

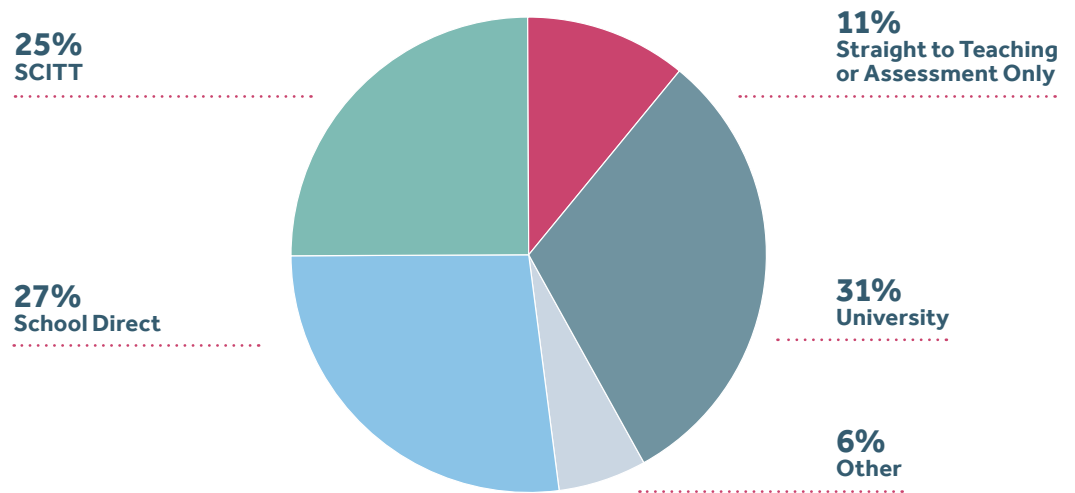
# How to improve trainee teacher recruitment



# Are you using the best methods to recruit ITT trainees?

With the current teacher recruitment crisis, attracting high quality candidates to your teacher training programme has never been more important. But how can you ensure you're using the right methods to reach potential trainees? To help you understand how best to go about ITT recruitment, we collected 897 responses from people who are either currently on or have been through initial teacher training within the last two years. We asked them how they found researching, enrolling and communicating with their training provider before they started their chosen route. Here we present the results and key learnings.

## Respondents took the following teacher training routes

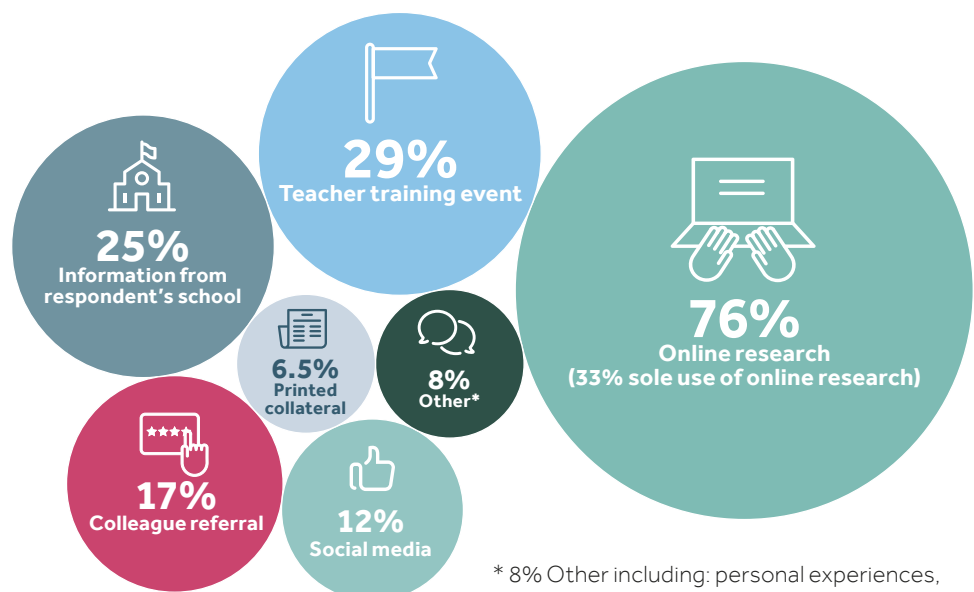


## Researching

### Research methods

Respondents used a variety of methods to find out about potential teacher training programmes, with 76% of respondents carrying out research online and 33% of respondents using online as their only method of research.

## Respondents used a variety of research methods



\* 8% Other including: personal experiences, mentors, talking to friends

90% of respondents said they'd use the same research method, if they were to do their training again, but many commented that they'd increase their use of face-to-face methods:



“ I'd probably go to open days to speak to people face to face before applying.”

“ I would have gone to more recruitment fairs.”

“ I would go to an event instead of just looking online.”

“ I would spend more time going [a]round schools.”

“ I would actually google different opinions or ask actual teachers what route they went down and why.”

## Key learnings



- Online marketing is essential to reaching candidates.
- Encouraging candidates to attend events could have a positive effect on sign-up.
- Printed collateral has a lower reach than other methods so think carefully before creating high-cost print materials.

## Finding information

A third of respondents said that the information they found was not effective or only somewhat effective in helping them make their teacher training decision. They found it hard to navigate the wealth of information available on different sites and also struggled to compare how routes differ. This is an alarmingly high number considering the current teacher retention crisis and the high NQT dropout rates within England.

### How respondents rated their research method



**67%**  
rated their research method  
as extremely or very effective



**33%** rated it  
not or only somewhat  
effective

When given three options and asked which would have been most useful in helping them to make their decision, the majority of respondents said speaking to a current trainee (48%) or a qualified teacher (44%).

### Things that would have been most useful in helping respondents make their decision

**2nd**

Speaking to a current  
teacher

**1st**

Speaking to a current  
training teacher

**3rd**

Support with your  
application form

### Key learnings



- Information about the different training routes needs to be clear and easy to understand.
- It's important to demonstrate the benefits of the different routes and how they compare.
- Offering potential candidates the opportunity to talk to a current trainee or a current teacher could be helpful.

## Teacher training and recruitment events

The majority of respondents did not attend teacher training events. There are various reasons for this such as lack of candidate awareness, lack of event promotion and difficult event times and location.

### Percentage of respondents who attended a teacher training event



### Key learnings

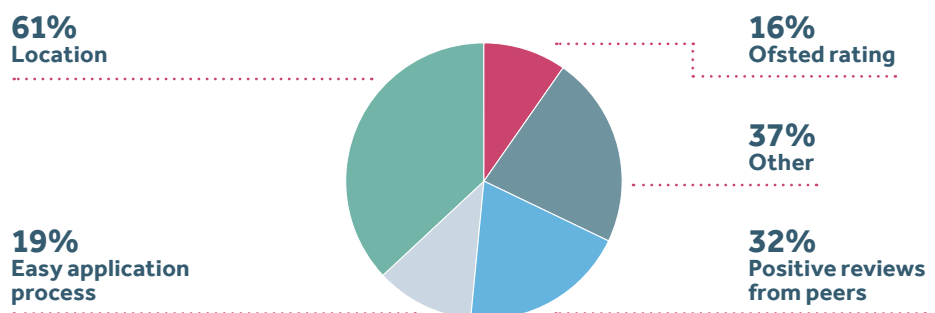


- With a third of respondents using online research only, try to promote events online as much as possible.
- Consider running both actual events and online webinars to maximise your reach.

## Enrolling

Respondents said that location was the biggest single factor when deciding on which course to enrol on, with positive reviews from peers coming second. A quick response from a provider was not a key factor in respondents' decision.

### Respondents' key reasons for deciding on their provider



### Key learnings



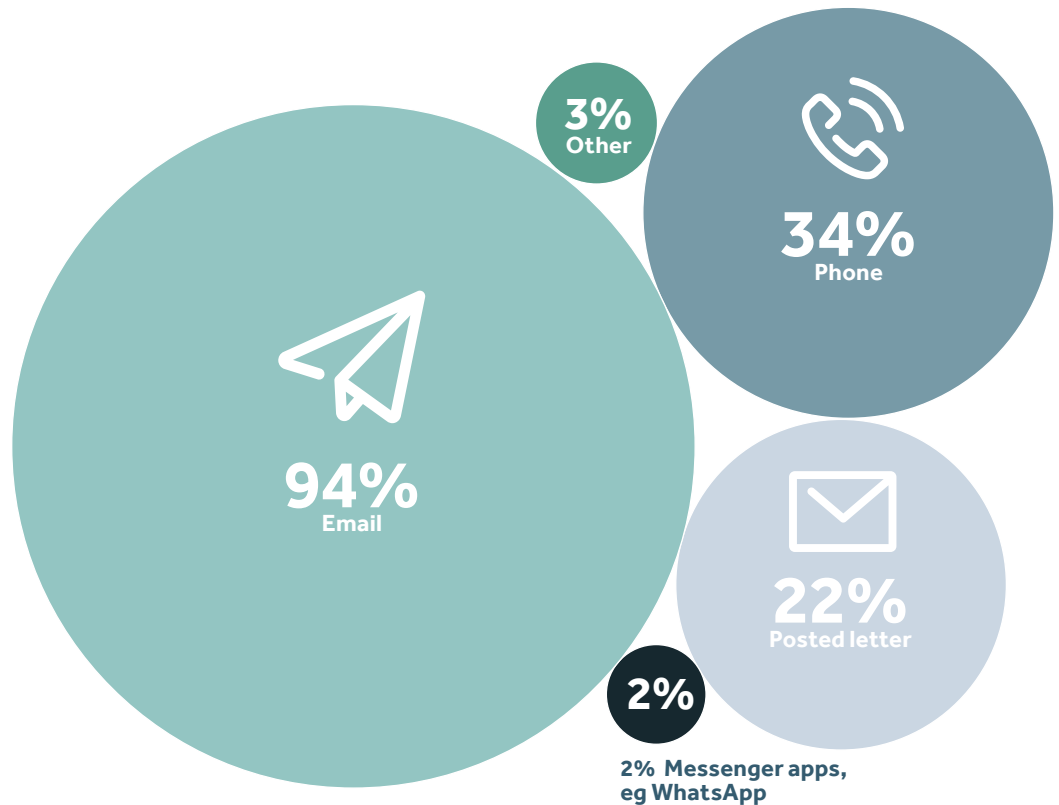
- Consider regional promotion, such as local advertising, attending local events and area specific social media.
- Think about creating case studies and having training champions who can talk to potential candidates about their experiences.
- Concentrate on the quality of your response and the information you provide rather than the speed of your response.

# Communicating

## Methods of communication

Respondents said that their providers used the following methods to contact them:

### Methods of communication



## Levels of communication

69% of respondents heard from their provider at least once a fortnight once they had applied although 9% received no further communication until their start date.

73% of respondents felt that they received the right amount of communication, but over a quarter were not happy with the level of communication they received. When asked what the optimum level of communication was 68% of respondents said they preferred communication from their provider every 1-2 weeks.

### Key learnings



- Before trainees start their course, it's important to contact them at least once a fortnight to keep them feeling supported and engaged.
- More contact is better than less contact as only 1% of respondents felt they received too much.



## Clarity of communication

33% of respondents said the communication given to them about their programme was somewhat or not at all easy to understand.

### Key learnings



Check your communications include:

- Step-by-step instructions of what trainees can expect and when.
- Up-to-date course information and expectations.
- Clear pre-course requirements and preparation tips.
- Notice of when placement dates and other key events are happening so trainees can arrange things like child care.

Try not to overload your new trainees with information, just clearly and coherently provide them with the details they need to know.

## Reflection

67% of all respondents said that on the whole they have a positive experience with their providers once they were on the course, saying that their providers were:



“ Super supportive, sent me an email of necessary texts to read as this helped me to get ahead prior to placement.”

“ They were easy to contact by phone and could answer any questions that I had.”

“ There when I needed them.”

“ Very patient and detailed.”

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Please note that we have endeavoured to ensure the accuracy of the information provided in this document at the time of publication: November 2019. However, this information is issued as a guideline only.

DS79606