

**Recruiwio a Chadw Athrawon, Cynorthwywyr  
Addysgu a Phenaethiaid yn Sir Gaerfyrddin**

**Recruitment and Retention of Teachers,  
Teaching Assistants and Headteachers in  
Carmarthenshire**

**Rhagfyr 2023 / December 2023**



[sirgar.llyw.cymru](http://sirgar.llyw.cymru)  
[carmarthenshire.gov.wales](http://carmarthenshire.gov.wales)

The purpose of this report is to enable the Education and Children's services scrutiny Committee to keep abreast of the current position on school recruitment, in line with their request for information.

### **Addressing the challenge**

Educational and children's services departmental officers are working alongside a consultative group of school leaders and teachers to better understand the recruitment challenge within education and to establish potential solutions and ways ahead.

In addition, all secondary headteachers have been consulted seeking their views on the challenge of recruitment.

The work is being conducted through the Strategic Focus group for Leadership and aims to understand the challenge from a 'Carmarthenshire' perspective, within the context of the national context.

Dr David Egan of Cardiff metropolitan university is interested in our work and has invited us to contribute to current research that he is undertaking in order to understand the challenges and potential solutions from a national perspective.

Our consultative work has focussed on:

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| <b>1. Understanding the challenge</b>  | 3 - 15      |
| <b>2. Addressing the challenge:</b> <ul style="list-style-type: none"><li>➤ Professional development programmes</li><li>➤ Marketing the benefits of working in education in Carmarthenshire</li><li>➤ The Carmarthenshire recruitment process.</li></ul> | 16 - 27     |
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## **Section 1: Understanding the challenge:**

This report provides an update on:

1. the current workforce within Education in Carmarthenshire
2. the current position of recruitment in schools
3. recruitment and retention figures
4. statistics on Welsh language medium teachers
5. statistics on the number of students applying for and completing Post Graduate
6. the number of students completing Post Graduate Certificates through the medium of Welsh.
7. Current leadership context – acting headteachers, federated headteachers, etc
8. Current vacancies (temporary or permanent?)

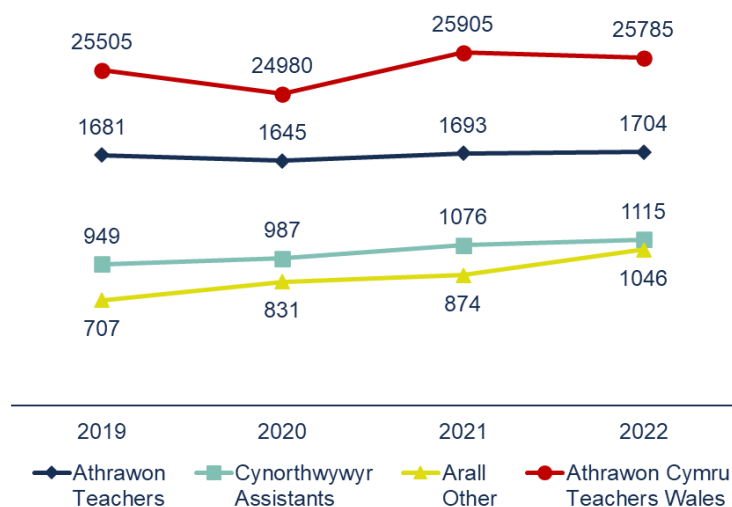
Useful Contextualised information:

Education Workforce Statistics

<https://www.ewc.wales/site/index.php/en/about-us/policy-and-research/workforce-statistics#school-learning-support-workers>

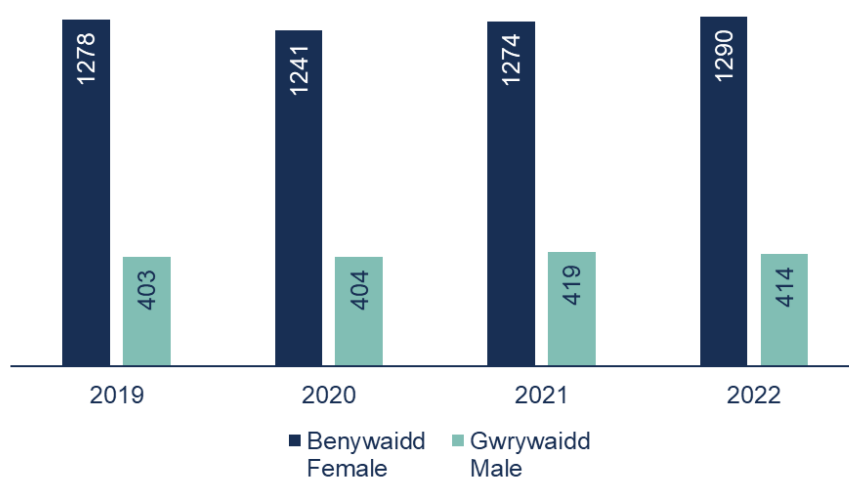
## 1. The current workforce within education in Carmarthenshire:

Trosolwg o Staff Ysgol Sir Gâr  
Overview of Carmarthenshire School Staff



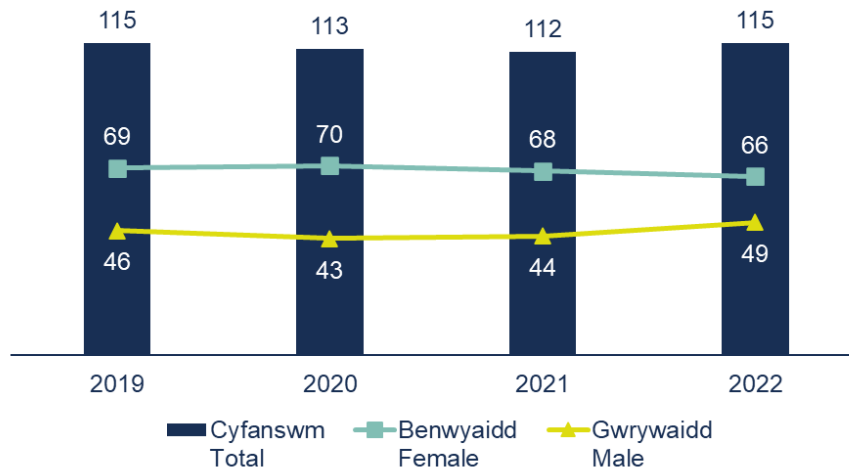
- The number of Teachers in Carmarthenshire has increased from 1,681 in 2019 to 1,704. This is an increase of 1.4% over the period.
- Comparatively, Wales has seen an increase from 25,505 teachers in 2019 to 25,785 in 2022 – a 1.1% increase.

Athrawon Sir Gâr gan Rhyw  
Carmarthenshire Teachers by Sex



- There are three female teachers for each male teacher (3:1).
- This is consistent with the female-male ratio in Wales.

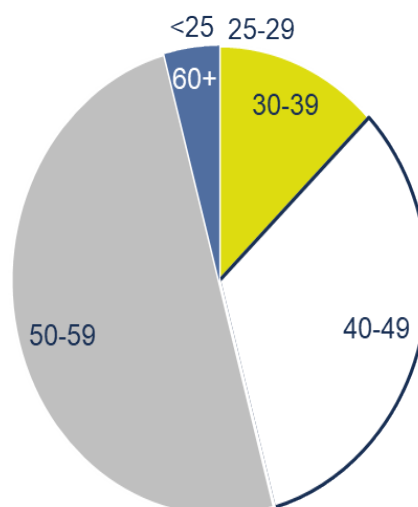
### Trosolwg o Bennaethiaid Sir Gâr Overview of Carmarthenshire Heads



- Of the approximate 115 Headteacher roles between 2019 and 2022, the majority have been fulfilled by female staff – between 57% and 62%.
- However, the number of Headteacher positions fulfilled by males reached a high of 43% in 2022 and is trending towards equity in the numbers of female and male staff in headship roles.
- Although the number of female teaching staff is significantly more than male, only 5% of all female teachers are Headteachers. However, this is slightly better than the 4.5% in all of Wales.
- Conversely, 12% of male teachers in Carmarthenshire are Headteachers, which is nearly 4% higher than the national rate in Wales – 8.3%.

Proffil Oedran Pennaethiaid (2022)  
Head teacher Age Profile (2022)

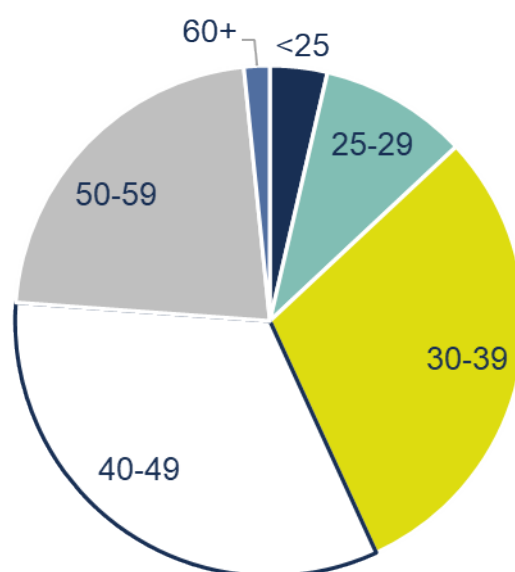
| Year | <25  | 25-29 | 30-39 | 40-49 | 50-59 | 60+  |
|------|------|-------|-------|-------|-------|------|
| 2019 | 0.0% | 1.0%  | 7.3%  | 38.5% | 52.1% | 1.0% |
| 2020 | 0.0% | 0.0%  | 9.8%  | 34.8% | 53.3% | 2.2% |
| 2021 | 0.0% | 0.0%  | 11.0% | 33.0% | 52.7% | 3.3% |
| 2022 | 0.0% | 0.0%  | 12.8% | 33.0% | 50.0% | 4.3% |



- Generally, teachers in Carmarthenshire are younger in 2022 than they were in 2019.
- In 2022, over half (56.8%) of teachers are 40 years or older. This is a decrease from 57.3% in 2019.
- By comparison, 54.3% of teachers in Wales were 40 years or older in 2022, up from 50.6% in 2019.
- In 2022, 13% of teachers were under the age of 30. This is a decrease from 13.6% in 2019.
- Nationally, 16% of teachers were under the age of 30 in 2022, down from 16.3% in 2019.

## Proffil Oedran Athrawon (2022) Teacher Age Profile (2022)

|      | <25  | 25-29 | 30-39 | 40-49 | 50-59 | 60+  |
|------|------|-------|-------|-------|-------|------|
| 2019 | 2.0% | 11.6% | 29.1% | 34.9% | 20.9% | 1.5% |
| 2020 | 1.8% | 10.5% | 29.7% | 34.5% | 21.9% | 1.6% |
| 2021 | 3.7% | 10.7% | 28.5% | 33.5% | 21.5% | 2.1% |
| 2022 | 3.6% | 9.4%  | 30.1% | 33.0% | 22.2% | 1.6% |



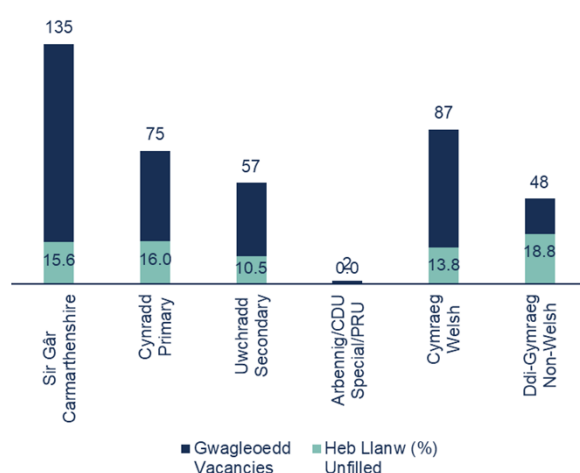
- The age profile of Headteachers in Carmarthenshire is older in 2022 than in 2019.
- This is counter to the trajectory of Headteacher ages in Wales, which has remained relatively static since 2020.
- In 2019, 53.1% of Carmarthenshire Headteachers were 50 years or older, increasing to 54.3% in 2022.
- Across Wales, 46.3% of Headteachers were 50 years or older in 2019, increasing to 51.6% in 2022.
- In 2019, 91.6% of Carmarthenshire Headteachers were 40 years or older, decreasing to 87.3% in 2022.
- Nationally, 90.5% of Headteachers were 40 years or older in 2019, increasing to 92.2% in 2022.

## 2. The current position of recruitment in schools

- It is becoming increasingly difficult to appoint Headteachers within our schools across the Local Authority.
- There are 9 small schools who don't have enough budget to go out and recruit a full-time non-teaching Headteacher, therefore they currently have Acting Headteachers in place.
- There is a secondary federation that didn't appoint and will need to go out to re-advert.
- One primary school has advertised twice and has had one candidate only, therefore will need to advertise for the third time.
- A federation of three small primary schools, have advertised for a Headteacher twice without any suitable candidates applying. The post is out to advert currently for the third time during 2023.
- Nine schools have temporary leadership in place where the Acting Headteachers does not currently hold the NPQH.

## 3. Recruitment and retention figures

Gwagleoedd a Lefel Heb Llanw (2021-22)  
Vacancies and Level Unfilled (2021-22)

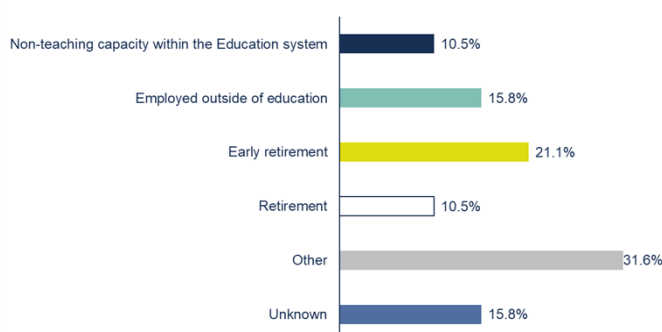


- In 2021/22, Carmarthenshire schools had 135 vacancies, 21 (15.6%) of which remained unfilled by the end of the reporting period. This is higher than the rate of unfilled vacancies in all of Wales – 11.1%.
- In Carmarthenshire Primary schools, 16% of vacancies were unfilled, with 10.5% unfilled in Secondary schools. Across Wales, 6.3% and 13.7% of Primary and Secondary school vacancies (respectively) were unfilled.
- Welsh medium posts made up 64.4% Carmarthenshire's vacancies. This is significantly higher than the all Wales rate of 24.4%.
- Despite these very different percentages, the rates of unfilled vacancies are similar – 13.8% and 15.1% in Carmarthenshire and Wales respectively.



## Retention

Cyrchfannau Athrawon 2021/22  
Destinations of Teachers 2021/22

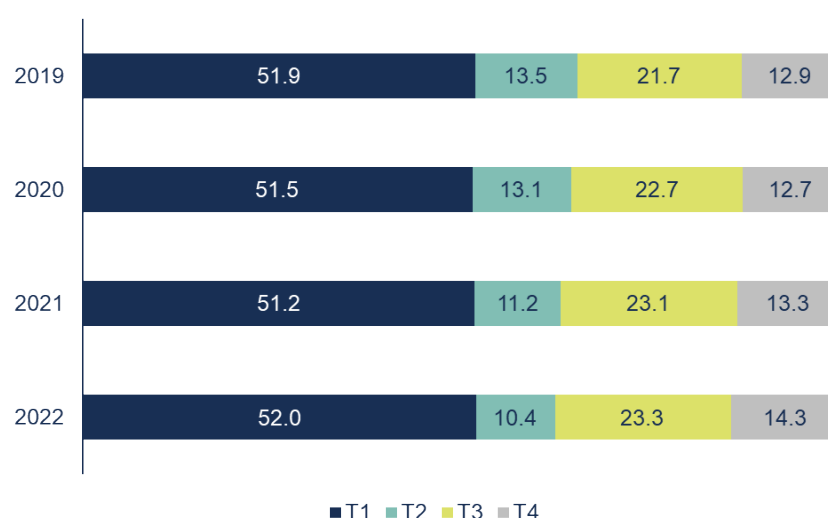


- In 2021/22, 95 Teachers left Carmarthenshire schools – 8.1% of all leavers in Wales. This is the second highest number of leavers behind Cardiff (150, 12.8%).
- Of the most recognised reasons for leaving, Retirement (both early and at the expected retirement age) is the most common reason for leaving the profession – 31.6%. This is similar to the national rate of 31.1%.
- In isolation, Early Retirement (21.1%) is the most common reason for leaving, followed by those Employed Outside of Education (15.8%). Again, this is similar to statistics across Wales.

## 4. Statistics on Welsh language medium Teachers

### Teaching of Welsh

Athrawon yn Addysgu Cymraeg - Sir Gâr  
Teachers Teaching Welsh - Carmarthenshire

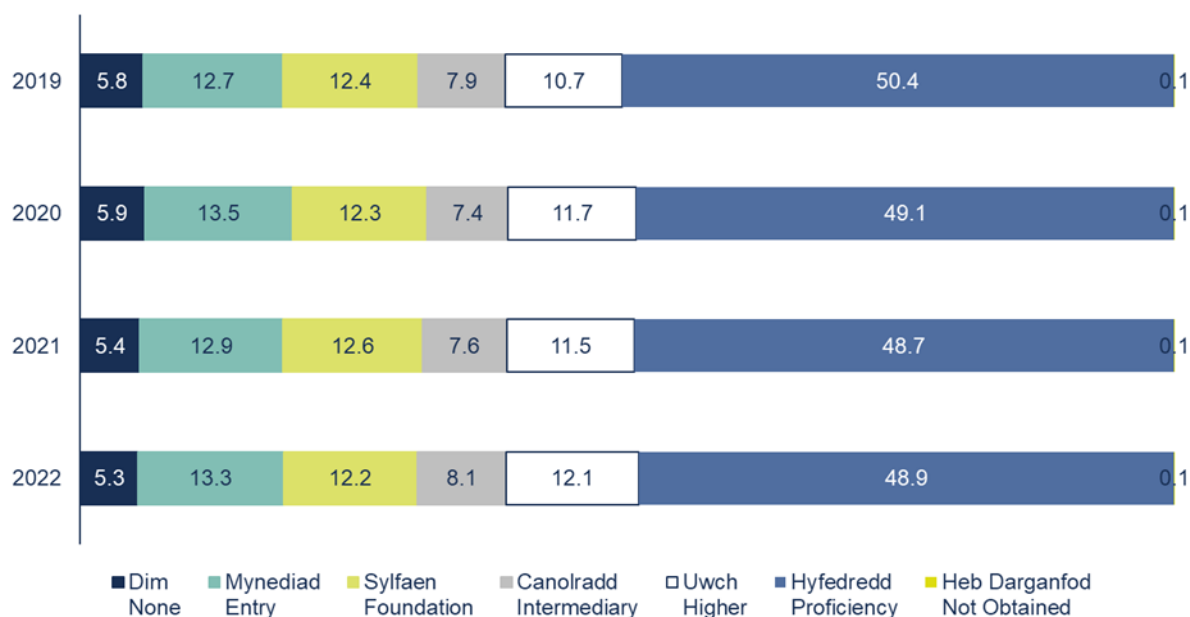


- Over half of Teachers in Carmarthenshire (52%) teach or work through the medium of Welsh (T1), which has remained stable between 2019 and 2022.
- By comparison, only 25% of Teachers in Wales teach or work through the medium of Welsh, a slight increase from 2019 (24.5%)

- In 2022, further 14.3% Teachers teach Welsh as a subject only (T4), an increase from 12.9% from 2019.
- Across Wales, an additional 29.9% taught Welsh as a subject in 2022, which has been consistent since 2019.
- In total, 63.3% of Teachers in Carmarthenshire teach or work through Welsh, including teaching of Welsh as a subject in 2022 (T1 and T4). This is a slight decrease since 2019, where the county had 64.8% in 2019.
- Wales as a whole has seen a small increase in those Teachers that are actively teaching through Welsh – from 54.4% in 2019 to 54.9% in 2022.
- In 2022, when including those Teachers that are able/qualified to teach through the medium of Welsh but not currently doing so (T2), 76.6% of Carmarthenshire Teachers are qualified or able to teach or work through the medium of Welsh (T1, T2, and T4). In 2019, this was 78.3%.
- Nationally, this figure has also had a slight decrease from 61.3% in 2019 to 61% in 2022.

## Welsh Language Proficiency

Cymwysedd Iaith Gymraeg Athrawon - Sir Gâr  
Welsh Language Competency of Teachers - Carmarthenshire



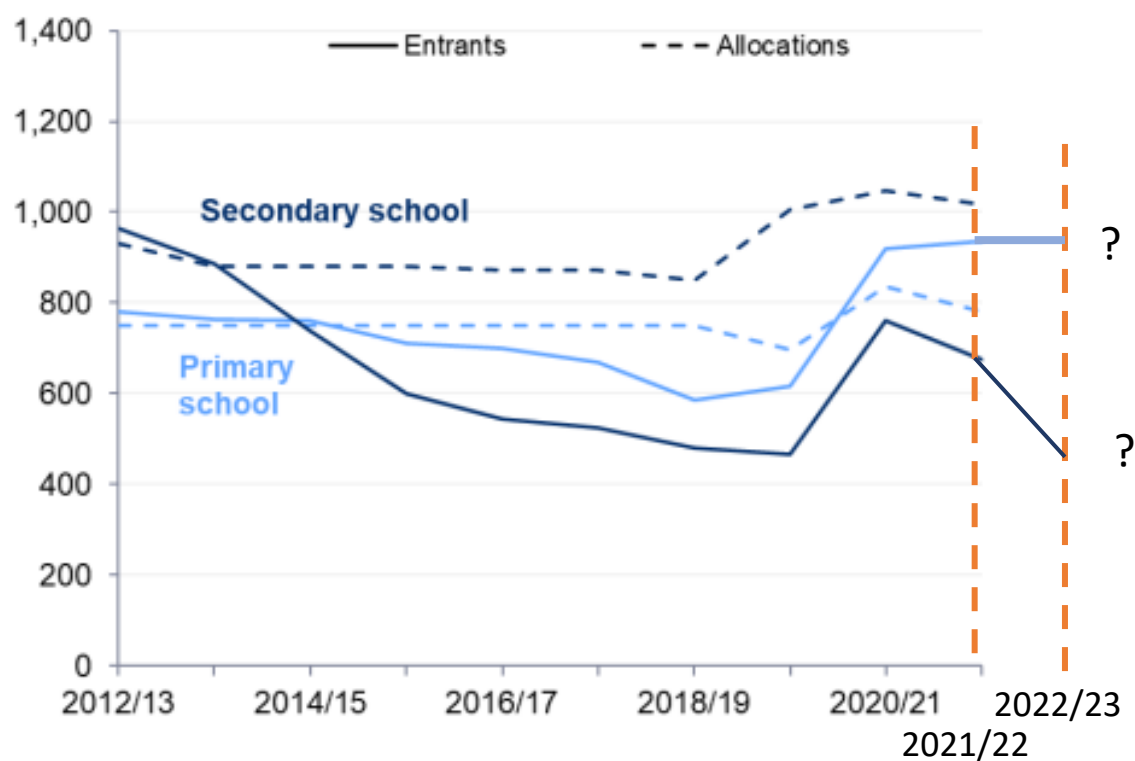
- The percentage of Carmarthenshire Teachers proficient in Welsh has steadily decreased over four years – from 50.4% (2019) to 48.9% (2022)
- There has been a slight increase in this group across Wales, from 23.9% in 2019 to 24.2% in 2022.
- Teachers Intermediary and Higher competence have increased between 2019 and 2022, 7.9% to 8.1% (Intermediary) and 10.7% to 12.1% (High) respectively.

- In Wales, the level of High competence Welsh speaking Teachers has stagnated – 6.7% in 2019 to 6.8% in 2022. While Intermediary has decreased from 8.1% in 2019 to 7.6% in 2022.
- The percentage of Entry level Welsh speaking Teachers has increased between 2019 and 2022 – from 12.7% to 13.3%
- Similar gains have been made across Wales, from 12.7% to 13.3%.
- The number of Teachers in Carmarthenshire with no Welsh language skills is slowly decreasing – 5.8% in 2019 to 5.3% in 2022.
- Wales has seen a similar trajectory – from 18.1% in 2019 to 17.1%.

## 5. Statistics on the number of students applying for and completing Postgraduate

Context:

- Information for ITE courses starting in September 2023 is not available yet.
- The data used here is from Stats Wales (last updated to 2021/22) and Education Workforce Council (updated to 2022/23).
- 2022-23 is the first year that the language medium of training has been recorded for students completing a postgraduate ITE course. This will be recorded in future years.
- Some anecdotal information is included based on conversations with UWTSD, Swansea University and UWIC.



- The number of students commencing Primary ITE (entrants) has been higher than the initial allocated places since 2020/21.
- Entrants to Secondary ITE have been much lower than the allocated places since 2014/15.
- Anecdotal information indicates applications for Primary ITE courses remain high - many good quality primary applicants are turned away. This is not the case for secondary courses.
- The total number of students on ITE in Universities has declined since 2012-13, apart from a rise during the Covid period.
- In 2021/22, the overall number on ITE courses was slightly higher than 2014/15, however, recent anecdotal data suggests this has dropped.
- Anecdotal information for 2023/24 indicates that the numbers for secondary, especially for WM, are lower again than in 2022/23.

**1. ITE student results (Wales) - academic year 2022-23 (5 year trend)**

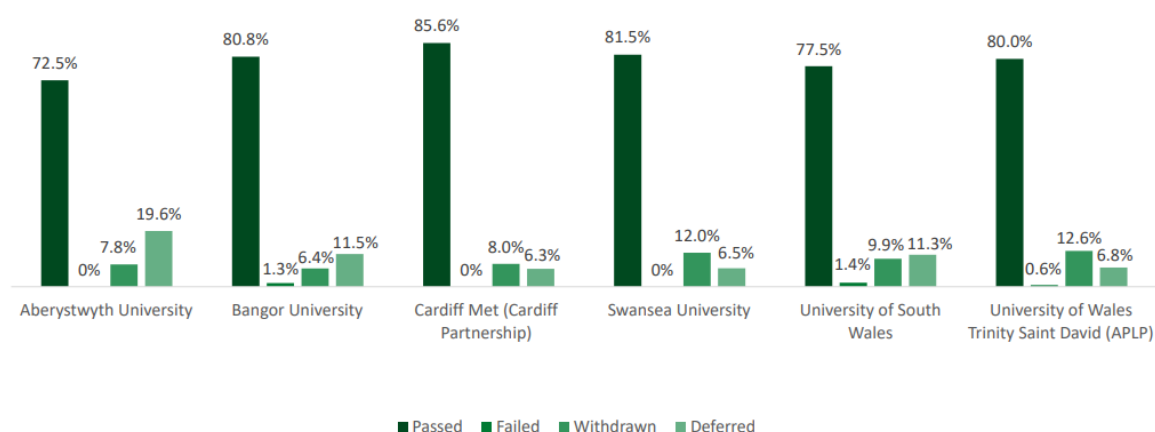
|  | 2018-19      |            | 2019-20      |            | 2020-21      |            | 2021-22      |            | 2022-23      |            |
|--|--------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|
|  | Number       | %          | Number       | %          | Number       | %          | Number       | %          | Number       | %          |
| Passed <sup>1</sup>                      | 894          | 80         | 970          | 83.4       | 1,208        | 79.9       | 1,101        | 82.3       | 1,034        | 82.1       |
| Failed                                   | 22           | 2          | 15           | 1.3        | 19           | 1.3        | 12           | 0.9        | 5            | 0.4        |
| Deferred                                 | 104          | 9.3        | 89           | 7.7        | 88           | 5.8        | 100          | 7.5        | 120          | 9.5        |
| Withdrawn                                | 97           | 8.7        | 89           | 7.7        | 138          | 9.1        | 121          | 9.0        | 101          | 8.0        |
| WG Scheme (COVID <sup>2</sup> )          |              |            |              |            | 58           | 3.8        | 4            | 0.3        |              |            |
| <b>Total</b>                             | <b>1,117</b> | <b>100</b> | <b>1,163</b> | <b>100</b> | <b>1,511</b> | <b>100</b> | <b>1,338</b> | <b>100</b> | <b>1,260</b> | <b>100</b> |
|  |              |            |              |            |              |            |              |            |              |            |
| Total passes received <sup>3</sup>       | 903          | 80.2       | 975          | 83.5       | 1,231        | 80.2       | 1,131        | 82.7       | 1,054        | 82.3       |
| <b>Overall total</b>                     | <b>1,126</b> | <b>100</b> | <b>1,168</b> | <b>100</b> | <b>1,534</b> | <b>100</b> | <b>1,368</b> | <b>100</b> | <b>1,280</b> | <b>100</b> |
|  |              |            |              |            |              |            |              |            |              |            |
| Primary trained                          | 515          | 57.0       | 570          | 58.5       | 627          | 50.9       | 627          | 55.4       | 676          | 64.1       |
| Secondary trained                        | 388          | 43.0       | 405          | 41.5       | 604          | 49.1       | 504          | 44.6       | 378          | 35.9       |
| <b>Total passes received<sup>3</sup></b> | <b>903</b>   | <b>100</b> | <b>975</b>   | <b>100</b> | <b>1,231</b> | <b>100</b> | <b>1,131</b> | <b>100</b> | <b>1,054</b> | <b>100</b> |

- The proportion of passes remains around 82%.
- Deferrals have increased very slightly since 2018-19.
- The proportion of primary to secondary trainees has shifted from 57% / 43% in 2018-19 to 64% / 36% in 2022-23.

## 2. ITE student results (Wales) - academic year 2022-23 by partnership

|  | Passed       |             | Failed   |            | Withdrawn  |            | Deferred   |            | Total        |            |
|--|--------------|-------------|----------|------------|------------|------------|------------|------------|--------------|------------|
|  | Number       | %           | Number   | %          | Number     | %          | Number     | %          | Number       | %          |
| Aberystwyth University                         | 37           | 72.5        | 0        | 0          | 4          | 7.8        | 10         | 19.6       | 51           | 100        |
| Bangor University                              | 126          | 80.8        | 2        | 1.3        | 10         | 6.4        | 18         | 11.5       | 156          | 100        |
| Cardiff Met (Cardiff Partnership)              | 501          | 85.6        | 0        | 0          | 47         | 8.0        | 37         | 6.3        | 585          | 100        |
| Swansea University                             | 75           | 81.5        | 0        | 0          | 11         | 12.0       | 6          | 6.5        | 92           | 100        |
| University of South Wales                      | 55           | 77.5        | 1        | 1.4        | 7          | 9.9        | 8          | 11.3       | 71           | 100        |
| University of Wales Trinity Saint David (APLP) | 260          | 80.0        | 2        | 0.6        | 41         | 12.6       | 22         | 6.8        | 325          | 100        |
| <b>Total From Institutions<sup>1</sup></b>     | <b>1,054</b> | <b>82.3</b> | <b>5</b> | <b>0.4</b> | <b>120</b> | <b>9.4</b> | <b>101</b> | <b>7.9</b> | <b>1,280</b> | <b>100</b> |

<sup>1</sup> Note: The Council may receive separate notifications of passes during the academic year for NQTs who have been recorded as deferred in the above table. The above figures are based on results received as at 01 August 2023.



- Around 10% of secondary PGCE students withdrew in 2022-23, with the withdrawal rates (~12%) from Swansea University and UWTSD being higher than other institutions.
- Deferrals in Aberystwyth University are proportionately higher.
- These statistics might suggest a more challenged picture for the Carmarthenshire area in terms of numbers of successful ITE completion.

## 6. The number of students completing Post Graduate Certificates through the medium of Welsh.

**Table F.1: Entrants onto ITE courses in Wales by course language and school level, 2016/17 to 2021/22**

|                                       | School Level     | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---------------------------------------|------------------|---------|---------|---------|---------|---------|---------|---------|
| <u>Training to teach in Welsh</u>     | Primary School   | 150     | 145     | 110     | 95      | 145     | 190     | 210     |
|                                       | Secondary school | 95      | 90      | 100     | 75      | 90      | 145     | 110     |
|                                       | All              | 245     | 235     | 210     | 175     | 235     | 335     | 325     |
|                                       |                  |         |         |         |         |         |         |         |
| <u>Not training to teach in Welsh</u> | All              | 1,065   | 1,010   | 990     | 890     | 840     | 1,345   | 1,290   |

- The number of entrants training to teach in Welsh at primary school level was at its highest in 2021/22 (and continues to be strong)
- The number of entrants training to teach in Welsh at secondary school level was lower in 2021/22 than in 2020/21 (but still higher than every other year since 2015/16).
- Anecdotal information for 2023/24 indicates that the numbers for secondary, especially for WM, are lower again than in 2022/23.

#### 4. ITE student results (Wales) - academic year 2022-23 by course type and language medium of training

|              | Postgraduate primary students |                         | Total      |            |
|--------------|-------------------------------|-------------------------|------------|------------|
|              | Welsh language medium         | English language medium | Number     | %          |
| Passed       | 79                            | 388                     | 467        | 87.3       |
| Failed       | 1                             | 1                       | 2          | 0.4        |
| Withdrawn    | 3                             | 33                      | 36         | 6.7        |
| Deferred     | 3                             | 27                      | 30         | 5.6        |
| <b>Total</b> | <b>86</b>                     | <b>449</b>              | <b>535</b> | <b>100</b> |

|              | Postgraduate secondary students |                         | Total      |            |
|--------------|---------------------------------|-------------------------|------------|------------|
|              | Welsh language medium           | English language medium | Number     | %          |
| Passed       | 57                              | 322                     | 379        | 83.3       |
| Failed       | 0                               | 1                       | 1          | 0.2        |
| Withdrawn    | 2                               | 34                      | 36         | 7.9        |
| Deferred     | 10                              | 29                      | 39         | 8.6        |
| <b>Total</b> | <b>69</b>                       | <b>386</b>              | <b>455</b> | <b>100</b> |

- 2022-23 is the first year that the language medium of training has been recorded for students completing a postgraduate ITE course. This will be recorded in future years.
- The following shows outcomes for the Secondary ITE by subject for 2022-23 only.

|                          | Passed     | Failed   | Withdrawn | Deferred  | Total      | Total %    | Total Welsh language medium | Total English language medium |
|--------------------------|------------|----------|-----------|-----------|------------|------------|-----------------------------|-------------------------------|
| Art                      | 16         | 0        | 1         | 0         | 17         | 3.7        | 3                           | 14                            |
| Art and Design           | 11         | 0        | 1         | 0         | 12         | 2.6        | 1                           | 11                            |
| Biology                  | 22         | 0        | 4         | 3         | 29         | 6.4        | 0                           | 29                            |
| Business Studies         | 2          | 0        | 1         | 0         | 3          | 0.7        | 0                           | 3                             |
| Chemistry                | 8          | 0        | 3         | 2         | 13         | 2.9        | 0                           | 13                            |
| Combined/General Science | 23         | 0        | 1         | 0         | 24         | 5.3        | 3                           | 21                            |
| Computer Science         | 4          | 0        | 0         | 0         | 4          | 0.9        | 0                           | 4                             |
| Design and Technology    | 17         | 0        | 0         | 0         | 17         | 3.7        | 0                           | 17                            |
| Design and Technology Ed | 1          | 0        | 0         | 0         | 1          | 0.2        | 0                           | 1                             |
| Design Studies           | 3          | 0        | 0         | 0         | 3          | 0.7        | 0                           | 3                             |
| Drama                    | 20         | 0        | 1         | 4         | 25         | 5.5        | 4                           | 21                            |
| English                  | 28         | 0        | 1         | 6         | 35         | 7.7        | 3                           | 32                            |
| English Studies          | 20         | 0        | 2         | 2         | 24         | 5.3        | 0                           | 24                            |
| French                   | 1          | 0        | 0         | 0         | 1          | 0.2        | 0                           | 1                             |
| Geography                | 16         | 0        | 2         | 1         | 19         | 4.2        | 3                           | 16                            |
| History                  | 43         | 0        | 4         | 5         | 52         | 11.4       | 10                          | 42                            |
| Information Technology   | 5          | 0        | 1         | 1         | 7          | 1.5        | 1                           | 6                             |
| Mathematics              | 33         | 0        | 7         | 2         | 42         | 9.2        | 4                           | 38                            |
| Modern Foreign Languages | 8          | 0        | 0         | 0         | 8          | 1.8        | 1                           | 7                             |
| Modern Languages         | 6          | 0        | 1         | 1         | 8          | 1.8        | 0                           | 8                             |
| Music                    | 9          | 0        | 2         | 0         | 11         | 2.4        | 1                           | 10                            |
| Outdoor Activities       | 1          | 0        | 0         | 0         | 1          | 0.2        | 1                           | 0                             |
| Physical Education       | 52         | 0        | 2         | 2         | 56         | 12.3       | 13                          | 43                            |
| Physics                  | 3          | 0        | 0         | 1         | 4          | 0.9        | 1                           | 3                             |
| Religious Education      | 16         | 1        | 2         | 5         | 24         | 5.3        | 6                           | 18                            |
| Welsh                    | 11         | 0        | 0         | 3         | 14         | 3.1        | 14                          | 0                             |
| Welsh Language           | 0          | 0        | 0         | 1         | 1          | 0.2        | 0                           | 1                             |
| <b>Total</b>             | <b>379</b> | <b>1</b> | <b>36</b> | <b>39</b> | <b>455</b> | <b>100</b> | <b>69</b>                   | <b>386</b>                    |

- Low numbers for Welsh Medium most subjects across the board.
- Low numbers for English Medium in Business, Computer Sci, DT, MFL, IT, Physics & Welsh.

## **7. Current leadership context – Acting Headteachers, Federated Headteachers, etc**

| <b>Current Leadership Context</b>  | <b>Number of schools</b> |
|--|--------------------------|
| Primary school, permanent full time Headteacher                                    | 43                       |
| Secondary school, permanent full time Headteacher                                  | 9                        |
| Primary Soft Federation / Partnership  | 16                       |
| Primary Formal federation.   | 8                        |
| Primary schools without permanent leadership and an acting Headteacher in place.   | 30                       |
| Secondary schools without permanent leadership and an acting Headteacher in place. | 3                        |

## **8. Current vacancies**

This information is not available within the Local Authority currently.

## **Section 2: Addressing the challenge:**

- Professional development programmes
- Marketing the benefits of working in education in Carmarthenshire
- The Carmarthenshire recruitment process.

### **Professional Development:**

Recruitment into leadership roles is a national challenge. In addition to the national leadership development programmes, we are devising a Carmarthenshire strategy to address the following question:

**How can we better encourage and support teachers to become effective middle leaders and to progress to senior leadership roles and headship in our schools?**

**The consultation group has taken into account the following national and local strategies, guidance and professional standards:**

- National Mission Objective 4 :  
Objective 4: High-quality teaching and leadership, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged.  
What we will do: Guaranteed career-long professional learning and support for all staff, from initial training through to leadership, focused on realising the four purposes of the curriculum, and capacity and capability to support the success of all learners.
- National Leadership Pathways (delivered by Partneriaeth)
- Schools as a Learning Organisation
- Professional Standards
- Self evaluation and school improvement guidance [School improvement guidance: framework for evaluation, improvement and accountability - Hwb \(gov.wales\)](#)
- CCC 10 year plan / purpose pieces :  
We will work as one team for the benefit of our children  
We will support our children and young people by recruiting, developing, retaining and valuing the best leaders, teachers and staff. We will respect our staff and commit to ensuring their wellbeing.  
We will develop as an effective and efficient learning organisation for the benefit of our children young people and staff,  
We will further develop and strengthen our partnership working ....with departments and organisations.
- National Academy for Leadership

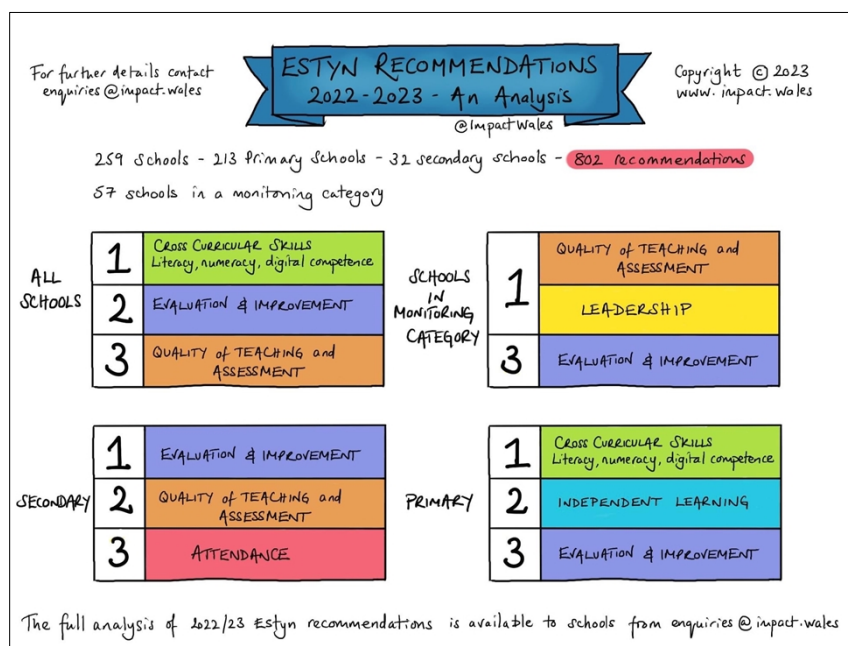


## What is Professional learning and why is it important?

Professional Learning supports the delivery of high standards and aspirations for all learners. Effective school leadership is highlighted by researchers, practitioners, and political representatives as essential if schools are to meet future requirements and fulfil their mission to support the success of all learners.

There is growing insight into the importance of school leadership for the quality and development of schools, and it is widely recognised that leadership is second only to classroom teaching in its impact on student learning ([Leithwood et al., 2020](#)). This knowledge reinforces and highlights the importance of school leaders' professional development. [Bush \(2018\)](#) argues that acquiring leadership skills should be a deliberate, rather than an incidental, process. Therefore, guaranteed career-long professional learning and support for all staff, from initial training through to leadership, focused on realising the four purposes of the curriculum, and capacity and capability is of utmost importance.

This is supported in Impact Wales ESTYN school's recommendation analysis for 2022-23 which demonstrates the importance of strong leadership across our schools at all levels in order to secure improvement:



Our local ESTYN picture aligns with the national picture above.

## What is the current Professional entitlement that supports the development of leadership in our schools?

Practitioners currently have access to a wide and varied professional learning offer to support their continued development in accordance with the **professional standards for teaching, leadership and assisting teaching**.

The education consortia are key partners in the delivery of these professional learning opportunities which have been developed and recognised nationally and are delivered on a regional basis – via Partneriaeth.

### National / Regional Professional learning for leaders

A comprehensive programme of leadership development is on offer to all school leaders across Wales and is in line with professional standards for leadership.

The current national offer for leaders includes:

- Middle Leadership Development Programme
- Senior Leader Development Programme
- \*Aspiring Headteacher Development Programme – preparation for the NPQH. *This is currently being reviewed*
- Newly Appointed and Acting Headteacher Programme
- Experienced Headteacher Programme

These programmes have been endorsed by the National Academy for Educational Leadership and the Middle Leadership Development and Senior Leader Development Programmes also have an accreditation option through ILM.



### \*National professional qualification for headship

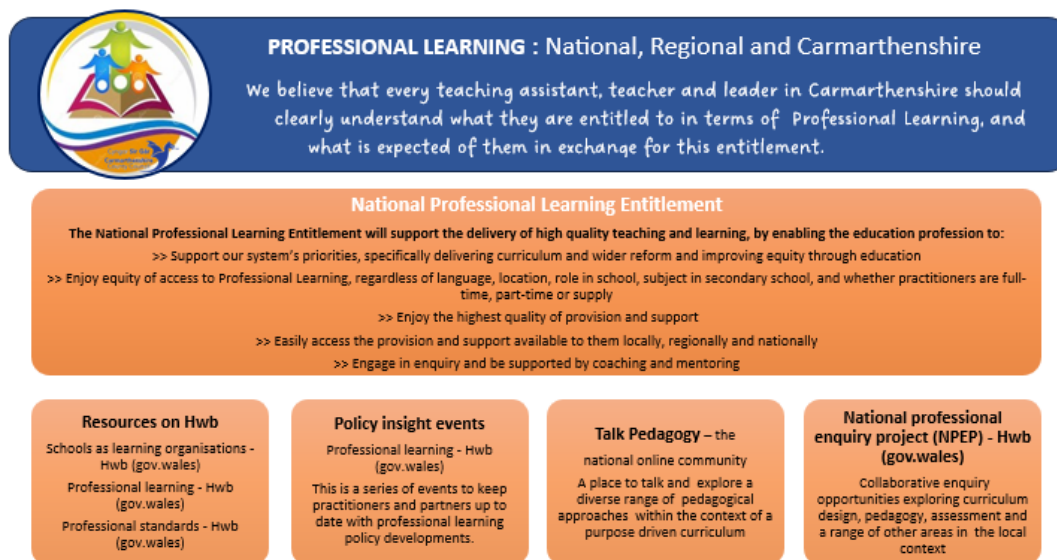
In Wales it is a statutory requirement for anyone serving as a headteacher to hold the National Professional Qualification for Headship (NPQH).

The arrangements for school leaders to achieve the National Professional Qualification for Headteachers (NPQH) have now changed and **can no longer be pursued through participation on the Aspiring Headteachers Development Programme**. The participants currently on the Aspiring Headteachers Development Programme, who commenced the programme in January 2023, will be the last to go through to NPQH assessment following participation in the programme in this current format. Welsh Government, in collaboration with other stakeholders are in the process of developing new NPQH arrangements, by which **a new programme will be in place for Autumn 2024**. Further details about this new NPQH programme will be issued in due course.

| <b>Senior leaders within our schools who have the NPQH qualification but are NOT in a substantive headteacher role</b><br><b>*data based on 65 responses to a questionnaire in January 2022</b> |                       |  |                          |                            |
|---|-----------------------|--|--------------------------|----------------------------|
|   |                       | <b>Primary settings</b>                                | <b>Secondary setting</b> | <b>Specialist settings</b> |
| Number of senior leaders who currently have the NPQH qualification  | <b>Welsh medium</b>   | <b>12</b>  | <b>2</b>                 | <b>0</b>                   |
|   | <b>English medium</b> | <b>3</b>   | <b>3</b>                 | <b>0</b>                   |
| Number of senior leaders currently undertaking the NPQH assessment - 2024   | <b>Welsh medium</b>   | <b>2 (1 of whom are currently acting headteacher)</b>  | <b>2</b>                 | <b>-</b>                   |
|   | <b>English medium</b> | <b>6 (2 of whom are currently acting headteachers)</b> | <b>3</b>                 | <b>1 ALN specialist</b>    |

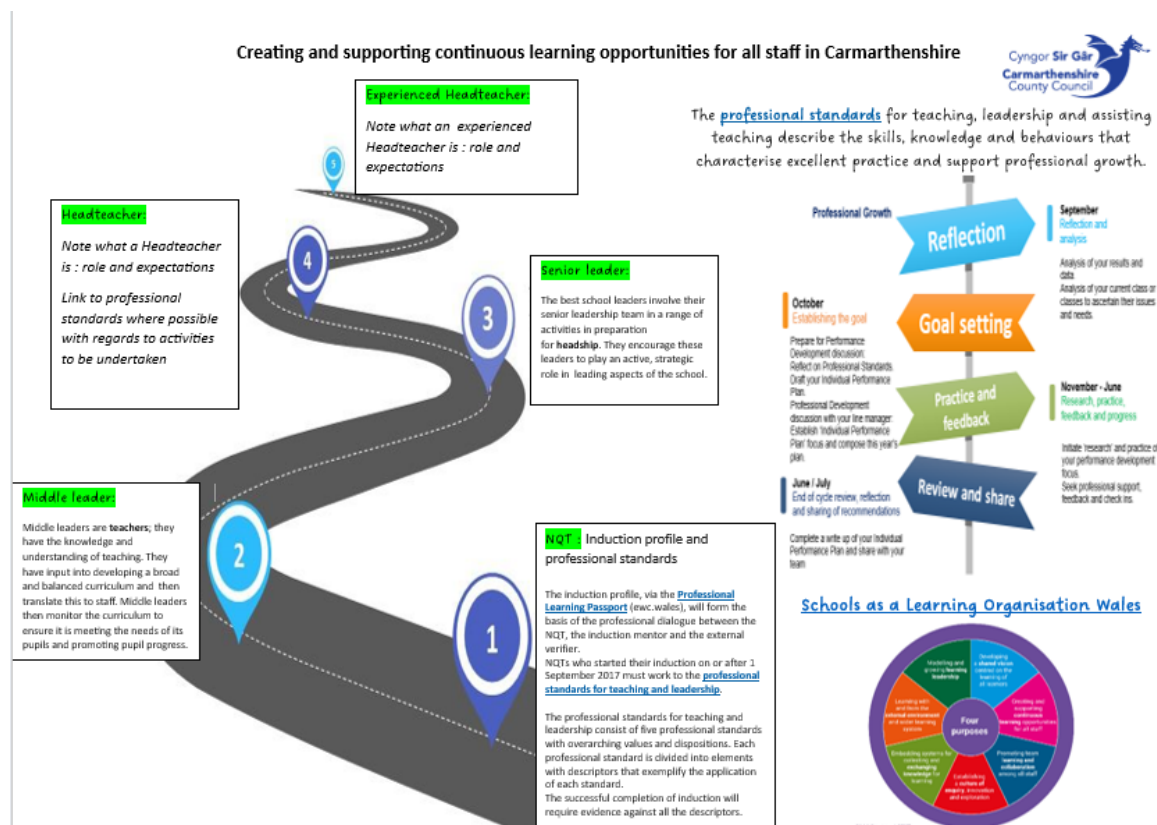
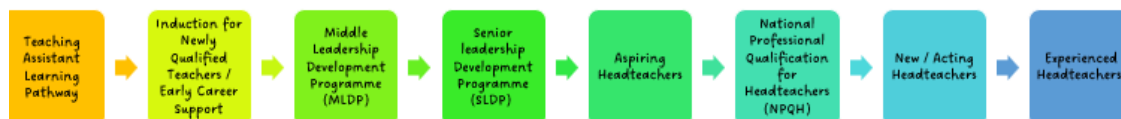
Latest statistics on the education workforce in Wales published on September 5<sup>th</sup> 2023 by the EWC notes that, nationally, only 82% of headteachers have the NPQH, with 33.6% of deputies and 12.4% of assistant heads. In light of the above, succession planning for the future will be a national challenge.

## Outline of the current Professional learning entitlement: developing leadership in our Carmarthenshire schools:



### The regionally delivered, nationally aligned, Professional Learning programme

Partneriaeth provides career pathways for leaders, practitioners and support staff at all levels of the system. Partneriaeth aims firstly to support all professionals to progress along their own career pathway and secondly to develop and retain future leaders across the system.



## **Carmarthenshire Professional Learning opportunities for leadership development in our schools:**

- **Taking the next steps into leadership programme:** Supporting partitioners to reflect on their leadership professional standards and to consider the next steps in their leadership development. Supports the application process for national leadership programmes and senior leadership posts. Utilise the CCC / national Pilot 'Thingi' in tracking this development.
- **New and Acting Headteacher Professional Learning:** In addition to being assigned an experienced headteacher from within the LEA as a mentor, to support new headteachers in their role, all new and acting headteachers are offered the following induction sessions during their first year in post:
  - 15.9.23 Information systems, GDPR & Admissions
  - 24.10.23 Safeguarding, Attendance, ECPS & Behaviour
  - 28.11.23 HR, Occ Health, Wellbeing & Governance
  - 31.01.24 Inclusion, Equity, TAF, MEAS & Traveller Services
  - 23.04.24 School Improvement, SEP, PM, SLO & Networks

These provide an insight into aspects of leadership and management and an opportunity to network with colleagues in a similar position and to have a safe space to discuss issues.

- **Strengthening Monitoring and Improvement planning at all levels of leadership :**
  - Targeted PL for HT – Self evaluation and school improvement: how to write an effective School Development Plan. Summer term 2023 and September 2023
  - Targeted PL for Senior Leaders – Self-evaluation and school improvement – how to monitor, evaluate and plan for improvement effectively. 09+10/01/2024
  - Targeted PL for Middle Leaders – Self-evaluation and school improvement – how to monitor, evaluate and plan for improvement effectively. 09+10/04/2024
- Development of the **Self-evaluation and improvement Platform:** a resource to support School and Local Authority Leaders in securing improvement in our schools and share good practice.
- **The development of a Performance Management / Development policy**
- This model policy has been developed and produced in collaboration with the three Local Authorities (Carmarthenshire County Council, Pembrokeshire County Council and City and County of Swansea) within the Partneriaeth Consortia and a consultation is currently being carried out with school leaders on the model policy.

- This model policy refers to the statutory arrangements for the performance management of teachers and headteachers using a 'Professional/Performance Development Model', therefore in this policy 'performance management' has been replaced with 'Performance Development; a different perspective and a new direction designed to challenge thinking, promote deep reflection, collaboration and change for the better.
- Effective performance development is an essential part of securing effective teaching and leadership. The performance development model requires a desire and willingness to engage in continued professional development. The model enables leaders to support each other so that the school benefits from the highest quality leadership. This cannot be achieved by professional learning alone. Performance development is designed to change the way we view accountability and professional development. It is a process that requires a commitment from all staff to engage actively and cognitively in order to seek further growth in professional knowledge and development. There is a shared sense of belief and pride that staff can be the very best, driven by a sense of moral purpose and a desire to continually improve.

**Professional development is regarded as a key driver not only to staff development, but also to recruitment, retention, wellbeing, and school improvement.**

**Recommendations:** Professional development programmes :

***CCC provision :***

- Develop a Leadership academy.
- Develop effective senior and middle leadership professional learning opportunities to develop the quality of distributed leadership and management across the schools to ensure high expectations, high quality leadership and high standards.
- Establish a Deputy/Senior leaders network. Up skill and prepare future HT's in developing their knowledge, understanding, skills and experience in both strategic and operational leaderships aspects. Model learning leadership, distribute leadership and help grow other leaders.
- Cluster working / Collaboration and peer working
- Consideration needed of the broader challenges addressed by school leaders including the effectiveness of governors, recruiting to 'shortage subjects' and the impact of LA systems such as HR links.
- Build on the secondary CASH model to create networks for primary leaders i.e., either a cluster model or area model. Opportunity to network, share practice, improve wellbeing and enhance self improving schools.
- Building on commitment, not compliance, with representatives from the school leadership profession involved in the formulation and development of strategy / frameworks.
- Revise the PL offer by Partneriaeth and the LEA to ensure that they are bespoke and meet the needs of the school. Less is more.

Create a one-page overview with links to the PL to ensure clarity around the offering and ease of access.

- Consider the value of the national apprenticeship scheme in developing teaching assistants, business managers and IT support staff.
- Review current Performance Management policy to ensure that it nurtures and grows leaders according to their stage of development. Align with the national standards for professional development. GROW model.
- WESP / Welsh language Substantial development needed in the Professional Development of Welsh medium staff to support the implementation of the WESP. Financial obligations to meet these are challenging.
- CCC MEP programme. Do current schools' varying demographics / size allow structure to foster, develop and support leaders effectively? Larger school structures allow leadership development pathways within the schools, where effective leadership is modelled, grown and supported.

#### **Regional/National provision:**

- Develop an ALN senior leaders' programme
- Embed the principles of an SLO across all PL to facilitate continuous self-improving establishments. Not sit in silo
- Coaching and mentoring PL for all senior and experienced leaders. Up skill existing HT's and future leaders to empower staff to devise new ideas and creative solutions. This will build confidence, self-esteem, inspire, empower and engage future leaders and ensure innovation.
- WG progress in developing Professional Learning entitlement:

#### **Professional development and review**

'We have worked with practitioners and education workforce unions to develop revised performance management guidance which will be published by the end of the year. Revised guidance will set out a flexible process in which practitioners take responsibility for their own development and the school provides the time and space required through effective use of the professional learning grant. *Jeremy Miles MS, Minister for Education and Welsh Language* Cabinet Statement Update - reducing workload and bureaucracy for school staff 09/11/23 [Written Statement: Update - reducing workload and bureaucracy for school staff \(9 November 2023\) | GOV.WALES](#)

## **Addressing the challenge: Marketing**

The consultation group has reflected on current marketing and promotion of education within Carmarthenshire.

To ensure that succession planning for the future workforce is suitably addressed the following need to be considered:

- Working within education as a career
- Working specifically within Education in Carmarthenshire

## **Recommendations: Marketing and communication:**

1. Support is required from the marketing and media team. Funding for this support to be agreed.
2. Promote Carmarthenshire as 'the' place to work within education and 'the' place to live.
3. Utilise the education profession to promote themselves. How is education promoted amongst learners as a career of choice?
4. Consider how effectively recruitment systems promote and market Carmarthenshire as a location of choice? How can individual schools be supported to promote their school environments, culture, and ethos? Refine the 'information packs', template letters etc.
5. How does social media play its role in marketing working within the education sector?
6. Connect with further and higher education establishments. Consider a roadshow, promoting the benefits of working within Carmarthenshire across PGCE courses, UWTSD and Swansea, Cardiff, Bangor and Aberystwyth too.
7. Consider 'Market place' event for November 2024 – multifaceted event, promoting Carmarthenshire as a place to live and work.

## **Addressing the Challenge: The Recruitment process:**

Recruitment of headteachers, teachers and all school-based staff remains the responsibility of governing bodies in Wales.

The consultative group has considered the current recruitment processes, aiming to strengthen processes considering current recruitment challenges as well as anticipated challenges.

Advice and guidance is available for school leaders from the Human resource team when undertaking recruitment processes. This is clearly shared via the CCC intranet. In addition, designated human resource officers provide valuable bespoke advice for school leaders. Delays within the recruitment processes and led to challenges for schools. This is being robustly addressed via the introduction of the updated Oreo recruitment process which aims to ensure efficient and effective ways for working when recruiting.



A key priority for Carmarthenshire is to secure effective school leaders across our schools. Comprehensive guidance is available for governing bodies when appointing a headteacher, with processes supported robustly by the human resource and school improvement teams. The guidance provides a framework that enables governing bodies to work in partnership with the Local Authority to make effective appointments and ensures that processes followed are objective and rigorous, complying with legal requirements.

### **How long does it take to appoint a Headteacher?**

From the date a resignation is received it can take several months before the actual appointment is made. Time must be allowed for the following:

- Adequate notification periods between meetings – this is necessary to ensure Governors and Officers are available to attend.
- Advertising – strict deadlines apply when placing adverts in the national media. The Chair of the Selection Panel is responsible for approving the advert as the cost is borne by the school's budget.
- Venue – it is the responsibility of the Selection Panel to find and fund a suitable venue to hold the interviews.
- It is therefore advisable to start planning the recruitment and selection process as soon as a resignation letter has been received.

### **Will the Governing Body and Selection Panel be supported throughout this process?**

- Yes, throughout the process, Officers from the Local Authority's School Effectiveness and Human Resources Teams will be present at all meetings to support the Governing Body as required.

### **Resignation deadlines**

There are three resignation deadlines throughout the academic year and these are listed below for both Headteachers and Deputy Headteachers. Headteachers are required to give an extra month's notice of their intention to resign or retire.

| Dyddiad Cau ar gyfer Ymddiswyddo /<br>Resignation Deadline                    |                           |   |
|---|---------------------------|---|
|   | Pennaeth /<br>Headteacher | Dirprwy Bennaeth /<br>Deputy<br>Headteacher |
| Ddiwedd Tymor y Gwanwyn (Pasg) /<br>End of the Spring Term (Easter)           | 31 Ionawr / January       | 28/9 Chwefror /<br>February                 |
| Diwedd Tymor yr Haf (31 August) /<br>End of the Summer Term (31 August)       | 30 Ebrill / April         | 31 Mai / May                                |
| Diwedd Tymor yr Hydref (31 Rhagfyr) / End<br>of the Autumn Term (31 December) | 30 Medi /<br>September    | 31 Hydref /<br>October                      |

The selection process and related procedures must be conducted within the legal framework for the appointment of Headteachers as defined in the Staffing of Maintained Schools (Wales) Regulations 2006.

In the interests of transparency, equality of opportunity and in accordance with Local Authority guidelines for Governors, the Governing Body is advised that the Selection Panel should meet to:

- Agree a Job Profile, Person Specification and an advertisement for the post.
- Shortlist suitable candidates in accordance with the person specification.
- Agree the format of the interview, tasks and questions to be used.
- Interview selected candidates.
- Where considered appropriate, recommend to the full Governing Body appointment of one of the candidates.

In all schools, the Director of Education & Children's Services or their representative(s) is entitled to attend relevant meetings of the Selection Panel to offer professional advice. The Governing Body has a duty to consider the Director of Education & Children's Services' advice before making a decision.

The consultation group has:

- Been briefed on the current recruitment processes and how these have evolved over the last 5 years in response to system wide feedback. This includes an overview of the new 'Oleco' recruitment systems.
- Considered the experience of potential applicants. How appealing are job advertisements? How well does the recruitment process engage with potential applicants? How enticing is the information shared in relation to the individual school and also in relation to living in Carmarthenshire also.
- Consulted with successful and unsuccessful candidates to gain an understanding of their experiences. Initial feedback highlights the value and rigour of the recruitment processes. This work is ongoing. Further analysis of candidates' strengths and areas for development required and how well these professionals are supported to further develop.
- Reflected on the interview processes. Recruitment processes within Carmarthenshire are robust, standardised and ensure an evidence-based approach to recruitment, as outlined above. The changes implemented to the recruitment process over the last 12 months, such as the withdrawal of online assessment tasks and role plays are welcomed. Governing bodies are well supported and are provided with a comprehensive range of questions, linked to the professional standards for school leaders, from which they can select, or further develop, to ensure that they glean the information required to align to their school's context, ethos and vision. Additional developments are required to ensure that initial information shared, template letters etc are engaging. See marketing recommendations.

**Recommendations in relation to the Recruitment processes :**

- Market the interview processes accurately, aiming to 'myth bust'. Ensure that 'language' does not dissuade candidates.
- Consider adding a broader range of questions to the governor guidance.
- Ensure that the professional development support overtime, prepares potential candidates well for interview processes.
- Explore apprenticeship schemes, particularly in relation to teaching assistants, business support managers and IT support staff.
- Recruitment policy: review the current recruitment policy to ensure that it is appealing for future leaders.

### **Overarching Recommendations for consideration:**

1. **Marketing and media:** Develop a recruitment campaign promoting Carmarthenshire as an attractive place to live and to work within education. Funding for this campaign is required.
2. **Professional development:** Develop a Carmarthenshire Leadership Academy, drawing together all aspects of national and local professional development, mentoring and coaching. Emphasis also required on the robust, wellbeing support that is routinely available for school leaders as well as on Welsh Language development.
3. **Recruitment:** Further strengthen the user experience during the recruitment processes, with a particular emphasis on maintaining engagement in the initial stages of job seeking searches through to the application submission and interview processes. Engage with Higher Education institutions, nationally.
4. **Addressing the staffing need:** consideration needed of sharing or pooling staffing across schools / LA in order to meet demand, for example, teaching assistants, supply staff, business support staff, ALNCO, IT support staff. Consideration also required of split roles, possibly undertaking admin and TA duties. Apprenticeships to be explored as well as flexible working patterns.
5. **The Learning offer:** confirm the expectations in relation to the curriculum provision at secondary level to ensure effective and efficient staff/ pupil ratios across schools as well as equity of access to the learning offer.

### **Prioritisation:**

Phase 1 – Middle to senior leaders and headteachers.

Phase 2 – Business managers and IT managers

Phase 3 – Secondary specialists in shortage subjects, including Welsh language

Phase 3 – Pupils to NQTs to Teachers to middle leaders.