

TEACHER PANEL

TEACHER SUPPLY, RECRUITMENT AND RETENTION

Purpose

1. This paper provides background information on the current position and challenges around teacher supply, recruitment and retention, and a summary of current and planned actions aimed at addressing these issues. The Teacher Panel is invited to consider the content of this paper and offer views on current and planned action, and any additional measures that it feels should be considered to address current and future challenges around teacher supply, recruitment and retention.

Current position

2. It is widely recognised that, within a school environment, the quality of teaching is one of the most influential factors in improving children's learning and the outcomes that they achieve. Ensuring we have the right number of teachers in the right places with the highest professional standards will help to ensure the highest standards and outcomes for all children. Supporting and developing the teaching profession to deliver excellent educational experiences for all pupils in Scotland's schools is therefore a key priority.

3. It is clear that it is becoming increasingly challenging to recruit teachers in many parts of Scotland (particularly in remote, rural areas and in the north east of Scotland) and in some secondary subjects. As at September 2017 local authorities reported 816 permanent teacher vacancies across primary and secondary schools. The teacher education universities similarly face significant challenges in recruiting sufficient student teachers in certain secondary subjects. While recruitment to primary seems to be a more localised issue, with most ITE courses oversubscribed, the availability of supply teachers, in primary and secondary schools, is a challenge nationally.

4. There are myriad reasons given for the current issues in teacher recruitment. Some parties indicate that this is the result of inaccurate workforce planning (Annex A provides information on the various elements that make up the teacher workforce planning model), others strongly maintain that it is a result of reductions in salaries in real terms over a number of years, teacher workload, excessive bureaucracy, constant developments in the curriculum, and some suggestions that there is a perception that the job is simply too big and too difficult.

Current activity

5. There are a range of actions already being taken forward to help address teacher supply, recruitment and retention issues. The Scottish Government has also made a wide range of commitments in the *Education Governance: Next Steps* document that are aimed at helping to address these challenges.

Supply

- The Scottish Government has a commitment to maintain teacher numbers via the local government settlement and to support the Teacher Induction Scheme.
- The multi-agency Teacher Workforce Planning Advisory Group has agreed increased student teacher intake targets for the last 7 years in a row, and has committed to actively considering, on an on-going basis, how the teacher workforce planning process can be improved.
- COSLA and the Scottish Government are working together on the collection of local teacher vacancy data so it can better inform the teacher workforce planning process.
- The Scottish Government has supported the teacher education universities to introduce a range of new routes into teaching, resulting in around 280 additional people training to be teachers. We will continue to support the universities, and others, to consider new and innovative routes into teaching.
- We have recently announced funding of £1.3 million to bring on board two new initial teacher education providers - Queen Margaret University and Edinburgh Napier University - which will offer more choice and flexibility for anyone considering teaching as a career, particularly in the Edinburgh area.
- Some Local Authorities have started a 'learn to teach' programme for existing Local Government employees to study part-time, fully paid, to qualify as a teacher with both academic and experiential input.
- Local Authorities in rural areas have worked with universities to develop distance learning programmes and a top up course for primary school teachers who have trained in England as well as a GTCS recognised course at the University of Northampton.
- Also, in rural areas, local authorities have worked with specific universities to develop secondary PGDE qualifications in subjects which are traditionally hard to fill such as STEM, home economics and modern languages.
- There are a number of recruitment campaigns at both local and national level to try and address the specific recruitment challenge in teaching including the second phase of the 'Teaching Makes People' recruitment campaign and a bespoke area of the Myjobscotland website which contains material on the benefits of teaching in Scotland, and is the national shared recruitment portal for local authorities and public sector bodies. We will also develop a national approach to support the recruitment of teachers from outwith Scotland.
- GTCS have introduced more flexibility in the registration of teachers, for example Provisional Conditional Registration, and we will continue to work with GTCS to introduce more flexibility, without compromising on quality.

Recruitment

- The Scottish Government has announced the introduction bursaries of £20,000 for career changers to train to become teachers of priority STEM subjects, starting from August 2018.
- A number of local authorities have used overseas recruitment and "golden hellos" to encourage more people into teaching in their areas.
- COSLA are developing a database, in response to recommendations made by the SNCT, which will address duplication in current practice of identifying and recruiting supply teachers.

- Some local authorities have created specific relocation packages for teachers including agreements with housing associations to offer bespoke rental agreements in sparsely populated areas for a fixed period of time.

Retention

- SNCT has agreed, as part of the 2017-18 pay deal, to undertake a strategic review of pay and reward as part of the 2018-19 pay discussions, which recognises the vital role teachers play in the education of our children and young people.
- As part of that process we will work with our partners to establish new career pathways for teachers allowing greater opportunities for development and progression into leadership, specialist or improvement roles.
- Scottish Government and COSLA have reached an agreement on regional collaboratives which will provide additional support into the system and have a key role in identifying and addressing workforce challenges through their improvement plans.

Conclusion

6. The Teacher Panel is invited to consider the content of this paper and offer views on current and planned action, and any additional measures that it feels should be considered to address current and future challenges around teacher and supply, recruitment and retention.

**Learning Directorate
March 2018**

ANNEX A

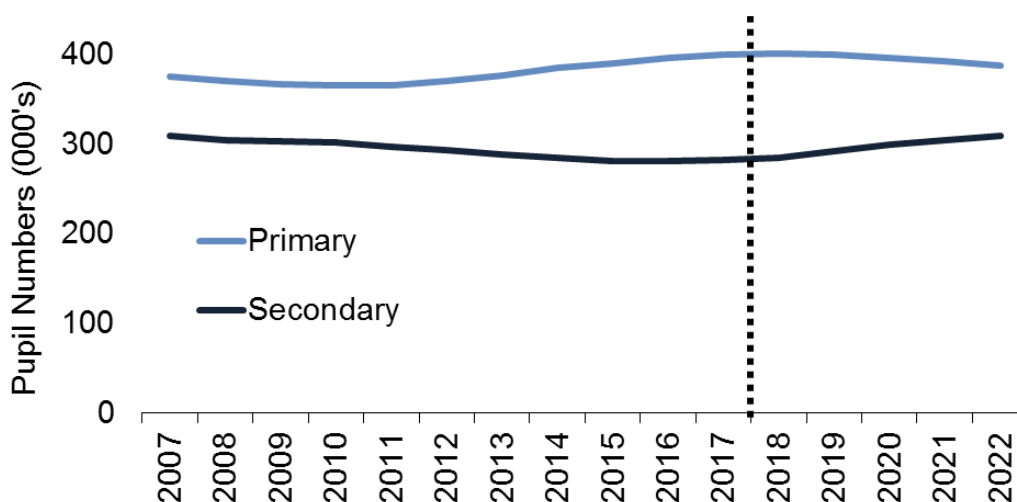
Teacher workforce planning 2017

The teacher workforce planning model estimates future student intake requirement by rolling forward recent patterns in school census and other data (model inputs) in combination with assumptions based on other sources of data. Alternative assumptions would result in different estimates.

1. Model Inputs

1.1. Pupil projections

Pupil Projections, 2017-2022



The primary school roll has been rising over the last five years but is set to stabilise from 2018 onwards. At secondary, however, the pupil roll increased in 2017 for the first time in 14 years. This was largely due to the increased primary roll graduating onto secondary school and increases in staying on rates (both S4-S5 and S5-S6) in recent years.

Staying-on rates of secondary pupils, 2009 – 2017

	All pupils	
	S3-S5	S3-S6
2009	79.7%	49.2%
2010	82.9%	53.3%
2011	83.4%	55.6%
2012	84.9%	58.3%
2013	86.1%	60.3%
2014	87.2%	61.7%
2015	87.7%	62.7%
2016	87.3%	62.6%
2017	87.4%	62.2%

1.2. Pupil Census

The 2017 Pupil Census showed an increase of around 3,600 primary pupils and an increase of around 1,000 secondary pupils, compared to 2016.

1.3. Teacher Census

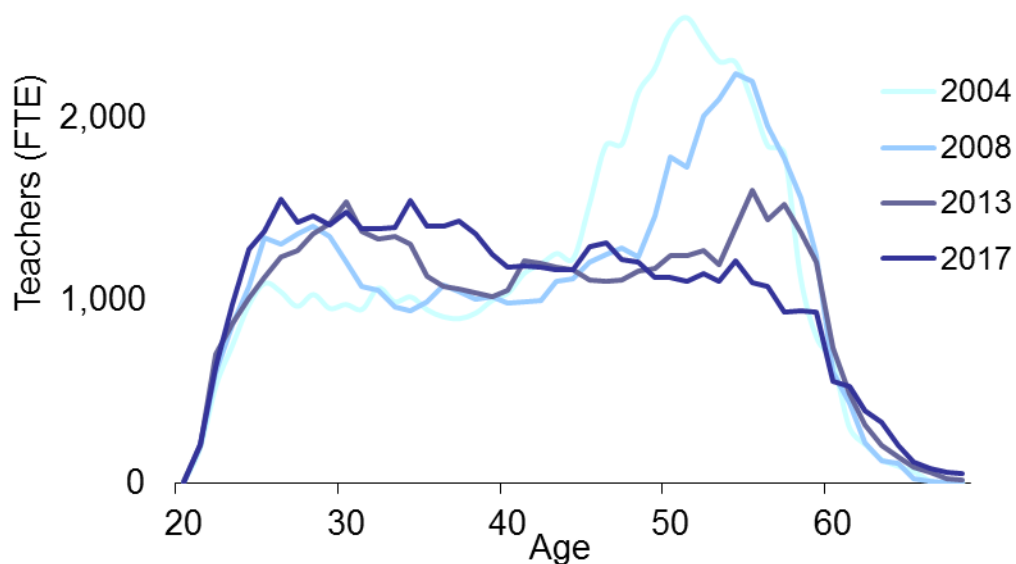
The 2017 Teacher Census reported an increase in primary teachers of 556 FTE and an increase in secondary teachers of 193 FTE. There were also small decreases in the number of special school teachers (-33), centrally employed (-110) and early learning and childcare teachers (-64).

Teacher Census figures include 666 Attainment Scotland Fund (ASF) funded posts. This demand for teachers in the sector is accounted for in this year's workforce planning process, as vacant posts due to ASF demands will have appeared in the vacancy figures which have been accounted for in the statistical model.

1.4. Age profile of teachers

The 2017 Teacher Census data shows that the age profile of teachers has changed much over recent years. The prominent peak in the fifties, as seen in 2008, no longer exists and there is now a peak in the mid-thirties.

Age profile of school based teachers, 2010 to 2017



1.5. Working patterns

The percentage of teachers working part-time has been fluctuating slightly over the last nine years and increased by 1.2 percentage points from 21.2% in 2015 to 22.4% in 2016, the highest rate over this period.

Number of teachers (headcount) by mode of working, all sectors, 2010-2016

	Full-time	Part-time	Total headcount ⁽¹⁾	Part-time (%)
2010 ⁽¹⁾	43,660	10,767	54,427	19.8
2011 ⁽¹⁾	42,572	10,701	53,273	20.1
2012 ⁽¹⁾	42,497	10,568	53,065	19.9
2013	42,472	10,427	52,899	19.7
2014 ⁽³⁾	41,934	10,866	52,800	20.6
2015	41,884	11,256	53,140	21.2
2016				
Primary	19,770	7,263	27,033	26.9
Secondary	20,345	4,299	24,644	17.4
Special	1,575	528	2,103	25.1
Total	41,701	12,003	53,704	22.4

(1) Teachers are counted as full-time if their total FTE across all schools where they teach is greater or equal to one.

(2) Data on early learning and childcare, primary and total teachers along with associated pupil teacher ratios for 2010, 2011, 2012 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 notes.

Excludes centrally employed and early learning and childcare teachers.

1.6. Teacher vacancy data

The local authority teacher vacancy collection in September showed that there were 309 pre-school/primary and 507 secondary full-time and part-time permanent vacancies as at 20th September 2017 (excluding head teachers and deputy head teachers).

The target student intake figures have been increased in line with these figures (accounting for drop out etc) on a one year basis for primary and a phased, more manageable, three year basis for secondary.

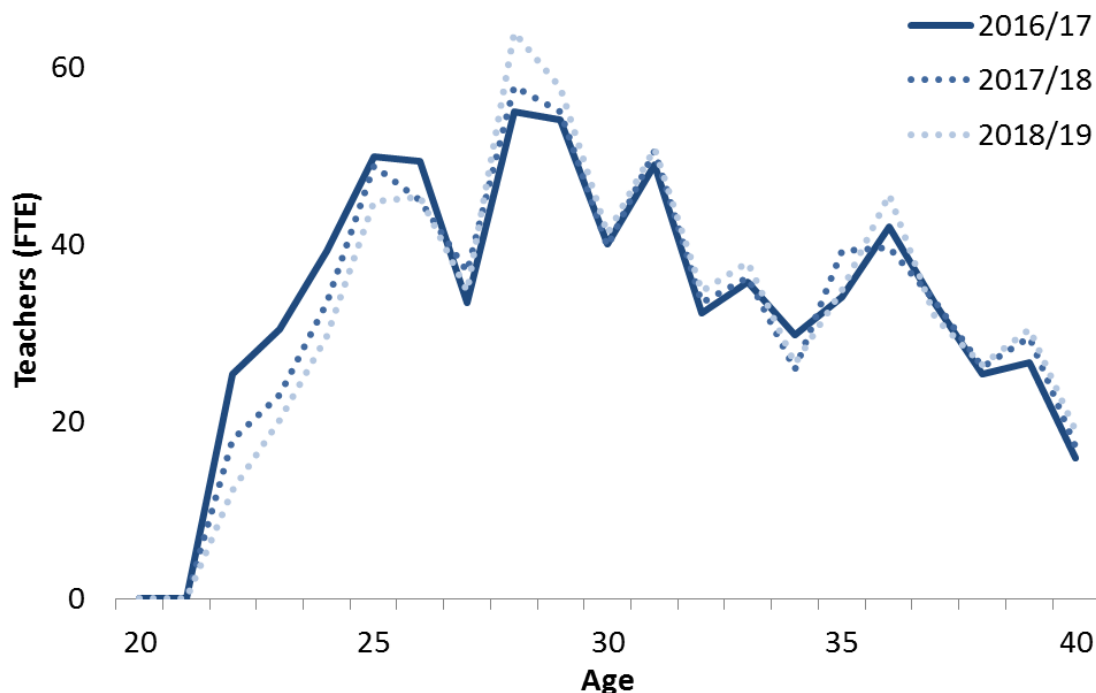
2. Assumptions

2.1. Leaver rates

Leaver rates are based on teachers in permanent employment only, as these are more stable and a more reliable measure of churn. Leavers include career breaks, retirements, teachers on maternity leave and any other long term or permanent move away from teaching. The percentage of permanent teachers “leaving” decreased from 6.4% in 2016 to 5.5% in 2017. Leaver rates for female teachers between the ages of 30-40 are broadly similar to 2016.

2.2. Maternity leave

The chart below shows the actual number of female leavers (aged 20-40) between 2016 and 2017. The proportion of 20-40 year old women who will leave the profession is assumed to remain the same in the near future.



2.3. Returner rates

Returner rates are also based on teachers in permanent employment. The average of the last three years figures in primary appeared to be skewed due to a higher than normal number between 2015 and 2016. Rather than assume that this high rate of returners would continue in future years, the previous approach of using 500 has been used. This approach errs on the side of caution rather than roll-forward possibly high returner rates and subsequently underestimate need.

The average of the last three years figures has been used for Secondary (452).

2.4. Supply pool

The model accounts for the need of a pool of supply teachers and increases the student intake figure by 12% for this purpose. This is in line with the figure used last year.

2.5. PTRs

The model is based on the assumption of maintaining pupil teacher ratios, therefore it projects future teacher requirements in line with pupil projections on the basis of current PTRs.

The 2017 pupil and teacher census results show that the primary sector PTR has improved from 16.6 in 2016 to 16.4 in 2017, and the secondary PTR remained the same as 2015 at 12.2.

2.5 Retention rates

Retention rates (ITE students who go on to the Teacher Induction Scheme) vary between routes. Retention rates for BEd are lower than for PGDE.

2.6 Post-probationer employment rates

The 2017 Teacher Census indicates that there has been an increase in the proportion of post-probationers in employment (permanent or temporary, full time or part-time). The figure has risen from 66% in 2011 to 88% in 2017, with the largest increase in the proportion of post-probationers with full-time permanent contracts (up from 13% in 2010 to 57% in 2017).

Teacher workforce planning timeline

Year 1				Year 2												Year 3																											
S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D																
Census Day		Census publication.	<u>IWPAG</u>	PGDE apps												PGDE intake													Graduate	Start teaching													

Teacher workforce planning model

