

Question:

I would like to know how many teaching posts have been funded by PEF in each of the academic years since the funding model was initiated.

Please provide a breakdown of these data showing

1. Permanent posts vs temporary posts (percentages)
2. Full-time posts vs part-time posts (percentages)
3. Standard teaching posts vs promoted posts (percentages)

Answer:

Information on teaching posts funded by Pupil Equity Funding (PEF) at the level of detail requested has been collected by the Scottish Government since 2018. The information provided below for 2018 onwards comes from data extracted from the local authority school management information system (SEEMiS) as collected by the annual teacher census. There are a number of factors that need to be borne in mind when using this information.

Firstly, the teacher census collects information on the basis of teaching posts, not people. Some teachers hold multiple posts the information held it does not represent the nature of an individual teacher's employment contract or the overall working pattern of that teacher.

Secondly, analysis of 2018 and 2019 data has revealed that the way in which teaching posts are funded has become increasingly complex. As such, it is not always possible, or meaningful, to assign a single source of funding to a teaching post or teacher.

For example:

- Some posts may be funded jointly through core local authority budgets and the Attainment Scotland Fund (ASF) budgets¹. Where it is not possible to account for posts with a single source of funding then the source which funds the majority of the post should be returned in the school staff census.
- A specific example of this joint funding is cases where PEF has been used to fund the difference between a teacher's substantive post and their promoted post (e.g. where a teacher has taken on additional responsibility for ASF related work).
- ASF funding may also be being used indirectly. For example, PEF may be used to allow a school to recruit additional probationer teachers which, in turn, enables existing staff (who are core funded) to undertake PEF related work.
- The innovative nature of ASF work means that it is challenging the commonly held definition of what a teaching post entails; and this may vary between local authorities.

In addition, there are other factors that may affect the reliability of the data on the funding source for teaching posts collected through the school staff census:

¹ ASF is delivered through two primary routes: the Scottish Attainment Challenge (SAC) and the Pupil Equity Fund (PEF).

- Unlike the majority of school staff data which is also used operationally by schools and local authorities, data on the funding source for teaching posts is generally only recorded on SEEMiS for the purpose of the school staff census. Therefore any anomalies with these figures would not necessarily be identified in the usual course of business, as would be the case for other aspects of the school staff census data.
- The increasingly diverse models of school education provision may also mean that schools and local authorities take different approaches to the recording of similar situations.

One effect of the factors listed above is that the proportion of FTE is a better measure of some characteristics of the teaching workforce than proportion of posts. The information provided below therefore shows breakdowns of teacher FTE as well as teaching posts.

The sum of the FTE of all posts recorded as funded through PEF and the total number of posts recorded as funded through PEF is shown in Table 1.

Table 1: All PEF funded posts

	2017	2018	2019	2020
Sum of FTE	425	687	684	662
Number of Posts	N/A	1,207	1,183	1,088

Permanent posts vs temporary posts

Table 2: Permanent and Temporary PEF posts

Year	Employment Type ¹	Percentage of FTE	Percentage of posts
2018	Perm	53%	42%
2018	Temp	47%	58%
2019	Perm	51%	41%
2019	Temp	49%	59%
2020	Perm	54%	45%
2020	Temp	46%	55%

¹Temporary includes induction scheme teachers.

Employment type relates to each post that a teacher holds, rather than their employment contract. This means that a teacher may have a permanent employment contract with the local authority but be recorded with a temporary employment type for an individual post.

Local authorities take various approaches to recording temporary promotions, therefore they may be recorded as permanent or temporary in the data shown here.

Full-time posts vs part-time posts

Table 3: Full-time and part-time PEF posts

Year	Working Pattern	Percentage of FTE	Percentage of posts
2018	FT	58%	33%
2018	PT	42%	67%
2019	FT	59%	34%
2019	PT	41%	66%
2020	FT	61%	37%
2020	PT	39%	63%

In the data shown here teachers holding multiple part-time posts that sum to one FTE are not classed as full-time even if all their posts were funded through PEF.

In addition teachers with a single full-time post only part funded through PEF may be recorded as holding two part-time posts, one for each funding source.

Standard teaching posts vs promoted posts

Table 4: Promoted PEF posts

Year	Grade	Percentage of FTE	Percentage of posts
2018	Teacher	83%	85%
2018	Promoted	17%	15%
2019	Teacher	76%	81%
2019	Promoted	24%	19%
2020	Teacher	74%	81%
2020	Promoted	26%	19%

Promoted posts includes: head teacher, depute head teacher and principle teacher.
Teacher includes: chartered teacher and teacher.

Generally only a teacher's substantive grade is collected rather than the grade of a temporary promotion. However, in some local authorities where a teacher holds a post on temporary promotion, the grade of the promoted post is reported in the teacher census. It is also possible for a teacher to have multiple posts, each at a different grade.