

## Recruitment and Retention

### Background

The Welsh Government, working in collaboration with Local Authorities (LA) and regions is pursuing a programme of reform of the country's education system and has established a vision for a teaching profession that is attractive, with high morale and professional satisfaction.

However, data from the Welsh Government shows an increase in teachers leaving the profession since 2012. The Education Workforce Council's (EWC) analysis of data in 2017 found that, *'despite there not being a recruitment and retention crisis in Wales, there are concerns in four areas: new teachers, headteachers, Welsh-medium teachers, and teachers of STEM subjects'*.

To help realise the Welsh Government's vision, it is important that high-quality entrants are attracted to the teaching profession, that they remain in teaching, and develop as leaders within the system. It is therefore crucial that Carmarthenshire retains its teachers and encourages those who have the potential to make a difference to pupils to choose a career in teaching and progress into leadership within the Authority. It is also crucial that the ERW region is able to gain traction and is able to establish strong professional learning for our teachers and leaders.

The Welsh Government is addressing the need to reform the structure of both initial and ongoing teacher education. It is implementing the recommendations from Professor John Furlong's report Teaching Tomorrow's Teachers (Welsh Government, 2015).

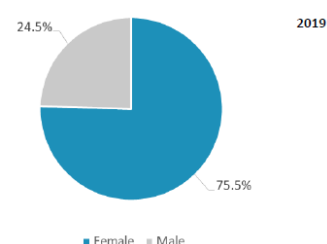
## Recruitment and Career Paths

### Education Workforce Council (EWC)

In Wales, the EWC establish and maintain a Register of Education Practitioners. The following charts outline the number of education practitioners currently registered with the EWC.

Chart 1. Number of school teachers registered with EWC by gender

	Female		Male		Total	
	Number	%	Number	%	Number	%
2015	28,170	75.4	9,185	24.6	37,355	100
2016	27,859	75.4	9,092	24.6	36,951	100
2017	27,452	75.4	8,974	24.6	36,426	100
2018	27,078	75.4	8,851	24.6	35,929	100
2019	26,833	75.5	8,712	24.5	35,545	100



**Chart 2. Number of school teachers registered with EWC by region**

	2018		2019	
	Number	%	Number	%
CSC	8,227	22.9	8,056	22.7
EAS	4,937	13.7	4,848	13.6
ERW	7,449	20.7	7,387	20.8
GWE	5,869	16.3	5,775	16.2
Others in service	5,354	14.9	5,313	14.9
Others out of service	4,093	11.4	4,166	11.7
<b>Total</b>	<b>35,929</b>	<b>100</b>	<b>35,545</b>	<b>100</b>

**Chart 3. Number of school teachers registered with EWC by Local Authority**

	2018		2019	
	Number	%	Number	%
Blaenau Gwent	508	1.4	487	1.4
Bridgend	1,264	3.5	1,274	3.6
Caerphilly	1,522	4.2	1,503	4.2
Cardiff	3,162	8.8	3,111	8.8
Carmarthenshire	1,591	4.4	1,609	4.5
Ceredigion	600	1.7	621	1.7
Conwy	909	2.5	994	2.8
Denbighshire	889	2.5	881	2.5
Flintshire	1,360	3.8	1,371	3.9
Gwynedd	1,021	2.8	951	2.7
Isle of Anglesey	573	1.6	510	1.4
Merthyr Tydfil	505	1.4	502	1.4
Monmouthshire	671	1.9	648	1.8
Neath Port Talbot	1,122	3.1	1,141	3.2
Newport	1,425	4.0	1,445	4.1
Pembrokeshire	1,015	2.8	991	2.8
Powys	1,185	3.3	1,052	3.0
Rhondda Cynon Taff	1,953	5.4	1,816	5.1
Swansea	1,936	5.4	1,973	5.6
Torfaen	811	2.3	765	2.2
Vale of Glamorgan	1,343	3.7	1,353	3.8
Wrexham	1,117	3.1	1,068	3.0
Others in service	5,354	14.9	5,313	14.9
Others out of service	4,093	11.4	4,166	11.7
<b>Total</b>	<b>35,929</b>	<b>100</b>	<b>35,545</b>	<b>100</b>

## Routes into Education

To become a teacher and teach in a maintained school in Carmarthenshire, candidates need to gain Qualified Teacher Status (QTS). The routes include:

- studying at university at undergraduate and postgraduate level
- employment-based training in a school

All routes focus on the Qualified Teacher Status (QTS) standards.

For academic year 2019/20 there will be four Initial Teacher Education Partnerships for teacher education:

1. CaBan – (Chester/Bangor North Wales Partnership)
2. Cardiff Partnership
3. Yr Athrofa: Professional Learning Partnership
4. Aberystwyth ITE Partnership

From academic year 2020/21 there will be further Initial Teacher Education Partnerships available for teacher education:

1. University of South Wales
2. Swansea University Schools' Partnership

**Chart 4. ITE Results – 2018-19 (Wales)**

	Passed		Failed		Withdrawn		Deferred		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%
Aberystwyth University	27	73.0	3	8.1	7	18.9	0	0.0	37	100
Bangor University	157	79.3	1	0.5	25	12.6	15	7.6	198	100
Cardiff Metropolitan University	299	89.0	0	0.0	12	3.6	25	7.4	336	100
University of South Wales	96	67.1	16	11.2	11	7.7	20	14.0	143	100
University of Wales Trinity Saint David (Carmarthen)	68	73.9	1	1.1	18	19.6	5	5.4	92	100
University of Wales Trinity Saint David (Swansea)	256	80.0	1	0.3	31	9.7	32	10.0	320	100
<b>Total from institutions</b>	<b>903</b>	<b>80.2</b>	<b>22</b>	<b>2.0</b>	<b>104</b>	<b>9.2</b>	<b>97</b>	<b>8.6</b>	<b>1,126</b>	<b>100</b>

### QTS (Qualified Teacher Status)

All Initial Teacher Education (ITE) trainees must meet the professional standards for teaching and leadership. New standards applied from September 2019 set out what ITE trainees must know, understand and be able to do at the end of their course to gain QTS. The QTS Standards have statutory force and are set out in legislation.

Once trainees have gained QTS and are Newly Qualified Teachers (NQT) they need to undertake their induction.

### NQT (Newly Qualified Teachers)

To undertake Induction in Carmarthenshire, NQTs must hold QTS and must be registered with the EWC in the category of school teacher. Schools have a statutory obligation to provide NQTs with Induction support. The Induction period is three school terms, or the equivalent. NQTs who are not employed on a full time basis, or are undertaking Induction via short term supply work must complete a minimum of 380 sessions.

**Chart 5. The number of NQTs in Carmarthenshire 2016-19 by gender, age and sector.**

Sector	Primary			Secondary			Special			Voluntary Aided			Age-band Total
	Male	Female	Sector Total	Male	Female	Sector Total	Male	Female	Sector Total	Male	Female	Sector Total	
<b>20-24 Yrs</b>	7	39	46	3	17	20	0	0	0	0	2	2	68
<b>25-29 Yrs</b>	11	36	47	7	35	42	0	0	0	0	4	4	93
<b>30-34 Yrs</b>	2	8	10	4	7	11	0	0	0	0	1	1	22
<b>35-39 Yrs</b>	0	1	1	1	2	3	0	0	0	0	0	0	4
<b>40-44 Yrs</b>	0	0	0	1	3	4	0	0	0	0	0	0	4
<b>45-49 Yrs</b>	0	0	0	0	1	1	0	0	0	0	0	0	1
<b>Total</b>	20	84	104	16	65	81	0	0	0	0	7	7	192

## Developing Leaders

**"School leadership is second only to classroom teaching as an influence on pupil learning."**

All classroom practitioners are leaders either by leading learners or by leading their colleagues in schools. As such, all leaders in Carmarthenshire are encouraged and challenged to support all practitioners to develop and improve as leaders and enable them to develop and improve their colleagues also.

The Welsh Government's national commitment to continuous professional learning is reflected in the new professional standards for teaching and leadership. In line with the agreed principles of the new professional standards, staff should be fully engaged in identifying the aims and priorities for their own professional learning. In line with the new leadership standards, school leaders have a vital role in making this happen by ensuring that the school's culture promotes and supports professional learning.

ERW deliver a series of practice-based development programmes for all school practitioners at every stage of the leadership development pathway. Carmarthenshire offers supplementary, bespoke professional learning for all headteachers.

By summer 2020 it is expected that ERW will be delivering a National Development Programme at every stage of the Professional Development Pathway.

### **The role of the National Academy for Leadership (NAEL)**

The establishment of the National Academy for Educational Leadership (NAEL) in May 2018 was a clear response to the need to build leadership capacity across Wales in order that learners can all reach their full potential. NAEL is committed to endorse a number of leadership programmes delivered by stakeholders across Wales.

Currently the National Academy for Educational Leadership has endorsed the following leadership development provision:

- **Middle Leaders**, especially their role in developing any aspect of the new curriculum
  - Outstanding Leadership in Education (Developed by Ysgol y Creuddyn, Ysgol Glan Clwyd and Ysgol Dyffryn Conwy)
  - Middle Leadership Development Programme (Developed in partnership by the Regional Consortia, University of Wales Trinity St David )
  - Higher Apprenticeship in Leadership & Management (Portal Training)
- **Senior Leaders**
- **Aspiring Headteachers** (including developing individuals so that they are ready to apply for assessment for the National Professional Qualification for Headship (NPQH).
  - Aspiring Headteacher Development Programme (Developed in partnership by the Regional Consortia, University of Wales Trinity St David )
- **New and Acting Headteachers**
  - New and Acting Headteachers Programme (Developed in partnership by the Regional Consortia, University of Wales Trinity St David and the Local Authorities)

- Advanced Leadership Programme in Coaching and EQ (Chrysalis Mindset)
- **Experienced Headteachers**
  - Advance Executive Coaching Programme (Developed by Chrysalis Mindset)
  - Experience Headteacher Programme (Developed in partnership by the Regional Consortia, University of Wales Trinity St David, University of Bangor and the Local Authorities)

### **Schools as Learning Organisations**

An important theme to consider in our goal to deliver strong leadership across schools in Carmarthenshire is the positive impact of system leadership and effective collaboration between stakeholders on leadership development, well-being and outcomes. This is a crucial aspect for development in education as we create a self-improving system in Carmarthenshire. Leaders in schools need to pursue their own development and facilitate the development of all staff within their schools. Securing effective system leadership across our schools will be secured through implementation of the Schools as Learning Organisations which is currently being promoted and encouraged by Carmarthenshire. A school as a learning organisation (SLO) has a supportive culture and invests time and other resources to ensure teachers can meet these standards. One of the seven SLO dimensions focuses on 'creating and supporting continuous learning opportunities for all staff.' Staff who are part of a school that is a learning organisation take responsibility for their professional learning. They are fully engaged in identifying the aims and priorities for their own learning in line with school goals and pupil learning needs, as defined in the school's development plan. The staff's professional learning is also based on continuous assessment and feedback that are built into their daily practice. Such reflection, analysis and challenges to established thinking patterns are necessary to bring about and embed the desired change and innovation in educational practice in our schools.

## Recruitment of staff in Carmarthenshire

The following sections deals with the level of schools staff recruitment in Carmarthenshire.

Chart 6. The number of vacancies in Carmarthenshire 2016-19 (primary schools)

Primary School Vacancies				
Post	Type	Number of Vacancies Advertised	Total Applications	Ave. apps per vac
Headteacher	Permanent - Full Time	23	116	5
Deputy Headteacher	Permanent - Full Time	10	105	11
Assistant Headteacher	Permanent - Full Time	2	25	13
Teacher	Permanent - Full Time	6	173	29
Teacher	Temporary - Full Time	25	611	24
Teacher	Temporary - Part Time	5	44	9
Teacher (Foundation Phase)	Permanent - Full Time	11	357	32
Teacher (Foundation Phase)	Temporary - Full Time	29	542	19
Teacher (Foundation Phase)	Temporary - Part Time	1	8	8
Teacher (Key Stage 2)	Permanent - Full Time	11	188	17
Teacher (Key Stage 2)	Permanent - Part Time	1	25	25
Teacher (Key Stage 2)	Temporary - Full Time	31	848	27
Teacher (Key Stage 2)	Temporary - Part Time	4	46	12
Teacher (+SEN1)	Temporary - Full Time	1	9	9
Teacher (Foundation Phase) Observation & Assessment Unit	Temporary - Full Time	2	22	11
Teacher (Head of Key Stage 2 - Curriculum & Assessment)	Permanent - Full Time	1	8	8
Teacher and Co-ordinator (Foundation Phase)	Permanent - Full Time	1	16	16
Teacher ASD	Permanent - Full Time	2	36	18
Teacher of the Deaf	Permanent - Full Time	1	3	3

Chart 7. The number of headteacher vacancies in Carmarthenshire 2016-19 (primary schools)

Primary Headteacher Vacancies	
School	Number of Applications
Bro Banw (2016)	7
Bro Banw (2017)	10
Bro Brynach	2
Bryn (2016)	4
Bryn (2019)	14
Brynamman	5
Dewi Sant	2
Ffairfach	4
Gwenllian	5
Halfway	16
Llandybie	1

Llangadog	3
Llanmiloe	1
Llys Hywel	4
Maes y Morfa	5
Parc-y-Tywyn	7
Peniel	3
Rhys Pritchard	2
Teilo Sant (2016)	2
Teilo Sant (2017)	3
Trimsaran	1
Tycroes	11
Y Bedol	4

Generally, there are sufficient numbers of applications per vacancy over a three year period. However, the average number of applications for small and rural schools (13) is lower than for non-small or non-rural schools (18). The number of applications for headteachers in Welsh medium schools is also lower. (*Small school – under 50 pupils. Rural school – as defined under the School Organisation Code*)

Chart 8. The number of vacancies in Carmarthenshire 2016-19 (secondary schools)

Position	Number of adverts 2016-19
Headteacher	4
Deputy Headteacher	5
Assistant Headteacher	2
Head of Faculty	19
Teacher	189
Teaching Assistant	54
ALN Staff	19
Admin / Support Staff	23
<b>Total:</b>	<b>315</b>

## Current staffing in schools - Retention

Chart 9. Staffing in schools 2018-2019 by Region and LA

			Total: qualified teachers					Total: qualified teachers
			Head teacher	Acting head teacher	Deputy head teacher	Assistant head teacher	Other qualified teacher	
Wales (1)			1311	134	1120	944	20084	23593
Wales (1)	North Wales (1)		350	37	235	269	4356	5247
	North Wales (1)	Isle of Anglesey (2)	36	8	20	26	418	508
		Gwynedd (2)	82	8	50	52	706	898
		Conwy (2)	52	7	38	45	719	861
		Denbighshire (2)	48	3	28	46	681	807
		Flintshire (2)	74	6	52	60	1004	1194
		Wrexham (2)	58	5	47	40	829	979
	South West and Mid Wales (1)		383	50	299	265	5480	6477
	South West and Mid Wales (1)	Powys (3)	74	14	51	35	752	926
		Ceredigion (3)	37	4	19	30	420	510
		Pembrokeshire (3)	54	3	31	42	697	827
		Carmarthenshire (3)	82	10	47	80	1215	1434
		Swansea (3)	83	13	91	43	1484	1714
		Neath Port Talbot (3)	53	6	61	35	912	1067
	Central South Wales (1)		360	30	360	273	6460	7482
	Central South Wales (1)	Bridgend (4)	57	4	55	31	1036	1183
		Vale of Glamorgan (4)	55	3	49	34	1032	1172
		Rhondda Cynon Taf (4)	105	10	114	81	1562	1872
		Merthyr Tydfil (4)	26	.	22	24	372	444
		Cardiff (4)	116	13	119	103	2458	2810
	South East Wales (1)		218	16	226	137	3789	4387
	South East Wales (1)	Caerphilly (5)	79	4	80	49	1147	1359
		Blaenau Gwent (5)	30	.	28	16	407	481
		Torfaen (5)	29	2	31	23	627	712
		Monmouthshire (5)	31	5	26	18	497	577
		Newport (5)	50	5	61	32	1111	1259

Position on Plasc date 2018

Carmarthenshire is the 4<sup>th</sup> highest employer of qualified teachers across Wales, including headteachers, deputies and teachers. 10% of Carmarthenshire headteachers are currently acting headteachers.

Chart 10. Qualified teacher profile for Carmarthenshire by sector, gender and age 2018-19

Sector	Primary			Secondary			Special			Voluntary Aided			Age-band Total
Age Bands	Female	Male	Sector Total	Female	Male	Sector Total	Female	Male	Sector Total	Female	Male	Sector Total	
20-24 Yrs	31	7	38	15	3	18	0	0	0	1	0	1	57
25-29 Yrs	99	29	128	64	15	79	2	1	3	6	0	6	216
30-34 Yrs	110	32	142	79	32	111	2	0	2	4	1	5	260
35-39 Yrs	110	29	139	83	33	116	6	2	8	22	8	30	293
40-44 Yrs	121	23	144	95	42	137	3	3	3	17	0	17	301
45-49 Yrs	97	24	121	87	50	137	2	1	3	11	3	14	275
50-54 Yrs	89	11	100	59	44	103	5	1	6	9	3	12	221
55-59 Yrs	52	7	59	37	22	59	0	0	0	7	3	10	128
60-64 Yrs	8	1	9	5	7	12	2	0	2	0	0	0	23
65-70 Yrs	1	0	1	3	0	3	0	0	0	1	0	1	6

Including any in year changes.



Between the 31 October 2016 and 9 January 2017, the Education Workforce Council (EWC) on behalf of the Welsh Government carried out quantitative research study based on the experiences of registered education practitioners working in Wales.

Responses were received from 10,408 (14.4%) of individuals and were broadly representative in each group of the profile on the Register of Education Practitioners held by the EWC. (Further Education and Schools)

Headline findings included:

- 33.6% of school teachers planned to leave the profession within the next three years
- 37.2% enjoyed trying new and innovative teaching methods
- 78.1% said workload was the least rewarding aspect of their role
- 88.3% disagreed or disagreed strongly that they were able to effectively manage their existing workload

Chart 11 Profile of School Teaching Staff Respondents

Phase	Respondents	
	Number	%
Nursery	5	0.1
Primary	2,205	43.1
Middle	80	1.6
Secondary	2,231	43.6
Special	108	2.1
Pupil referral unit	28	0.5
Independent	27	0.5
Others in-service <sup>12</sup>	202	3.9
Others out of service <sup>13</sup>	229	4.5
<b>Total</b>	<b>5,115</b>	<b>100</b>

	Respondents	
	Number	%
Headteacher	181	3.5
Deputy head	202	3.9
Assistant head teacher	92	1.8
Head of department	181	3.5
Head of year	25	0.5
Teacher/senior teacher	4,003	78.3
Others in-service	202	3.9
Other out of service	229	4.5
<b>Total</b>	<b>5,115</b>	<b>100</b>

## Key findings for school teachers

- In terms of what school teachers considered the most rewarding part of their role, the three most selected options were:
  - teaching and seeing learners progress (93.5%);
  - working with others (38.1%);
  - trying new and innovative teaching methods (37.2%).
- Workload (78.1%), administration (52.0%) and inspections (36.0%) were the aspects that school teachers noted as least rewarding.
- The most popular response to the question about how they saw their career changing in the next 3 years was continuing to develop practice (47.3%). Followed by 33.6% of respondents who selected leaving the profession. 20.8% of those being under the age of 45. 2.8% of those leaving the profession also indicated they were retiring.
- 25.8% of school teachers felt that they had full access to the professional development that they needed within the last year, the highest proportion (58.9 %) selected that their access to development had been partly filled.
- Respondents indicated that conflict with work/not enough time (56.5%) and cost (68.7%) were the main barriers to accessing professional development. 20.2% stated that the relevant professional development was either not available or of sufficient quality.
- Ability to manage workload within agreed working hours is a key issue with 88.3% either disagreeing or strongly disagreeing that this was achievable.
- The three most selected areas impacting upon their ability to effectively manage their workload were:
  - administration and paper work (77.4%);
  - fitting curriculum content into the available teaching hours (44.8%);
  - internal and external expectations and accountability (40.7%).
- On average full time teachers worked 50.7 hours during an average working week and part time teachers an average of 35.8.
- When asked what they would like more time to be able to do if it was available, the four most selected areas were:
  - discussing work with learners (52.2%);
  - lesson planning and preparation (51.8%);
  - exploring, selecting and developing resources (44.1%);
  - curriculum review, developing schemes of work, researching new topics (41.8%).

**Chart 12 Summary - How teachers see their careers changing in the next 3 years**

	Number of responses	% of respondents
Continuing to develop/strengthen your practice as a teacher	2,419	47.3
Increasing your working hours	1,049	20.5
Leaving teaching	1,717	33.6
Mentoring or supporting less experienced colleagues	1,060	20.7
Moving to a different school	959	18.7
Moving to a teaching role outside of Wales	259	5.1
Moving to an advisory role or different educational setting other than a school	670	13.1
Progressing to assistant or deputy head	509	10.0
Progressing to become a headteacher	155	3.0
Progressing to become a middle leader	610	11.9
Reducing your working hours	970	19.0
Retiring	354	6.9
Working as a SENco/ALNco	204	4.0
No response	44	0.9
Other (please state)	234	4.6
<b>Total</b>	<b>11,213</b>	
<b>Base - total number of respondents</b>	<b>5,115</b>	

With workload and excessive working hours featuring strongly in teacher responses, the following tables highlight the concerns.

**Chart 13** The extent teachers able to effectively manage existing workload within agreed working hours

	Number of responses	% of respondents
Strongly agree	47	0.9
Agree	241	4.7
Neither agree or disagree	232	4.5
Disagree	1,269	24.8
Strongly disagree	3,249	63.5
No response	77	1.5
<b>Total</b>	<b>5,115</b>	<b>100</b>

**Chart 14** Breakdown of time spent on different aspects

	Full-time average hours per week	% of average hours	Part-time average hours per week	% of average hours	Contracted hours unknown average hours per week <sup>17</sup>	% of average hours
Administration and paperwork (e.g. record keeping)	5.5	10.9	3.4	9.4	5.6	12.2
Assessment and marking	8.2	16.2	6.0	16.8	7.2	15.7
Cover supervision	0.5	1.0	0.6	1.6	0.6	1.2
Non-teaching / parent contact (e.g. extracurricular activities)	2.0	4.0	1.4	3.8	1.7	3.7
Planning and preparation	7.6	15.1	6.0	16.7	6.4	13.8
Professional development and training	1.0	2.1	0.7	2.1	1.0	2.1
School / staff management (e.g. budgets)	2.1	4.1	0.5	1.4	1.9	4.1
Teaching	21.4	42.1	15.7	43.7	19.2	41.7
Time for reflection	0.8	1.6	0.7	2.0	0.7	1.6
Other (please state)	1.5	3.0	0.8	2.3	1.3	2.8
<b>Total</b>	<b>50.7</b>	<b>100</b>	<b>35.8</b>	<b>100</b>	<b>46</b>	<b>100</b>

On average full time teachers work 50.7 hours a week and part time teachers an average of 35.8. The School Teachers' Pay and Conditions Document (STPCD) for England and Wales (section 52.5) indicates that full time teachers can be directed to undertake teaching or other professional duties for a maximum of 1,265 hours over 195 days which is the equivalent of an academic year.

The following table highlights how various aspects of the education system impacts on teachers' ability to effectively manage their workloads.

**Chart 15** External influences that prevent teachers from managing workload

	Number of responses	% of respondents
Administration and paperwork (e.g. organising resources, record keeping, data input / analysis, photocopying, setting up your classroom)	3,958	77.4
Class sizes	1,327	25.9
Communicating and working with parents or guardians	223	4.4
Covering for absent colleagues	164	3.2
External assessment and quality assurance	543	10.6
Fitting curriculum content into the available teaching hours	2,290	44.8
Inspections	430	8.4
Internal and external expectations and accountability	2,082	40.7
Local authority / consortia monitoring	437	8.5
New initiatives	931	18.2
One-off school activities (e.g. carol concerts, school plays, presentation evenings)	280	5.5
Pastoral or extracurricular activities (e.g. learners' welfare, school clubs)	302	5.9
Professional development and training	62	1.2
School/staff management (e.g. staffing, coaching / mentoring, budgets, policies, meetings)	693	13.5
No response	113	2.2
Other (please state)	297	5.8
<b>Total</b>	<b>14,132</b>	

The fundamental problem, as the results of the above data shows, is one of excessive accountability, administration and an overloaded curriculum. Headteachers outline that “inadequate funding” and the pressure of getting good results against a back drop of sliced budgets and the incoming new curriculum is also putting additional pressures on staff in schools.

### Staff Leaving the Profession

Further to the above research, a survey of 8,674 National Education Union (NEU) members in England, Wales, Scotland and Northern Ireland found that more than a quarter (26%) with between two and five years' experience intend to leave education in the next five years. 40% of respondents said they would be out of the profession by 2024, 18% expect to leave within two years.

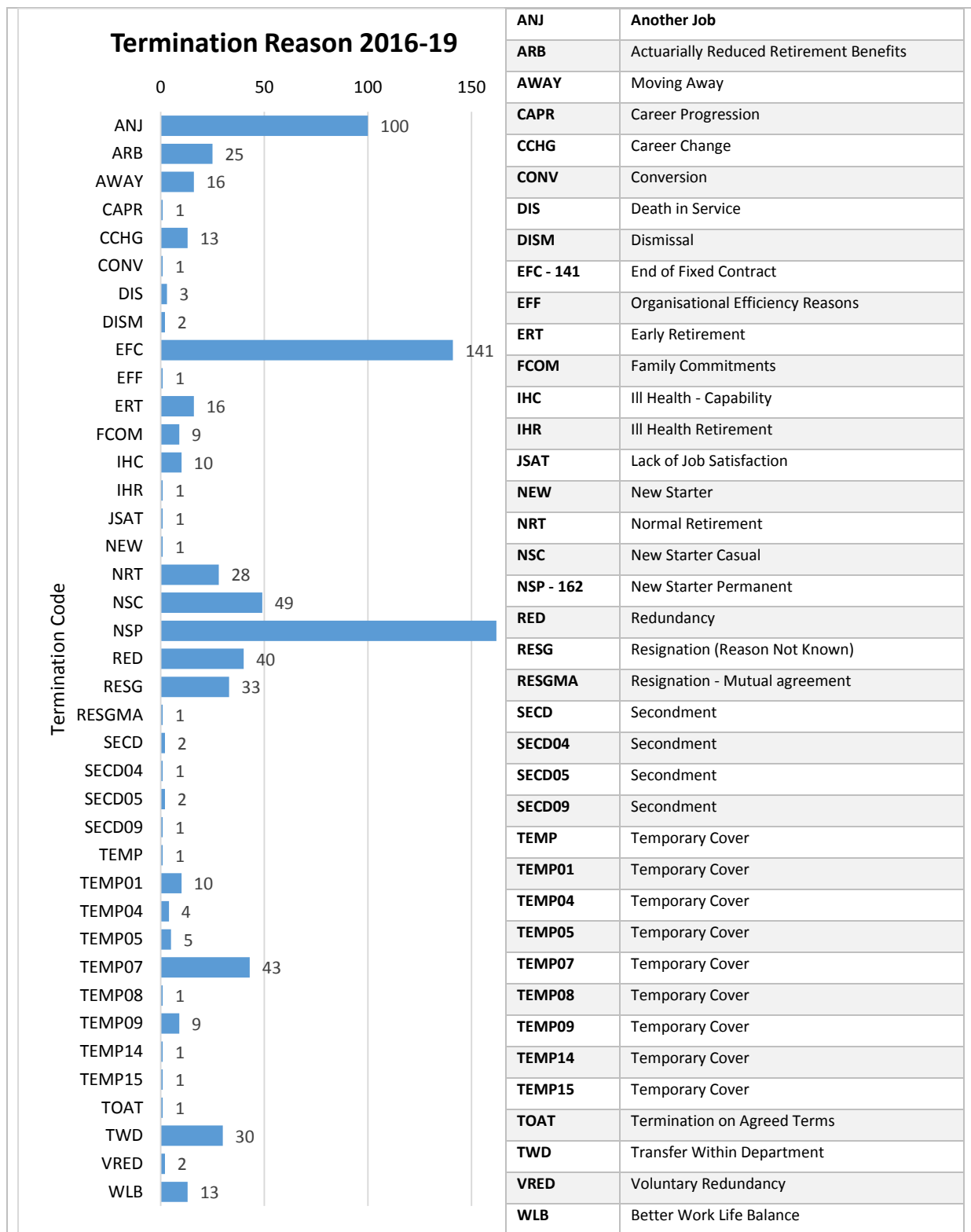
However, statistics published by the Welsh Government show that the proportion of teachers leaving the profession (excluding those retiring) in Wales has increased very slightly in recent years. Since 2012, the leaving rate has remained at around three per cent per year for both primary and secondary schools.

Chart 16 Carmarthenshire Profile of staff leaving 2016-19 by age, gender and sector

Sector	Primary			Secondary			Special			Voluntary Aided			Age-band Total
	Male	Female	Sector Total	Male	Female	Sector Total	Male	Female	Sector Total	Male	Female	Sector Total	
20-24 Yrs	2	15	17	0	3	3	0	1	1	0	0	0	21
25-29 Yrs	12	63	75	15	28	43	0	1	1	1	3	4	123
30-34 Yrs	19	39	58	9	24	33	1	0	1	0	1	1	93
35-39 Yrs	16	38	54	9	30	39	1	0	1	3	8	11	105
40-44 Yrs	15	60	75	8	22	30	0	1	1	0	11	11	117
45-49 Yrs	11	28	39	8	28	36	2	0	2	0	5	5	82
50-54 Yrs	6	26	32	16	20	36	1	5	6	0	1	1	75
55-59 Yrs	9	46	55	17	19	36	1	1	2	1	4	5	98
60-64 Yrs	2	22	24	15	18	33	0	0	0	0	1	1	58
65-70 Yrs	1	0	1	0	3	3	0	0	0	0	5	5	9
<b>Total</b>	93	337	430	97	195	292	6	9	15	5	39	44	781

Note. Data provided in table includes all staff employed in schools. Data includes all year data.

Chart 17 Carmarthenshire reason of staff leaving 2016-19



## **Addressing concerns**

### **Reducing workload**

Since 2017, Carmarthenshire, along with several other education organisations in Wales have demonstrated our commitment to help teachers balance their workload. Stakeholders contributed to a joint project launched by the Cabinet Secretary for Education, Kirsty Williams and Her Majesty's Chief Inspector of Education, Meilyr Rowlands.

The project was formed in recognition of the burden that the education workforce can feel. This joint working produced a staff room poster and pocket guide, which highlight what teachers should and should not do when they are planning lessons, marking and assessing and collecting data, as well as clarifying Estyn's expectations.

### **Changes to accountability**

Welsh Government is currently working with the teaching profession, local government, consortia, Estyn, unions and international experts to undertake a fundamental review of the current accountability system. A recent accountability review identified that unintended consequences of the current assessment, evaluation and accountability arrangements and performance measures is placing unnecessary workload for teachers and others in the system, without the necessary impact or benefit for learners. As a Local Authority, will also continue to work with the middle tier on the cultural and behavioural changes needed to support these arrangements. We understand that we must also ensure alignment of each aspect of work and take care to avoid conflicting messages, unnecessary bureaucracy and excessive workload.

### **Inspection**

Estyn will continue to inspect schools. As a response to the report A Learning Inspectorate the nature of inspection will change. Estyn are currently consulting on those arrangements. There will be a partial suspension of inspection from September 2020 to August 2021 to enable the inspectorate to work more closely with schools and consortia on the curriculum reform. However, those schools that continue to give cause for concern will be monitored by Estyn during this time and will continue to receive support from their regional consortia and local authorities. Moving forward Estyn will change the way they undertake their inspections. This will involve the validation of the school's self-evaluation and improvement processes and will take place more regularly than in the current cycle.

### **Preparing for the new curriculum**

The approach to professional learning and the new curriculum are being developed in tandem to ensure that immediate and emerging professional learning requirements are taken forward in a planned and structured way. At the root of current reforms is our goal of developing a self-improving system. That is a deliberate step away from the top-down approach of the past, where the Government directs, instructs and sanctions, to one where it provides strategic leadership, facilitation and support. There needs to be significant investment by the ERW region to develop

capacity to support the transition to a school led system through networks, triads and mentors to support school to school working focused on practitioner inquiry and joint practice development.