

Recruiting to School Direct shortage subjects: insight and ideas

Online seminar – 21 January

Welcome to our School Direct online seminar

While we're waiting to start, why not let us know who you are and where you are based by typing in the chat box on the right-hand side of the screen.



This session

The purpose of this online seminar is to help you:

- find out more about how other schools successfully recruit to shortage subjects
- have the opportunity to consider how you can recruit to your places
- hear advice tips and examples of best practice that can help you attract and recruit priority applicants



Get into teaching campaign work

- **During November and December, we had a particular focus on targeted marketing in a campaign called “priority push” for the six priority subjects: maths, physics, chemistry, computing, languages and design and technology (D&T).**
- **Activity included:**
 - Press advertising:
 - National press/newspapers: focused on maths, physics, chemistry and D&T
 - Trade press: Accounting & Business (maths), Physics World & How it works (physics), Chemistry World & New Scientist (chemistry)
 - Social media: promoted Facebook posts and promoted tweets, with a focus on SKE and bursaries for priority subjects
 - University campus Brand Ambassadors: students briefed to encourage more students at university to consider teaching, particularly in priority subjects
 - Emails to candidates interested in teaching priority subjects and who have registered on the Get into teaching website



Get into teaching campaign work

Here are some priority messages that you can use

- Interested in teaching <subject>? You could get up to £<amount> tax-free to train to teach.
- Are you a future subject leader? If you're interested in teaching <subject> you could apply for the elite <subject association> scholarship scheme. Benefits include tax-free financial support of £25,000, membership of <association> plus networking and mentoring opportunities.
- If you have at least three years of work experience and are looking to train while being employed as an unqualified teacher, you apply for the School Direct (salaried) programme. Trainees in maths, physics or computing could earn a starting salary of £21,000 nationally, or £25,000 in London.
- If you're interested in teaching <subject> you may be eligible for enhanced application support, including personalised one-to-one advice and guidance from a named adviser on becoming a teacher, including support with your application

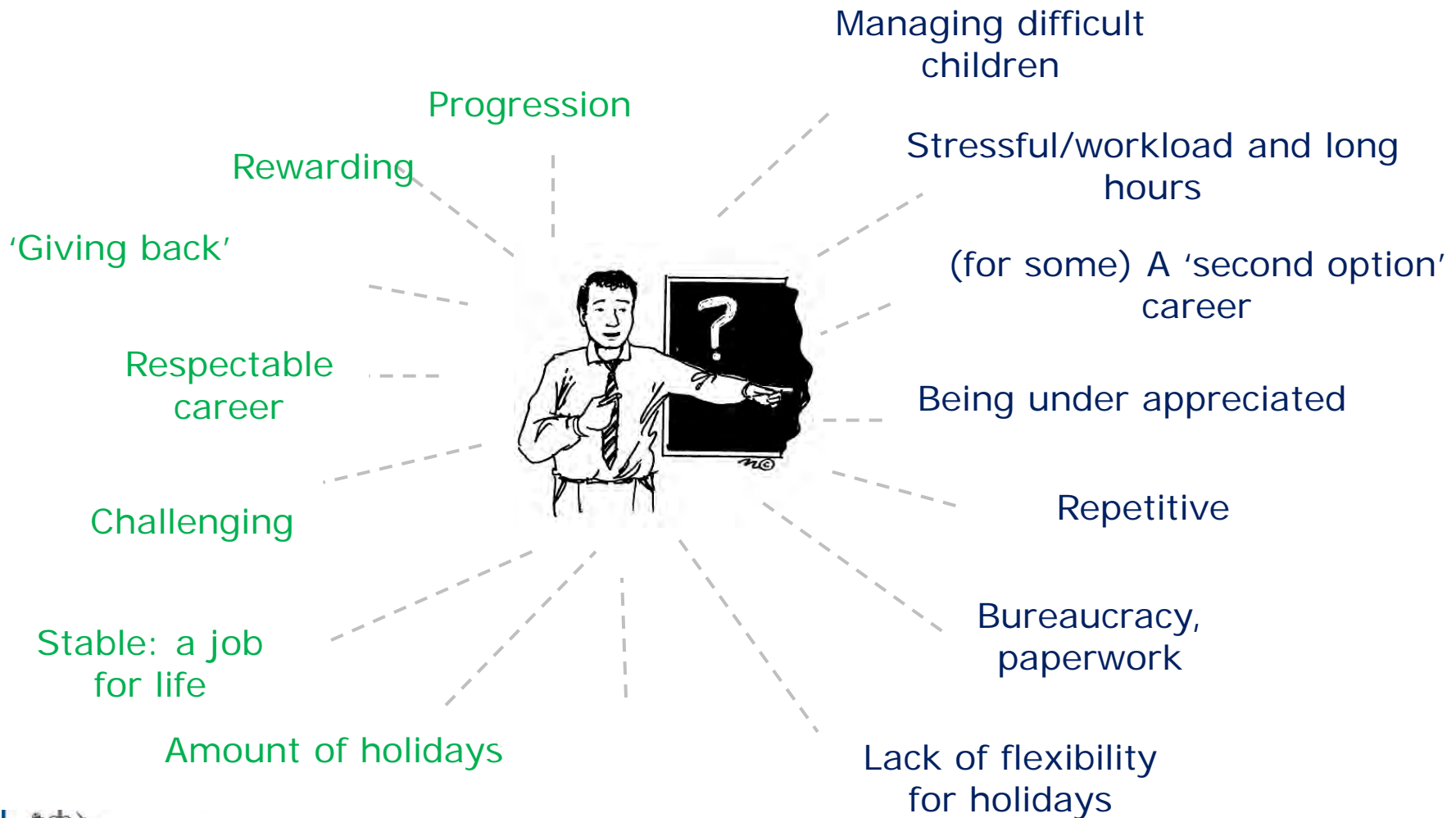


Get into teaching ‘career changers’ work

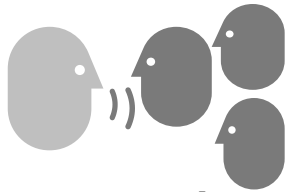
- **Throughout January the ‘New Year, New Career’ campaign targeting career changers has been tapping into the mood of ‘January blues’ and New Year’s resolutions. So far we have:**
 - an updated campaign website with career changer case studies and information
 - press advertising in January issues of specialist magazines whose target audience are experts in shortage subjects eg The Chemical Engineer (chemistry), New Scientist (physics), Industrial Technology (D&T) and others
 - online and social media promotion aimed at career changers on websites such as LinkedIn and UCAS teacher training and through accounts such as twitter and Facebook.
- **We’ve also recently done some research on reaching career changers with TNS, which we’d like to share.**



For many, teaching is an appealing career change; the pro's are seen as relatively 'well established'.



Friends and family are the most trusted sources of information; the internet is also widely used.



▪ Friends/ family

Trusted source of information – can tell them what it's really like to be a teacher. This can make it hard to challenge perceptions of teaching as they see this as the 'true' picture.

Additionally, most feel they would support them if they changed to a career in teaching (*especially high interest groups*)



▪ Media / press

Hear predominantly negative press around modern youth; acknowledge some of this represents extremes and not necessarily reality, but raises concerns

Some would/have looked for job opportunities in local newspapers



▪ Online

Would use various websites from Google searches (to look at eg pay, training requirements), official Government/DfE website, University sites, job websites eg Monster

Online forums and blogs



▪ Social media

Overall, seen as suitable for social life, but not career (especially Facebook): don't trust information there

Only a few use LinkedIn to look for information and jobs, key word search and role-specific recruiters



Career changers need clarity and reassurance to address their concerns – and want the range of benefits to be highlighted



Emphasise range of benefits and challenge preconceptions by showing the 'real' picture



Reassure that it's flexible: the job and the training can fit in with family and home life



Give information on exactly what training and qualifications are required and emphasise ease of transition

Be clear about what it will mean financially salary and cost of training



Appeal to their experience: show how it will be used and that it will be of added value e.g. enabling faster progression

The biggest selling feature that teaching has is that it fits in with family life. Lots of people switch to teaching because they want to fit their timetable with their children.

High Interest, Career Changers, London

"If you're moving from one industry to another, they need to advertise it as an easy transition - 'we'll help you every step of the way'

Mid interest, Career Changers, Manchester

I want to know how long I'm going to be out of employment. What's the hit I'm going to take on that? How long will I be out of salary for?

High Interest, Career Changers, London

[I want the message to be] we need your experience...you could be doing this in 12 months time, [going from] sitting in an office in a boring job and then in a classroom.

Mid Interest, Career Changers, Birmingham



National College for
Teaching & Leadership

How can you tap into this work?

Career changers tell us that schools offer them a more attractive ITT offer and are therefore an excellent audience for you to target.

- Think about your promotion and any opportunities for specific messages for career changers, focusing on:
 - how rewarding teaching is with your school
 - how the training can suit career changers
 - showcasing the support your school offers
 - the expectation/likelihood of employment after training/career package
- If you offer SD salaried routes, ensure that this is included in all your marketing and promotional messages
- Perhaps run a recruitment event at your school specifically for career changers, after working hours (when they are most likely to attend)
- Don't forget, if you are using Twitter for this activity, tag us (@getintoteaching) in your tweet and we'll retweet to our over 25,000 followers.



What else can you do or offer priority applicants?

Careers services and University faculties

- Liaising with your local careers service or career teams/specific faculties (eg Physics departments) in your provider or local Universities can provide a low cost way of advertising your vacancies directly to graduates in this subjects
- You could leave your leaflets with them for when they their own department careers fairs, or even attend these events for your school/partnership
- Also, don't be afraid to ask them to even refer potential candidates to your school



What else can you do or offer priority applicants?

PR/Press

- The local press loves stories about people, so why not consider a story about a previous physics/maths/career changer appointed trainee.
- Ask them to write a case study or blog about their experience sharing positive impact and how negatives have been overcome and use this for your PR or social media to help spread the word.
- Contact your local authority press team for support on ‘pitching’ a story to local press.

“From florist to trainee maths teacher... Norfolk’s new Teacher Training Centre recruits are raring to go”

The new school year heralds a new start for 20 trainee teachers who are set to commence their training in September with the new Norfolk Teacher Training Centre (NTTC) in Norwich. NTTC’s first intake includes a former florist, an accountant, a sports coach, an IT technician and a telesales executive, among others, who are changing careers to become teachers.



What else can you do to reach priority applicants?

- Science, technology, engineering and maths students are often more likely to be thinking about their career and job applications at this time of year (and for next few months).
- This is because they tend to be occupied by experiments/exams up until this point.
- Now is good time to trial some targeted promotion activity to these groups.



Get your basics right – your website

- Keep information about your priority subjects on your website and keep it up to date including 2015/16 not 2014/15.
- Make sure it guides applicants to UCAS teacher training and includes a guide on how to search for you and how to use the system www.ucas.com/apply/teacher-training.
- Ensure your site explains your school experience offer with a link to the school experience page at www.education.gov.uk/get-into-teaching/school-experience/sep.aspx.
- Ensure your website explains that applicants can access subject knowledge enhancement (SKE) through the school with a link to the SKE page at www.education.gov.uk/get-into-teaching/subjects-age-groups/age-groups/teaching-secondary/boost-subject-knowledge.



Don't lose those with potential to teach shortage subjects – partnership working

- Working closely with your provider and being well prepared for the interview and admissions process, could help you move applicants across different programme routes to fill your vacancies.
- This could include moving applicants between providers and schools, for example a move between provider-led and School Direct places and vice versa – where the applicant/provider/school agrees. To do this the applicant would need to withdraw their choices to move from Apply 1 to Apply 2.
- If you have filled your mathematics places but the applicant is strong on physics, why not consider offering them a physics place using SKE to help bolster their knowledge?
- If you find a great chemistry applicant but your places are full, is there another lead school in your local area that could offer them an interview and hopefully a place?
- Do you have an applicant that would benefit from being on a HEI based route rather than a school led route, why not work with your provider for them to offer them a place.
- Could you work with other schools and providers in your local area and offer any outstanding places?



Don't miss out on priority subject applicants – use UCAS teacher training

- Test the system yourself as a candidate to ensure your priority subject programmes and school information is easily found and understandable.
- Ensure your priority programmes are managed effectively, i.e. use suspend and close correctly.
- Ensure your profile page mentions your priority subjects and is current and useable, use links to your own website for further information.
- Ensure that you have entered enough and effective information against each priority subject programme.
- Applications from overseas students: your ITT provider can help you assess the suitability of their qualifications. They may also offer equivalency tests for those overseas applicants that may not have a GCSE English equivalent, but may hold an English as a foreign language qualification. It is important to do this ahead of interview.



Recruiting to modern languages and design technology – top tips

- Ensure your UTT profile page outlines the specific language(s) you offer and use the subject classification titles to list the specific language(s) they cover for example a 'modern languages' course could have 'French, German, Spanish'. You can list up to 10 classifications for each course.
- Be clear on your UCAS profiles and in your communications what aspects of D&T you are looking for expertise (NCTL and UCAS are working to enhance the UTT system to enable you to add different D&T specialisms classifications)
- Using SKE - because of the breadth of the D&T curriculum and the fact that you might want a candidate to be confident in a second language, candidates may need some SKE in order to gain specialist knowledge in particular areas. You should consider now how to address these SKE needs for your candidates.
- Use SD (salaried) - D&T applicants tend to be older and overwhelmingly prefer the School Direct salaried route. If you have an SD(fee) in D&T place you should consider changing this to SD(Salaried) – we are allowing schools to make these swaps.



Don't lose those with potential to teach shortage subjects – use SEP...

- **School experience programme (SEP)**
 - Delivering a school experience programme will allow you to see the potential of the trainees and cultivate their interest for future application
 - It will also be an opportunity for you to develop a strong connection with potential applicants
 - You could receive up to £350 funding for hosting a 10 day placement for priority subjects
- **We've expanded our school experience programme for more information and how to register on the NCTL's own SEP**
www.gov.uk/government/publications/school-experience-programme-information-for-schools



School experience programme

“ SEP has provided us with a number of benefits. Firstly colleagues are able to showcase their talents to visitors, it keeps their planning sharp and colleagues become confident and comfortable with having people observing their lessons. Secondly it allows potential candidates to experience time in school, which allows them to decide if teaching is for them. Overall, it has provided us with a valuable inlet into recruitment through channels that are our school recruitment would not be able to provide, allowing us to market our programme and recruit our places.”

Lynsey Draycott
Barr Beacon School



Don't lose applicants with potential to teach shortage subjects – use SKE...

- **Subject knowledge enhancement (SKE) programmes in maths, physics, chemistry, languages, D&T and computing**
 - SKE is crucial to filling your priority subject allocation: around a third of this year's trainees in priority subjects undertook an SKE programme.
 - If you spot a candidate with potential in a priority subject, use SKE to ensure they have the right subject knowledge to start their ITT with you in 2015-16.
 - Use the SKE course directory to help you find suitable SKE providers now, so that you are ready to discuss this with your applicants.
<https://www.gov.uk/government/publications/subject-knowledge-enhancement-course-directory>
 - It's easy to find and arrange an SKE programme that will meet the needs of your applicants. All SKE programmes are fully funded by NCTL. Speak to your teacher training provider(s) to see if they offer SKE; or consider delivering your own bespoke courses. If you'd like to develop your own SKE, email ta.ske@education.gsi.gov.uk or read the SKE threads in the SD Knowledge Hub.
 - For more information on SKE visit www.gov.uk/subject-knowledge-enhancement-an-introduction or email ta.ske@education.gsi.gov.uk.



Subject knowledge enhancement (SKE)

“ The response from SKE candidates has been really positive, identifying the main benefit as increased confidence in the classroom. For those who completed SKE before starting training, the main benefit was the reduced time pressure of updating their subject knowledge in parallel with their teacher training course. Trainees in Mathematics, MFL , Physics and Chemistry have felt the courses were very useful and the networking has been effective ”.

Pauline Treanor, Deyes High School



Make contact with subject associations

Subject associations/institutions have a wealth of information about how to reach their specialist audience.

- Institute of Physics (IOP) - www.iop.org
- The Mathematical Association - www.m-a.org.uk/jsp/index.jsp
- Royal Society of Chemistry (RSC) - www.rsc.org
- The Association of Language learning (ALL) - www.all-languages.org.uk
- Design and Technology Association - www.data.org.uk
- BCS, Chartered Institute for IT - <http://www.bcs.org/>



Don't forget... to use scholarships and bursaries in your promotion

Subject	Scholarship	1st	2.1	2.2	Good A level and relevant degree
Chemistry	£25,000	£20,000	£15,000	£12,000	£0
Computing	£25,000	£20,000	£20,000	£15,000	£0
Design and technology	-	£9,000	£4,000	£0	£0
Mathematics	£25,000	£20,000	£20,000	£15,000	£9,000
Languages	-	£20,000	£15,000	£12,000	£0
Physics	£25,000	£20,000	£20,000	£15,000	£9,000



Today's speakers

We have colleagues from School Direct partnerships and subject association who can offer practical advice from their own experience.

Amanda Parry

Deputy Headteacher

Thornden School

Sue Farrimond - Vice Principal (Learning and Teaching)

Chris Beard - STEM ITT Lead

Manchester Communication Academy

Jo Murawski

Marketing Executive

Institute of Physics



National College for
Teaching & Leadership



Testbourne Community School



Court Moor School



Harrow Way Community School



The Romsey School



Scantabout Primary School



The Mountbatten School



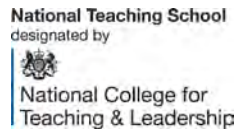
Chandlers Ford Infant School



Knightwood Primary School



ST FRANCIS
C OF E AIDED SCHOOL
VALLEY PARK



Peter Symonds College



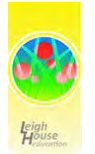
Leadership, Education and Research Network

Recruiting to shortage subjects

Hampshire LEARN SCITT Partnership



Perins School



Leigh House Hospital



Lakeside School





Subject	Allocation	Places accepted or pending	Applications received
Physics (S)	1	0	√
Physics (NS)	3	1	√
Chemistry (S)	1	1	√
Chemistry (NS)	3	1	√
Biology (NS)	3	2	√
Mathematics (S)	2	1	√
Mathematics (NS)	6	3	√
English (S)	2	2	√
English (NS)	8	5	√
History (NS)	8	5	√
Physical education (NS)	8	8	√
Design & Tech (S)	10	7	√
Design & Tech (NS)	2	2	√
Primary	4	1	√



ITT Team

It is vital that you have the right person leading school based training. They need to believe in the pathway, be personable and approachable. Administrative support is essential.

Trust from our alliance school

Our ITT partners trust us to train their unqualified teachers/ LSA/ cover teachers. Most salaried places are filled with these people.

Past pupils from alliance schools

Past pupils are now applying for our training places because they valued their time at school, enjoyed the teaching they received and the ethos in which they were educated and want to train in a similar way.

Information events (evenings and coffee mornings)

Even if you only get a small number who attend the personalised nature of these events recruit well. Potential trainees are very confused about the different pathways available to them. Spending time with them, face to face with a personal touch normally leads to an application.

Use the *What's on Where* section of the *Get into Teaching* website to adverts your events

We know from our applicants that potential trainees use this website.



What has worked for us

Support literacy and numeracy skill test preparation

We support good applicants who struggle with either their literacy or numeracy e.g. last year, SENCo from the lead school helped a dyslexic trainee who was due to take his literacy test for a third time with strategies for managing the spelling test.

Email and phone contact

We keep in close email and phone contact with applicants. We also do this once they have accepted a place with us to track their progress and see how they are getting on with meeting the conditions and put helpful interventions in place, if necessary.

Geographical location in your name

Having the geographical location in your provider name is really helpful because many applicants just do a geographical search for providers.

Reputation

Reputation is everything. Word of mouth recommendations are an invaluable recruitment tool.



Subject Knowledge Enhancement

Swift - Self Funded

Programme Outline

The SKE Swift was designed for trainees who had the relevant qualifications but needed to improve their specific subject knowledge for teaching Mathematics in 11-16 schools.

Why we designed and delivered this programme

All of the candidates on the programme had an A level (or equivalent) maths qualification and a degree that had over 50% mathematics. However, through subject audits we found small gaps in knowledge that needed to be addressed prior to teaching KS3 and KS4.

Candidate Case Study

One trainee had a PhD from a Polish University. Whilst specific areas of knowledge were outstanding there were basic gaps due to Mathematics and Statistics being taught separately in Poland.



Subject Knowledge Enhancement

Swift - Self Funded

Programme Success

- 6 trainees on the programme
- 100% were grade 2 or 1 at the end of their training year
- 100% were graded 2 or 1 in subject knowledge by the end of their training year
- 100% gained employment
- 60% gained employment across our alliance
- 2 trainees gained employment before the end of their first term of training.
- 100% of feedback and evaluations from trainees and training schools was very good to outstanding



Subject Enhancement 2015 (for 2015/16 start)

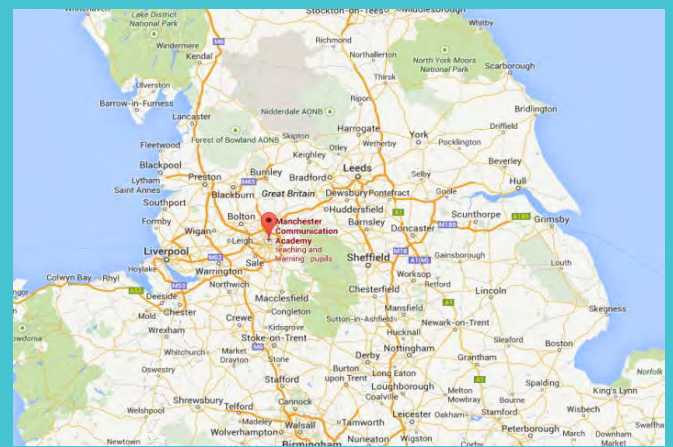
Programme

- English, Mathematics and Science twilight training led by external professionals
- One twilight a month from January – June
- Potential trainees and successful applicants are offered places
- Combined with teachers across our alliance



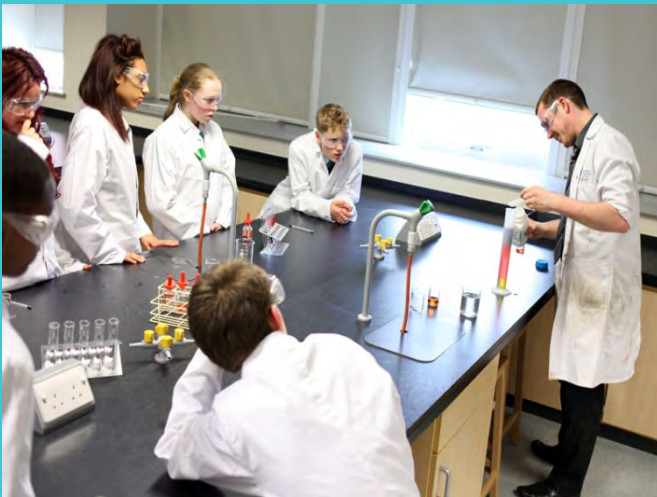
North Manchester ITT Partnership

- Manchester Communication Academy
- Very successful School Direct programme 2013/14
- SCITT accreditation in Oct 2014





Current places and allocations



Subject	2014/15 Filled	2015/16 Allocation
Mathematics	6	5
Physics	2	4
Chemistry	2	2
Computing	1	1
MFL	1	1



Top Tips

- Respond and track all enquiries, visitors and applicants
- Be approachable and flexible
- Utilise the School Experience Programme (SEP)
- Bespoke Subject Knowledge Enhancement (SKE) Courses
- Promote funding and scholarships
- Take risks
- Sell yourself and the programme
- Be creative



Success Story - Physics

- Microbiologist changing career
- Applied for biology salaried position
- Showed promise at interview but not to a salaried level
- A-level physics
- Offered a physics training position with addition of a SKE Course





Success Story - Mathematics

- Working in finance
- Late entry, enquired about place in Sep 2014
- Visited us the following day
- Offered a place and started the programme in Oct 10
- Use of SKE course to catch up
- Second placement school so impressed with trainee they joined our partnership
- Trainee employed by MCA





Take away points

- Make responding to enquiries a priority!
- Don't be afraid to be creative...and take a risk!



IOP support

Free online advice for all schools recruiting physics trainees:

www.iop.org/education/educate/recruitment-schools/page_63949.html

- **Getting the marketing basics right**
 - What marketing channels to use
 - Key messages for your marketing
- **Building partnerships with HEIs and prospective applicants**
 - Don't forget about engineering students and graduates
- **Advice on how to run a successful open/ taster day**
 - Provide a tour of your school and/or lesson separately to your open day. Inviting prospective applicants back to your school gives you another opportunity to engage with them

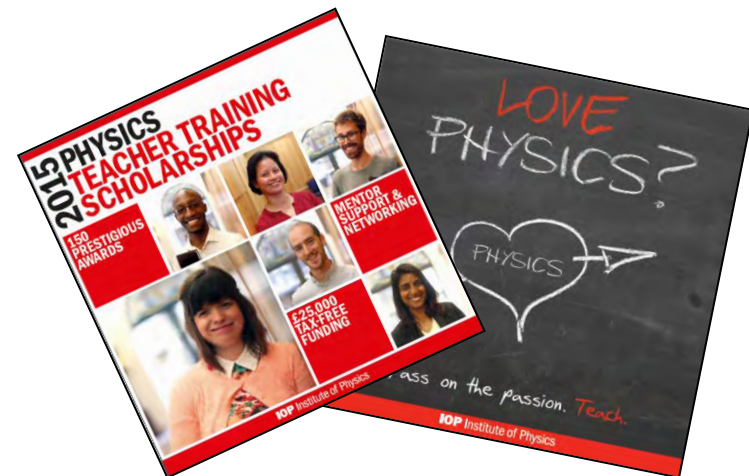


IOP School Direct registration programme

A free registration programme for School Direct schools:

- Advertise your recruitment events on our events calendar
- Receive physics teacher training literature to distribute at your event
- Receive a marketing action plan with marketing advice
- Receive e-newsletter with even more marketing tips and advice!

Register at www.iop.org/schooldirect



Our advice

- Remember that you are **looking for potential**, not the finished product. If a candidate is not suitable for your programme, suggest they try another route, such as university-led training.

- Promote the **IOP Teacher Training Scholarship programme** to all eligible candidates! £25,000 tax-free funding, mentor support and exclusive trips to science-related venues in the UK.

Visit www.iop.org/scholarships for full details.



Today's speakers

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Sue Farrimond - Vice Principal (Learning and Teaching)

Chris Beard - STEM ITT Lead

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Support from us

- The marketing resource bank has been a full suite of the marketing resources being used for the new Your Future | Their Future national campaign, guidance documents and templates for you to adapt e.g. press release, parents letter
 - You can adapt these with your school's name, selling points and then use these locally to recruit
 - The bank will be updated regularly throughout the year to showcase excellent recruitment practices by schools and top tips on specific areas on marketing such as social media: www.education.gov.uk/sdmarketing
- Our events team runs events in areas which may be finding it difficult to recruit, inviting potential applicants interested in teaching to come and meet with providers and schools such as the Train to Teach events <http://www.education.gov.uk/get-into-teaching/events>. Whilst there is limited availability for schools to attend current events, please email traintoteach@blackberryproductions.co.uk for more information.
- You can advertise your own recruitment events for free on our “Get into Teaching” website which attracts c.3m visits per annum - email WhatsOn.WHERE@education.gsi.gov.uk



Support from us cont.

- We can help you find out more and meet schools locally that are already participating through our new **Teaching and Leadership Adviser** team – email to find out who your regional contact is
- Our [GOV.UK information for schools](#) web pages will be regularly updated with advice and guidance and will signpost quick start guides, top tips; the School Direct bulletin
- Make sure your schools main and also partnership contact on the Allocation Resource Managements system is up-to-date and the lead school will receive and forward on regular email bulletins with reminders about next steps throughout the process
- Join our new **School Direct Hub** - a new online networking group for you on the Knowledge Hub. Join other new members and start asking your questions and sharing ideas today. Simply register as a member of Knowledge hub : <https://knowledgehub.local.gov.uk/> and then request to join the School Direct Hub.



Continue this discussion

Continue this dialogue and share best practice in a discussion on this topic in the School Direct Hub:

<https://knowledgehub.local.gov.uk/group/school-direct-hub>

A recording of today's seminar will be available and emailed to you together with links to a feedback survey and to other information.

Thank you for taking part!

For queries about the online seminar or online community email: TA.RESOURCEBANK@education.gsi.gov.uk

For general queries about School Direct email:

School.Direct@education.gsi.gov.uk



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