



Department
for Education

Inspire by Teaching Recruitment evaluation

**North Yorkshire Coast Opportunity Area
Intervention Level Evaluation Report**

May 2022

Authors: York Consulting



Government
Social Research

Acknowledgements

York Consulting would like to thank everyone in the North Yorkshire Coast Opportunity Area that has contributed to this evaluation.

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Glossary of abbreviations

CPD	Continuing Professional Development
DfE	Department for Education
EBaCC	English Baccalaureate
HR	Human Resources
IBTR	Inspired by Teaching Recruitment
ILE	Intervention Level Evaluation
KS1	Key stage 1
KS2	Key stage 2
MI	Management Information
NQT	Newly qualified teacher
NYC	North Yorkshire Coast
OA	Opportunity Area
RQT	Recently qualified teacher
SCBA	Social Cost Benefit Analysis
SCITT	School-centered initial teacher training
SENCO	Special Educational Needs Coordinator
STEM	Science, Technology, Engineering and Maths
TES	Times Educational Supplement

Executive summary

Key insights for future delivery

The following key insights should be taken in consideration for future roll-out:

- **Range of outcomes.** Key outcomes from the project included 247 vacancies filled, 20% of these were recruited from outside the North Yorkshire Coast area, benefits to headteachers, benefits to recruited teachers, retention of quality teaching staff and reduction in school recruitment costs.
- **Personalisation and customisation.** The support model was perceived to be flexible to the requirements of the schools. Schools believe that this provided a better service than their previous recruitment practice as vacancies were filled quicker and with better quality candidates. Recruited teachers also felt that this personalised service allowed them to gain stronger insights of the school and be better prepared for the role.
- **Collaboration.** Schools demonstrated a willingness to work together as part of this centralised model to address an area-related recruitment problem. Schools collaborated by working with the same recruitment consultant and by undertaking joint recruitment when they had a need for the same role. To successfully achieve this, schools need to be prepared to share information that might result in them losing but potentially gaining staff from neighbouring schools.
- **Recruitment partner.** The recruitment partner developed a good knowledge of local schools and recruitment practice in the area, as well as strong relationships with headteachers which was important because this enabled greater collaborative practice and buy-in from school leaders. The project was strongly identified with the personality of the recruitment consultant which brings potential risks if they move on.
- **Funding.** External funding to demonstrate the effectiveness of the approach and to get it started is an important factor. Headteachers said they were unlikely to pay for this type of service until they had tried it first. Consideration should be given to providing a financial incentive element for any future project to stimulate teachers to relocate into locations perceived as less attractive.
- **Articulation of need.** A clear case was made with evidence that schools were experiencing difficulties with teacher recruitment. Headteachers believed that the project helped address this need.

Introduction

This report presents findings from the evaluation of the Inspire by Teaching Recruitment (IBTR) project. IBTR was an initiative developed by the North Yorkshire Coast Opportunity Area (OA) in 2018 to address teacher recruitment difficulties in Scarborough, Whitby and Filey. IBTR was one of 5 OA projects evaluated as 'intervention level evaluations' by York Consulting on behalf of the Department for Education (DfE).

The IBTR project developed a centralised model offering recruitment support to all schools in the North Yorkshire Coast area. It involved the use of a recruitment consultant to support schools in attracting additional teaching talent into the area and fill their school vacancies. The project also offered financial incentives, linked to recruitment and retention, to support particularly hard to fill vacancies. The IBTR project was a different approach to the traditional model of schools, in the North Yorkshire Coast area, each managing their own individual recruitment.

Evaluation aims and methodology

The evaluation aimed to explore the delivery of the project, including whether it was implemented as planned and what worked well and not so well in the different elements of the project. It also planned to assess the impact of the project through a cost benefit analysis. Challenges of coronavirus (COVID -19) affected data availability, meaning that the cost benefit analysis was scaled back from the original design. An analysis of unit cost savings was conducted instead.

Evaluation fieldwork took place between May 2019 and May 2021 and involved qualitative interviews with headteachers of participating schools and recruited teachers covering 3 waves of fieldwork. Quantitative analysis of project management information was undertaken covering all recruitments and associated advertising. However the quantitative analysis was limited due to lack of data about vacancy trends prior to the introduction of IBTR.

Key findings

Implementation and delivery

Effective recruitment. The recruitment consultant developed a personalised approach to both headteachers recruiting and to teachers being recruited. The knowledge, enthusiasm and personalised approach of the recruitment consultant was key to the project's success as it ensured better matching of staff to recruited roles. Headteachers and recruited teachers were satisfied with the personalised support and centralised delivery model provided by IBTR. Headteachers felt that IBTR addressed their

recruitment barriers through tailored support (e.g., sifting). Secondary schools tended to retain greater control of the process than primary schools. In some cases, secondary headteachers preferred to undertake certain elements themselves such as leading interviews. There was a dependency of this personalised approach on the individual recruitment consultant, so it may have been challenging in the short-term to replace them.

Talent pool. The establishment of a ‘talent pool’ of teachers interested in working in the North Yorkshire Coast area facilitated a forward pipeline of potential teacher recruits. The teacher recruitment web portal promoted interest in teaching in the area and helped to reduce advertising costs. Headteachers indicated in interviews that the pool of talent available through the project gave them better choices and improved the quality of teachers moving into the area.

Flexibility of support. The reputation of IBTR was enhanced by how it responded to COVID-19 interruptions. This was achieved by the successful introduction of virtual recruitment practices and the continuation of the high-quality personalised service by the recruitment consultant.

Take-up of financial incentives to fill shortage vacancies. IBTR filled 32 hard to fill vacancies using financial incentives. Headteachers thought that it was unlikely that these vacancies would have been filled with the same quality of candidates had the incentives not been available. All financial incentive vacancies were in secondary schools (apart from 3 primary senior leadership positions). Nearly three-fifths (19 or 59%) of financial incentive vacancies were in either STEM subjects or senior leadership positions. All posts attracting at least one of the financial incentives were filled by candidates from outside the North Yorkshire Coast area.

Benefits, outcomes and impacts

Vacancies filled. Over 3 years of operation the project successfully filled 247 school vacancies in the North Yorkshire Coast area across participating schools (12 secondaries¹ and 34 primaries). Most vacancies filled (73% or 181) were teaching positions although some non-teaching vacancies were also filled (teaching assistants, administrators, senior leaders). Some schools had a higher concentration of vacancies filled than the average. For example, 2 schools accounted for over half (64 or 54%) of secondary vacancies.

Increased recruitment from outside the North Yorkshire Coast area. IBTR attracted new talent into the North Yorkshire Coast area with a fifth (20% or 49) of vacancies filled from outside the area. Headteachers consulted as part of this evaluation confirmed that

¹ One of these was an FE college

prior to IBTR it was rare for them to recruit teachers from outside the North Yorkshire Coast area.

Benefits to headteachers included a tailored service giving them as much or as little involvement as they preferred. They recognised that the role of the recruitment consultant saved them time and felt that this enabled a better field of applicants than they would otherwise have achieved.

Benefits to recruited teachers included support and advice from the recruitment consultant, visiting their school before term started and learning about systems used with in their school. Recruited teachers also felt they received a personalised approach that helped them secure their position.

Retention of quality teaching staff. Headteachers consulted, felt that IBTR had improved teacher retention. Specifically, they thought there were fewer teachers leaving in the first twelve months after appointment. There is tentative evidence to suggest that IBTR has achieved high levels of teacher retention; with 85% of teachers recruited onto permanent contracts through IBTR still in post as of March 2021.

Reduction in school recruitment costs. Savings in recruitment costs were associated with a reduction in expenditure on administration, advertising, and supply cover, plus increased speed of vacancy filling. IBTR generated potential savings greater than the cost of delivering teacher recruitment on the North Yorkshire Coast. As a result of IBTR support it was estimated that over three-quarters (46 out of 60) of schools saved a total of £612,702 on recruitment costs, or a saving of £13,319 per school supported. This exceeded the cost of delivering the project by £122,952 (cost of delivery was £489,750). Caution needs to be taken with these figures given they are based on the informed assumptions of headteachers and the recruitment consultant.

Conclusion

The IBTR recruitment project was successful at engaging with North Yorkshire Coast schools. By the end of the third year (March 2021), IBTR had supported all mainstream secondary schools and three-quarters of primary schools to fill vacancies; with all schools fully staffed at this point in time. Headteachers felt the personalised and customised service from the recruitment consultant worked exceptionally well. Similarly, newly recruited teachers also believed that the IBTR project was beneficial for them, many teachers highlighted the personal touch that came through using the recruitment consultant. This was particularly true for NQTs and those with less experience. A feature contributing to the success of IBTR was the relationship established between the schools and the recruitment consultant. The knowledge, enthusiasm and personalised approach

of the recruitment consultant was key to the project's successful engagement with headteachers and recruited teachers.

1. Introduction

This report presents findings from the evaluation of the Inspire by Teaching Recruitment (IBTR) project. IBTR was a project developed by the North Yorkshire Coast Opportunity Area (OA) to address teacher recruitment difficulties in Scarborough, Whitby and Filey. The North Yorkshire Coast OA used a recruitment consultant, employed by North Yorkshire County Council (NYCC), to support school recruitment across the area.

The North Yorkshire Coast OA was one of 12 OAs, launched in 2017, identified as social mobility ‘cold spots’ where the Department for Education (DfE) prioritised resources and brought local and national partners together to break the link between background and outcomes, thereby improving social mobility for children and young people. Originally intended as a three-year programme, it was extended for a fourth and fifth year covering September 2020 to August 2022.

The North Yorkshire Coast IBTR intervention was one of 5 projects supported by OA funding and evaluated as ‘intervention level evaluations’ by York Consulting on behalf of the DfE.

This report describes the aims and methodology of the evaluation, explores implementation and delivery including what has worked well and not so well across the different elements of the project. It also explores benefits, outcomes and impacts and provides conclusions and advice for others trying to replicate this type of intervention.

The following key terms are used throughout the report.

Key Terms

The following terms are used in the report:

Resourcing Solutions Education Service. An established school recruitment agency within North Yorkshire County Council that was awarded the IBTR contract.

Recruitment consultant. Employed by Resourcing Solutions through a contract with the North Yorkshire Coast OA.

Recruitment web portal². Titled ‘Inspire by teaching – Yorkshire Coast’, advertises vacancies in the North Yorkshire Coast area and sets out the recruitment offer available for all schools.

² Teach Yorkshire Coast website, Retrieved on 28/9/2021 from <http://teachyc.co.uk/>

Coastal charter³. Commitment made through the above website to teachers across the area, consisting of 6 points including wellbeing, workload and CPD.

Talent pool. List of candidates interested in opportunities in the North Yorkshire Coast area, managed by the recruitment consultant.

1.1. Project design

1.1.1. Rationale and development

The recruitment and retention of talented teachers has been a long-standing issue for North Yorkshire Coast schools; particularly secondary schools. Schools in the key communities of Scarborough, Whitby and Filey had been experiencing recruitment difficulties with only a small pool of potential candidates to draw upon. This was felt by many of those interviewed to be due to a combination of geographical isolation and the perceived unattractiveness of the towns as places to work. While the coastal strip is only 45 miles from the central belt of Yorkshire, it can take up to 2 hours to commute from Leeds.

The motivation behind IBTR largely emerged from the work of the ‘Scarborough Pledge’. This school workforce initiative, completed in 2016, provided an evidence base that confirmed and quantified the teacher recruitment problem in the town. It also set out the case for delivering strategic Human Resource (HR) support to inform school choices.

IBTR was developed to provide an alternative model to schools acting in isolation to address their own recruitment needs. It involved the establishment of a commissioned recruitment consultancy model to maximise recruitment across all schools in the area. Details of the logic model for IBTR are shown in Appendix A.

1.1.2. IBTR model structure

IBTR offered a complete recruitment service to both primary and secondary schools across the North Yorkshire Coast.⁴ The service evolved since its introduction in April 2018 and by December 2021 consisted of the following 5 elements:

Bespoke consultancy. Support provided to schools to help them recruit staff members from April 2018. Vacancy support activities included advert design, shortlisting advice, and providing candidates with feedback. The degree of intervention and the range of

³ Coastal Charter section of Teach Yorkshire Coast website, Retrieved on 28/9/2021 from <http://teachyc.co.uk/home/coastal-charter/>

⁴ Resourcing Solutions Education Service, an established school recruitment agency within North Yorkshire County Council, were awarded the IBTR contract.

services delivered varied from school to school. It was a customised approach with flexibility to meet the specific needs of individual schools.

Financial incentives. Vacancies deemed particularly hard to fill could qualify for additional financial incentives to attract candidates from September 2019. This included a recruitment and retention package of up to £4,000 (paid over 2 years) and a relocation package of up to £8,000 to help reimburse moving costs. A panel made up of the IBTR project manager, OA staff and the recruitment team decided which vacancies were eligible for financial support based on the degree of difficulty to fill. Details of these incentives are discussed in section 6.

Recruitment web portal. A North Yorkshire Coast recruitment web portal was launched in September 2019.⁵ This both advertises vacancies in the North Yorkshire Coast area and sets out the recruitment offer available for all schools. The site, branded as “Inspire by Teaching Yorkshire Coast”, highlights both teaching opportunities and the North Yorkshire coast as a place to live. It also promotes the “Coastal Charter” which is a guarantee of support to newly recruited teachers relating to teacher development, wellbeing and career framework.

Talent pool. The talent pool database was designed to establish a pipeline of candidates willing or interested to work in the North Yorkshire Coast area. Individuals listed their qualifications and the types of posts they were interested in. It drew information from unsuccessful candidates, the IBTR website and social media, which informed future recruitment rounds.⁶ Candidates in the talent pool were alerted to suitable North Yorkshire Coast vacancies as they arose.

Collaborative talent management. This element of support related to maximising recruitment resources, growing talent within the area, and retaining talent that had been secured. This service was facilitated by the recruitment consultant with the 5 specific schools that expressed an interest in the approach. One example included joint recruitment through a single advert for similar posts in 2 schools. These activities had been introduced close to the end of the evaluation and were at an early stage of development.

The recruitment consultant embarked on a direct marketing campaign to schools from the launch of the project in April 2018. Following recruitment successes with the first cohort of schools, the project was expanded from September 2018 using word-of-mouth. This approach allowed for a steady build-up based on market demand. It also meant the project was better able to manage the capacity of a single recruitment consultant. There

⁵ Web address <http://teachyc.co.uk/>

⁶ Teach Yorkshire Coast website, Retrieved on 28/9/2021 from <http://teachyc.co.uk/>

was an extension of support to fill non-teaching posts in schools as it became clear that schools wanted a holistic service that covered all their recruitment needs.

Additional minor strands of project activity included delivery of teacher Continuing Professional Development (CPD) courses for middle leaders and wider elements mentoring to support teacher development.

1.2. Evaluation aims

The core aims of the evaluation were to explore:

To what extent has the Inspire by Teaching project succeeded in attracting and retaining high-quality teaching staff?

To what extent has the approach particularly helped with recruitment of teachers from outside the North Yorkshire Coast LAD?

What impact has the project had on the candidate experience / journey? And to what extent has this supported the recruitment activity?

Is the approach sustainable? Is it scalable? And in what circumstances?

Underneath these were more specific research questions, which are included in Appendix B.

Due to challenges with target measures and data availability the impact component of the evaluation was scaled back (see methodology below for further information).

1.3. Evaluation methodology

The IBTR evaluation commenced in March 2019 – approximately one year after the project started. The focus of the evaluation was on the 3 key pillars of the project:

Recruitment consultancy: this was the primary activity involving a recruitment consultant working with schools to fill vacancies. This began operation from April 2018.

Financial incentives: a recruitment and retention package was introduced in September 2019 to help address particularly hard to fill vacancies.

Recruitment web portal: a recruitment website – Inspire by Teaching Yorkshire Coast – was developed as part of the project and launched in September 2019.

Additional strands of project activity relating to the delivery of teacher Continuing Professional Development (CPD) courses and wider teacher support were deemed to be out of scope of the evaluation.

The focus of the evaluation varied across the 3 waves:

Wave 1 (May to November 2019): This wave explored the implementation and operation of the delivery model and levels of school and teacher satisfaction.

Wave 2 (July to September 2020). This reviewed the adaptations introduced to address COVID-19 restrictions.

Wave 3 (January to May 2021). Wave 3 was the final assessment covering perceived impact, financial savings, sustainability and replicability.

The IBTR evaluation methodology involved interviews with headteachers of participating schools and recruited teachers across all 3 waves (a breakdown of participants is provided in table 1). Each wave involved also included: consultations with OA staff; consultations with the recruitment agency and analysis of programme MI. In addition, an analysis of unit costs of delivery and school costs avoided because of IBTR support was undertaken.

Table 1: In-depth interviews across 3 waves

Task	Wave 1	Wave 2	Wave 3
Interviews: Headteachers	18	4	5
Interviews: Recruited teachers	21	3	10

Source: YCL research activity

This approach differs from the initial design by:

The inclusion of an additional wave of fieldwork to assess IBTR's response to the COVID-19 interruptions was conducted.

Removing the planned full social cost benefit analysis (SCBA). This decision was taken to change the approach due to the lack of quantitative evidence for some projects. Furthermore, COVID-19 resulted in interruptions on education datasets so longitudinal data analysis could not be undertaken. The focus shifted to a higher-level assessment of unit costs.

A key constraint to the evaluation was the absence of quantitative data on North Yorkshire Coast vacancy trends in the period prior to project implementation. This was as a result of schools not being able to prioritise the collation of data from past recruitments.

The quantitative data included in this report relates to IBTR project data covering project participants and financial information from September 2018 to March 2021.

This placed a greater reliance on the qualitative perceptions of participating schools to determine the added value of the project. This should be noted when interpreting results. Assessments of what would have happened in the absence of the initiative are based on data trends and best-estimate projections.

1.4. Report structure

The remainder of the report is structured by overarching aims of the evaluation.

Chapters 2-5 explore implementation and delivery, including what works well and key challenges in the core elements of the project:

- Patterns of recruitment.
- Recruitment service.
- Vacancy advertising.
- Responding to COVID-19.

Chapters 6-8 explore:

- Financial incentives and teacher retention.
- Outcomes, satisfaction and unit costs.
- Sustainability

Chapter 9 is conclusions and considerations for replication.

2. Findings: pattern of recruitment

This section describes the pattern of recruitment in terms of project take-up, vacancy trends and candidate profile.

2.1. Project take-up

All schools and colleges in North Yorkshire Coast OA were eligible for IBTR support. The timing and type of approach varied due to the word-of-mouth referral approach.

Over three-quarters (77% or 46 out of 60) of primary and secondary schools, in the North Yorkshire Coast area, participated in the project. This included 34 out of 46 primary schools (74%) and 12 out of 14 secondary schools (86%).

The local Further Education (FE) college also participated in the IBTR project. Furthermore, one special school was involved in the project but 2 others and the pupil referral unit in the area were not.

Around one-quarter of primary schools (12 schools or 26%) did not engage. This was explained by the recruitment consultant, as being due to them having no or few vacancies over the period.

2.2. Vacancy trends

Over the 3-year period, from April 2018 to March 2021, a total of 247 school vacancies were filled. Details of the split between the primary and secondary sectors is set out in Table 2.

Table 2: Vacancy numbers, 2018 to 2021

Vacancy measure	Primary	Secondary	Total
Total vacancies filled	128	119	247
Average per school	3.8	11.9	5.6

Source: IBTR monitoring information, March 2021

A little over half (128 or 52%) of all vacancies were in primary schools reflecting the higher number of primaries relative to secondary schools. The highest number of vacancies filled in a primary school was 10 and for a secondary school was 39.

The average number of vacancies filled per school was higher in the secondary sector. Secondary schools had an average of 12 vacancies compared to 4 in primary schools. This is broadly explained by the fact that secondary schools tend to be larger than primary schools.

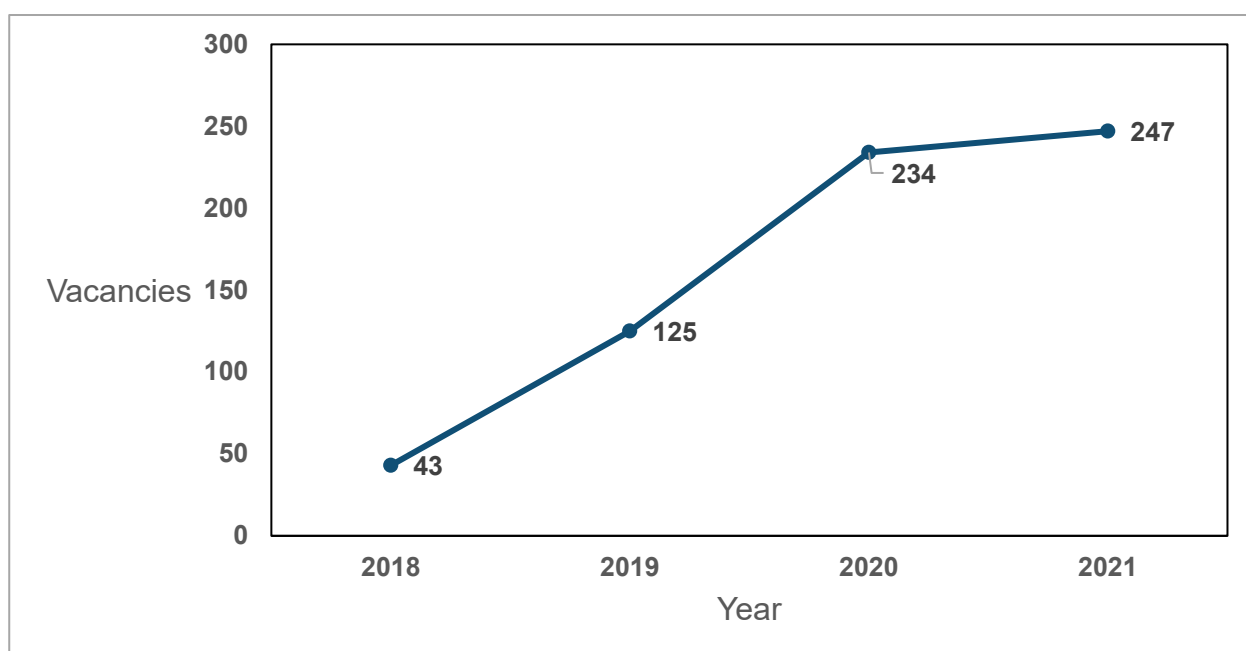
Some schools had a higher concentration of vacancies filled than the average. For example, 2 schools accounted for over half (64 or 54%) of secondary vacancies. This was explained by restructuring and severe staff shortages at both schools. Two primary schools had 7 and 10 vacancies filled respectively, which based on their size was considered by stakeholders to be a high number for primary schools.

Most vacancies (83% or 205) were permanent positions, the remainder were fixed-term (including maternity leave cover) positions.

2.2.1.Changes over time

Details of the pattern of vacancies filled over the 3-year period (Figure 1) shows the increased use of the service during 2019 and 2020.

Figure 1: IBTR cumulative vacancies filled between 2018 and 2021



Source: IBTR monitoring information, March 2021

A total of 43 vacancies were filled in 2018, almost doubling to 82 in 2019 and rising to 109 in 2020. The quarter of the year with most vacancies filled tended to be April to June as schools sought to ensure all posts were filled for the new academic year.

It was noticeable that there was a boost in recruitment during the first period of COVID-19 interruptions (March to July 2020), with a total of 67 vacancies were filled between January and June 2020. This was the highest half yearly total since the start of the project; explained by headteachers as due to schools in neighbouring areas not recruiting. The higher number of vacancies filled was achieved largely through virtual recruitment.

2.2.2.Types of vacancies

The majority of school vacancies filled (73% or 181) related to teaching positions (Table 3). Reflecting that the primary focus of IBTR was teaching positions. Although, a few non-teaching vacancies were filled.

Table 3: IBTR vacancies filled, 2018 to 2021

Post	Primary count	Primary %	Secondary count	Secondary %	Total count	Total %
Teaching	91	71%	90	75%	181	73%
Support	20	16%	18	15%	38	15%
Administration	11	9%	4	3%	15	6%
Senior leadership	6	5%	7	6%	13	5%
Total	128		119		247	

Source: IBTR monitoring information, March 2021

Over one-fifth of supported vacancies (21%, 53) related to support and administration roles - with teaching assistants and technicians the most common posts. Schools generally recruited senior leadership posts themselves; they explained that this was due to the importance of the roles and their preference to control this process. The recruitment service was extended to non-teaching posts as they were proving difficult to fill.

Details of the subject focus of the 91 primary schools is shown in Table 4. Most of the primary teaching vacancies were for key stage 2 teachers (40, 44%) and general teachers (30, 33%).

Table 4: Primary teaching vacancies by subject, 2018 to 2021

Teaching post type	Number of vacancies filled	Proportion of vacancies filled
Early years	7	8%
KS1	14	15%
KS2	40	44%
General (key stage not specified)	30	33%
Total	91	100%

Source: IBTR monitoring information, March 2021

Details of the subject focus of the 90 secondary teaching vacancies is set out in Table 5. Most teaching vacancies filled (42, 46%) were in STEM subjects. English accounted for almost one-fifth (17, 19%) of vacancies filled.

Table 5: Secondary teaching vacancies by subject, 2018 to 2021

Teaching post type	Number of vacancies filled	Proportion of vacancies filled
STEM	42	46%
English	17	19%
History/geography	6	7%
SENCO	4	4%
Languages	7	8%
Physical education	7	8%
Other	8	9%
Total	90	100%

Source: IBTR monitoring information, March 2021

The secondary vacancies recruited for reflect national shortage areas and demonstrate the priority focus and need for additional recruitment support in the North Yorkshire Coast area.

2.3. Applications

Headteachers reported that IBTR support had increased the number of applicants per post and that this ensured a good choice of applicant and ultimately teacher quality.

There were, according to headteachers, mixed views among national stakeholders on the impact of the period of COVID-19 interruptions on the teacher labour market (Gatsby 2020) in terms of movement within the profession or movement to and from other professions.

Table 6 shows the total number of applications received and the average per vacancy type. A total of 1,637 applications were received for 181 teaching positions; an average of 9 applications per post (some individuals may have applied for more than one post).

Table 6: Vacancy applications by type of post, 2018 to 2021

Post type	Primary	Average per vacancy	Secondary	Average per vacancy	Total	Average per vacancy
Teaching	1,234	13.5	403	4.5	1,637	9.0
Support	148	7.4	129	7.2	277	7.3
Senior leadership	60	10.0	55	7.8	115	8.8
Administration	82	7.5	24	6.0	106	7.1
All vacancies	1,524	11.9	611	5.1	2,135	8.6

Source: IBTR monitoring information, March 2021

Across all vacancies there was an average of 8.6 applications per advertised post. The average per primary vacancy - at 11.9 - was more than twice that recorded for secondary vacancies (5.1). This is explained by the national shortage status of many of the secondary posts. There were examples of some positions attracting higher numbers of applications for the area; for example, a history teacher role (24 applications), an English teacher role (12 applications) and a computer science teacher role (10 applications).

IBTR has become closely integrated with the coastal attraction and social media initiative launched in September 2019. This has resulted in the development of a dedicated recruitment portal with its logo "Inspire by Teaching" being adopted as the project brand. Details of promotional activities drawing together website activity, social media interventions and specific visits and campaigns are summarised in Appendix C. It shows that between September 2019 and March 2021 there were: 5,900 visits to the website, 904 twitter followers, 418 Instagram followers, 125 live candidates in the talent pool and 11 promotional videos posted.

The analysis suggests that the cumulative effect of this activity extended the reach of vacancy promotion, which in turn contributed to increasing numbers of candidates expressing interest in the area.

Examples of positive coastal attraction and social media activities include:

All vacancies are now advertised on the Inspire by Teaching web portal and all schools are now directing interested enquiries to the website to view the coastal offer and associated benefits provided by the area.

Four key subject vacancies at a school in Scarborough generated over 1,000 interactions and Maths and Science posts were filled through adverts seen on the dedicated twitter page: #teachyorkscoast.

Promotional videos have been designed and can be accessed on the portal. These are thematic and address the coastal offer: applying for your first teacher role; life on the coast; and what it is like to be a teacher in North Yorkshire Coast school.

A focus on coastal families theme was developed to target teachers considering making lifestyle changes. This has led to online sessions with teachers, and their families, looking to relocate from the south of England and potentially enter the talent pool.

2.4. Out of area candidates

IBTR attracted new talent into the North Yorkshire Coast area. Table 7 shows that 49 out of 247 (20%) vacancies were filled from outside the area. Most of these were secondary vacancies (71%, 35) with the remaining 29% (14) being primary vacancies.

Table 7: Vacancies filled from outside North Yorkshire Coast area, 2018 to 2021

Post type	Primary	Secondary	Total
Teaching	10	29	39
Senior leadership	1	4	5
Support and administration	3	2	4
Total	14	35	49

Source: IBTR monitoring information, March 2021

Just over two-fifths of vacancies (41% or 20) filled by candidates coming from out-of-area were beyond the Yorkshire and Humber region. Vacancies filled from further afield included the regions of the North East, North West, West Midlands and London, plus outside of the UK.

According to stakeholders interviewed, a combination of increasing applicant numbers and the attraction of new teachers into the area contributed to 93% (168) of teacher vacancies as being filled first time (where data was known). Only 8 vacancies needed to be re advertised. These were either in STEM subjects or head of department positions. All were filled on readvertisement.

3. Findings: recruitment service

3.1. Initial perceptions

The practice of using a recruitment consultant to fill school vacancies at an area level was a new concept for most North Yorkshire Coast headteachers. Headteachers explained in interviews that schools were used to dealing with recruitment needs using their own internal resources and in isolation from other local schools.

Most headteachers interviewed had initial reservations about IBTR prior to engagement in the process. Reasons for these included concerns about:

- **Control.** For example, losing control of the recruitment process through the use of a third-party consultant. Risks included the consultant breaching established recruitment standards or opening schools to potential poaching from other schools in the area.

“I had previously worked with agencies before and found that sometimes there are conflicting agendas, for example the agency just wants to fill the role whereas school needs high quality candidates.”

Headteacher

- **Quality.** For example, whether the consultant would have sufficient knowledge of the school to brief potential recruits, their awareness of North Yorkshire Coast unique recruitment market features and clarity regarding additional school benefits the support might bring.

“At the beginning, I didn't really know what I was signing up for.”

Headteacher

- **Identity and image.** For example, changing the image of the school with a more commercialised approach or diminishing the individual identity of the school.

“I thought we might lose some of our identity as a school if someone else recruits on our behalf”. *Headteacher*

In interviews, all the headteachers that had initial concerns about the IBTR felt that none of these issues did occur. Details of headteacher satisfaction with the project are further discussed in Section 7.

“The service we have received has been amazing - in hindsight I don't know what I was worried about.” *Headteacher*

The initial response of recruited teachers to working with IBTR was more mixed. This was often linked to their previous experiences of working with a recruiter. Approximately half the group of recruited teachers expressed initial reservations about working through IBTR. None had any previous experience of working with a recruiter. However, all headteachers indicated that these reservations had vanished following engagement in the process.

“The idea seemed very different at first. I was worried that a 'middleman' would make the process longer or things would get lost in translation. That worry was quickly put out of my mind because he [the recruitment consultant] was so efficient.” *Recruited Teacher*

Almost all recruited teachers interviewed felt comfortable with the use of a recruitment consultant to manage their application. Some had initial concerns but these were overcome. Overall, they understood why the process had been introduced to the area and felt it made sense, given the recruitment consultant's expert knowledge, and understanding of each school.

3.2. Service improvements

Headteachers thought that the IBTR service was fit for purpose and was largely meeting their recruitment needs as currently structured. There were however a few areas where headteachers thought there was scope for further development:

- **Talent pool information:** Headteachers felt that the information held by the talent pool could be more consistent and transparent. Suggestions for improvement included: using a standardised questionnaire to collect consistent information from all potential candidates; providing schools with direct access to the talent pool database, allowing them to assess the candidate range and make direct contact; and introducing practice interviews with candidates to assess their potential and to develop the candidates' skills.
- **Enhanced partnerships:** There was potential for IBTR to take on a more prominent role to identify opportunities for inter-school secondments and the advertising of similar vacancies across 2 or more schools. It was felt that IBTR could further increase the sharing of intelligence and collaboration between schools to. Examples where this worked included:
 - Two schools which both required maths teachers running a joint recruitment campaign. This saved on advertising costs.

- Schools seconding staff to more senior positions in other schools to gain experience. In one instance this worked successfully to fill a maternity leave position.
- **Market intelligence:** There was an opportunity for IBTR management information to be used to generate an annual assessment of North Yorkshire Coast vacancy trends and likely future needs. Schools should be canvassed on the type of information they would most value. Consideration should also be given to tracking teachers leaving school posts in the area. This could involve IBTR developing an exit questionnaire to be completed by all those leaving a post in the North Yorkshire Coast area.

4. Findings: vacancy advertising

As a result of IBTR support some vacancies avoided any advertising costs for the school. Some positions did require the cost of an advert. The decision to advertise was based on an assessment of whether it was required to fill the vacancy – drawing on the experience of the recruiter and in dialogue with the headteacher. The advertising costs incurred for these vacancies were paid by the school, not IBTR.

Prior to the project, headteachers would typically take out an advert in the local or national press for their vacancies. A national advert might be in the Times Educational Supplement (TES) and could cost up to £1500, while a local advert could be on a local authority site and cost up to £50. The DfE teacher vacancy website was being established in 2019 around the same time as this evaluation. No headteachers mentioned the DfE teacher vacancy website unprompted during any wave of the fieldwork⁷.

Table 8 shows that 31 primary and 69 secondary teacher and leadership vacancies attracted advertising costs. Over two-thirds (70% or 66) of primary vacancies and 30% (28) of secondary vacancies were filled without the need for additional advertising costs.

Table 8: Vacancies attracting advertising costs (teaching and leadership), 2018 to 2021

Category	Primary	Secondary	Total
Vacancies with advertising costs	31	69	100
Vacancies without advertising costs	66	28	94

Source: IBTR monitoring information, March 2021

Base: sample of 194 for which complete information was available

The recruitment consultant explained that vacancies with no advertising costs were the ones that were easier to fill hence the higher proportion of primary school vacancies not requiring advertising costs.

There was no quantitative information on advertising activity pre-IBTR.⁸ However it is likely that all those vacancies would have incurred some form of advertising cost, based on interviews with headteachers.

⁷ Teaching Vacancies, the DfE's free search and listing service for state funded schools in England, now plays a larger role than when this report was drafted. As it stands today, Teaching Vacancies is used widely across the region with 220 vacancies in the last year. The website actively directs users to Teaching Vacancies and schools in this region actively use Teaching Vacancies to advertise their vacancies.

⁸ Headteachers were asked if they could provide such records, but they said it would be too time consuming to undertake.

Positions with no school advertising costs were filled through the talent pool, social media, free sites, and the Inspire by Teaching website all of which come under the IBTR project scope. A mix of these different types of vacancy advertising was used for all 247 IBTR vacancies including TES advertising. This information was based on where recruited teachers said they saw the vacancy advertised. Most viewed it in more than one location.

Based on teacher reported information, collected by the recruitment consultant, almost half of vacancies (122 or 49%) were filled through advertisements on the NYCC or Inspire by Teaching website. The second most prevalent method of filling vacancies was the talent pool, from which over one-fifth (52 or 21%) of vacancies were filled. Talent pool candidates accounted for 24% (31) of primary vacancies and 18% (21) of secondary vacancies.

A small proportion of vacancies were filled through TES advertising (20 or 8%) and 5% (13) were filled through internal appointments; these applied predominantly to secondary vacancies. Twenty-four vacancies (10%) were filled through other methods including sources such as social media, other local authority websites, SCITT (School-Centred Initial Teacher Training), Teach First, or speculative CVs.

5. Findings: responding to COVID-19

The first COVID-19 lockdown (March to July 2020) brought new challenges for IBTR. The recruitment consultant noted that some headteachers were reluctant for recruitment to continue, preferring to delay until the autumn term. Headteachers were concerned that COVID-19 restrictions would impact the recruitment of the best teachers. This was particularly the case for more senior posts.

However, the existing relationship ensured headteachers felt comfortable continuing recruitment during the early COVID-19 interruptions when their first instincts had been to delay.

5.1. Adjustments to support and benefits

The range of support available to schools from IBTR remained largely unchanged during the COVID-19 period (from March 2020 to March 2021). It was however necessary to make changes to some aspects of the recruitment process. Key areas where adjustments were made included:

- **Marketing and promotion:** Less emphasis was placed on national adverts with an increased focus on the talent pool and local campaigns (e.g., social media, Inspire by Teaching web portal and associated marketing). The recruitment consultant contacted teacher training colleges to encourage NQT applications and thus boost the number of candidates in the talent pool. One-quarter of all vacancies filled during the first COVID-19 period (March to July 2020) were drawn from the talent pool. This change in emphasis resulted in just under half (48% or 94 out of 194) of vacancies filled with zero advertising costs.

“The consultant had a good knowledge of teachers in the Talent Pool and could steer people towards certain positions. I felt I was in safe hands.” *Headteacher*

- **Virtual school visits:** It was not possible for shortlisted candidates to visit the school prior to interview because of COVID-19 restrictions. In some schools this was overcome by the recruitment consultant working with school staff to produce a videoed virtual tour of the school. Additional resource was also spent enhancing the vacancy pack with materials and testimonials promoting different aspects of school life and achievement. In addition, the recruitment consultant spent more time with candidates describing life in the school, and where appropriate, arranging Zoom meetings with the headteacher.

- **Paperless applications:** Most schools traditionally circulated hard copy applications to all members of the selection panel. This was not practical during this period. All applications were therefore circulated electronically saving administrative time.
- **Virtual interviews:** Candidate interviews were increasingly conducted over Zoom. These could be challenging given the varying IT capabilities of both the interview panel and candidates. Headteachers would often speak to candidates after the meeting to reassure them about the process and give them the opportunity to add anything in support of their application. In some cases, headteachers were not confident in the technology and insisted on conducting interviews face-to-face under social distancing.
- **Virtual class exercises:** As part of the interview process candidates would normally be asked to deliver a lesson to a class of pupils. This was generally not possible during the COVID-19 period. This was noted by headteachers as the biggest area of concern, because they were naturally reluctant to recruit teachers without observing pupil interaction. The situation was resolved through the introduction of a virtual class exercise presented by the candidate to pupils and the selection panel via Zoom. In one school they introduced an on-line student voice to test how candidates interacted in a virtual class situation. This consisted of a pupil panel made up of keyworker children in school connected via Zoom to the candidate teacher. In most cases the exercises were circulated to candidates on the selection panel in advance and presented by the candidate immediately before interview. Headteachers thought that while the exercises were not a perfect substitute they provided sufficient information to convey teaching ability and distinguish between candidates.
- **Enhanced teacher induction:** Increased efforts were made by schools to expand and speed up the induction process to allow appointed candidates to make the best possible start in the Autumn term. Candidates were invited into the school for structured programmes of training and familiarisation and in some cases also allocated a mentor.
- **Enhanced candidate feedback:** Unsuccessful candidates were given more extensive and structured feedback than would normally be the case, separately from both the headteacher and the IBTR consultant. This was done to gauge the candidate's reaction to, and perception of, the virtual elements of the recruitment process. It also served to maintain candidate interest in teaching in the North Yorkshire Coast area and recruitment to the talent pool. In some cases, the IBTR consultant would encourage unsuccessful candidates to apply for other vacancies in the area.
- **Increased reliance on references:** In order to counter less than perfect aspects of the virtual processes, headteachers placed increased emphasis on candidate

references to obtain a stronger feel for capability and potential. This was outside the scope of IBTR. Headteachers were more likely to directly speak to referees than was previously the case pre-COVID-19.

Headteachers thought that there had been some benefits to emerge from the COVID-19 recruitment experience:

- **More applications:** As many schools had decided not to recruit during the period, those who did advertise benefited from more applicants.
- **Retaining elements of virtual recruitment:** Aspects introduced which headteachers thought might be worth holding onto included: Headteacher Zoom meetings to shortlist; paperless on-line applications; and asking candidates to prepare interview exercises in advance.

Recruited teachers reported that they approached the recruitment process with some nervousness due to the small number of vacancies being advertised in April and May 2020. Concerns were higher still for NQTs seeking their first position. There was an expectation that some NQTs might have to accept teaching assistant roles. However, the IBTR consultant played a role in encouraging applications, despite these concerns.

“COVID-19 meant there were fewer vacancies on offer. As an NQT I was not optimistic. I felt it might be a waste of time. The recruitment consultant convinced me that I had a chance and to really go for it.”
Recruited Teacher.

6. Findings: financial incentives and teacher retention

6.1. Financial incentives

To assist with harder to fill vacancies, IBTR introduced selective financial incentives from September 2019. Two incentives were available, one relating to recruitment and retention (£2,000) and the other relocation (£8,000).

Recruitment and retention payments were available to teaching roles for English Baccalaureate (EBacc) subjects (plus engineering and food and textiles) and leadership roles in secondary schools.⁹ The incentives were designed for secondary schools, but could be used with discretion for particularly hard to fill primary roles. Primary posts were generally excluded as they were regarded by the recruitment consultant as easier to fill. With the recruitment and retention incentive an initial payment of £2,000 was made available to candidates on taking up the post, with further payment of £2,000 on the second anniversary of appointment.

The relocation incentive was available to all EBacc (plus engineering and food and textiles) posts where the applicant lived beyond a reasonable commuting distance (determined as 40 miles) of the recruiting school. Elements of relocation that could be funded by the incentive included: removal expenses; storage costs; legal fees; lodging allowances; and housing contents. Employees who left their school role within 2 years of appointment were required to pay back a proportion of the amount claimed.

IBTR filled 32 hard to fill vacancies through the use of financial incentives. Headteachers thought that it was unlikely that these vacancies would have been filled with the same quality of candidates had the incentives not been available.

All vacancies receiving an incentive (apart from 3 primary senior leadership positions) were in secondary schools. The vacancies were spread across 10 schools. However, 2 schools each recruited 8 teachers who accessed financial incentives.

The 32 financial incentive vacancies were in STEM subjects (14), humanities (8), senior leadership positions (7) and 3 other positions.

All posts attracting at least one of the financial incentives were filled by candidates from outside the North Yorkshire Coast area. This accounted for 54% of all the IBTR teaching and leadership roles appointed from out of area and is a measure of the importance of the incentives in filling these types of vacancies. Almost all vacancies (26) were filled by

⁹ To achieve the EBacc students must study at least seven GCSEs in the five areas: English language, English literature, maths, double science or biology, chemistry and physics, history or geography and a language.

candidates from the north of England. A few were filled from southern England and outside the UK.

One primary teacher was frustrated that she was not eligible to receive the relocation package, because it was focused on EBacc subjects in secondary schools.

“I think it's a little bit unfair, really - what is the real difference between me and someone in a secondary school? We're both relocating, we're both teachers.” (Recruited Teacher)

Almost all candidates appointed through financial incentives were still in post at the end of March 2021 (29 out of 32 or 91%) which could suggest a positive outcome on teacher retention compared to the project overall at 83%.

6.2. Teacher retention

Headteachers consulted felt that IBTR had improved teacher retention. Specifically, they thought there were fewer teachers leaving in the first twelve months after appointment. Table 9 outlines teachers recruited via the project no longer in their recruited post.

Table 9: Characteristics of teachers no longer in recruited posts, 2018 to 2021

Characteristics of post	Number
Primary	18
Secondary	13
Total number of leavers	31

Source: IBTR monitoring information, March 2021

A total of 31 teachers taking up IBTR vacancies from the beginning of the project were no longer in their appointed posts as of March 2021. This represented 17% of all teaching vacancies filled by the project. Eleven of these 31 positions related to short term contracts (fixed term, supply, or maternity). Twenty teachers who had left their appointed position were on permanent contracts. Three of these teachers had been appointed with financial incentives and 7 were recruited from outside the North Yorkshire Coast area.

The teacher retention rate by March 2021 for IBTR permanent vacancies filled was 85% (117 out of 137).¹⁰

¹⁰ Those teachers recruited into permanent contracts still in post at the end of the evaluation (March 2021)

7. Findings: outcomes

This section explores the outcomes in terms of satisfaction of headteachers and recruited teachers, the unit costs to the OA of delivering the IBTR project and the estimated savings to schools as a result of IBTR support.

7.1. Satisfaction and valued features

Headteachers expressed very high levels of satisfaction with the IBTR project. Features of the delivery model which headteachers found particularly valuable included the availability of financial incentives (see Section 6), management of the recruitment process and the development of bespoke marketing materials and strategies for individual schools.

“The recruitment consultant developed an advert that made our school look different and distinctive. We had previously stuck to the essentials and made a boring advert. He used the analogy of a jigsaw with a missing piece – ‘Could this be you?’” *Headteacher.*

“It’s like having a professional HR unit attached to the school.”
Headteacher.

Headteachers thought that IBTR represented an improvement from traditional in-house recruitment methods operated previously. Key improvement areas included:

- **Quality of candidates:** schools had access to a wider range of candidates and improved vetting resulted in fewer unsuitable candidates being interviewed.

“The recruitment consultant is aware of our needs and can filter out candidates thus saving time and money.” *Headteacher.*

- **A change in the recruitment mindset:** IBTR provided a fresh pair of eyes and introduced a wider and more strategic approach to recruitment for schools. This took account of both the needs of individual schools and the North Yorkshire Coast school sector.

“We have moved from a sterile administrative process to a personable interactive engagement that will have lasting legacy.”
Headteacher.

- **Introducing a commercial approach to recruitment:** the development of customised adverts that sell both the school and the local area.

“We now have a new application pack which sells Scarborough as a location and the schools as a great place to work. It helps us look unique.” *Headteacher.*

A summary of headteachers views is presented in the section below:

IBTR value features and success factors

Valued features

- Advent development
- Managing recruitment
- Reduce admin burden
- Customising the service
- Market knowledge
- Access to quality candidates
- Financial incentives
- Flexibility of approach
- Candidate briefing

Success factors

- Now fully staffed
- Speed of vacancy filling
- Workforce stability
- More applications
- School and are promotion
- Marketing strategies
- Change in mindset

Higher levels of satisfaction

- Professionalism and care
- Passion and knowledge
- Personality and reliability

A major factor driving satisfaction levels, amongst headteachers, was the relationship established between the recruitment consultant and the headteachers. Headteachers were impressed with the market knowledge, professionalism, and reliability of the recruitment consultant. A strong bond of mutual trust was established, forged on the confidence that vacancies would be filled.

“The recruitment consultant was personable, easy to talk to, open, honest, and quickly understood what was needed at our school. Also great at keeping in touch, good at [their] job and realistic about what could be achieved.” *Headteacher*

Headteachers felt the personalised and customised service worked exceptionally well. However, there is a key risk of service failure given how much the perceived success is linked to one person, the recruitment consultant. Development of a person specification linked to the current post holder will be important for replication or future recruitment.

Recruited teachers reported high levels of satisfaction with both the IBTR service and the support they had received from schools since taking up post. They highlighted several experiences prior to starting that helped contribute to this including:

- Visits before school term started.
- Advanced coaching on the systems used within school.
- Advanced understanding ways of working and approaches to managing behaviour within the school.

All recruited teachers interviewed, expressed satisfaction with the posts they secured through IBTR.

“I’ve never been happier - it’s a brilliant place to be.” *Recruited Teacher*

“I am very satisfied. The school is nice, the staff are nice, and the children are lovely.” *Recruited Teacher*

When asked to identify the most helpful aspects of support, many teachers highlighted the personal touch that came through using the recruitment consultant. This was particularly true for NQTs and those with less experience.

“Having the recruitment consultant there makes it personal. If you applied to straight to a school nobody is going to have the time to do that for you.” *Recruited Teacher*

“The recruitment consultant was always helpful and always ready to answer questions, which sometimes you need when you are not sure about the process.” *Recruited Teacher*

An additional advantage identified by more experienced teachers was the provision of ‘insider knowledge’ about the schools including their culture and strategic vision:

“I felt that the recruitment consultant knew what the school was looking for and the direction they wanted to go in. [They] knew which stage the school was at in their development, which you would normally not get during a recruitment process.” *Recruited Teacher*

A few teachers emphasised the accessibility of the recruitment consultant. They were contactable at times when schools would have been ‘out of hours’. Some teachers described contacting the recruitment consultant in the evenings and receiving quick responses, which was regarded as very useful and adding to the feeling that the recruitment consultant was ‘on their side’. This would need to be considered in any future recruitment consultant employment contract to ensure replicability.

Evidence from headteachers and the recruitment consultant indicated that IBTR took on most of the recruiting functions in primary schools (where they were undertaking recruitment) compared with secondaries. Secondary schools tended to retain greater control of the process. In some cases, secondary headteachers preferred to undertake certain elements themselves such as sifting applications, leading interviewing and communicating with the successful applicant.

For most of the period of project delivery the recruitment consultant was working at full capacity and was able to satisfy the needs of all schools. However, demand varied throughout the school year putting additional pressure on the recruitment consultant and the service provided when demand was very high (especially at the beginning of the school year). Evidence from all stakeholders indicated that the recruitment consultant role demonstrated the following:

- **key skills and attributes**, such as customer service, relationship management, negotiating, problem solving and knowledge of the school recruitment market.
- **attitudes and behaviours**, such as self-motivating, empathetic, approachable, credibility with headteachers, enthusiastic and approachable.

7.2. Unit costs

Data covers the 3 years of operation. These are expressed as unit costs and savings: a unit being a vacancy or a school. Details of the assumptions behind the calculation are set out in Appendix D.

The cost to the OA of delivering the IBTR project between April 2018 and March 2021 was £489,750. Details of the cost breakdown are set out in Table 10.

Table 10: IBTR costs of delivery, 2018 to 2021

Project activity	Cost
Staff resources and project management	£203,750
Recruitment financial incentives	£181,000
Marketing promotion, advertising and web portal	£105,000
Total costs	£489,750

Source: North Yorkshire Coast Opportunity Area, 2021

Dividing the costs of delivering the project by the total number of vacancies filled and participating schools generated the unit costs in Table 11.

Table 11: IBTR unit costs of delivery, 2018 to 2021

Project activity	Unit cost
Cost per IBTR vacancy filled	£1,983
Cost per vacancy filled without financial incentives	£1,436
Cost per vacancy filled through financial incentives	£7,092
Cost per school supported	£10,646
Costs per school supported excluding financial incentives	£6,712

Source: North Yorkshire Coast Opportunity Area, 2021

7.3. Savings

Savings are estimates of the financial costs likely avoided by schools through IBTR participation. They relate to the possible costs that would have been sustained if schools had adopted their traditional method of recruitment. The savings presented are theoretical and based on the 'average' school. They are based on assumptions and insights captured by interviews with headteachers and the recruitment consultant.

Identified potential savings relate to 3 categories of costs avoided by schools:

- School recruitment, administration and support.
- Vacancy advertising.
- Teacher supply cover.

7.3.1. Administration and support savings

Headteachers were asked how much time they spent on vacancies as part of the IBTR support compared to before project participation. This revealed an estimated 27 hours were spent on the average vacancy before IBTR compared to 12 hours with IBTR; a saving of 15 hours per vacancy. Table 12 shows the numbers of hours spent in facilitating an average recruitment vacancy before and after IBTR support.

	Before IBTR	After IBTR	IBTR Saving	IBTR Saving %
Primary	28	11	17	60%
Secondary	23	13	10	42%
Total	27	12	15	57%

Source: YCL headteacher interviews, 2021

The potential time savings were highest in primary schools, who saved 17 hours (65%) compared to 10 hours (42%) in secondary school. This was explained through interviews with headteachers as being due to IBTR taking over most of the recruiting functions in primary schools while secondaries retained greater control of the process. Areas where time savings were noted included: administration support; shortlisting; strategic thinking; interviewing; advert design; securing references; and candidate communication. Four of the 20 schools consulted indicated that there had been no time savings as they were now dealing with more candidates which was more resource intensive.

Using this data savings were translated into administration time to estimated financial value, based on the following assumptions:

- Assume a composite hourly rate of £20 per hour, estimated by the recruitment consultant, covering the cost of administration support and more senior teacher input.
 - Primary vacancy 17 hours at £20 = £340 per vacancy.
 - Secondary vacancy 10 hours at £20 = £200 per vacancy.
- Assume that administrative savings only applied to teaching and senior leadership vacancies and that 20% of vacancies had no savings. The 20% reduction was

based on the proportion Headteachers indicating that they had recorded no savings.

- Primary savings 78 x £340 - £26,520.
- Secondary savings 78 x £200 - £15,600.
- Total admin savings £42,120.

Using the above assumptions this evaluation estimated potential savings in vacancy administration across the project lifespan of around **£42,120**.

7.3.2. Advertising savings

The total cost to primary schools was £4,260 and £45,166 to secondary schools. The average cost per vacancy was £137 and £655, respectively.

Based on an analysis of advertising cost avoidance linked to IBTR, advertising savings were calculated as follows:

- 66 primary vacancies with an average saving of £137 giving £9,042 in total.
- 28 secondary vacancies with an average saving of £655 giving £18,340 total.

Applying the respective primary and secondary average costs of advertising to the 94 teaching and leadership vacancies avoiding advertising costs generated a potential advertising saving to schools of **£27,382**.

7.3.3. Savings in supply teacher cover

Interviews with the recruitment consultant identified that teaching and leadership vacancies were those where the school was most likely to have required supply cover if the vacancy had not been filled by IBTR. If it is assumed that supply cover would have been required for a school term of 7 weeks at £160 per day, this represented a potential saving of £5,600 per vacancy if it was filled more quickly. Based on evidence from interviews with Resourcing Solutions it can be assumed that 50% of all teaching and leadership vacancies filled (97) would have required supply cover. This represented a potential saving of **£543,200**.

7.3.4. Total IBTR related savings

Based on the above assumptions the total estimated savings associated with IBTR over the 3-year period was £612,702.

The estimated savings of £612,703 exceed the cost of delivering the project (£489,751) by £122,952. In terms of unit savings¹¹, they translated to a saving of £3,158 per vacancy filled and a saving of £13,319 per school. These savings were based on the experiences of IBTR supported schools and are illustrative of the type of savings that might be generated if the project was rolled out in a different locality. This comparison of savings to costs demonstrates the viability of the project, based on informed assumptions of what would have happened in the absence of the project.

¹¹ Unit savings are the savings per recruited teacher based on the data in this report

8. Findings: sustainability

All headteachers consulted were committed to continuing to use the service to fill vacancies. They said they were prepared to pay a fee for the service should OA funding cease to continue.

“It would be a tragedy if we lose this service. Schools cannot go back to viewing the recruitment as an individual problem/solution.”

Headteacher

The above endorsement is typical of the general response of all participating headteachers interviewed. Of those schools that took part in the project, all schools indicated that they benefited with no apparent differences in perception linked to school size or school type.

The IBTR model was effective in meeting the recruitment needs of schools on the North Yorkshire Coast. However, when considering the success of the service the specific location and service factors need to be taken into account.

The North Yorkshire Coast area was relatively rural with a small number of schools. Triangulated evidence from interviews indicates that transferring the current format of the IBTR approach to a large urban setting might be more challenging due to the scale of resource required. This does not mean it could not work, but that scale and complexity would need to be considered carefully.

A feature contributing to the success of IBTR was the relationship between the project and schools. Resourcing Solutions was operating within North Yorkshire County Council prior to the introduction to IBTR and was therefore known to schools in the area. There was also a dedicated OA project manager who was able to coordinate and liaise communication with schools. However, the relationship established between the schools and the recruitment consultant was the key success factor identified through interviews. The knowledge, enthusiasm and personalised approach of the recruitment consultant was key and should not be underestimated.

Consideration also needs to be given to the number of recruitment projects of this type that could operate nationally at any one time. In an environment of national teacher shortages (Worth, 2020) if IBTR type recruitment initiatives were competing against each other, then this could mean that all participating areas may not benefit equally.

The IBTR project offers an interesting insight to what can be achieved to address local recruitment problems. The key aspects of service delivery which lend themselves to being replicated include the role of the recruitment consultant, the incentive payments,

the promotional materials, the talent pool, paperless applications, enhanced teacher induction and virtual forms of interviewing.

9. Conclusions and considerations for replication

9.1. Conclusions

The IBTR recruitment project was successful at engaging with North Yorkshire Coast schools. By the end of the third year (March 2021) all mainstream secondary schools and three-quarters of primary schools had been supported to fill vacancies. The strategy of proving the service was beneficial with early adopting schools (ensuring they became advocates) and engaging other schools through word of mouth helped to gain the trust of those headteachers who were more circumspect initially.

Over a 3-year period IBTR filled 181 teaching vacancies. Most of these (93% or 168) were filled first time. While it is not possible to say whether these vacancies would have been filled in the absence of the project, headteachers were convinced that they were filled quicker and with better quality candidates because of IBTR.

In March 2021, all schools in the North Yorkshire Coast were fully staffed thus achieving one of the key outcomes of the project. The project attracted new teachers into the area. One-fifth (20%, 49) of teaching vacancies were filled by candidates from outside the area.

There is tentative evidence to suggest that IBTR has achieved high levels of teacher retention; with 85% of teachers recruited onto permanent contracts through IBTR still in post as of March 2021.

During the first COVID-19 interruption (March to July 2020) the IBTR model adjusted to accommodate virtual recruitment. The learning from the first period of COVID-19 interruptions placed schools in a strong position to deal with recruitment during subsequent periods of COVID-19 interruptions (November 2020 to March 2021). Some of the approaches introduced, such as virtual class exercises and virtual school tours, were subsumed into everyday practice.

IBTR appears to have generated savings over and above the cost of delivering teacher recruitment on the North Yorkshire Coast. As a result of IBTR support it is estimated that over three-quarters (46 out of 60) of schools saved a total of £612,702 on advertising, administration, and supply cover costs. This represented a saving of £13,319 per school supported. This exceeded the cost of delivering the project by £122,952. Caution needs to be taken with these figures given they are based on the informed assumptions of headteachers and the recruitment consultant.

Headteachers expressed a willingness to contribute to the cost of delivering the project and were keen to see it continue. The proposals for the continuation of IBTR activities

excluded financial incentives. This according to interviewees, was likely to reduce the candidate attraction effect from outside the area.

The IBTR model worked well in the North Yorkshire Coast location. Evidence from interviews suggested that replication may be more complex in different (more urban) areas and in locations dominated by large academy trusts that might already have shared recruitment mechanisms in place within their trust. There may also be a limit to which the model could be replicated in volume across the country given the potential for competition which may reduce the results. The greatest scope for scale rollout is more likely to be linked to specific elements of IBTR recruitment practice rather than the implementation of the project as a whole.

9.2. Considerations for replication

The following should be reviewed when considering the potential for implementing the IBTR type model in another locality.

- **Need.** It is important to set out clear evidence that schools are experiencing difficulties with teacher recruitment.
- **Geography.** It is important that the area is clearly definable. This may involve highlighting the specific features which exacerbate teacher recruitment, for example, rurality.
- **Scale.** There needs to be a critical mass in terms of the size of the area and the schools within it. Sufficient resource is required to support the particular population of schools in that area.
- **Funding.** External funding to demonstrate the effectiveness of the approach and to get it started is an important factor. Based on wave 1, responses from schools in this study said they were unlikely to pay for this type of service until they had tried it. Consideration should be given to providing a financial incentive element for any future project to stimulate teachers to relocate into locations perceived of as less attractive.
- **Recruitment partner.** Select a recruitment partner who has a good knowledge of local schools and recruitment practice in the area. Trust and confidence in this service is critical. Share these evaluation findings with local schools and assess the extent to which there is a desire to follow an IBTR type approach.
- **Candidate and teacher insight.** A structured questionnaire should be developed to collect consistent and detailed information on talent pool candidates. Teachers

leaving school positions should complete a standardised exit questionnaire and the results analysed for reasons of departure.

- **Personalisation and customisation.** The support model needs to be flexible to the requirements of the school and to provide a service that is better than their existing recruitment practice. The person specification for the recruitment consultant needs to include key skills and attributes (such as customer service, relationship management, negotiating, problem solving and knowledge of the school recruitment market) and attitudes and behaviours (such as self-motivating, empathetic, approachable, credibility with headteachers, enthusiastic and approachable).
- **Collaboration.** There needs to be a willingness in the area for schools to work together to address a wider area-related recruitment problem. Schools need to be prepared to share information that might result in them losing but potentially gaining staff from neighbouring schools.
- **Management.** There needs to be overarching management to monitor the development of the approach and be responsible for wider school liaison.
- **Delivery.** The support package has to be clearly deliverable within the resources available and providing equitable service across all schools requiring the service. Setting school expectations and delivering against them is critical.

Appendix A: IBTR Logic Model

Table 12: IBTR Logic Model

Inputs	Outputs	Outcomes	Impacts
<ul style="list-style-type: none"> • OA funding (£510k) • North Yorkshire HR • Resourcing Solutions • Headteacher steering group • Project action plans • HR Talent management • Recruitment Attraction and Retention 	<ul style="list-style-type: none"> • Recruitment intelligence and benchmarking • Bespoke recruitment action plans • CPD review and support • Recruitment consultancy • Coastal teacher recruitment campaign • Recruitment portal • Standardised CPD package • Relocation package • Recruitment and retention package • Coastal charter of commitment • Development of whole school approaches to talent management 	<ul style="list-style-type: none"> • School awareness and engagement with the programme • Number of vacancies supported by the project • Number of applications from out of area • Number of NQT applications • Number of vacancies filled first time • Level of CPD participation and qualification • Reduction in duration of unfilled vacancies • Reduction in hard to fill vacancies • Reduction in local churn • Reduction in school costs of recruitment • Increasing number of Teach First applications • Increase in level of teacher retention 	<ul style="list-style-type: none"> • Establishment of whole school approaches to recruitment and retention • Establishment of a collaborative recruitment approach between schools leading to development of a coastal talent pipeline • Improve cost effectiveness of teacher recruitment strategies • Improved school Ofsted ratings • Improvement in the perceived attractiveness of the area for teaching • Improvement in pupil educational outcomes

Appendix B: Evaluation questions

Questions to be addressed as part of the Inspired by Teaching Recruitment (IBTR) evaluation included:

- To what extent has the IBTR project succeeded in attracting and retaining high-quality teaching staff?
- This should look at both recruitment processes and outcomes. How do these compare with recruitment outcomes before the project? How has the approach taken supported this (including through features such as the talent pool)?
- To what extent has the approach particularly helped with recruitment of teachers from outside the North Yorkshire Coast LAD?
- What impact has the project had on the candidate experience / journey? And to what extent has this supported the recruitment activity?
- In what schools has this project been most successful / least successful? What are the barriers and enablers?
- To what extent have schools and other partners (e.g. LA) engaged with this process?

Questions specific to the Recruitment Consultancy element:

- Does the recruitment consultancy component operate more effectively than individual school recruitment in: i) filling vacancies, ii) filling vacancies quickly, iii) filling vacancies with candidates otherwise unavailable or not routinely recruited (e.g. not local)?
- Does it impact on retention, e.g. do the people who are recruited stay longer?
- Does it make any difference to school burden / administrative commitment?
- Is the approach sustainable? Is it scalable? And in what circumstances?

Appendix C: Coastal attraction and social media

Metrics	March 2020	July 2020	Sept 2020	Dec 2020	March 2021
Website: Visits	4,641	4,390	4,534	3,676	5,900
Website: Views per vacancy (Average)	36	42	36	12	469
Twitter: Followers	515	552	700	819	904
Twitter: Engagement (views and mentions)	673	1,222	689	1606	2918
LinkedIn*: Followers	302	325	1,521*	1,532*	1,569*
Facebook: Followers	30	30	32	35	38
Facebook: Views - Total	527	699	362	265	260
Instagram: Followers			260	310	418
Instagram: Views	379	457	143	156	332
Talent Pool: Total live candidates – Primary			60	70	85
Talent Pool: Total live candidates - Secondary			30	40	25
Blog: Number of blogs	1	1	1	2	1
Blog: Views per blog (Average)	44		18	20	6
Careers Fairs/Talks: Number completed	1	0	1	2	3
Outside of Area : Teaching Applicants per post from outside of area			2	15	13
Videos: Number of new videos	1	0	5	1	11
Videos: Views per video	170	0	167	53	839

** Resourcing Solutions LinkedIn accounts, March 2021

Appendix D: IBTR unit costs and savings

Unit Costs

Total IBTR delivery Costs to March 2021 were as follows;

Delivery Item	Cost
Staff resource and project management	£203,750
Recruitment Incentives	£181,000
Marketing, Advertising and Web Portal	£105,000
Total Costs	£489,750

Source: North Yorkshire Coast Opportunity Area

Vacancy measure	Number
Total vacancies filled to March 2021	247
Financial Incentive Vacancies filled	32
Teaching & Management (T&M) vacancies filled	194
Primary vacancies filled	128
Secondary vacancies filled	119
Primary T&M vacancies filled	97
Secondary T&M vacancies filled	97
Number of participating primary schools	34
Number of participating secondary schools	12

Source: Resourcing Solutions

Unit cost type	Unit cost (equation)
Unit cost per vacancy filled	£1,983 (£489,750/247)
Unit Cost excluding financial incentives	£1,436 (£308,750/215)
Unit cost per financial incentive	£7,092 (£1,436+ (£181,000/32))
Unit Cost per school	£10,646 (£489,750/46)
Unit cost per school (exc. Incentives)	£6,712 (£308,750/46)

Source: Resourcing Solutions and North Yorkshire Coast Opportunity Area

Unit savings

Savings related to costs avoided by schools as a result of IBTR operation. The key savings identified relate to administration costs, vacancy advertising and teacher supply cover.

Administration savings

Time saving type	Hours
Time saved per vacancy in primary schools	17 hours
Time saved per vacancy in secondary schools	10 hours

Source: York Consulting (IBTR headteacher interviews)

Hourly rates	Amount
Administration hourly rate	£20

Source: Resourcing Solutions

Savings per vacancy	Amount (equation)
Primary savings per vacancy	£340 (£20x17)
Secondary savings per vacancy	£200 (£20x10)

Assume administration savings apply only to teaching and management vacancies

Assume 80% vacancies have savings (based on headteacher interviews)

Savings	Amount (equation)
Primary school administration savings	£26,520 (£340x78)
Secondary school administration savings	£15,600 (£200x78)
Total school administration savings	£42,120

Advertising savings

Type of advertising	Cost
Average cost of Advertising a primary vacancy	£137
Average cost of Advertising a secondary vacancy	£655

Source: York Consulting (Headteacher interviews)

Type with no advertising costs	Number
Number of primary T&M vacancies with no advertising costs	66
Number of secondary T&M vacancies with no advertising costs	28

Source: Resourcing Solutions

Savings	Amount (equation)
Primary Advertising Savings	£9,042 (£137x66)
Secondary Advertising Savings	£18,340 (£655x28)
Total Advertising Savings	£27,382

Source: York Consulting (Headteacher Interviews)

Supply cover savings

Supply cover	Amount
Cost of supply cover for one term	£5,600

Source: Resourcing Solutions

Assumption 50% of T&M vacancies avoid supply cover costs

Number of vacancies avoiding supply costs	97(194/2)
Supply Cover Savings	£543,200

Total savings

Saving type	Amount
Supply Cover	£543,200
Administration	£42,120
Advertising	£27,382
Total Savings	£612,702

Unit savings

Unit saving type	Amount (equation)
Unit Savings per vacancy filled	£2,481(612,702/247)
Unit Saving per school	£13,319(612,702/46)

Savings linked to financial incentive vacancies

Saving type	Amount (equation)
25 avoided supply cover	£140,000
2 Primary Administration	£274 (£137x2)
23 Secondary Administration	£15,065 (£655x23)
9 avoid TES Advertising	£9,000 (£1,000x9)
Total Savings	£164,339
Unit Savings	£5,136 (£164,339/32)

Aggregate costs and savings

Aggregate cost or saving type	Amount
Average unit cost of a non-financial incentive vacancy	£1,436
Average unit saving of a non-financial incentive vacancy	£2,850
Average unit cost of financial incentive vacancy	£7,092
Average unit saving of a financial incentive vacancy	£5,136
Unit cost per school supported	£10,646
Unit saving per school supported	£13,319

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Department
for Education

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Reference: (RR or RB number)

ISBN: 978-1-83870-334-9

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