



# Scrutiny Panel

## Teacher Recruitment and Retention

# Presentation outline



# Research Aim and Objectives

The research project **aim** was to establish the current recruitment and retention policy for teachers and identify whether this is working or not, as well as to identify some of the main issues that teachers believe affect recruitment and retention. This will supplement the quantitative data the Panel collects.

During a recent public hearing with the Minister for Education, the Panel was informed that 154 teachers had handed in their notices as of 31<sup>st</sup> May 2019. Whilst there are probably a myriad of reasons, such as long hours, pressure to achieve results, and actual moves (rather than leaving teaching per se), this in itself required further investigation.

Specific **objectives** were to explore and identify:

- The main successes in relation to teacher recruitment and retention
- The motivations that keep teachers working within the profession
- The main challenges for teachers that affect recruitment and retention
- What support is in place to deal with these challenges
- What is required to better deal with these challenges
- What support/training/structures could be implemented to deal with the challenges
- What is the perceived impact of poor recruitment and retention of staff on students

**Outcome:** provide insights and key information to support Scrutiny's review in Jersey

# Project scope and sample



## Scope:

Jersey

## Sample:

The target sample was teachers on the Island; current teachers, those who have handed in their notice and teachers who have recently left the profession for various reasons or moved.

Non-fee paying schools as well as fee paying schools were addressed, as their satisfaction scores are different across these 2 types of school. Non-fee paying schools report higher teacher numbers being unsatisfied with their role, (21% v 14%). Both primary school and secondary school teachers were included.

Invitations to participate in this **independent** research were developed together, sending potential respondents to 4insight and sent by various methods, also being GDPR compliant;

- by 4insight to their panel of over 2,800 islanders
- promotion in collaboration with Education
- promotion by the Scrutiny Panel on social and traditional media

When respondents contacted 4insight they were screened to an agreed screener questionnaire, which aimed to include a mix of the teacher demographics, such as primary v secondary, fee paying v non-fee paying, school, time in service, gender, current v planning to leave v recent (within last 5 years) etc. The screening criteria was discussed at the kick off briefing meeting, along with the actual target structure for each group. The screener questionnaire was designed by 4insight as well as reviewed and agreed with yourselves, prior to use.

# Methodology – focus groups

To meet the aim and objectives of this research, independent qualitative research in the form of focus groups was undertaken. This enabled us to ensure that we truly achieved the level of depth and understanding needed from BOTH the rational and emotional perspectives of why there may be issues with teacher recruitment and retention.

**6 focus groups** were conducted to explore views and reasonings across the varied teacher demographics (fee and non-fee paying schools, subjects taught, primary and secondary schools), plus plans to stay or leave or recently left.

Each focus group was conducted with 6-9 qualifying teachers with a good mix of demographics to stimulate challenge and discussion, whilst still being able to explore why they think as they do. We discussed at the kick off meeting how you wanted these 6 groups composed and it was decided that there was value in having some homologous groups and some mixed;

- 1 group each for only primary, only secondary, only recent leavers
- 3 groups with a mix of all types.

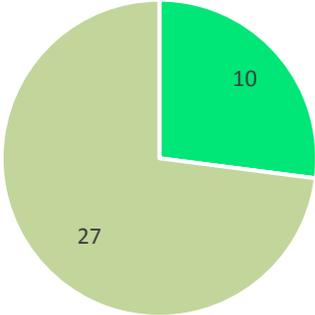
The qualitative focus groups were professionally facilitated/moderated by 4insight's Director and held at our professional observation facilities to allow key team members to view live, however not bias responses by being present in the sessions. The groups were conducted to an agreed topic/discussion guide prepared by 4insight then reviewed and agreed prior to use by yourselves. Projective and enabling techniques were utilised to explore their perceptions at an emotional and unconscious level on an individual, (self completion basis) plus open discussion level, whether reaching consensus or not.

Each group lasted 100-120 minutes although planned at 9- minutes.

All groups were digitally recorded and professionally analysed.

# Demographics: Age, Gender, Employment Status, Place of Birth

### Gender

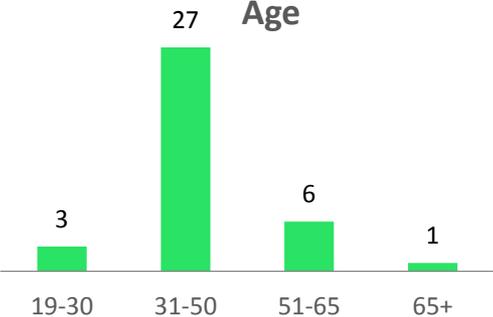


Male Female

### Employment

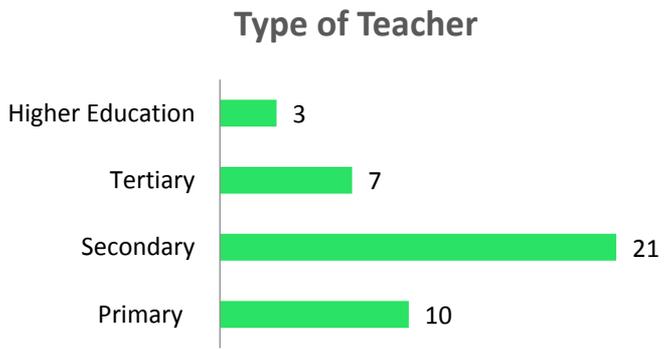
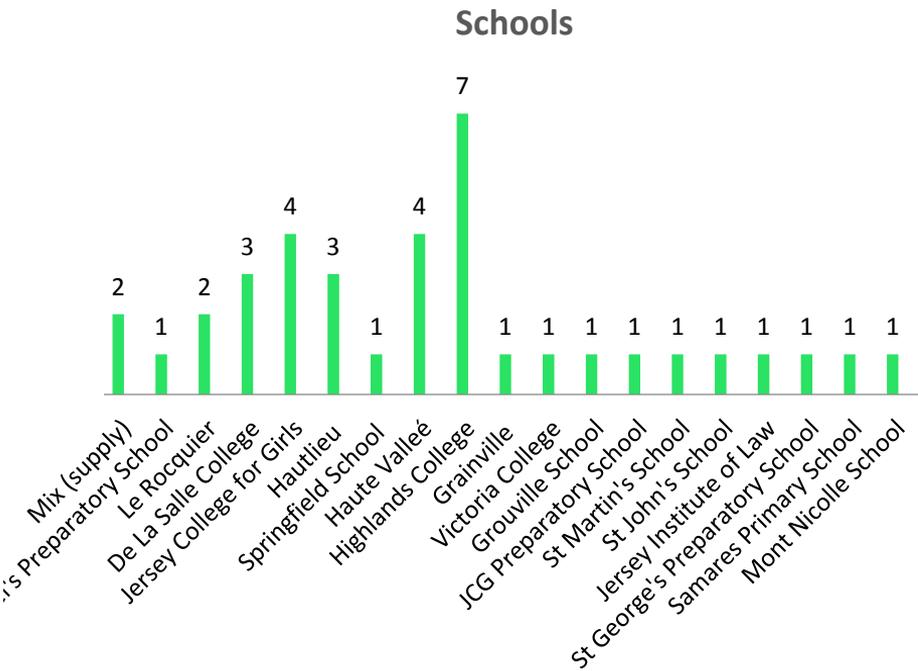


### Age

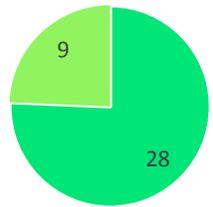


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# Demographics: Schools Where Teacher at, Type of Teacher, Current Teachers/ Former Teachers



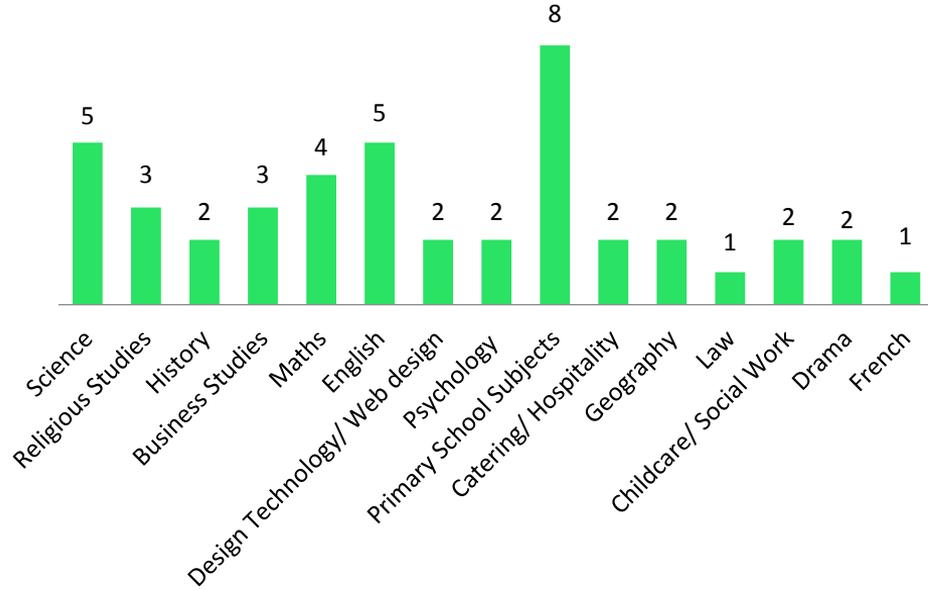
### Current teachers/ former teachers



- Currently in the teaching profession
- A former teacher now in a new profession

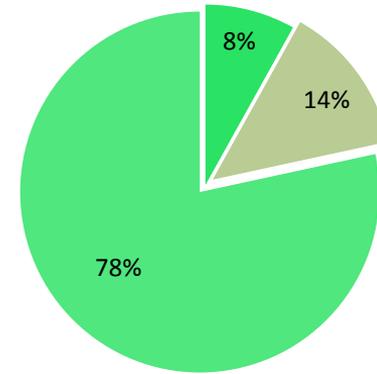
# Subjects Taught, How Long in the Teaching Profession

## Subjects Taught



## How long in the Teaching Profession

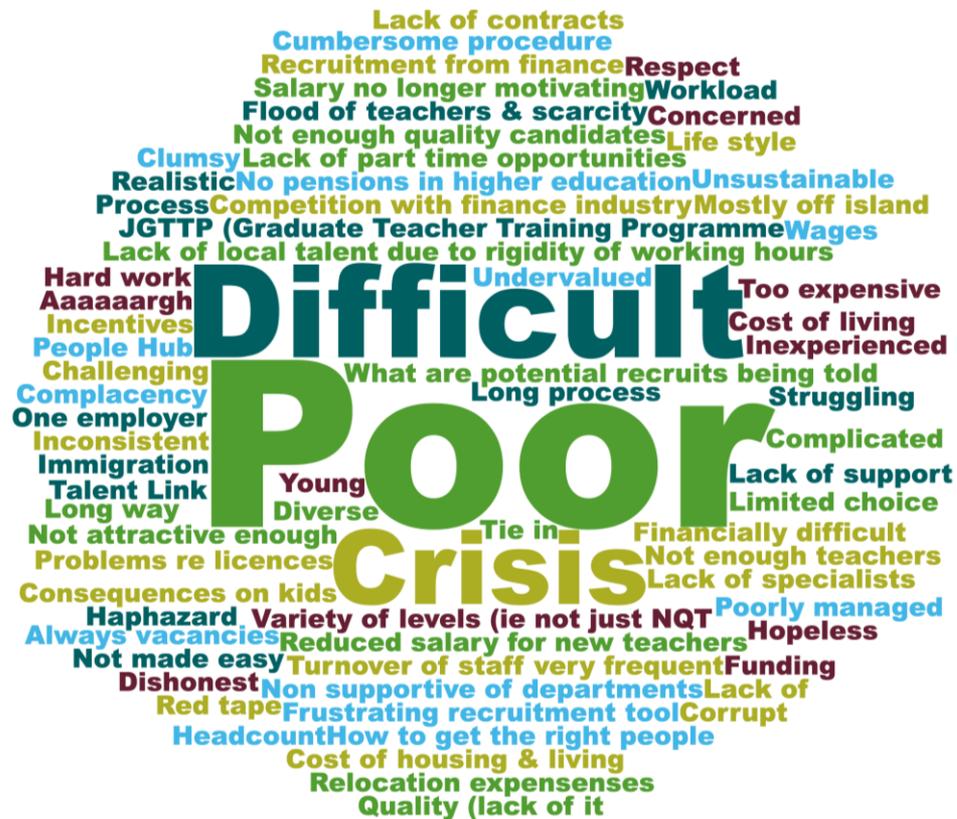
■ 3-5 Years ■ 6-8 Years ■ 9+ Years



# Detailed Results

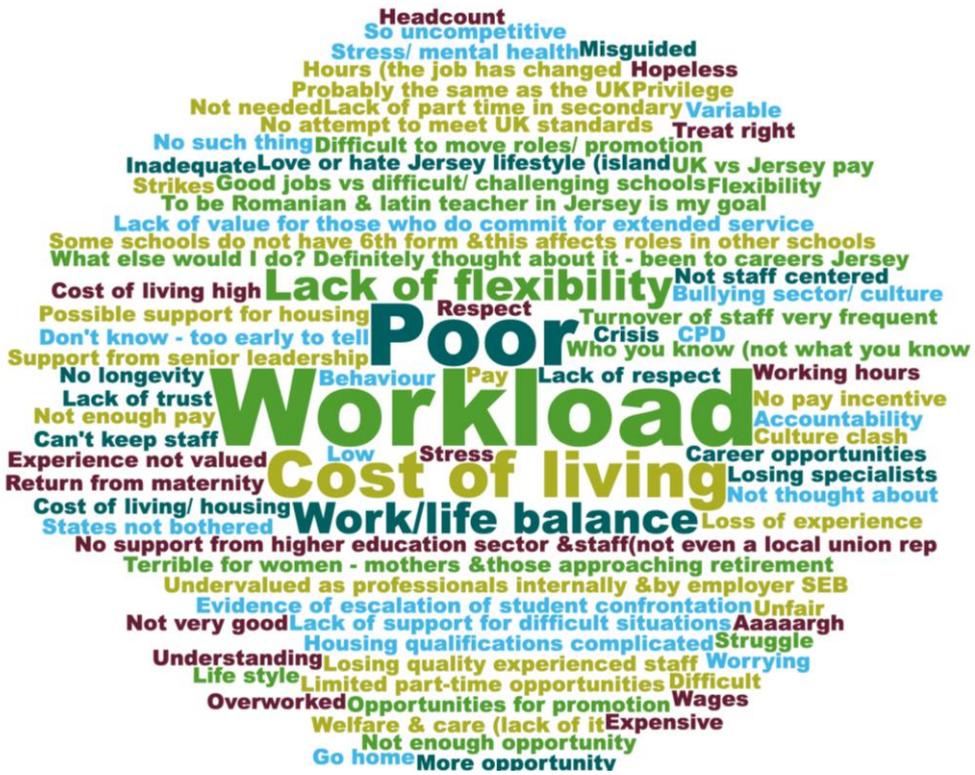
# Perceptions of

# First word associations, "Recruitment of teachers in Jersey"



9 x Poor  
5 x Difficult  
4 x Crisis

# First word associations, “Retention of teachers in Jersey”



- 5 x Workload
- 4 x Poor
- 3 x Cost of living
- 2 x Lack of flexibility
- 2 x Work/life balance

# Key factors for recruitment

**Overall, respondents felt the recruitment of teachers in Jersey is poor, this came down to:**

- Lack of incentive – living and housing cost very high, poor salary compared to UK, large finance industry proving to be more attractive than teaching profession
- Difficult and confusing process – especially using TalentLink, long process, inconsistency (sometimes flood of teachers sometimes none at all), confusion with licences
  - Lack of contracts
  - Lack of opportunities, including part time/job shares
    - Non transferable qualifications
- Mixed opinion of the relocation package – some felt it was very comprehensive and some felt no information was given
  - Many felt that schools were preferring to recruit off-island, even if local talent is available
- However, most perceive Jersey a nice, safe and friendly place to live, which was a big incentive for coming here

# Experiences for recruitment

"We appoint someone, but candidates don't accept, they back out because of the financial implication, like cost of housing etc."

"Me and my husband had to get married so that he could get a job here."

"They gave a guy the job instead of talented young local girl, due to behaviour being bad, they appointed the guy because he was a rugby player, they invested in her, you shouldn't see something in someone then posting out the opportunity when you've got somebody!"

"It's the second time in a year that we've had the issue where we've not received the contract fast enough from People Hub and another school has snatched that person up."

"My experience of coming here was very poor in terms of HR support, no contract and I was never shown any terms and conditions until I'd been in post maybe 6 months. If I had known the terms and conditions, I wouldn't have taken the post because unlike the UK where we have academic contracts that talk about a certain number of hours teaching and the rest of the time you work on research and administration and scholarly activity, the contract here for higher education lecturers is based on the teacher's contract not a lecturer."

"I went to do my PGCE, I had to fund it totally independently and I had to pay my own fees."

"You know who's available and who's not available and you're looking for, but you've got to go through the whole rigmarole of advertising on island, having interviews, writing why this one so and so wasn't sort of good for the job and you waste so much money. It's absolutely ludicrous."

"We've advertised for 3 positions, we've advertised 3 times and the applications and the calibre and the employability of who we get is really poor."

# Successes for recruitment

- For 2 respondents cost of living was not a major factor, after living in big cities with high cost of living and long commute times, the pay seemed fair to them
- 2 respondents had been sat down and told all about the cost of living, rent prices etc, this was put in place after another member of staff went through the same process of moving to Jersey, but with no information in place to help him
- One respondents was very positive about being trained up, she received a grant from UK and Jersey & earned £12,000 to train to be a teacher. This helped her as she didn't start off with any debt
- One positive was that the NQTs programme has been improved, making it more generic, so all NQTs get a basic grounding in certain things over the year. Such as on a Wednesday afternoon, they'll go and visit other schools, or be supported in some way

# Key challenges for recruitment

- Jersey being overall very expensive to live and not reflected in salaries or incentives to work in this profession
  - TalentLink system being overcomplicated
- Some felt the system is corrupt – employing teachers from the UK when there is local talent, or filling the job without doing interviews
  - Poor calibre of teachers
  - Lack of part-time/job share opportunities
- Packages not being attractive enough – e.g. no healthcare compared to other countries' packages
  - Contract issues – process taking too long so the applicant applies to a different school

“Why would you be a biology teacher here if you can get £24,000 tax free whilst you’re training in the UK.”

“There’s no way I can convince people to give up their 27% pension, 19% of which is free, and their free health care and everything else in exchange of the institution might survive 5 years.”

“At the end of that year you don’t then get a full salary, you get an NQT salary, a new teachers salary.”

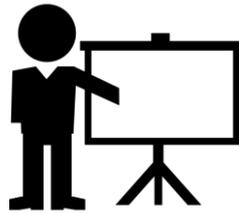
“We’re never going to be able to get over it, we’re a little island and therefore trying to encourage people to actually shift their entire lives over here.”

# Motivations/successes for retention of teachers

- Many said there was a great amount of talented staff, however keeping them is the biggest issue
- Most had lost motivation for their job, but helping the children was the only thing keeping them going
  - Some felt there wasn't another job they could go in, so they felt stuck
- The small classroom sizes were a massive benefit in higher education coming from the UK, however those in secondary schools felt they were now too big
  - Less commute time was a big positive for many coming from the UK

# Retention challenges – undervalued as a professional

- In all groups there was a main theme of lack of value and respect towards anyone within the teaching profession, in terms of behaviour, attitude, expectation, support and pay
  - Lack of value for those who have committed extended service
- Lack of value from children through abusive behaviour filters down from parents' attitude towards teachers, overall lack of respect
- The way that the media portray teachers is “diabolical”, which they felt is fuelled by what some States Members say
  - Underpaid for the level of complexity that their role requires
- The differentials between the remuneration in secondary and primary being poor. One respondent was Headteacher of a primary school yet all the deputy heads in secondary were earning far more than her



"I feel like I'm underpaid for the level of complexity that my role requires, the diversity of my role, certainly within the last 4 to 5 years has become extremely skilled, I'm a social worker, I'm a support worker, I'm a teacher, I'm a line manager, I'm an expert at child development. I feel like that expertise is not valued in terms of pay."

"It's got nothing to do with cost of living for me and that breaks my heart. Undervalued, undermining, lack of support from above, workload. Just this, we're working in a setting, and I'm only talking about my setting as I can only speak for myself, we're working in a setting that nobody has any confidence in how it's being run. It demotivates people."

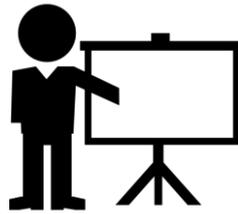
"Half of the jobs that are advertised internationally when we have people here who are better skilled than the person who gets the job and are brought in, given a licence to do the job, but no one's ever checked, they don't advertise here with incentives which would work with the local market before they go off island."

"Experience isn't valued, the process of children complaining about you, general lack of understanding the way teachers are perceived doesn't help retention, they think we're lazy."

"There's a lack of respect for teaching professionals, and there's no longevity and it's unfair given that they're talking about offering housing support for new teachers coming into the island but for teachers currently here you still can't get onto the property ladder, there's an unfairness there."

# Retention challenges – Extortionate scrutiny

- Many mentioned they feel as though they get treated like the children, not like professionals, due to an overall lack of trust. E.g. checking up on them all the time, watching in their lessons, all things on a daily basis knocking them down
- Senior leadership are under pressure because of the review, and they pass it on down to middle leaders, who then pass it onto teachers



"We have half-termly impact meetings where once I had to sit in-front of the executive head, the head, two of the governors and people from education and sit and explain why my results were like they were. I'll be honest, I'm not being arrogant, I wasn't too bothered, I sat there, I am who I am, but I know some heads of department felt under a huge amount of pressure and stress with that amount of people sitting there who are asking you questions."

"We're constantly pressured for resources and meetings and tasks, so not only do you have the workload, but you're also under a huge amount of pressure. We have impact meetings so you are constantly under scrutiny in terms of what are you doing, I've been a teacher for 12 years, they know I work hard, recently, I'd say the last 4 or 5 years it's data and scrutiny and what are you doing."

"It's like being on trial isn't it."

"Expectation for good grades rather than educating students to be good beings."

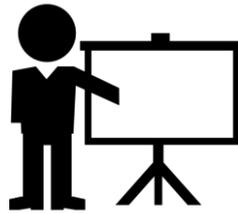
"You're teaching for managers and inspectors not teaching for students."

"I've got no problem with being accountable, that's our role, but there's being accountable and there's also being trusted to be doing our job well. When they have the Jersey review framework come in, which is now with 4 days' notice, they want us all to be ready which is completely understandable but the pressure just piles down."

"I do feel that we get treated like the children sometimes, we don't get treated like professionals we get treated like the children. Checking us all the time, watching us in our lessons, learning walks...all these things on a daily basis just knock you down."

# Retention challenges – Extreme expectations

- Schools triply selected against, students unable to afford private education, and unable to get grades for Hautlieu.
- Students expected to get good grades, if they don't, then teachers are expected to tell them how much of a “disappointment they are” repeatedly
- Many children are lower than age expectant standards, however expected to get same grades as rest of the class
- Many EAL students joining each week, none of them speak English as their first language, lack of EAL assistants to help due to lack of funding



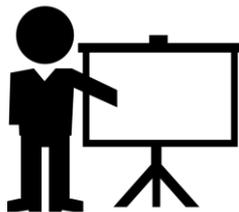
“Accountability is increasingly an issue around retention, used to be working for the greater good, whereas now it’s increasingly being you moved these children from point X to point Y, why?”

“I’m doing stuff not for the children, I’m doing it for people, again, it’s back to the accountability thing, I’m doing it for people to come in and inspect us, many of who are people who have been brought in from the UK on contracts etc etc, and who are going to sort of going on some sort of carousel and go around and review us, so that’s the first thing. Secondly, the obsession with the amount of assessment.”

“The jobs changed, what’s been expected to be completed and the hours aren’t being given to complete that. It’s either the teachers crack or the students don’t get the education that they absolutely deserve. Less emphasis on metrics and measuring and more on moral, engagement and celebrating success.”

# Retention challenges – work load

- Overall, far too much work load, resulting in a lack of work-life balance
- Unable to fit curriculum into the hours, many working weekends as well as evenings
  - Lack of no contact time
  - Having to report incidents, unnecessary
- No time to plan lessons, I don't need to produce medium term plans, short term plans, long term plans because someone from the review team or professional partner is going to want to come into school and want to look at it
  - The amount of assessments required for primary school perceived ridiculous
- For schools where they don't have a full time cover teacher, staff who have to cover between 3 to 5 free periods have cover other people's lessons in these hours
- For higher education level students they should be becoming independent learners, should be less contact time in the classroom, however lecturer is teaching for 28 hours a week in the classroom



“Work-life balance, it’s disastrous. I’m signed off with stress right now, There is not enough time to get enough sleep, there is not enough time to spend time with loved ones, you don’t socialise during term time, you just let yourself run down, you don’t go to the dentist because you don’t have time.”

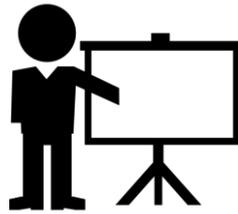
“...came back and then went to work in banking or finance because they came to schools here and got the reality check that they would be working more hours for less money than the job they got before they qualified. They wouldn’t get the private healthcare that they got at the bank.”

“In the UK the unions have put a maximum of 18 hours contact time a week for higher education whereas here you might get 30 for less money and no pension.”

“It’s not the kids that’s the problem, it’s the workload, endless endless workload, in two days after I got signed off there were 60 emails in my inbox, half of them were admin tasks which I would have to decipher what that email wanted me to do, have to read through a list of info to decide what part applied to me so I could do a follow up task.”

# Retention challenges – lack of support

- Overall lack of support and welfare for staff. Especially lack of understanding from HR or PeopleHub, due to the staff not being specialised in support for Education staff
  - Lack of support in difficult situations such as violence, abuse, emotion
  - Mental health agencies being full, so have to be the pastoral care in meantime
    - Overall lack of supply teachers
  - No mechanisms in place to allow you to have a break from the system, losing talented professionals
- Problems can get passed from one school to another, e.g. an NQT starting at one school, failed first term, were going to fail second term, stopped the process because at that point they would have failed second term, so they resigned, they went somewhere else, were going to fail the process, they got passed on to another school
  - Children's mental health is a huge thing at the moment, but what support is there for teachers who is dealing with this?
    - Some bullying from other staff
  - Lack of respect and support for Higher education teachers e.g. no pension, no union rep



“When we lose a valuable support teacher they don’t replace them, that puts more pressure on teachers, we have some fantastic supply teachers.”

“Possible support for housing. I don’t know whether young teachers can afford the mortgage. It’s a bit like the nurses too, with coming over from the UK, and they need help.”

“No support for higher education staff, not even a union rep. In the UK the unions have put a maximum of 18 hours contact time a week for higher education whereas here you might get 30 for less money and no pension.”

“We support each other but there’s no support system.”

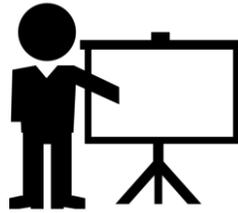
“I think that there are a lack of services on the Island and that contributes to what teachers have to do. CAMHS, social services, any children’s services are very very poor on the Island so we end up picking up a lot of that pastoral side that ordinarily would never come into a teacher’s role.”

“Supply teachers, we are the least valued of teachers, I’ve been told that I’m unbookable, not worth the training, not getting paid training, I feel undervalued as a teacher but even more as a supply teacher.”

# Retention challenges – lack of opportunities

- Overall lack of part time/job share opportunities
  - Do senior management part time jobs, regardless of your skill set
    - Discriminatory practice as part time arrangements are “totally and utterly reliant on your head’s discretion”
- Many said that having a lack of sixth form in secondary schools had an impact on teachers – they could only progress so much in the system before the ceiling at GCSE. They also thought this impacted the students hugely in terms of higher education opportunity
- If you’ve got a supportive head teacher, you may be able to get an opportunity, however not all head teachers support it
  - Lack of part time for some just wasn’t an option due to not being able to afford to go part time
    - Lack of training/retraining opportunities

"I'm stilted now because unless somebody else leaves, SLT, which nobody does leave, then I can't go anywhere else, so I'm stuck."



"We've lost good teachers over the fact that our school doesn't have a sixth form, people then move back as all schools in the UK have a sixth form and people don't understand that so they move back very quickly or try and get into better schools."

"We end up flying someone in for a weekend to teach and when the planes don't land then we have no classes so we can't grow the higher education sector because we can't hire the 5 or 6 people we need to fully staff a university department. Everything running on 2 full time staff it just doesn't work."

"For me I'm at the top of the scale now I can't go any further, my salary will not go up unless we get a pay rise every year, you know, like a cost of living pay rise. There's no progression from that point of view."

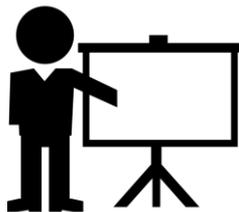
"That needs to catch up with employment law, and disability discrimination law, and some other laws."

"It's soon as you are a working mum and become part time you're sort of discounted until you come back full time. They don't want someone who's head of year who's head of faculty that's part-time, regardless of your skill set and the fact that you might be good at your role and you have the skill set to do that job they don't want you to do that job."

"It's hard to get off Island and go on courses, I've been here 12 years and I've only been on two UK courses, there's the cost obviously and opportunities, back in UK there's so much more chance, final one is chance for promotion, you're waiting for people to retire or die."

# Retention challenges – behaviour

- Teachers constantly on alert for safeguarding, list of 20 students if they don't turn up at this time we have to ring someone
  - Being worried about suicidal children, being careful about scissors, counting them
- Limited number of places in behaviour units, so children who previously weren't in mainstream school are now in mainstream schools, added pressure
  - Students that have to be funded to be taught offsite
  - Students assaulting teachers but asked to take them back
    - Parents behaviour
  - No expelling in Jersey, perceived a big problem
- Escalation of confrontation and violence -very violent student in our school, to the point that he assaulted several members of staff, and the members of staff prosecuted and he was found guilty of those crimes, and education want to place him back into our school



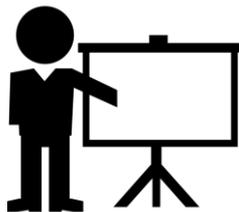
“In the UK they have pupil referral units for those types of students whereas in Jersey they’re closing those type of referral units down. The detrimental effects they have on other students learning and teacher wellbeing. I get verbal assaults every couple of weeks.”

“We had a very violent student in our school, to the point that he assaulted several members of staff, and the members of staff prosecuted and he was found guilty of those crimes, and education want to place him back into our school.”

“We all have sanctions in place but students don’t learn.”

# Retention challenges – funding

- A strong opinion from the groups was that there is a lack of funding within education
- One respondent said she had no funding for any textbooks, so she had to make her own resources
- One mentioned that she felt that there is no financial support for the higher education sector, all the efforts are being put into giving grants to Jersey students to go overseas and there's no incentive for them to stay at the higher education that's in Jersey, they get more money if they go. And no attempt to meet UK or international standards, for contracts, so it's more competitive.
- Facilities were deemed as lacking, tired and run down, however the new St Martins school came across as very positive



“80 of our children come in lower than age expected standards, with significant child protection issues, filling out all the child protection data daily, multi-agency meetings that I have to network, different curriculum for a child with autisms, the funding model comes into question here. The way that schools receive their funding is absolutely archaic, we should have funding that enables us to support those children who are the most vulnerable to get them where they need to be, there’s no level playing field for our pupils.”

“If it’s going to be mainstream then it’s got to come with some equitable funding to give that child a chance. This is the child’s need we’re talking about here.”

“I’ve got 3 students in a GCSE class, none of which speak English really, the ELA assistant wasn’t available today because there is a lack of funding.”

# Leaving risk factors

- The responsibility of carrying on teaching was a high risk factor for many, they felt too bad to leave students, especially those taking exams
- Many felt they could not leave because they could not afford it, as they have always been a teacher so felt they could not get another job
  - Qualification issues – losing qualification if decide to leave

"I say it's just a job, it shouldn't be your life"

"I have been working over here for 5 years and I say oh I have my housing license now, but if I leave for 3 months, I'll lose it and that will be another 5 years."

# Types of support in place

Overall, the respondents felt that there is no support system in place, however the biggest support is the teachers and peers around them, as they all help each other.

However, the support mentioned that is in place was:

- People Hub –deemed to be too generic, poor and lacking education HR support
- 2 were sat down and explained the cost of living and different fundamentals to do with settling in into Jersey
  - Mental health agencies – however these agencies were deemed to be too stretched
  - A system that worked well to one respondent was when there was a safeguarding issue, it was separated so that you can pass it on to another member of staff in support
  - Some respondents mentioned their schools have pastoral leaders to help with support
- Exit interviews - Many of the teachers who had left were not given an exit interview, despite requesting one and had to sort it out for themselves

# Impact on students

- Impact of frequency of turnover of teachers impacting students learning and feeling of security
- Lack of behaviour management affecting others learning
- Hautlieu's lack of inclusivity "creaming off" the higher grade students, the students left over feeling disheartened
- A few mentioned how there are many non-specialist teachers teaching GCSE subjects, impacting on the children's learning

"Retention itself affects the students, the amount of people going through the system, that's not good, quite recently I was covering a class that had had 3 different teachers within the last 3 months, a GCSE class. If you're coming up to your GCSE's and you've had 3 different teachers for English within the last 3 months you're not going to feel secure, you're not going to feel safe, and then panic sets in."

"My boys had a new teacher every 3 terms, even at parent evening some staff don't know their students."

"Turnover of staff is very frequent, retention isn't very good it's awful, people tend to not be as content, a lot more negatively which leads to the students, negativity because of the bureaucracy and hierarchy."

# Main improvements needed

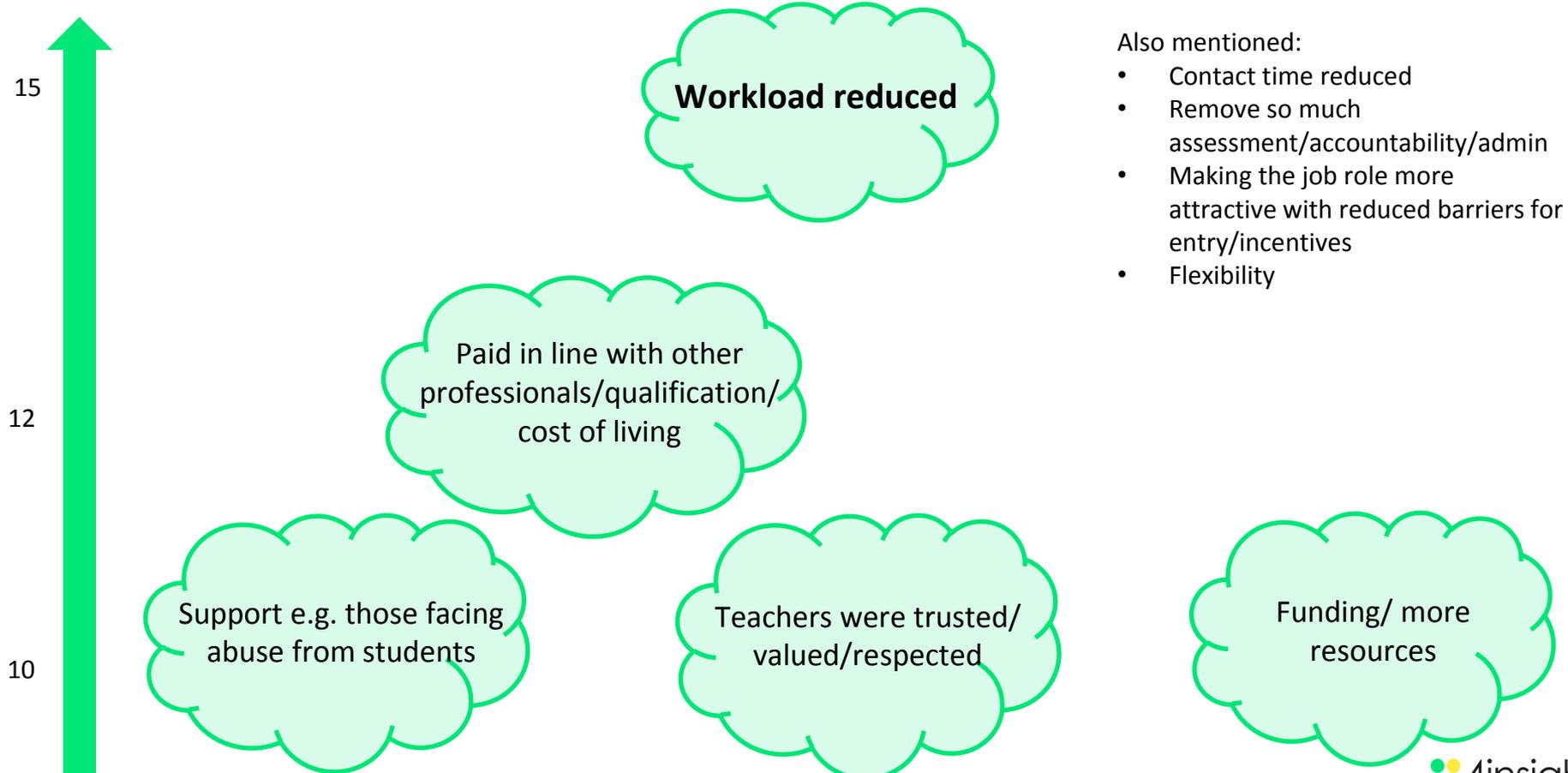
## **Main improvements for recruitment:**

- More transparency i.e. cost of living
- Better pay/incentive to work/recruitment package
- Making the process quicker and more efficient
- Creating more opportunities i.e. part time contracts

## **Main improvements for retention mentioned:**

- More sixth form options
- Reduced workload, especially admin work
  - Better pay/incentive to work
    - Less scrutiny
- More overall support e.g. EAL, behaviour, admin, TA's, supply, mental health
  - More resources and funding
  - Flexibility for contracts, less contact time
- Better behaviour management i.e. exclusion system

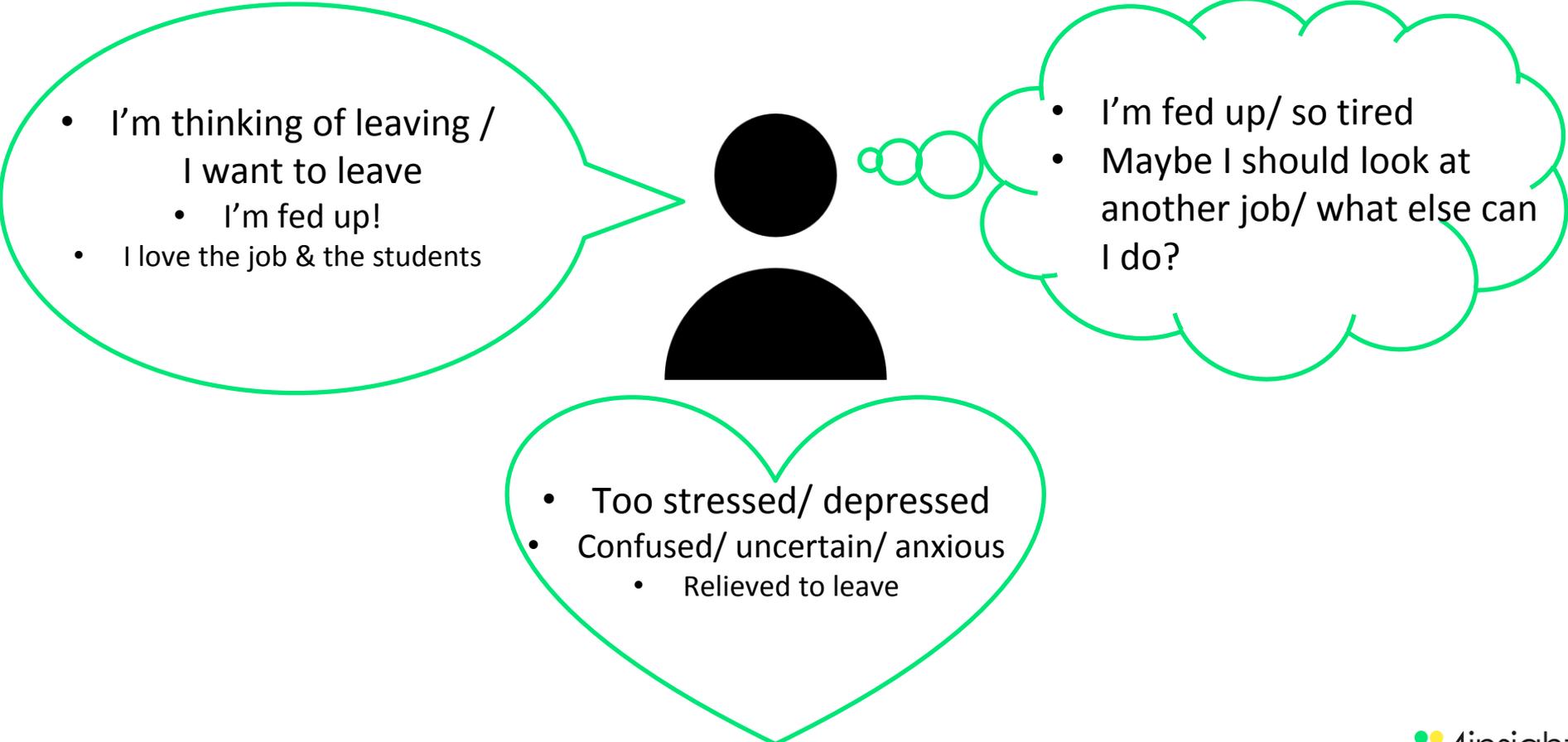
# Teacher recruitment and retention in Jersey would be so much better if...



## Also mentioned:

- Contact time reduced
- Remove so much assessment/accountability/admin
- Making the job role more attractive with reduced barriers for entry/incentives
- Flexibility

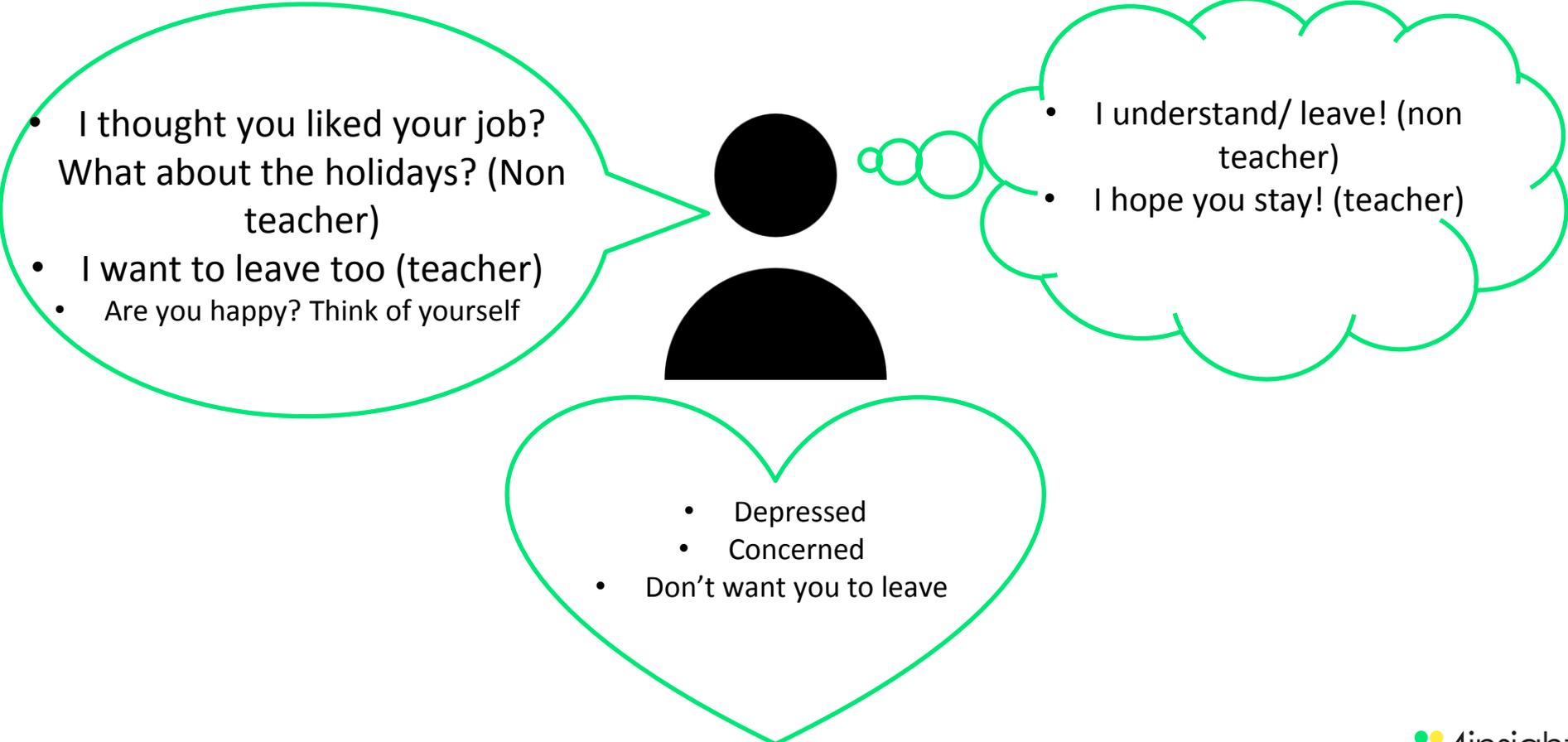
# TATs – person 1 – revealing major stress/depression/anxiety

- 
- I'm thinking of leaving / I want to leave
    - I'm fed up!
  - I love the job & the students

- I'm fed up/ so tired
- Maybe I should look at another job/ what else can I do?

- Too stressed/ depressed
- Confused/ uncertain/ anxious
  - Relieved to leave

# TATs – person 2 revealing depression/concern/reluctance

- 
- I thought you liked your job? What about the holidays? (Non teacher)
  - I want to leave too (teacher)
  - Are you happy? Think of yourself

- I understand/ leave! (non teacher)
- I hope you stay! (teacher)

- Depressed
- Concerned
- Don't want you to leave

# Conclusions and Recommendations

- Overall, respondents felt the recruitment of teachers in Jersey is poor due to:
  - Lack of incentive to live here, (especially have very high housing costs), or work in the profession
  - Difficult and slow TalentLink recruitment process
  - Lack of career opportunities
  - Non transferable qualifications
  - Focus on off island (UK), rather than on island
  - However, most felt that Jersey is a nice, safe and friendly place to live
- The issues with teacher retention were massive with many feeling at crisis point. Perceptions included:
  - Feeling undervalued and disrespected
  - Under constant scrutiny
  - Excessive workload, 60 + hours per week
  - Lack of support
  - Lack of career opportunities
  - Worsening student behaviour
  - Lack of funding for even basics
- Respondents felt that all of these factors impacted students learning and development
- Main improvements for recruitment included more transparency, better incentives, making the process more efficient
- Main improvements for retention included reducing the work load (allowing teachers to focus on teaching), providing better support, less scrutiny, more funding, flexibility on contracts, more part time/job share opportunities, better student behaviour management (exclusion and sanctions), more sixth form options, (eg Co-ed at Les Quennevais), reviewing the 14 year old selective approach

# Appendix

# Teacher recruitment and retention in Jersey would be so much better if

Teacher were valued as professionals, given the needed training and support and paid in line with other professionals

Behaviour in state schools was addressed and teachers were supported to do their jobs

Investment in education allowing flexible modern working practices with less contact time.

Poor behaviour was effectively tackled and staff facing constant physical/ verbal abuse were supported

There was island wide continuity and people in the job felt valued in the workplace. Investment is needed

There was flexibility and incentives through making more non-contact time available and increase resources

There was a genuine appreciation of the profession and the issues we face along with significant investment to help support, develop and nurture all staff within education

# Teacher recruitment and retention in Jersey would be so much better if

More funding and more respect for such a noble profession

Funding was improved and teacher's workload was reduced by employing civil service support staff to deal with pastoral/safeguarding issues and admin

Improved funding to support inclusion, more supply teachers to allow teachers to have their weakly non-contact time, Less bureaucracy, be trusted we work hard and want the best for our students, improved packages to support high costs of living in Jersey

More time to do job, salaries/incentives, promotion opportunities, funding to support students (reduce teacher workload)

Funding were increased to pay better salaries and reduce contract time. Provide adequate support structures and staff to reduce workload allowing teachers to concentrate on teaching

Time. If there were simply more teachers to complete the same workload. Lower contract time to allow the huge admin workload to fit in the day. Better pay to motivate people to join and stay.

Better models for SEN funding and funding model in general, More progressive view for part-time parents, More attractive pay packages and incentives for long standing members of staff, Reduced workload for unnecessary admin tasks

# Teacher recruitment and retention in Jersey would be so much better if

Reduce workload, pay increases on a regular basis, valued by politicians (we were crucified by politicians over strikes). Respect needed from parents and children

The workload (paperwork specifically) was reduced then life would be much easier and we can get on and teach!

Trust teachers, support teachers, pay for extra time clubs/trips/meetings

Paid according to qualifications and allow teachers to teach by removing excessive accountability

There was a concentrated effort to reduce work load

# Teacher recruitment and retention in Jersey would be so much better if

Teachers were valued and listened to more whilst making the job role more attractive with reduced barriers for entry

You accepted qualification equivalent to PGCE and you stopped KPIs, assessing, changing the curriculum and let teachers teach and care as they have trained to do

If department helped us say with mental health issues, finance, support in furthering our own qualifications

If they improved the workload and pay. More teachers would stay and perform better with improved mental health.

If were more straightforward for "keen" prospective teachers to break into the profession

# Teacher recruitment and retention in Jersey would be so much better if

Think about higher education too, the sector is underregulated, unfunded + does not remotely meet UK benchmarks for salary, pension, job security... You can grow your teachers if you support local higher education too. Do Jersey skills audit!

Teachers were given more time (ie taught less/ smaller timetable). The job changed. China teaches 50% of JA TT

Staff were treated as professionals and given support in order to stay

Teacher retention/ recruitment here in Jersey would be so much better if there was support, investment and care about teachers welfare, seeing is believing. We need to listen and work together. please.

# Teacher recruitment and retention in Jersey would be so much better if

If the process of recruitment would be more honest and transparent. If the leaders in the Education Department would support the immigrants degrees/ master degrees/ do the equivalent of immigrants degrees

Education was resourced, workloads were more equitable, terms and conditions were conducive to a research culture + professional development

If workload was understood + managed. SLT understood their staff + needs, like we are told to know and cater for our student's needs. Staff are valued for what they do. Reduce admin + data input.

You would offer more info about costs/ expectations about what it means to live in Jersey

If there were more teachers to teach the classes so management could manage + lead. There was more trust, people felt valued, and safe in lessons. The correct people were leading, both education and the schools.

Look at big picture and there is a clear line of progression for all (primary/ secondary/ tertiary)  
Equal pay for equal work

If... proportionate salary vs inflation was offered! QTLS status has been recognised in Jersey!



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