



**Scottish Government and the Convention of Scottish Local
Authorities (COSLA)**

**Joint response to the MAC Call for Evidence on the Partial review
of the Shortage Occupation List: Teachers**

7 October 2016

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1. Purpose

The Scottish Government and the Convention of Scottish Local Authorities (COSLA) in consultation with Scottish local authorities have prepared this submission of evidence to the Migration Advisory Committee (MAC), in response to the UK Government's partial review of the Shortage Occupation List (UK and Scotland only), following a commissioning letter from the Home Secretary in May 2016. The Home Secretary asked the MAC to undertake a comprehensive review of the labour market for teachers in primary and secondary education, to determine whether there is a shortage which it would be sensible to fill, at least in part, through non-European Economic Area (EEA) migration.

This submission draws on information gathered from a letter sent to Chief Executives. The letter asked a series of questions relating to factors affecting the recruitment of teachers in general, steps taken to counteract teacher shortages, and their experiences of recruiting teachers from overseas and any barriers they have faced. We have asked for case studies that emphasise the experiences that local authorities are facing in their area regarding teacher shortages. We have worked in partnership with Education Scotland to supplement key information from local authorities. From Scotland's 32 Scottish local authorities, we have gathered case studies from the following 22 local authorities: Aberdeen City, Aberdeenshire, Angus, Argyll & Bute, Dumfries & Galloway, East Ayrshire, East Dunbartonshire, East Lothian, East Renfrewshire, Edinburgh, Eilean Siar, Falkirk, Glasgow, Highland, Moray, North Lanarkshire, Perth & Kinross, Shetland Isles, South Ayrshire, South Lanarkshire, Stirling, and West Dunbartonshire.

2. Key points

We are in a situation in which local authorities are finding teacher recruitment extremely challenging in terms of both permanent contracts and supply (covering absences etc.) - more so in some parts of the country than others and more so in some secondary subjects than in others.

Local authorities are adopting a range of approaches to address this including golden hellos, enhanced relocation packages, permanent contracts, and subsidised accommodation. In addition, a number of authorities are actively trying to recruit from overseas. This is relatively straight forward so far as bringing teachers from elsewhere in the EU is concerned, but less so for bringing teachers from outside the EU - although the shortage occupation list makes it less difficult in the case of maths, physics and chemistry teachers.

We ask that you consider that this joint evidence submitted by the Scottish Government and COSLA supports the inclusion of teachers on the Shortage Occupation List (UK and Scotland only).

3. Review of the Shortage Occupation List

Skilled

In order to teach in a Scottish local authority school a teacher must be registered with the General Teaching Council for Scotland (GTCS) as the independent, regulatory body for the teaching profession. To become registered, an individual must have (1) a degree and (2) a recognised teaching qualification.

(1) A degree:

- A United Kingdom degree or an academic qualification which is equivalent to a United Kingdom degree. An academic qualification will be regarded as equivalent to a United Kingdom degree if it either;
- Is recognised as such by the UK National Academic Recognition Information Centre (UK NARIC); or ,
- Has borne the equivalent of 120 credit points at Scottish Credit Qualifications Framework (SCQF) level 7 (or above), 120 credit points at SCQF level 8 (or above) and 120 credit points a SCQF level 9 (or above).

For registration in Secondary Education, an applicant must have a minimum of 80 SCQF credit points at SCQF level 7 (or above) relating to the subject in which their teacher education is held, 40 of which must be at SCQF level 8 (or above). Information about the SCQF can be found on the SCQF website at www.scqf.org.uk

Some secondary education subjects have specific academic requirements.

(2) A teaching qualification:

An applicant must have either:

- Completed teacher education equivalent to one academic year of full-time study with any part-time study normally being extended over a period of not more than three years) **or**
- If academic and teacher education has been undertaken concurrently (e.g., a Bachelor of Education), have completed a course of not less than three years in duration (with any part-time study normally being extended over a period of not more than seven years)

This qualification should extend to SCQF Level 9 or above and should be comparable in terms of organisation and content to the Scottish initial teaching qualification, which means it should:

- Relate to either the primary or secondary age range;
- Include professional/pedagogic studies
- Include appropriate subject studies (for Primary Education these need to reflect the full range of the Scottish primary school curriculum)
- Include school-based teaching experience

Shortage of labour

Workforce Planning by the Scottish Government and barriers.

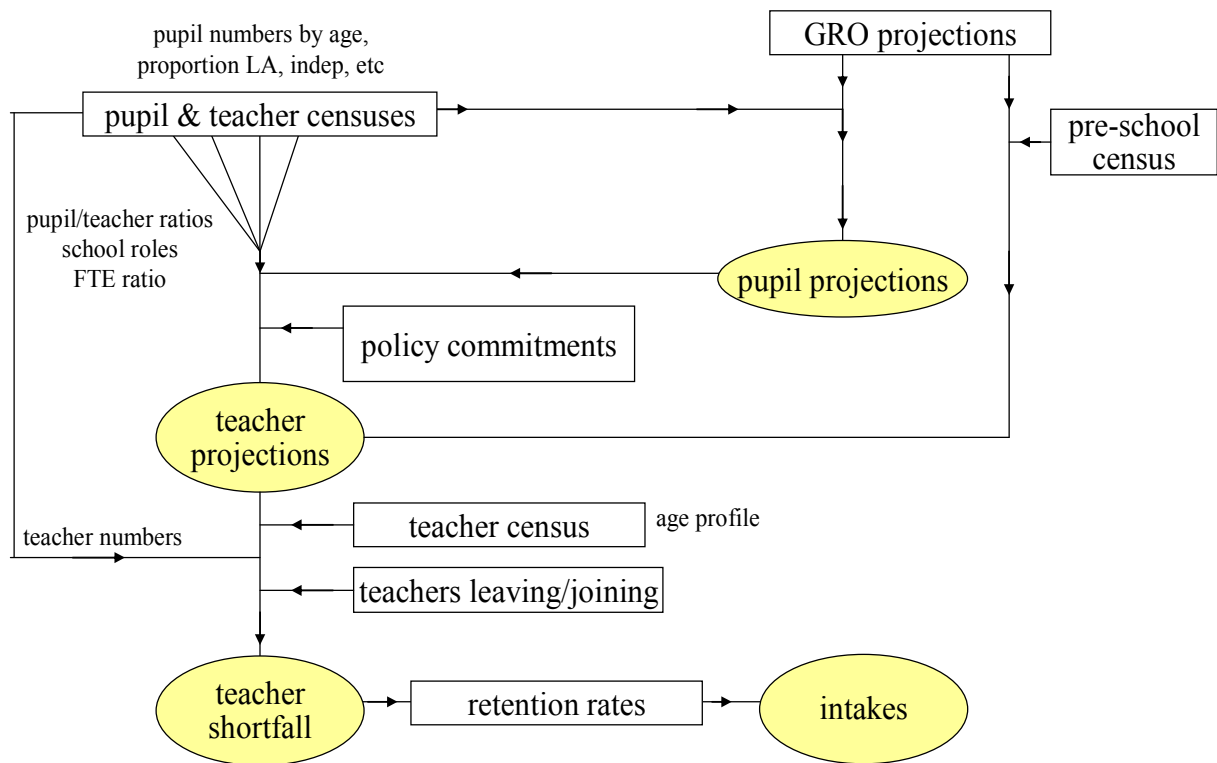
Each year the Scottish Government undertakes a teacher workforce planning exercise to project the minimum requirements for the number of newly trained teachers. It is undertaken in partnership with other stakeholders, including COSLA, the Association of Directors of Education in Scotland, the General Teaching Council for Scotland, teacher unions and representatives of universities, through the Teacher Workforce Planning Advisory Group. All those represented on the group agree the advice on target student teacher intakes that are to be set each year.

The process begins with the projection of pupil numbers, based on information from the School Censuses, and the National Records of Scotland population projections. Projections of the overall demand for teachers are then produced, based on the pupil projections, the relationship between teacher/pupil ratio and school size.

This projected demand for teachers is compared with the demand from the previous year. This allows any year-on-year changes in demand that would result in a surplus or deficit of teachers to be noted. The projected number of leavers from the teaching profession is then added to produce projected vacancies arising. Sources of filling these vacancies, such as teachers returning to the profession and teachers coming from outwith Scotland, are then also projected and taken into account. These projections are calculated using data from the most recent years, and take into account the changing age and gender profile of the workforce. However they do not differentiate between different reasons for leaving or joining the workforce. This leaves the projected deficit of teacher vacancies at the start of the school session which would be required to be filled by first appointment teachers. Additional numbers are added for university drop-out and to allow for supply teachers. A flow chart showing the statistical process is attached.

Consultation on the exercise takes place with interested parties such as local authorities (LAs), Higher Education Institutions, the General Teaching Council for Scotland (GTCS), teacher unions and the Scottish Funding Council (SFC) with SG working with partners to continue to improve the teacher workforce planning processes. SG's advice to SFC includes the projection of requirements for newly qualified teachers and other non-quantifiable factors affecting demand for teachers such as supply cover.

Teacher Workforce Planning modelling diagram



Prior to 2014 PGDE secondary subjects were grouped into different priority categories and a target number was set for each category. With a view to helping the supply of teachers to better meet demand, subject specific targets were set for the first time in 2014/15 to secondary PGDE courses. 2016/17 is the third year of a 3 year transition period during which targets have been set for each subject with a view to replenishing the teaching workforce at an equal rate across all subjects. A national target intake for each secondary subject provided in the Scottish Government’s annual guidance to SFC. Each university sets their own subject targets. The aim is for universities to collectively meet the national subject target set.

The universities are finding it challenging to meet student teacher target intakes for some individual secondary subjects but they recognise the need to move towards more even replenishment across the subjects and have been encouraged to work

with each other to agree what shares of the subject target they will each take in order to meet the national target.

Assessing how the sector has done in achieving the subject targets at the end of the 3 year transition period will help inform the development of the way forward from 2017/16.

The following list shows the current (2016/17) priority secondary subjects.

- **Art**
- **Business Education**
- **Chemistry**
- **Computing**
- **English**
- **Gaelic**
- **Home Economics**
- **Maths**
- **Modern Languages**
- **Physics**
- **Technological Education**
- **Primary and primary with Gaelic medium.**

Table shows the national student teacher intake targets and the actual intake that was achieved by the universities

PGDE Secondary	2012*		2013*		2014**		2015**	
	Target	Intake	Target	Intake	Target	Intake	Target	Intake
Art	47	53	52	57	62	66	75	81
Business Education	19	17	19	18	29	32	45	50
Chemistry	52	46	58	55	57	63	69	57
Computing	17	17	17	17	25	22	37	20
English	127	131	120	127	139	145	170	138
Gaelic	not known	3	5	3	3	1	4	0
Home Economics	52	52	52	48	52	33	61	50
Maths	135	112	123	108	120	90	146	76
Modern Languages	68	77	69	68	71	66	90	78
Physics	45	32	42	38	43	35	54	38
Technological Education	29	36	30	30	39	27	58	35

*Each university sets their own subject targets. The aim was for HEIs to collectively meet the national group target set. HEI targets shown.

**A national target intake for each PGDE secondary subject provided in the Scottish Government's annual guidance to SFC. Each university sets their own subject targets.

The aim is for HEIs to collectively meet the national subject target set.

Impact of hard to fill vacancies

The recruitment and deployment of teachers is the responsibility of local authorities in Scotland as they have the statutory duty for education expenditure. If a school has a vacancy or vacancies which they have been unable to fill for a long period of time, they may have to drop that subject(s) from the curriculum so reducing the choice that students can make. Of course, shortages also increase workload for those already in post.

In Scotland we have introduced Curriculum for Excellence (CfE) which is designed to provide a coherent, more flexible and enriched curriculum from 3 to 18. The curriculum includes the totality of experiences which are planned for children and young people throughout their education, wherever they are being educated. Long term vacancies may affect a school's ability to provide a full curriculum.

Remote and rural locations

The difficulties recruiting to remote and rural locations in Scotland are widely recognised; Scotland has an additional, separate shortage occupation list to reflect differing labour market demand needs compared to the rest of the UK.

Rurality

Although shortages are acknowledged as a national issue, many local authorities highlighted clear challenges in particular areas. Rurality and perceived geographical isolation cause significant challenges for some local authorities. Out of our 22 local authority case studies, Aberdeenshire, Argyll & Bute, Eilean Siar, Dumfries & Galloway, Highland, Perth & Kinross, Stirling, South Lanarkshire (which is central belt but has rural areas) all identified rural locations as a major challenge to teacher recruitment.

Cost of living

In Aberdeen and parts of the north east, the higher cost of living creates issue with teacher recruitment. The cost of housing is an important factor in the overall cost of living and in some parts of the north east in particular, a lack of affordable housing to buy or rent deters people from moving there if they know that their salary would go further in other parts of the country. This was also raised as an issue by Highland Council.

Demographic challenges

Many areas suffer from the demographic challenges of an increasing ageing population and a decreasing working age population. Local authorities, such as Dumfries and Galloway, also highlighted the fairly polarised make up of their teacher workforce where a significantly high proportion of teachers are at either end of the working age population.

Many local authorities cited work they are doing to make graduates aware of the potential employment opportunities in their areas. This included encouraging young people who left the area as teenagers to begin university to return the area. Several local authorities mentioned presenting to students in universities to advise of potential work vacancies. For example, Dumfries & Galloway contacted all students at Stirling University (who gain teacher status in December) offering employment in Dumfries & Galloway, while Aberdeen City Council is specifically targeting places at the University of Aberdeen.

The Scottish Government has allocated more funded student places to the University of Aberdeen as they recognise that that area has the greatest need for more teachers. However allocating more student places to the University of Aberdeen may not necessarily lead to more teachers in the north east of Scotland. For example, in both 2014/15 and 2015/16, the University of Aberdeen fell short of their recruitment target for their PGDE Secondary programme.

Teacher numbers in publicly funded schools, 2006-2015⁽¹⁾

	2006	2007	2008	2009	2010 ⁽²⁾	2011 ⁽²⁾	2012 ⁽²⁾	2013	2014 ⁽³⁾	2015	Change 2006 - 2015
Aberdeenshire	2,649	2,659	2,774	2,724	2,741	2,642	2,638	2,701	2,700	2,712	2%
Argyll & Bute	951	950	929	931	909	874	871	868	878	847	-11%
Dumfries & Galloway	1,605	1,640	1,660	1,637	1,605	1,568	1,570	1,533	1,520	1,504	-6%
East Renfrewshire	1,257	1,291	1,240	1,228	1,229	1,222	1,224	1,242	1,224	1,241	-1%
Eilean Siar	427	409	398	404	369	365	353	344	324	326	-24%
Falkirk	1,634	1,634	1,630	1,593	1,565	1,576	1,590	1,596	1,603	1,603	-2%
Highland	2,711	2,650	2,640	2,573	2,465	2,408	2,376	2,365	2,360	2,381	-12%
North Lanarkshire	3,769	3,870	3,790	3,728	3,658	3,614	3,597	3,575	3,523	3,465	-8%
Perth & Kinross	1,334	1,372	1,372	1,396	1,391	1,391	1,381	1,382	1,374	1,378	3%
South Lanarkshire	3,375	3,388	3,382	3,300	3,198	3,227	3,230	3,253	3,225	3,246	-4%
Stirling	973	981	945	979	980	963	945	942	943	928	-5%
West Dunbartonshire	1,050	1,072	1,040	987	946	923	906	918	921	931	-11%
Total (12 local authorities)	21,735	21,916	21,800	21,480	21,056	20,773	20,681	20,719	20,595	20,562	-5%
All local authorities ⁽²⁾	54,550	54,916	54,164	52,822	51,866	51,212	51,100	50,932	50,568	50,576	-7%
12 LAs' teachers as a % of 32	198	184	181	178	157	156	153	145	153	141	

(1) Includes centrally employed teachers and early learning and childcare teachers.

(2) Data on early learning and childcare, primary and total teachers were revised in 2013 to remove teachers who were double counted as a result of working in both sectors.

(3) 2014 Teacher figures were amended in February and December 2015. See background note 3.5a.

Pupil teacher ratios in publicly funded schools, 2004-2015⁽¹⁾

	2006	2007	2008	2009	2010 ⁽²⁾	2011 ⁽²⁾	2012 ⁽²⁾	2013	2014 ⁽³⁾	2015 ⁽⁴⁾
Aberdeenshire	14.0	13.7	12.8	13.1	13.0	13.4	13.4	13.3	13.5	13.3
Argyll & Bute	13.1	12.8	12.8	12.5	12.6	12.9	12.5	12.4	12.2	12.4
Dumfries & Galloway	13.1	12.7	12.3	12.4	12.5	12.7	12.5	12.7	12.7	12.7
East Renfrewshire	13.3	13.0	13.5	13.6	13.6	13.7	13.5	13.4	13.7	13.7
Eilean Siar	9.3	9.4	9.4	9.2	9.9	9.8	10.2	10.1	10.4	10.3
Falkirk	13.1	13.0	12.9	13.2	13.4	13.4	13.4	13.4	13.5	13.5
Highland	12.3	12.5	12.3	12.6	13.0	13.2	13.2	13.2	13.2	13.1
North Lanarkshire	13.5	13.0	13.1	13.4	13.6	13.8	13.9	13.9	14.2	14.4
Perth & Kinross	14.2	13.6	13.5	13.1	13.0	12.9	13.1	13.1	13.3	13.3
South Lanarkshire	13.6	13.4	13.2	13.5	13.9	13.7	13.7	13.6	13.7	13.7
Stirling	13.7	13.3	13.6	13.1	13.0	13.2	13.4	13.1	13.2	13.4
West Dunbartonshire	12.8	12.2	12.3	12.8	13.3	13.6	13.7	13.6	13.6	13.5
All local authorities	13.3	13.0	13.0	13.2	13.3	13.5	13.5	13.5	13.7	13.7

(1) Includes centrally employed teachers but not early learning and childcare teachers. Includes pupils at primary, secondary and special schools, but not early learning and childcare pupils.

(2) Data on early learning and childcare, primary and total teachers were revised in 2013 to remove teachers who were double counted as a result of working in both sectors.

(3) 2014 Teacher figures were amended in February and December 2015. See background note 3.5a.

(4) The pupil teacher ratio for 2015 for North Lanarkshire changed due to corrections with their primary pupil roll in February 2016.

Demand for teachers from outside the EEA

Overall our feedback from Scottish local authorities is that they only recruit teacher from outwith the EEA in small numbers – this concurs with MAC’s Scottish data on Tier 2 visas for teaching. Some local authorities have looked at recruiting teachers from further afield. Eilean Siar have engaged the services of a recruitment agency for teachers and have employed 3 teachers through this agency on one year contracts. Dumfries and Galloway Council has linked up with St Francis Xavier University, Nova Scotia, Canada to provide placements (primary and secondary) in spring 2016. Aberdeen City Council has sent staff to Canada and Ireland to try to recruit teachers. Highland also promoted a vacancy on a small island through social media and received many applicants from across the world. However, this to a certain extent was unsuccessful as applicants did not fully appreciate the full implications of living in such a setting.

Local authorities cited some key barriers in the recruitment of non-EEA teachers. The length of the visa process was a key barriers cited by local authorities (e.g. Highland), impacting on their ability to fill positions in time for the start of term. Also, some local authorities mentioned that their applications for Certificate of Sponsorship were being rejected. The reason given was that applications were not scoring enough points, but there was a feeling from some that other higher salaried/qualified jobs were being prioritised instead. West Dunbartonshire cited the difficulty of ensuring adequate police checks in some cases of employing from overseas. Aberdeenshire also cited some bureaucracy associated with the need for overseas checks.

Local authorities mentioned that they employ a greater number of teachers from within the EEA. Some local authorities cited an increasing trend in the numbers of teachers from within the EU but not from outwith the EU (e.g. Stirling Council). They have also raised concerns about the impact on services if EU employees right to live and work in Scotland is to be changed. A number of local authorities mentioned that EU employees had been in touch about uncertainty about their employment status following the Brexit vote.

Supply of teachers – overall

Teacher recruitment

The Scottish Government has had a long term interest in promoting teaching as a career however it has been generic depending on the extent to which we have wanted to increase intakes into initial teacher education. Universities have traditionally had difficulty recruiting student teachers to the STEM secondary subjects – Physics, Maths, Technological Education and Computing.

In 2014, Scottish Government commissioned TMP Worldwide to undertake research and provide analysis of the challenges of increasing the pipeline of potential candidates to the STEM subjects. They engaged with a number of key stakeholders,

including current STEM teachers across Scotland, careers advisors across a number of Scottish universities, individuals with a STEM degree currently employed within a commercial environment and undergraduates studying a STEM related degree.

Teacher retention

Local authorities have not raised retention as a key issue. However, the demographic of the teaching workforce resulted in a higher than average number of requests for maternity cover and as a side issue this often results in further recruitment pressures in the form of flexible working requests. For example, the majority of Stirling's teachers are female and under 39 years of age and this has implication for recruitment in short term maternity cover and reduced working hours contracts.

Specific shortages

Supply and demand (students)

Across all HEIs offering STEM subjects (in 2014 and 2015) please note the following:

Chemistry: would seem to be the same kind of difficulty across all HEIs (in 2014 and 2015 nearly always just falling short of their target at all HEIs).

Computing: only intakes are at Glasgow and Strathclyde. 2014 and 2015 falling short - more so at Strathclyde where targets have gone up by a larger amount.

Maths: same high level of difficulty at all HEIs in 2014 and 2015 – more pronounced at Strathclyde where there is a larger target.

Physics: same as maths in 2014 and 2015.

Technological Education: PGDE only offered by 2 HEIs. Edinburgh is filling places however Strathclyde has a bigger proportion of the target to fill. Glasgow offer UG course - can struggle to fill its target of 33.

2015 – Student Teacher numbers

PGDE Secondary	Aberdeen			Dundee			Edinburgh			Glasgow			Strathclyde			West of Scotland		
	Target	Intake	Difference	Target	Intake	Difference	Target	Intake	Difference	Target	Intake	Difference	Target	Intake	Difference	Target	Intake	Difference
STEM																		
Chemistry	10	7	3	7	7	0	11	10	1	9	7	2	28	22	6	6	4	2
Computing	5	0	5							15	7	8	22	12	10			
Maths	16	9	7	13	6	7	10	10	0	28	22	6	68	21	47	10	8	2
Physics	4	2	2	7	4	3	10	9	1	10	6	4	22	13	9	4	3	1
Technological Education							14	14	0				28	21	7			

2014 – Student Teacher numbers

PGDE Secondary	Aberdeen			Dundee			Edinburgh			Glasgow			Strathclyde			West of Scotland		
	Target	Intake	Difference	Target	Intake	Difference	Target	Intake	Difference	Target	Intake	Difference	Target	Intake	Difference	Target	Intake	Difference
STEM																		
Chemistry	8	8	0	7	7	0	12	10	2	9	9	0	25	23	2	4	6	-2
Computing										11	9	2	15	13	2			
Maths	12	7	5	6	5	1	15	13	2	24	22	2	58	40	18	8	3	5
Physics	4	3	1	6	5	1	6	5	1	11	8	3	20	11	9	4	3	1
Technological Education							13	13	0				23	14	9			

Subject shortages and unfilled vacancies – local authority feedback

Local Authority	Reported shortages
Aberdeen City	There is an acute shortage in Aberdeen City; there are significant shortages in all stages and particularly STEM subjects.
Aberdeenshire	Aberdeenshire is experiencing shortages in the Peterhead and Fraserburgh areas for primary, and in specific, mainly STEM subjects in secondary.
Angus	Angus stated that this session the staffing situation is more positive than last year with 5 FTE vacancies across the authority in secondary and 6.8 FTE vacancies across the authority in primary. This is an improvement on last year but still places a significant burden on some schools.
Argyll & Bute	Argyll & Bute has experienced shortages in the following subjects/locations - Principal Teacher (Gaelic) - Oban; Teacher of Gaelic - Mull; Teacher of Biology - Campbeltown and Oban; Teacher of Computing and Business Studies - Bute, Helensburgh and Oban; Teacher of Mathematics - Oban and Helensburgh, Teacher of History - Bute and Lochgilphead, Teacher of Physical Education - Helensburgh, Lochgilphead and Mull; Teacher of Music - Helensburgh, Teacher of English - Lochgilphead and Dunoon; Teacher of Primary - Cowal area (Dunoon, Kilmodan, Kirn), Coll, Oban area (Oban, Dalmally), Bute and Helensburgh.
Dumfries & Galloway	Dumfries & Galloway have reported that whilst primary has seen recent very difficult challenges it would appear that this is beginning to stabilise, often due to local initiatives (i.e. Grow Your Own). Secondary however is now experiencing a potential crisis in particular with Maths, Physics, Computing, Technical and Home Economics. We are aware of national campaigns in STEM subjects and welcome this continued focus.
East Ayrshire	East Ayrshire noted that they have

	chronic shortages in English, Chemistry and Maths.
East Lothian	East Lothian has re-advertised posts in these subject between Feb and Sept: Business Education, Maths, Chemistry, Physics and Tech. The following subjects have been re-advertised with no successful appointments: Computing, Home economics, Biology, Religious, Moral and Philosophical Studies (RMPS), English, Modern Languages, and Music
East Renfrewshire	East Renfrewshire reported huge challenges with Home Economics, Business Education, Chemistry, History, Modern Studies and Religious Education. They also find primary denominational is extremely difficult to recruit teaching staff.
Edinburgh	Edinburgh reports difficulties in recruiting in certain areas, particularly STEM.
Eilean Siar	Eilean Siar note they have particular challenges in recruiting teachers in the subjects of Maths, Physics, Chemistry and Technical.
Falkirk	Falkirk reported unfilled vacancies in: primary, Chemistry, Maths, Personal Support & Enhanced Curriculum, Business Education, Music, Tech, Biology, and Physics.
Glasgow	Glasgow report significant issues getting supply staff. They note Maths and Business Education teachers are in short supply.
Highland	Highland reports that along with the generic teacher shortage in primary and secondary, particularly significant challenges include STEM subjects, most notably Maths, Physics, Chemistry and Technical Education. Also, there is a generic shortage of Gaelic medium teachers and English posts are becoming more difficult to fill.
North Lanarkshire	North Lanarkshire reported 21 secondary

	posts are outstanding (11 are full-time). A number of the 21 posts are Home Economics, Biology and Drama. Also, the service currently requires 20 full-time posts to be filled throughout the primary estate.
Moray	There is an acute shortage in Moray; there are significant shortages in all stages and particularly STEM subjects.
Perth & Kinross	Perth & Kinross reported recruitment difficulties in most subject areas (except PE) but in particular Home Economics, Technology subjects, English and Sciences.
Shetland Isles	The Shetland Isles report they are experiencing teacher shortages and Home Economics is a particular concern.
South Ayrshire	South Ayrshire reported shortages are: <ul style="list-style-type: none"> - Little success in recruiting English and no success for Home Economics; - Adverts that were put out prior to the summer and were not filled and are currently being re-advertised are as follows: Modern Languages (French), Home Economics, History/Modern Studies, Physics, Pupil Support and Special School Teaching Posts.
South Lanarkshire	South Lanarkshire reported shortages in Maths, English, Languages, Business Education, and Home Economics.
Stirling	Stirling reported growing difficulties of supply and demand in secondary, particularly securing in the subjects of sciences, technologies and Gaelic.
West Dunbartonshire	At the new academic session West Dunbartonshire had 3 denominational schools with unfilled vacancies. Within secondary schools current difficulties are in Maths, English, Sciences, Music, Languages (French & Italian), Business, Admin & IT, Home Economics and

sufficient supply of PE.

These are responses to the call for evidence on teacher shortages from 21 out of the 32 local authorities in Scotland and provides confirmation of the recruitment difficulties that exist in nearly 66% of the country.

Their evidence supports maintaining Maths, Physics and Chemistry on the SOL.

The following seventeen local authorities' support maintaining these subjects. In addition, they also support including computer science and design technology on the SOL. They also highlight growing challenges in Business Education, English, and Home Economics. In summary, the key subject shortages by local authority area are:

- Argyll & Bute – computer science, business education and English
- Dumfries & Galloway – computer science, design technology, home economics
- East Ayrshire – English,
- East Lothian – Business education, design technology, computer science, home economics, English
- East Renfrewshire – home economics, business education
- Eilean Siar – design technology
- Falkirk – business education, design technology
- Glasgow – business education
- Highland – design technology, English
- N. Lanarkshire – home economics
- Moray – computer science
- Perth & Kinross – home economics, design technology, English
- Shetland Isles – home economics
- S Ayrshire – English, home economics
- S Lanarkshire – English, business education, home economics
- Stirling – design technology
- West Dunbartonshire – English, business education, home economics

Shortage of supply teachers

Thirteen out of twenty two local authority case studies raised the issue of shortage of supply teachers. Aberdeenshire, East. Ayrshire, South. Ayrshire, Glasgow, Dumfries & Galloway, West Dunbartonshire, Stirling, North Lanarkshire, South Lanarkshire, East Renfrewshire, Highland, Eilean Siar and Perth & Kinross raised this issue. West Dunbartonshire highlighted the significant issue this is in some areas. They stated that “our main difficulty is in securing supply teachers. Normally at this time our supply register would list over 200 teachers, currently the number for primary schools is 59, but from this pool 27 either have full-time or part-time contracts, leaving approximately 32 teachers on our list which is a significant issue”.

Incentives and Probationer Waiver Payments

The SNCT Handbook on teachers' pay enables local authorities to increase the salary of a particular post where they are finding it hard to fill as well as offering relocation and other financial incentives. Local authorities report that they have had some success with offering this flexibility. Many rural local authorities are offering the Probationer Waiver Payments, £8k is offered to secondary teachers (£5K on appointment and £3K after 3 years satisfactory service) and £6k offered to primary teachers (£4k on appointment and £2k after 3 years satisfactory service). This can be applied to posts which have been identified as hard to fill following 2 unsuccessful recruitment exercises. However, this has had limited success, as Highland and Eilean Siar have stated.

Move from temporary to permanent contracts

Many local authorities have identified that teachers are attracted to class/school posts, which are permanent contracts and they are less likely to accept temporary or peripatetic posts. Therefore, they are offering permanent contracts where vacancies would normally only be fixed term. South Lanarkshire, North Lanarkshire, Perth & Kinross, Highland, D&G, Falkirk, East Renfrewshire, Eilean Siar, and Argyll & Bute are examples of the nationwide picture of moving some temporary contracts to permanent contracts. Some local authorities have introduced a permanent supply model to alleviate the shortage. For example, Stirling has introduced a permanent supply model, in which teachers are offered a permanent post to the authority with the guarantee of a permanent post within one establishment at the end of one year's employment. This has proved helpful in building a workforce. East Renfrewshire has increased their permanent supply pool in the primary sector by 80% over the last 3 years. North Lanarkshire has introduced a new Permanent Core Supply Policy, which enabled the Council to adopt a different approach to teacher recruitment. This new policy has enabled the Council to be more fluid in securing permanent appointments to the organisation, but still retaining the ability to deploy them peripatetically. The council has also identified the finishing probationer cohort for 2015-16, and appointed the largest number of probationers to permanent contracts in the Council since the inception of the new scheme. Dumfries & Galloway advertised nationally on several occasions for permanent primary supply teachers to work in Wigtownshire.

However, offering permanent contracts and in some cases preference waiver payments does not ensure provision. For example, Highland allocate a large number of secondary probationers who are paid the preference waiver payment, despite their best efforts to offer these teachers permanent posts at an early stage, they often wish to return to the central belt at the end of their probationary period. This not only creates an issue with regard to unfilled vacancies, but also results in a "revolving door" of probationers which can put pressure on schools.

A generic / continuous recruitment programme

Continuous advertising is being used to maintain the supply pool. For example, East Renfrewshire is keeping supply teacher vacancies for denominational and nondenominational teachers permanently open on the Myjobscotland portal for both primary and secondary sectors. However, this does not necessarily lessen the shortage; for example, Perth & Kinross have a recurring advert for supply staff but given the general recruitment difficulties this is not delivering many

applicants. Highland Council launched an early internal generic recruitment campaign to attract and secure permanent appointments of primary probationers for posts starting in August 2016. This recruitment campaign was highly successful attracting well over 100 applicants with 99 appointments being made. Falkirk's recruitment process is ongoing throughout the year. Although vacancies may be temporary, teachers are recruited on a permanent basis, cover the temporary assignment and then reallocated to another post. Falkirk agree offering permanent contracts at an earlier stage has assisted with their planning and made it easier for them to attract candidates.

Access programmes and supporting career changes

Many local authorities have operated access programmes to attract those with degrees to take up teaching. The DLite programme aims to attract those with degrees to undertake a PGDE through distance learning. For example, Highland Council is participating in the Dlite course for locally based people, many of whom are employees. Highland Council is just about to recruit their 3rd cohort of 10 students all of whom are sponsored in terms of providing a probationer place at the end of their course. This programme has been a success in terms of increasing the local provision of primary teachers, although the numbers are small and the cohorts require a large degree of support.

Many local authorities are creating 'Grow your own projects'. For example, Aberdeenshire has have created the TIES programme with University of Aberdeen which is an opportunity for redundant oil service workers to retrain as secondary teachers.

Argyll & Bute has launched a 'Grow Our Own initiative' with University of Highlands and Islands (UHI) for new entrants to achieve Post Graduate Diploma in Teaching allowing them to study in Argyll and Bute. Their first intake was in September 2015. For further information see: <https://www.uhi.ac.uk/en/courses/pgde-primary-teaching>

Eilean Siar made an offer to suitably qualified council employees to support them if they wished to retrain as teachers. Staff will receive 75% of the probationer teacher salary during their training year, and if they successfully complete their probationer year, are guaranteed employment in schools.

Dumfries & Galloway has worked with the Scottish Government to ensure the recruitment to the University of the West of Scotland to train 10 current Education Services employees who meet the essential criteria for entry into primary teaching (2015/16) and a cohort of wider Council staff for 2016/17 (up to 20 primary and 10 secondary).

Highland Council has worked with partners at UHI who are now delivering the PGCE locally; again local students are sponsored in terms of offering them a probationer place. This has worked well and again the number of primary probationers who live locally has increased, therefore the labour pool of primary teachers locally should also increase in time.

West Dunbartonshire is working with their Archdiocese Office to offer the opportunity for teachers who meet the eligibility criteria to undertake a fast track course which

would enable them to teach in a denominational school. This course would be funded by the Council and is aimed at tackling the shortage within their denominational schools. This course will be offered in 2017.

Engagement of retired teachers

Many local authorities are looking at how they can effectively engage with their retired staff. For example, before retirement East Renfrewshire approach retiring staff to establish whether they would wish to be engaged in temporary or supply roles and then subsequently supporting them with maintaining GTCS registration and Professional update. Dumfries & Galloway is looking to set up a programme to re-train teachers who have not taught for a number of years and are considering returning to the classroom. North and South Lanarkshire both cited the use of retired teachers in order to fill unfilled posts throughout the school estate.

Social media and localised advertising

A wide range of advertising tools are used by local authorities to promote their vacancies and area as a place to live and work. In Stirling information from their research and local working knowledge has led them to consider the quality of advertising and improve the information including promoting Stirling as a desirable place to live and work. Stirling also recognise that staff can be attracted to specific schools through more localised approaches and contacts and this approach has also been used. School pupils in Argyll & Bute made a You Tube video to encourage recruitment of a Gaelic teacher in Oban and there was a news campaign for a Head Teacher on Tiree.

Dual qualifications

Some local authorities are considering dual qualifications as a way to alleviate subject shortages. For example, East Renfrewshire states individual schools are encourage staff to consider dual qualification in shortage areas and support is given in terms of time for CPD and timetabling of new subject to allow credits to be accrued.

The General Teaching Council for Scotland's Framework for Professional Registration allows teachers to gain registration in different subject areas or sectors. It is available to primary and secondary teachers and allows teachers who have been fully registered for two years to add additional subjects/sectors to their current registration. For secondary teachers, it allows them to gain professional registration in an additional subject. A secondary teacher must have completed degree level study of the additional subject which is worth 80 SCQF credit points. At least 40 of these credit points must be at SCQF level 8 or above.

Relocation packages

Local authorities, such as Aberdeenshire, Argyll & Bute, Eilean Siar, Dumfries & Galloway and Perth & Kinross, have all offered generous relocation packages with teaching posts in their areas. Dumfries & Galloway is currently exploring a proposal for the development of accommodation, in Stranraer, for young professionals at the training stage of their chosen career. It is expected that this would help attract young

professionals to the area, and increase the chance that they will stay, thus delivering a long-term benefit for the sustainability of public services in Wigtownshire.

Scottish Government work to alleviate shortages

Scottish Government recently launched a delivery plan “Delivering Excellence and Equity in Scottish Education” which details the innovative actions the Scottish Government will take with its partners to address issues related to staffing supply and capacity at a national level in order to support the Scottish Attainment Challenge. We will introduce a range of new and innovative routes into teaching and further promote the teaching profession.”

The Report on Teaching Scotland’s Future in 2010 recommended that local authorities and universities should enter into partnership arrangements for the purposes of creating a more coherent experience for teachers in the early phase of their careers. There are 8 partnerships across Scotland all of which are being supported by the Scottish Government at a cost of £1 million over 2013-14 and 2014-15 financial years.

The partnerships have focused on supporting changes that improve the experiences of those undertaking teacher education and the probationary period. However teacher professionalism is a career-long journey and so the partnerships have a role in supporting all teachers to maintain high standards of teaching and achieve high quality outcomes for children.

Relaxation of Qualified Teacher Status

In Scotland, anyone wishing to teach in a local authority school must have the appropriate academic and teaching qualifications and under the terms of The Requirements for Teachers (Scotland) Regulations 2005, every education authority in Scotland is required to employ only teachers who are registered with the General Teaching Council for Scotland (GTCS). The GTCS has no proposals to relax QTS.

4. Conclusion

The Scottish Government and COSLA welcomes the opportunity to respond to the MAC’s call for evidence on teacher shortages.

In conclusion, we have highlighted that teacher shortages exist across Scotland and we have outlined a wealth of innovative examples of what is being done to address them. We have emphasised the importance of being able to recruit non-EEA teachers more easily as a means of addressing these shortages. The above evidence exemplifies that even with this innovative work, we have a clear shortage in STEM subjects, computer science, and design technology (this is highlighted in pages 15 -18 under the subject shortages and unfilled vacancies section). Therefore, Scottish Government and COSLA supports maintaining maths, physics and chemistry teachers and including computer science, and design technology teachers on the Shortage Occupation List (UK and Scotland only). It is worth noting that the evidence on pages 15-18 also presents growing challenges in Business Education, English, and Home Economics.

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