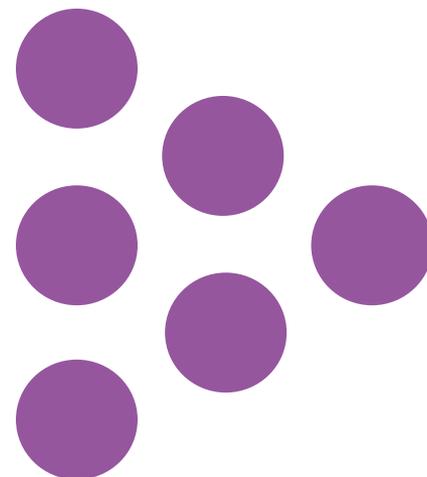

Flexible working for teachers: how schools can make it work

Presentation to researchED National Conference 7 September 2019

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The aspiration

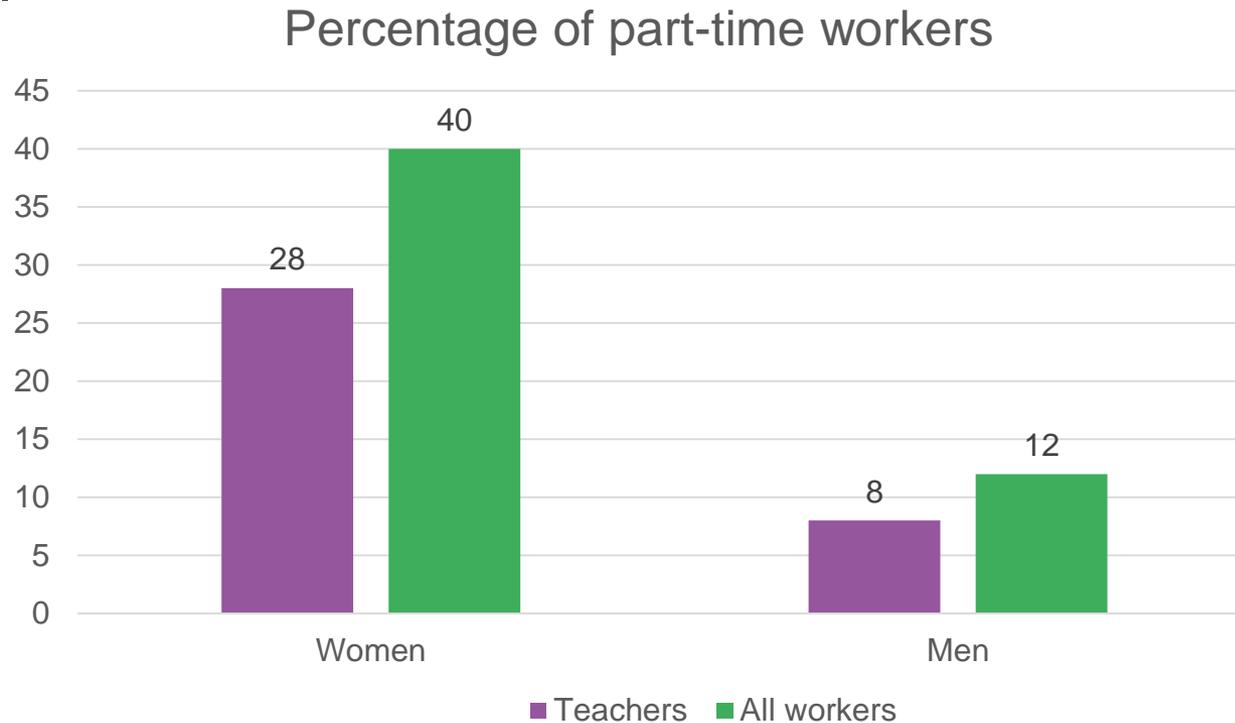
'I want to keep great teachers in the profession, and we know that the lack of flexible working opportunities is often cited as a reason for leaving.'

Other sectors have embraced flexible working and the benefits it provides – I want to see the same in schools. There are great things happening in some schools, but I want it to be the norm.'

Gavin Williamson, 2/9/19

Where are we now?

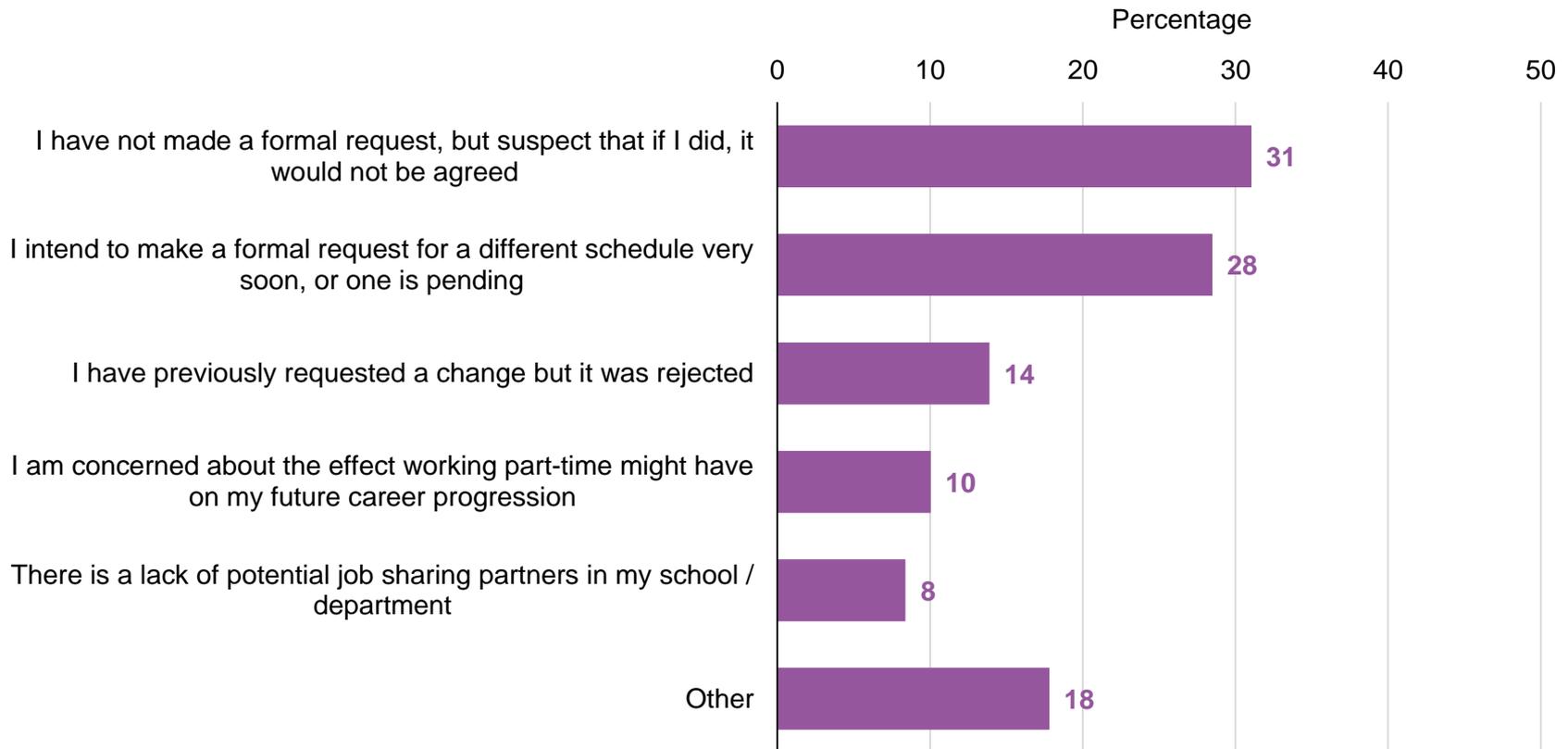
- 27% primary school teachers and 19% secondary teachers worked part-time in 2017. This is lower than in other jobs nationally (DfE, 2019).



Is there unmet demand for part-time working?

- Across all secondary schools in England with at least 25 teachers, the percentage of teachers working part-time ranges from 0-100% per school. On average, 22% teachers per school work part-time.
- Among secondary teachers leaving the profession, the proportion working part-time increases by 20 percentage points.
- In our survey of 600 teachers and leaders, 81% were working full-time, but 45% would ideally want to.
- The most common reason for not working part-time was affordability. Leaving these people aside, 36% would ideally like to work part-time and could afford to, compared to 19% who do.

Why is there unmet demand?



N= 130. Source: NFER Teacher Voice survey 2018

What are schools' barriers to flexible working?

Leaders' have 4 main concerns

1. ensuring continuity for pupils and timetabling different working patterns
2. constraints on flexible working (not just part-time)
3. communication issues
4. additional costs.

What are the benefits?

Leaders identify 4 main benefits

1. increased teacher retention (and recruitment)
2. positive impact on staff wellbeing
3. retaining specialist expertise and maintaining curriculum breadth
4. an opportunity to reduce costs.

How do some schools make it work?

School culture and proactive leadership

'I think it's a bit of a cultural thing, so I'm not sure it would even cross the minds of some of my staff to ask.'

Secondary headteacher

What school leaders can do

-
- Proactively encourage flexible working. Plan ahead and negotiate working patterns that suit both individuals and the school
 - Consider adopting alternative timetables (e.g. two-weeks; extended hours)
 - Allow teachers to do PPA at home
 - Enable middle/senior leaders to work flexibly
 - Find alternative ways of providing pastoral care
 - Identify solutions for key meetings, training and CPD
 - Ensure strong lines of communication and make part-timers feel 'at home'.

Case Study: Huntington School

Context

- 11-18 mixed comprehensive
 - 1,540 students
 - Education Endowment Foundation Research School
 - OFSTED grade: Outstanding (October 2017)
 - 112 Teachers: 86 FTE
 - 15% part-time 2007; 50%+ part-time in 2019
 - All subject specialists bar one...
 - No teacher vacancies: average 8% turnover p.a.
 - 71 hours of dedicated training time a year
-

Case Study: Huntington School

What we do

- Openly encourage part-time workers
 - Part-time ranges from 0.2-0.8 FTE
 - Members of SLT are part-timers
 - Job shares
 - Timetabled first and early
 - Have granted every application for flexible working since 2007
 - Family days
 - Sports days, Nativity plays
 - Supportive structures for communication
 - Treat people like people
-

Case Study: Huntington School

What we have trouble with

- Training time on a Monday
- Crèche
- Encouraging applications for TLRs

Further information

The report can be found on the NFER website:
<https://www.nfer.ac.uk/part-time-teaching-and-flexible-working-in-secondary-schools/>

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