiety and depression at work and over 50 % have said that they feel severely stressed. [12] This cannot continue. If we are to improve educational outcomes for children, we need to improve the wellbeing of all teachers.

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## Frameworks for reference

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In order to increase the effectiveness of Teachers and leaders, we need a renewed focus and investment in continuous personal development, leadership development and teacher wellbeing to attract and keep staff in the education profession, particularly in areas of high disadvantage.

If teachers are struggling to maintain their own wellbeing, they will struggle to help students, or spot children at risk. When high-quality teachers are supported by expert school leaders who set positive professional climates, both teachers and pupils can thrive. [13]

### 1. Emphasising teacher development and leadership through training



The Teach First teacher training programme works with schools and aspiring trainees to develop them into inspiring teachers and effective leaders, whilst connecting them to networks of support.

[Read more here. \[14\]](#)

### 2. Supporting staff wellbeing at all education stages

Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment. Mental Health at Work have put together a toolkit to enable schools to make staff wellbeing a priority.

[Read more here. \[15\]](#)

### 3. Training programmes to upskill teachers at all stages



Ambition Institute is a graduate school of education, offering evidence-informed professional development programmes to support educators at every stage of their career - from new teachers through to leaders of groups of schools.

[Read more here. \[16\]](#)

### 4. Building communities and trialling new approaches in the classroom



The Whole Education LAB Classroom programme is an opportunity to engage critically with research and

then trial classroom strategies which are effective in helping learners enhance knowledge and at the same time develop essential skills.

[Read more here. \[17\]](#)