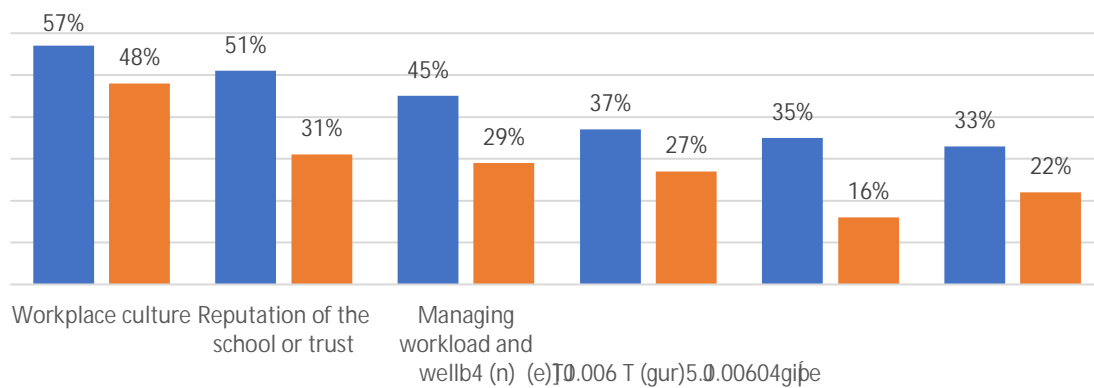


The National Governance Association (NGA) is the membership organisation for governors, trustees and governance professionals of state schools in England. We represent the interests of boards irrespective of their school type and governing structure. We are the school and trust governance experts in the sector, providing information, advice, guidance, and professional development, including e-learning. Our charitable aim is to improve the well-being of children and

Location was another commonly raised concern in the free text responses, with those governing in schools located in deprived areas struggling to attract quality applicants. The affordability of living in some areas when compared to current salary scales was also flagged as a deterrent to prospective applicants, most commonly by those governing in London, the South East and the South West.

Continuing the trend from 2021, workplace culture (57%), the reputation of the school (51%) and managing workload and wellbeing (45%), were most likely to be considered by boards as the top factors when recruiting and retaining quality staff (figure 2).



Responses to our survey show a clear link between the long-term decline in the real value of pay to and the challenges faced by schools/trusts attempting to recruit the teachers they need. The number of respondents citing competitiveness of the pay as their principal reason for being unable to recruit has risen sharply between 2020 (22%) and 2022 (35%). This is further re-enforced in a survey of pay issues carried out by the Association of School and College Leaders (ASCL) in September 2022. Only 12% of school leaders responding to the ASCL survey said that current salaries are effective in attracting the best graduates to the profession and just 6% said that current salaries will encourage teachers to stay in the profession.

When asked to expand on challenges when recruiting for teaching roles, respondents expressed particular concern over a lack of applicants specialising in specific subjects such as modern foreign languages (MFL) and STEM subjects.

Those governing in all-through (81%), alternative provision (64%) and special schools (70%) were the most likely to struggle with teacher recruitment (figure 3).

: Given how important education is towards creating a successful economy and with no credible analysis which shows teachers are less important to our economic prospects than they were ten years ago, we believe there is a strong case for awarding teachers a significant pay increase in order to address the worsening recruitment and retention crisis. A report published by the Institute of Fiscal Studies (IFS), shows how teachers have suffered a significant real terms fall in their pay over the past 12 years while average earnings have risen across the rest of the economy.

NGA does champion the role of governing boards in ensuring a good workplace culture. However, issues linked to the schools' system, which are outside of governing boards' control and undermine the aims of the Education staff wellbeing charter are a challenge. In particular we are referring to frequent policy changes (notably curriculum and assessment reforms), stringent accountability and being the last line of support standing due to the reduction of services that support children and families. These issues create workload intensification and limited professional discretion for teachers and

Investment in CPD does not only mean money but also finding time for that CPD, which brings further resourcing implications. Therefore, we would welcome further investment to support schools and trusts to develop and deliver co-ordinated workforce and talent strategy that impacts on recruitment and retention.

Governing boards have far less ethnic diversity than the school communities they serve. Only 6% of governors and trustees surveyed in the 2022 annual governance survey reported they were from an ethnic minority background. The governance community does not reflect national data for pupil, staff or general population, teacher and headteacher ethnic diversity, nor is it reflective of the most recent census data published by the Office of National Statistics (ONS) in 2022 (figure 6).

	82%	71%	90%	92%	95%	96%
	4%	6%	2%	8%	1%	1%
	9%	12%	5%		3%	2%
	3%	7%	2%		1%	1%
	1%	2%	1%		0%	0%

NGA is actively encouraging schools and trusts to take a whole organisation approach to promoting equality, diversity and inclusion. We have partnered with ASCL to develop a [programme of e-learning modules](#) intended to focus on creating an inclusive culture through practice, and going beyond compliance. Modules include:

- Creating an inclusive culture
- Governing board diversity
- The board’s role in encouraging diversity and ensuring equality
- Increasing the number of volunteers from underrepresented groups

Our campaign page includes a range of resources designed to provide insight, understanding and awareness to assist boards when having and navigating discussions around equality, diversity and inclusion and to empower boards to take action. These include our report, Increasing participation in school and trust governance which explores volunteer recruitment and retention through the lens of the experiences and views of governors and trustees from Black, Asian or minority ethnic backgrounds and young volunteers (aged under 40) alongside data from NGA’s annual survey 2021 and a review of research from other sectors: [Increasing participation in school and trust governance - National Governance Association \(nga.org.uk\)](#)