

## **Teacher workforce planning 2023 Exercise – October 2022 Statistical Model**

The teacher workforce planning model estimates future student teacher intake numbers by rolling forward recent patterns in the school pupil and staff censuses and other data including national population projections.

The modelling described here uses the most recent data available i.e. the 2021 school pupil and staff censuses and the 2020 based national population projections. It is based on a set of assumptions - other assumptions would result in different estimates.

### **1. Teacher Targets – PfG and SGP agreement commitments**

*“Over the course of the Parliament, we will provide funding to support the recruitment of at least 3,500 teachers and 500 classroom assistants - over and above the 1,400 recruited during the pandemic”*

[Programme for Government 2021-2022](#)

*“We are investing in more teacher posts than there have been at any time since 2008. Teacher numbers increased from 53,400 in 2020 to 54,285 last year. Building on the almost 900 new teachers recruited last year, we will continue our plans to recruit an additional 3,500 teachers this parliamentary term.”*

[Programme for Government 2022-2023](#)

The total number of teachers needed to meet the PfG/SGP agreement commitments is **57,100**, based on adding 3,500 to the estimated total number of teachers in place in November 2020 which was the last reference point before the Programme for Government 2021-2022.

At the time of the last teacher census in September 2021 there were 54,285 (FTE) teachers recorded, requiring an additional ~2,800 teachers by 2025 to meet the target.

### **2. Modelling approach**

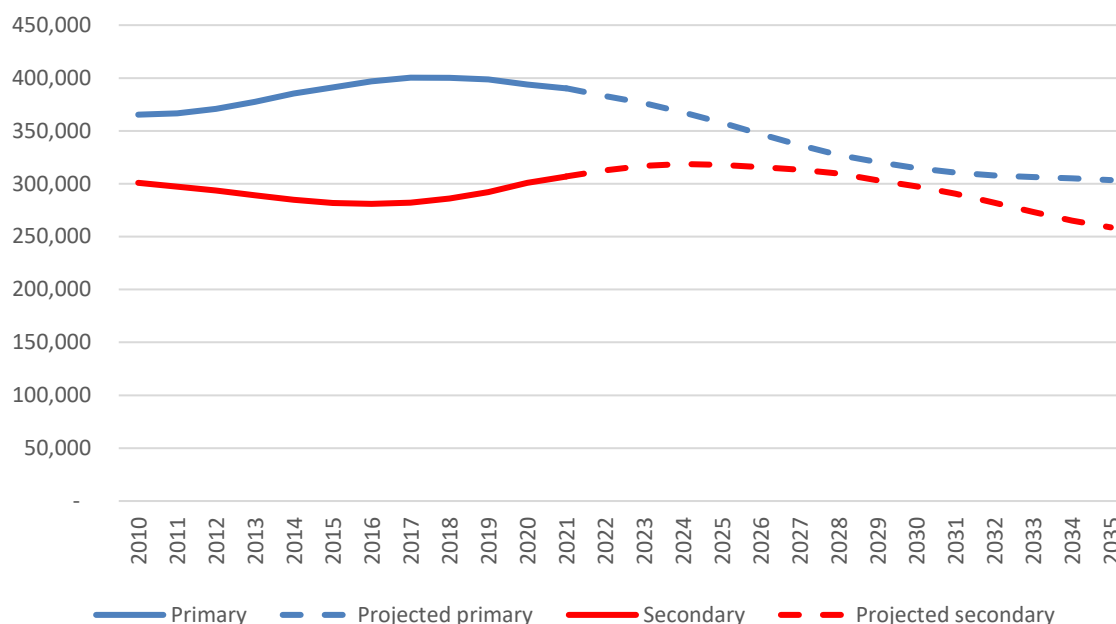
The workforce planning model has historically been based upon the assumption of maintaining pupil teacher ratios across each sector. With pupil numbers projected to fall overall by 2025, the modelled requirement for teachers would be 53,200 by 2025 if PTRs were matched to 2021 primary and secondary PTRs.

Instead of this approach, the statistical modelling has looked at the ITE students required to meet the PfG targets by 2025.

## **Model Inputs**

### **2.1. Pupil projections**

**Chart 1: Pupil Projections, 2022-2035**



The primary school roll has been falling since reaching a peak in 2017. Pupil projections based on population projections from National Records of Scotland show the number of primary pupils continuing to decrease through to 2035.

At secondary level, the pupil roll increased in 2017 for the first time in 14 years and is projected to continue increasing until 2024, after which it will fall below current levels by the end of the projection period in 2035.

These projections are based on the 2020 population projections which, following the recent fall in births, assume a lower birth rate than previous projections. Pupil projections based on cohorts that were not yet born are less reliable than projections for earlier years (beyond 2026 for Primary and 2032 for Secondary).

## 2.2. Teacher Numbers

In the past 5 years we have seen a large rise in teacher numbers of around 3,300 (a 7% increase). There have been increases across both the primary and secondary sectors. The 8% increase in primary teachers (compared to the 2% decrease in pupils) has meant that there are fewer pupils per teacher and consequently the primary pupil teacher ratio (PTR) has decreased to the lowest ever level. However, in secondary schools the number of pupils grew at a faster rate (9%) than the number of teachers (8%), meaning there were more pupils per teacher. The result of this is that the secondary PTR is now close to the highest level since 2004.

**Table 1: Increase in teacher numbers 2016-2021**

	Primary	Secondary	Total*
2016 - 2021	8%	8%	7%

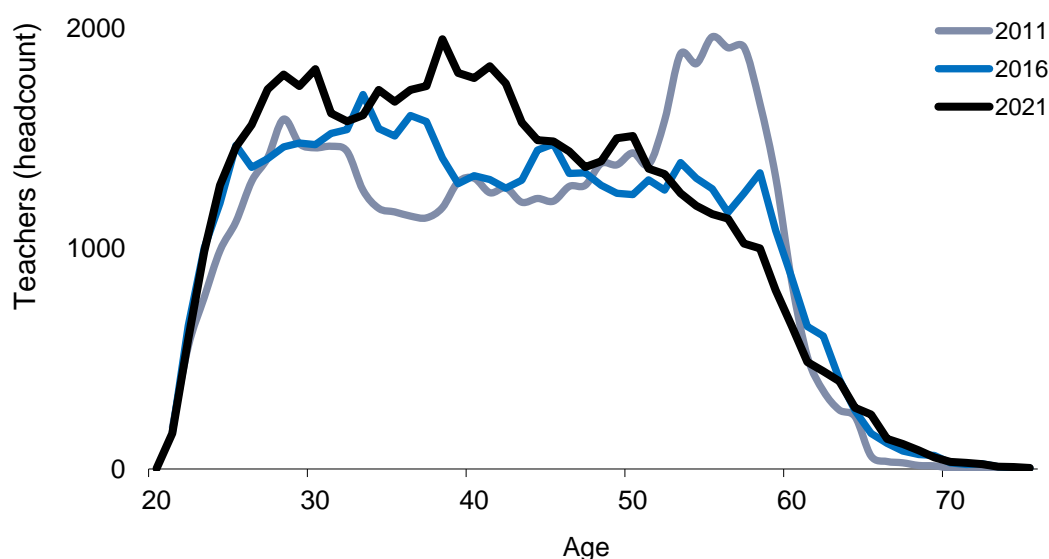
\*Total change across this period to centrally employed teachers and ELC teachers, both of which have decreased.

Data source: [Teacher census supplementary statistics 2021](#)

## 2.3. Age profiles of teachers

The 2021 Teacher Census data shows that the age profile of teachers has changed much over the past 10 years. The prominent peak of teachers in their fifties, as seen in 2011, no longer exists. The largest group of teachers are now aged 25 to 40.

**Chart 2: Age profile of school based teachers**

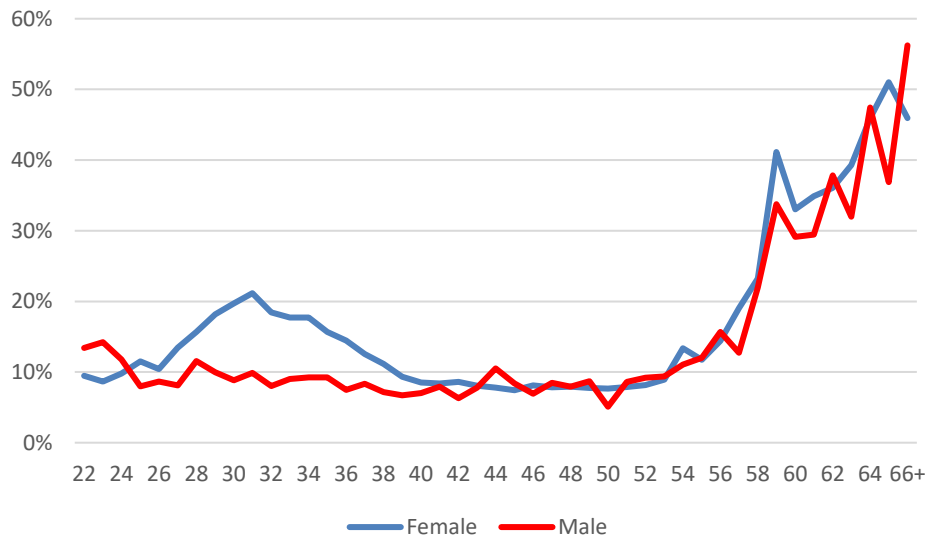


Data source: Teacher census supplementary statistics 2021

## 2.4. Wastage Rates (Excluding probationers)

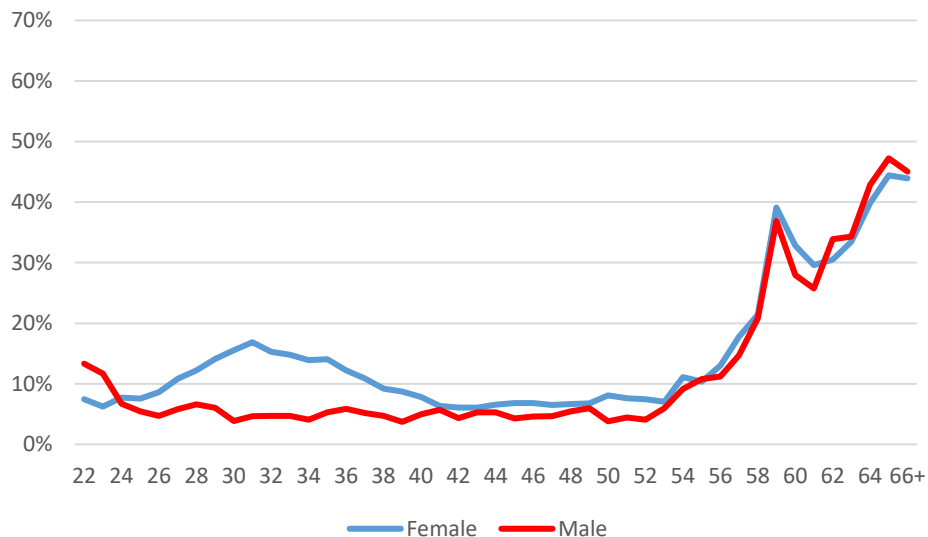
The wastage rates used in the modelling are based on an average of the past five years' figures. They represent the sum of all reductions in FTE as a proportion of total FTE. Higher rates for women under 40 include maternity leave, whilst higher rates for those from their late 50s reflect retirement (both full and partial).

**Chart 3: Primary wastage rates (excluding TIS)**



Total projected 2021 primary wastage – 3,500 FTE

**Chart 4: Secondary wastage rates (excluding TIS)**



Total projected 2021 secondary wastage – 2,600 FTE

## 2.5. Returners

The returner numbers used in the modelling are based on an average of five years' data. They represent the sum of all increases in FTE. Numbers are used instead of rates for returners since as we do not have details of the pool of non-working teachers in any year.

The average of the last five years' figures have been used for Primary (2,300) and secondary (1,800).

## 2.6. Teacher Induction Scheme (TIS) Wastage rates

Teacher Induction Scheme wastage rates are based on an average of the last 5 years of data. These rates calculate the percentage reduction in FTE of TIS teachers in the year following their probation year.

Primary – 21%

Secondary – 16%

## 2.7. Working patterns

There has been a steady increase in the proportion of teachers working part time over recent years up to 24.0% in 2019. This decreased slightly in 2020 to 23.4% but rebounded to 23.6% in 2021. The overall move to part time working has been accounted for in the model within the wastage and returners assumptions.

**Table 2: Number of teachers (headcount) by mode of working, all sectors, 2017 - 2021**

	Full-time	Part-time	Total headcount	Percentage part-time
2017	43,016	12,693	55,709	22.8
2018	43,198	13,265	56,463	23.5
2019	43,246	13,620	56,866	24.0
2020	44,387	13,564	57,951	23.4
2021				
<i>Primary</i>	20,669	8,615	29,284	29.4
<i>Secondary</i>	21,767	4,784	26,551	18.0
<i>Special</i>	1,636	605	2,241	27.0
<i>Centrally</i>				
<i>Employed</i>	696	584	1,280	45.6
Total	45,006	13,924	58,930	23.6

## **2.8. Retention rates**

Retention rates (ITE students who go on to the Teacher Induction Scheme) vary between routes. Retention rates for primary undergraduate and PGDE courses are around 75% and 90% respectively. Rates for Secondary courses are around 60% (Undergraduate including combined degrees) and 80% (PGDE).

We measure retention rates as a proportion of those leaving university to those starting the teacher induction scheme. Probationers who chose the flexible route are not captured in these retention rates, but are captured in the model amongst the pool of 'returners'.

## **2.9. Supply pool**

Supply pool teachers are not accounted for in the staff census which counts only the normal complement member of staff or normal complement replacements. Teachers moving from a teaching position which is counted in the census to a supply post will be accounted for in the wastage (leaver) rates. No additional provision for supply staff has been included. We expect that the current level of supply pool will be maintained by staff entering it from the normal complement of teachers (the on-roll population), accounted for by the wastage rates.

## **2.10. Vacancy data**

In previous years, data on teacher vacancies has been collected in September at staff census time. This data is no longer collected and vacancies have not been accounted for in the model.

### **3. Routes to meeting the 2025 commitment (PGDE targets 2023-2024)**

The Scottish Government commitment for additional teachers is to support the recruitment of at least 3,500 additional teachers over and above the 1,400 teachers recruited during the pandemic. This means a required increase of 2,900 teachers over the next 4 years from the 2021 census figures.

£145.5 million of funding for additional staff recruited during the pandemic has been baselined into the local government settlement from 2022/23 onwards. For modelling purposes we have assumed that this will fund 2,400 additional teachers (above 2019 levels), meaning an anticipated increase of around 400 teachers in 2022 compared to the 2021 total.

Meeting the 2025 target would require an average increase of around 850 in each of the remaining three years.

**Table 3: Projected teachers**

	All Teachers	Change in teacher numbers from previous year	% change in teacher numbers
2015	50,717		
2016	50,970	253	0.5%
2017	51,513	543	1.1%
2018	51,959	446	0.9%
2019	52,247	288	0.6%
2020	53,400	1,153	2.2%
2021	54,285	885	1.7%
2022	54,647	362	0.7%
2023	55,480	833	1.5%
2024	56,314	833	1.5%
2025	57,147	833	1.5%

For the purposes of modelling, these target increases have been split by sector broadly in line with existing relative split between primary and secondary ITE intakes. This split also allows for the increased need for teachers to meet the commitment to reduce class contact time.

**Table 4: Projected teachers by sector**

	Primary	Secondary	Special	Centrally Employed	ELC	Total
2021	25,800	24,800	2,000	1,000	700	<b>54,300</b>
2022	25,600	25,200	2,100	1,000	700	<b>54,600</b>
2023	25,800	25,800	2,100	1,000	700	<b>55,500</b>
2024	26,000	26,400	2,200	1,000	700	<b>56,300</b>
2025	26,200	27,000	2,300	1,000	700	<b>57,100</b>

The result of splitting the increase to teacher numbers across sectors in this way is a substantial reduction to the primary PTR (pupil teacher ratio) and a more modest lowering of the secondary PTR.

**Table 5: Projected Pupil Teacher Ratios**

	Primary	Secondary	Special
2021	15.1	12.4	3.8
2022	14.9	12.4	3.8
2023	14.6	12.3	3.8
2024	14.1	12.1	3.7
2025	13.7	11.8	3.6

**Modelled PGDE targets 2022-2024**

Using past trends of data on the proportion of teachers who leave and re-join each year, the teacher workforce planning model estimates that to meet these teacher targets the PGDE targets for primary and secondary should remain broadly in line with the targets which currently set.

**Table 6: PGDE intake targets**

	Primary PGDE	Secondary PGDE
2022	1,200	1,900
2023	1,200	1,900
2024	1,300	2,000



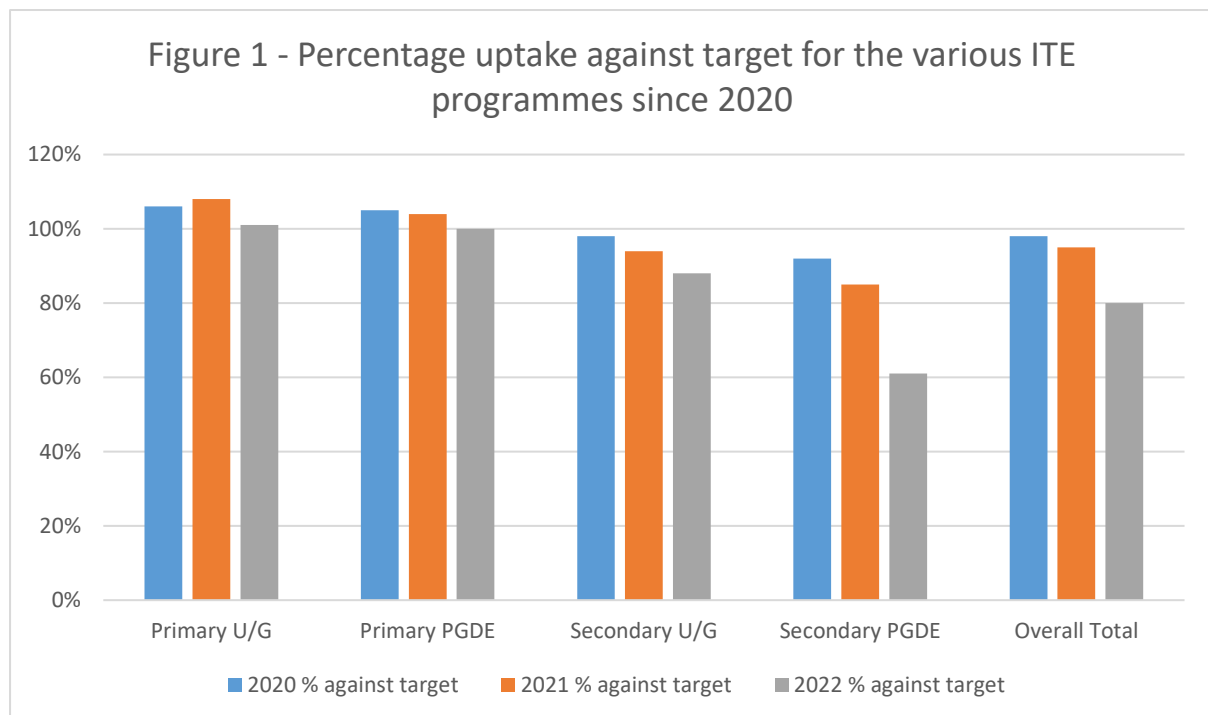
## RECRUITMENT CHALLENGES IN INITIAL TEACHER EDUCATION PROGRAMMES

### Purpose

1. The Scottish Education Council (SEC) have asked for an agenda item on recruitment challenges in initial teacher education (ITE) at their next meeting on 27 April 2023. Following on from discussion at the last SBTE meeting in November 2022, this paper provides SBTE members with an opportunity to contribute to a paper that will be developed for the SEC meeting.
2. SBTE members are asked to consider the discussion points at paragraph 13 and consider where SBTE member organisations and the SBTE collectively could take forward activity to tackle the ITE challenges being faced by universities.

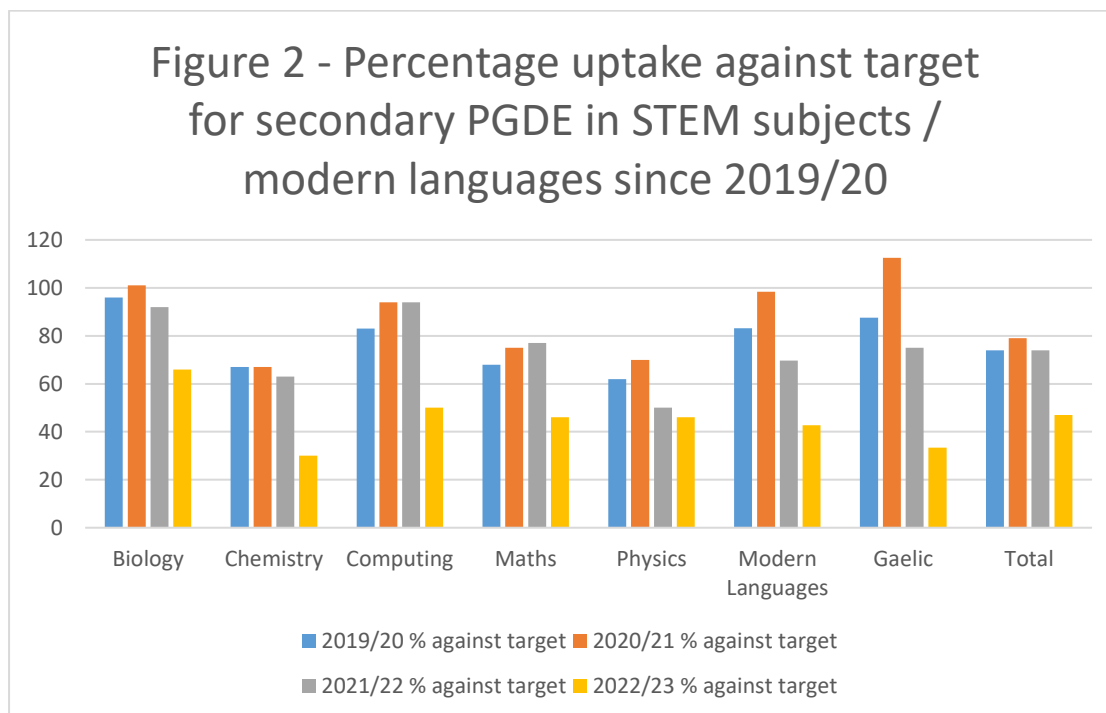
### ITE Recruitment Data

3. Figure 1 shows percentage of recruitment against targets in Scotland for the various ITE programmes since 2020. More detailed information is contained in table 1 in Annex A.



4. Figure 1 shows that primary undergraduate, and primary PGDE targets were achieved or exceeded each year. Secondary undergraduate shows a downward trend, with 88% uptake in 2022 compared to 98% in 2020. Secondary PGDE intakes show a more significant downward trend from 92% in 2020, 85% in 2021 and 61% in 2022.

5. Reductions in secondary PGDE recruitment is particularly acute in STEM subjects and modern languages, as shown in figure 2. For example, in 2022/23 there was an intake of 114 maths students compared to a target of 250 (46%) and an intake of 48 chemistry students compared to a target of 159 (30%). See table 2 in Annex A for more detail.



6. SG is also committed to encouraging new Gaelic Medium Education (GME) primary and secondary schools by increasing the number of teachers who can teach in the medium of Gaelic. Figure 2 shows that secondary PGDE ITE intake dropped to 33% against target in 2022/23 (target was 9, intake was 3).
7. Another Scottish Government priority is to ensure that we have a diverse workforce with 4% of teachers from BME backgrounds by 2030. As at 2017 this figure was 1.4% and by 2021 had increased to 1.8%.
8. In 2021-22, 165 or 4.5% of UK-domiciled entrants to ITE programmes at Scottish HEIs came from ethnic minority backgrounds. The proportion of entrants from ethnic minorities was higher on postgraduate courses at 5.2% compared to undergraduate courses at 3.4%. All three percentages are noticeably higher than 2016-17 when only 2.7% of UK-domiciled entrants were from an ethnic minority background, including 3.3% and 1.3% to postgraduate and undergraduate courses respectively. A six-year time series is shown in tables 3 and 4 in Annex A.

## **Discussion at SBTE November 2022**

9. At the previous Board meeting on 22 November 2022, there was a discussion on challenges around ITE recruitment. The main themes raised by members are outlined below.
10. The Secretariat plans to undertake an ITE deep dive into these issues, alongside consideration of the outputs of discussion at the March 2023 meeting. The next step will be to use these outputs to develop a paper for SEC in April 2023.
11. SBTE members made the following points re ITE uptake at the November 2022 meeting:
  - There is a concern that lack of permanent posts is creating disillusionment within the profession. Do targets need to be decreased to help the situation.
  - There are conflicting views on entry requirements and there is a direct link to ability to undertake Masters level learning. More evidence is needed to identify what the barriers are. Standards cannot be diluted and candidates must have the skills to complete programmes
  - Need to ensure we do not look at recruitment in isolation as there is a direct link with probation
  - University Admissions Officers have formed a short life working group on recruitment in Secondary PGDE. Updates will be provided to the Board
  - It was considered that looking to university undergraduates maybe too late in the recruitment process. There was a suggestion to actively target the school community including parents. SCES have resources that target S3-S6 into teaching.
  - ITE should be more accessible through part-time routes
  - Have we analysed drop-out rates from programmes to identify reasons
  - Workload, pay and security of employment all factors in reduced recruitment
  - Some employers are using TIS as an alternative to offering permanent contracts
  - Widening curriculum choice was challenging due to policy on attainment
  - A more mobile profession should be encouraged
  - Additional teachers needed to meet class contact time reduction
  - Given the importance of early intervention should additional teachers be planned for early years
  - Introducing flexibility in registration categories would dilute the quality of learning and teaching and may not be attractive to teachers. Primary teachers are not qualified to teach secondary aged students and should not be asked to do so.
  - Need to ensure we use evidence based decision making

## **Discussion Points**

12. Following on from the ITE discussion in November, the SBTE are asked to consider the following discussion points, the output of which will help shape a paper for SEC in April:

- What are local authorities needs in both sectors and subjects and how do we ensure that university provision aligns with this?
- How do we better understand why the interest in teaching as a career is decreasing and what approaches we can use to overcome negative perceptions of teaching?
- Are more use of articulation routes and part-time provision an effective strategy?
- How do we encourage greater teacher mobility to aid recruitment in some geographical areas?
- Are there more networks that we can target, especially BME, to increase interest in teaching?

**SBTE Secretariat  
March 2023**

## Annex A

Table 1 - ITE Targets and Enrolments in Scotland 2020-2022

Programme	2020			2021			2022		
	Target	Enrolment	% against target	Target	Enrolment	% against target	Target	Enrolment	% against target
Primary U/G	711	754	106%	707	767	108%	707	711	101%
Primary Combined	68	105	154%	72	95	132%	72	93	129%
Primary PGDE	1155	1214	105%	1155	1203	104%	1,155	1,154	100%
Primary Total	1934	2073	107%	1934	2065	107%	1,934	1,958	101%
Secondary U/G	165	161	98%	163	154	94%	158	139	88%
Secondary Combined	171	118	69%	173	132	76%	178	121	68%
Secondary PGDE	1800	1647	92%	1800	1527	85%	2,000	1,211	61%
Secondary Total	2136	1926	90%	2136	1813	85%	2,336	1,471	63%
Overall Total	4070	3999	98%	4070	3878	95%	4,270	3,429	80%

**Table 2 - Scotland - Showing STEM intakes to Initial Teacher Education  
PGDE Courses Since 2019/20 Academic Year**

	Scotland 2019/20				Scotland 2020/21	
Subject	target	intake	% achieved	Target	Intake	% achieved
<b>Biology</b>	134	129	<b>96</b>	142	144	<b>101</b>
<b>Chemistry</b>	150	101	<b>67</b>	150	100	<b>67</b>
<b>Computing</b>	53	44	<b>83</b>	47	44	<b>94</b>
<b>Maths</b>	225	154	<b>68</b>	230	173	<b>75</b>
<b>Physics</b>	122	76	<b>62</b>	120	84	<b>70</b>
<b>Total</b>	<b>684</b>	<b>504</b>	<b>74</b>	<b>689</b>	<b>545</b>	<b>79</b>
	Scotland 2021/22				Scotland 22/23	
Subject	target	intake	% achieved	Target	Intake	% achieved
<b>Biology</b>	142	131	<b>92</b>	163	107	<b>66</b>
<b>Chemistry</b>	144	91	<b>63</b>	159	48	<b>30</b>
<b>Computing</b>	47	44	<b>94</b>	52	26	<b>50</b>
<b>Maths</b>	224	172	<b>77</b>	250	114	<b>46</b>
<b>Physics</b>	117	59	<b>50</b>	131	60	<b>46</b>
<b>Total</b>	<b>674</b>	<b>497</b>	<b>74</b>	<b>755</b>	<b>355</b>	<b>47</b>

**Table 3- UK-domiciled Entrants to ITE Programmes at Scottish HEIs by Level of Study, 2016-17 to 2021-22**

<b>Level of Study</b>	<b>Ethnicity</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>Postgraduate</b>	White	2,305	2,345	2,430	2,385	2,425	2,350
	Other						
	Ethnicity	80	90	105	110	120	130
	Not known	20	85	45	55	20	25
	<b>Total</b>	<b>2,405</b>	<b>2,515</b>	<b>2,585</b>	<b>2,550</b>	<b>2,570</b>	<b>2,500</b>
<b>Undergraduate</b>	White	1,115	1,095	1,085	1,060	1,130	1,135
	Other						
	Ethnicity	15	25	30	45	40	40
	Not known	0	5	0	5	0	0
	<b>Total</b>	<b>1,135</b>	<b>1,120</b>	<b>1,115</b>	<b>1,105</b>	<b>1,175</b>	<b>1,180</b>
<b>Total</b>	White	3,425	3,440	3,520	3,440	3,560	3,485
	Other						
	Ethnicity	95	110	135	155	165	165
	Not known	20	85	45	60	25	25
	<b>Total</b>	<b>3,540</b>	<b>3,635</b>	<b>3,700</b>	<b>3,655</b>	<b>3,745</b>	<b>3,675</b>

Source: HESA Student Data, SG analysis

Figures have been rounded to nearest 5. Therefore, sums may not equal totals.

Records only include primary and secondary education sector (i.e. where TQSSEC = 1, 2 or 5)

White includes: white, white Irish, white British, Irish traveller, gypsy or traveller and other white background.

**Table 4 - UK-domiciled Entrants to ITE Programmes at Scottish HEIs by Level of Study, 2016-17 to 2021-22 (Percentage)**

<b>Level of Study</b>	<b>Ethnicity</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>Postgraduate</b>	White	96%	93%	94%	94%	94%	94%
	Other						
	Ethnicity	3%	4%	4%	4%	5%	5%
	Not known	1%	3%	2%	2%	1%	1%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Undergraduate</b>	White	98%	98%	97%	96%	96%	96%
	Other						
	Ethnicity	1%	2%	3%	4%	3%	3%
	Not known	0%	0%	0%	0%	0%	0%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Total</b>	White	97%	95%	95%	94%	95%	95%
	Other						
	Ethnicity	3%	3%	4%	4%	4%	4%
	Not known	1%	2%	1%	2%	1%	1%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: HESA Student Data, SG analysis

Proportions based on rounded numbers due to low values.



## **CHALLENGES RELATED TO RECRUITMENT TO INITIAL TEACHER EDUCATION PROGRAMMES & SUBSEQUENT TEACHER RETENTION**

### **STRATEGIC BOARD FOR TEACHER EDUCATION PAPER TO THE SCOTTISH EDUCATION COUNCIL - 27 APRIL 2023**

#### **Purpose**

1. The purpose of this paper is to outline the current situation, challenges and possible actions that can be taken to increase recruitment to initial teacher education (ITE) programmes and the subsequent retention of individuals entering the teaching profession.
2. This paper has been developed by the Strategic Board for Teacher Education (SBTE) and is based on initial discussions that have taken place within SBTE and the Teacher Workforce Planning Advisory Group (TWPAG).

#### **Aims and Priorities**

3. SBTE aims for the recruitment and retention of teachers in Scotland are to ensure that we have the right numbers of qualified teachers, in the right places, with the right areas of expertise, representing the diversity of Scottish society, in order to support improved learning and societal outcomes for all children and young people, whatever their background, circumstances and wherever they are being educated.
4. In order to help achieve these aims, the SBTE propose four key priorities that require collective action from partners across the education sector in order to be achieved.

#### **Priority 1 – Increased Resource Demand Analysis**

Local and national teacher resource demands are better understood to improve longer-term workforce planning. This includes tackling geographical challenges and ensuring targets for ITE programmes are set and met accordingly, particularly at secondary level and for hard to fill subjects such as science, technologies, mathematics, modern languages and Gaelic.

#### **Priority 2 – Reducing Barriers to Becoming a Teacher**

The barriers to individuals with protected characteristics such as race, religion or disability entering or staying in the teaching profession are better understood and reduced.

#### **Priority 3 – Increased Support for Early Career Teachers**

Teachers in the early phase of their careers experience more consistent mentoring and coaching to increase their confidence, motivation and satisfaction, raising retention rates after achieving full registration with the General Teaching Council (GTC) for Scotland.

## Priority 4 – Improving the Promotion of Teaching as a Valued Career

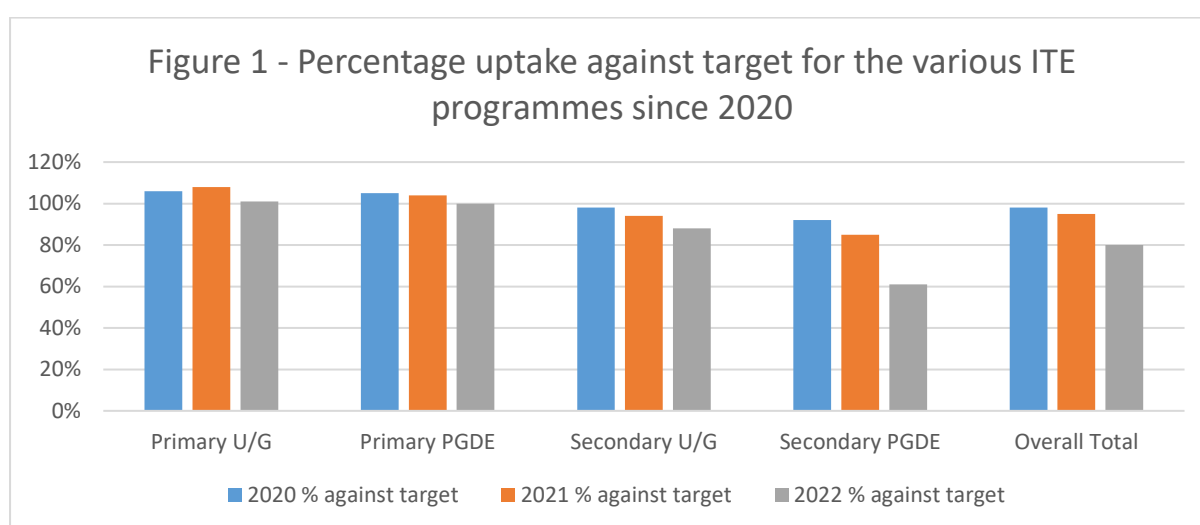
Teachers are valued and teaching is recognised and better promoted as important, complex and impactful work, improving the attractiveness of teaching as a career.

### Current Position

- To understand what action may be required, it is important to understand how the current position maps against the aims and priorities outlined above.

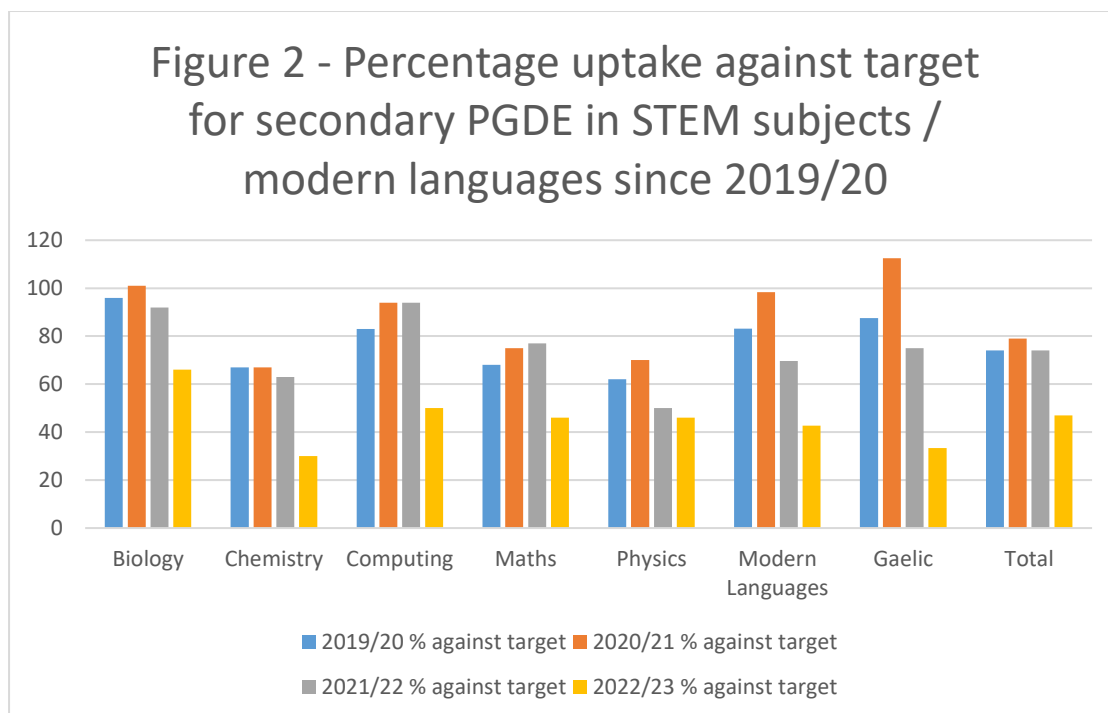
### ITE Intakes

- Figure 1 shows percentage of recruitment against targets in Scotland for the various ITE programmes at Scottish Higher Education Institutions (HEIs) since 2020. More detailed information is contained in table 1 in Annex A.



- Figure 1 demonstrates that primary undergraduate, and primary Post-Graduate Diploma in Education (PGDE) targets were achieved or exceeded each year. Secondary undergraduate shows a downward trend, with 88% uptake in 2022 compared to 98% in 2020. Secondary PGDE intakes show a more significant downward trend from 92% in 2020, 85% in 2021 and 61% in 2022.
- There are particular challenges in meeting secondary PGDE intake targets in science, technologies, mathematics and modern language subjects, as shown in figure 2. For example, in 2022/23 there was an intake of 114 maths students compared to a target of 250 (46%) and an intake of 48 chemistry students compared to a target of 159 (30%). More detailed information is contained in table 2 in Annex A.
- The Scottish Government is also committed to encouraging new Gaelic Medium Education (GME) primary and secondary schools by increasing the number of teachers who can teach in the medium of Gaelic. Figure 2 shows that secondary PGDE ITE intake dropped to 33% against target in 2022/23 (target was 9, intake was 3). It is recognised that this is a complex issue with

the lack of Gaelic teachers leading to arguably less opportunity to study Gaelic and subsequently support a pathway to becoming a teacher of Gaelic.



### Geographical Challenges

10. Rural local authorities report recruitment issues across both the primary and secondary sector. This has previously been considered by the SBTE<sup>1</sup>. A more recent press article regarding Aberdeenshire<sup>2</sup> noted there were 47 secondary vacancies advertised in January 2023 and none were filled. The reasons behind this are likely to include issues such as transport and housing costs. Local authorities do have the option to offer incentives to encourage teachers to take up posts and several initiatives have been implemented.

### Impact of the Covid Pandemic

11. The impact of the Covid pandemic on teacher recruitment and retention also needs to be investigated and better understood. Research in England has suggested that the challenging contexts faced by trainee teachers during the pandemic may risk them having insufficient experience leading to increased attrition rates of early career teachers<sup>3</sup>. The research did also note, however, that the experience of training to teach during the pandemic- has not been wholly negative for trainees and the flexibility and resilience that the situation has necessitated may even impact positively on professional development and a desire to remain in the profession.

<sup>1</sup> [SBTE+agenda+and+papers+--+May+2019.pdf \(www.gov.scot\)](https://www.gov.scot/publications/sbte-agenda-and-papers-+-+May+2019/pdf)

<sup>2</sup> [Aberdeenshire secondary teaching numbers 'close to crisis point' \(pressandjournal.co.uk\)](https://pressandjournal.co.uk/aberdeenshire-secondary-teaching-numbers-close-to-crisis-point/)

<sup>3</sup> [Findings-and-recommendations-to-address-teacher-quality-and-enable-retention.pdf \(kcl.ac.uk\)](https://kcl.ac.uk/research/centres/centre-for-teacher-quality-and-retention/findings-and-recommendations-to-address-teacher-quality-and-enable-retention.pdf)

## Diversity in the Teaching Profession

12. A Scottish Government priority<sup>4</sup> is to ensure that we have a teaching profession which reflects the diversity of our communities with the ambition that 4% of teachers identify as coming from black and minority ethnic (BME) backgrounds by 2030. As at 2017 this figure was 1.4% and by 2021-22 had increased to 1.8%.
13. In 2021-22, 165 or 4.5% of UK-domiciled entrants to ITE programmes at Scottish HEIs came from ethnic minority backgrounds. The proportion of entrants from ethnic minorities was higher on postgraduate courses at 5.2% compared to undergraduate courses at 3.4%. All three percentages are noticeably higher than 2016-17 when only 2.7% of UK-domiciled entrants were from an ethnic minority background, including 3.3% and 1.3% to postgraduate and undergraduate courses respectively. A six-year time series is shown in tables 3 and 4 in Annex A.
14. The Scottish Government also supports student teachers to undertake the Catholic Teachers' Certificate (CTC) to ensure a supply of appropriately qualified teachers in denominational schools. A recent analysis by the University of Glasgow and the Scottish Catholic Education Service shows that across Scotland there is a significant number of teachers permanently employed in denominational schools who do not hold the CTC yet are expected to have it. The analysis also shows 156 primary vacancies and 66 secondary vacancies in denominational schools (6% and 3% of the overall staffing complement respectively)

## Comparison with other countries

15. Issues relating to teacher recruitment and retention are not unique to Scotland and are being seen in developed education systems across the world. For example, the National Foundation for Educational Research's 2023 annual Teacher Labour Market report<sup>5</sup> monitors the progress the school system in England is making towards meeting the teacher supply challenge. The report highlights that schools posted 93% more vacancies in 2022/23 compared to the year before the pandemic and Initial Teacher Training recruitment in 2022/23 was 20% lower than in the year before the pandemic.
16. The International Summit on the Teaching Profession, which brings together education ministers, unions and teacher leaders from high-performing education systems, are due to hold their annual summit in April 2023. The agenda includes the issue of teacher shortages due to factors such as the pandemic, lack of respect for the profession and inhospitable working

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<sup>4</sup> [Teaching in a diverse Scotland: increasing and retaining minority ethnic teachers - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/teaching-in-a-diverse-scotland/increasing-and-retaining-minority-ethnic-teachers/pages/10.aspx)

<sup>5</sup> [Teacher Labour Market in England Annual Report 2023 - NFER](https://www.nfer.ac.uk/teacher-labour-market-in-england-annual-report-2023/)

environments. Research is also showing recruitment challenges in Australia, Canada and the USA<sup>6 7</sup>.

## **Priorities and Proposed Actions**

### **Priority 1 – Increased Resource Demand Analysis**

17. In order to improve longer term workforce planning and ensure that ITE intake targets are set and met at the right level, it would be helpful to have more detail on local approaches to workforce planning across all Scottish local authorities and consider whether a more consistent approach may be helpful in achieving effective long term planning.
18. SBTE can work with COSLA to develop an effective way to ensure local information is strengthened in the teacher workforce planning process. This exercise needs to acknowledge that each local authority has its own unique challenges and there won't be a one size fits all solution. It will also be important in planning for the implications of the Scottish Government's proposed reduction to class contact time.
19. Gaining a better insight of workforce planning processes and pressures across the country should also be helpful in understanding teacher shortages in certain geographical areas and in developing strategies to tackle these shortages.
20. The Scottish Government has previously supported a number of HEIs to deliver a range of alternative routes into teaching<sup>8</sup>. For example, allowing students to gain HND qualifications and move into ITE in STEM subjects, and enabling distanced learning. Some of these initiatives are still in operation. It would be helpful to systematically revisit and assess these alternative routes, determine which were successful and ascertain whether they could be reinvigorated or built upon. SBTE can work with GTC Scotland, the Scottish Council of Deans of Education (SCDE) and the Association of Directors of Education in Scotland on this area.
21. All applicants to ITE programmes must meet the Memorandum on Entry Requirements to Initial Teacher Education (2019)<sup>9</sup>. For PGDE Secondary programmes, applicants need to satisfy HEIs that they hold relevant degree level qualifications to qualify as subject specialist teachers. SBTE is aware that GTC Scotland is preparing for the five year cyclical review of the Memorandum and will use this opportunity to consider what review of current

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<sup>6</sup> [Teacher shortages are a global problem – 'prioritising' Australian visas won't solve ours \(theconversation.com\)](https://theconversation.com/teacher-shortages-are-a-global-problem-prioritising-australian-visas-wont-solve-ours)

<sup>7</sup> [Teacher Recruitment and Retention: Local Strategies, Global Inspiration - John A. Williams III, Valerie Hill-Jackson, Cassidy Caldwell, Cheryl J. Craig, 2022 \(sagepub.com\)](https://www.sagepub.com/journalsPermissions.nav?path=/journals/0013-0244/book-series/9781138347042/chapter/9781138347042_chapter12.pdf)

<sup>8</sup> [Alternative%2Broutes%2Binto%2Bteaching%2B-%2BFebruary%2B2020v3.pdf \(www.gov.scot\)](https://www.gov.scot/publications/alternative-routes-to-teaching-2020-2023/pages/2.pdf)

<sup>9</sup> [memorandum-on-entry-requirements.pdf \(gtcs.org.uk\)](https://www.gtcs.org.uk/memorandum-on-entry-requirements.pdf)

expectations may be required, noting that any proposed changes are subject to statutory consultation.

- 22. It would be helpful to get views from SEC on how to improve longer term workforce planning and ensure ITE intake targets are set and met accordingly.**

### **Priority 2 – Reducing Barriers to Becoming a Teacher**

23. The Scottish Government's Anti-Racism in Education Programme<sup>10</sup> has a workstream dedicated to increasing the racial diversity of the teaching profession by addressing barriers to recruitment, retention and promotion. Work underway which will contribute to that ambition includes: considering effective recruitment practices in local authorities which mitigate the barriers which BME teachers can experience; and working with the SCDE to encourage ITE providers to engage with, and implement the recommendations in the Council's new anti-racism in ITE framework<sup>11</sup>.
24. Work is also being taken forward by the Diversity in the Teaching Profession and Education Workforce sub group to consider local authorities' approaches to recruitment and recruitment of BME teachers in particular and how emerging practice can be shared with and potentially replicated in other areas.
25. Engagement with partners on the SBTE such as the Scottish Catholic Education Service and SCDE will also help us better understand issues related to teacher recruitment and retention in denominational schools and look to develop new approaches to overcome them.
26. Work could also be undertaken with HEIs to consider targeting ITE programmes to defined groups, such as individuals who have a disability.
- 27. It would be helpful to get views from SEC on other areas that could be explored to reduce barriers to becoming a teacher for individuals with protected characteristics.**

### **Priority 3 – Increased Support for Early Career Teachers**

28. There is general agreement that support in the early phase of a teachers career (1-5 years) is vital and will strengthen role satisfaction and retention rates. The move from ITE to probation is formally supported through the Teacher Induction Scheme (TIS) with reduced class contact time and dedicated time for support and development. It is noted that not all teachers enter TIS, instead taking the flexible route to achieving full registration with GTC Scotland. Employers of teachers are encouraged to provide effective support for all individuals progressing from provisional to full registration

<sup>10</sup> [Anti-Racism in Education Programme - gov.scot \(www.gov.scot\)](http://www.gov.scot)

<sup>11</sup> [Media\\_934784\\_smxx.pdf \(gla.ac.uk\)](http://gla.ac.uk)

regardless of the route taken. However, once probation has finished and teachers have achieved the Standard for Full Registration there is variable availability of ongoing support.

29. SBTE could give further consideration to address inconsistencies in support and identify gaps in development opportunities. For example, there is an opportunity to consider how best to support experienced teachers who provide support to early career teachers through and beyond the probation period. An exploration of the role of the 'school based teacher educator' would also be of value.
30. It would also be helpful to better understand the presumed cause and effect mechanisms underlying the retention of teachers to help ensure the most appropriate support strategies and structures are available across the country.
31. While the percentage of teachers on permanent contracts in Scotland has not changed significantly over recent years (82% in 2020, 81% in 2021 & 81% in 2022) it is clear that those new to the profession are finding it difficult to obtain permanent employment<sup>12</sup>. The proportion of TIS probationers in full-time permanent posts in the year following their probation year is 33% and much lower than the high of 57% for the 2016/17 cohort<sup>13</sup>. This is likely to be one of the drivers behind those choosing to leave the profession. SBTE/SG can work with COSLA to address this issue, as part of £145.5 million being provided in the 2023-24 budget is to ensure it assists employing teachers on permanent contracts.
32. **It would be helpful to get views from SEC on how to better support teachers in the early phase of their careers and improve retention rates post-probation.**

#### **Priority 4 – Improving the Promotion of Teaching as a Valued Career**

33. Studies suggest that individuals are put off becoming a teacher due to perceived low pay, workload, stress and working conditions<sup>14</sup> <sup>15</sup>. Anecdotally we hear that teaching is often not considered a rewarding and fulfilling graduate career in the same way other degrees are.
34. The negative perception of teaching can also be found within the current profession. An EIS member survey from 2021<sup>16</sup> found that almost 60% of respondents said they were unlikely or very unlikely to recommend teaching as a good profession to someone who is thinking of entering the profession.

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<sup>12</sup> [School education statistics - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/school-education-statistics-2022/pages/1-introduction.aspx)

<sup>13</sup> [Post-probationer teacher employment dashboard - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/post-probationer-teacher-employment-dashboard/pages/1-introduction.aspx)

<sup>14</sup> [Review education policies - Education GPS - OECD: Teacher working conditions](https://www.oecd.org/education/education-gps/2022/04/review-education-policies-education-gps-oecd-teacher-working-conditions)

<sup>15</sup> [Issue 13: The Urgent Need for Action: Addressing the Teacher Recruitment and Retention Crisis in the UK \(linkedin.com\)](https://www.linkedin.com/company/eis-education-international/articles/details/issue-13-the-urgent-need-for-action-addressing-the-teacher-recruitment-and-retention-crisis-in-the-uk)

<sup>16</sup> [EIS Member Survey 2021: Health and Wellbeing findings](https://www.eis-education-international.com/2021/12/eis-member-survey-2021-health-and-wellbeing-findings)

35. UK union member surveys have also suggested that a significant number of teachers have considered leaving the teaching profession altogether<sup>17</sup>. Reasons cited include workload and stress. To balance this research finding, it should also be noted that since December 2014 the number of school teachers in post in Scotland has increased by 8%, from 49,521 to 53,459 in December 2022<sup>18</sup>.
36. Work is required to shift public attitudes and improve the perception of teaching as a rewarding career with a strong sense of professional development, responsibility and the opportunity to make a difference to the lives of children and young people. It is important that we collectively seek opportunities to recognise this and positively promote the profession with the aim of improving teacher recruitment and retention.
- 37. It would be helpful for SEC to consider how the narrative around the value of teachers and the satisfaction that can be gained through teaching as a career is positively promoted.**

### Education Reform

38. As the Education Reform programme continues to develop we must ensure that the interdependencies and impacts those reforms, including revisions to qualifications and curriculum, may have on ITE programmes and teacher recruitment and retention are understood.
- 39. SEC are potentially in a unique position to consider the holistic impact of all aspects of reform and to provide guidance, support and challenge to SBTE to ensure the activities proposed in this paper synchronise with and complement wider system changes. It would be helpful to get SEC's view on this.**

### Conclusion

40. In summary, SEC are asked to consider the points set out above and the following questions:-
- **Do SEC agree with the analysis of the situation presented here, including that we should increase the collective focus on this area?**
  - **Are SEC content with the actions proposed to be led by SBTE? Are there other actions they would like to see SBTE take forward?**
  - **Where can SEC add value in helping to achieve these priorities?**
  - **How would SEC like to be kept updated on this as we move forward?**

**Jim Thewliss, SLS / Pauline Stephen, GTC Scotland. SBTE Reps. April 2023**

<sup>17</sup> [Big Question Survey Report 2022 \(nasuwt.org.uk\)](https://www.nasuwt.org.uk/big-question-survey-report-2022)

<sup>18</sup> [Teacher census supplementary statistics - gov.scot \(www.gov.scot\)](https://www.gov.scot/teacher-census-supplementary-statistics)



## Annex A

Table 1 - ITE Targets and Enrolments in Scotland 2020-2022

Programme	2020			2021			2022		
	Target	Enrolment	% against target	Target	Enrolment	% against target	Target	Enrolment	% against target
Primary U/G	711	754	106%	707	767	108%	707	711	101%
Primary Combined	68	105	154%	72	95	132%	72	93	129%
Primary PGDE	1155	1214	105%	1155	1203	104%	1,155	1,154	100%
Primary Total	1934	2073	107%	1934	2065	107%	1,934	1,958	101%
Secondary U/G	165	161	98%	163	154	94%	158	139	88%
Secondary Combined	171	118	69%	173	132	76%	178	121	68%
Secondary PGDE	1800	1647	92%	1800	1527	85%	2,000	1,211	61%
Secondary Total	2136	1926	90%	2136	1813	85%	2,336	1,471	63%
Overall Total	4070	3999	98%	4070	3878	95%	4,270	3,429	80%

**Table 2 - Scotland - Showing STEM intakes to Initial Teacher Education  
PGDE Courses Since 2019/20 Academic Year**

	Scotland 2019/20				Scotland 2020/21	
Subject	target	intake	% achieved	Target	Intake	% achieved
<b>Biology</b>	134	129	<b>96</b>	142	144	<b>101</b>
<b>Chemistry</b>	150	101	<b>67</b>	150	100	<b>67</b>
<b>Computing</b>	53	44	<b>83</b>	47	44	<b>94</b>
<b>Maths</b>	225	154	<b>68</b>	230	173	<b>75</b>
<b>Physics</b>	122	76	<b>62</b>	120	84	<b>70</b>
<b>Total</b>	<b>684</b>	<b>504</b>	<b>74</b>	<b>689</b>	<b>545</b>	<b>79</b>
	Scotland 2021/22				Scotland 22/23	
Subject	target	intake	% achieved	Target	Intake	% achieved
<b>Biology</b>	142	131	<b>92</b>	163	107	<b>66</b>
<b>Chemistry</b>	144	91	<b>63</b>	159	48	<b>30</b>
<b>Computing</b>	47	44	<b>94</b>	52	26	<b>50</b>
<b>Maths</b>	224	172	<b>77</b>	250	114	<b>46</b>
<b>Physics</b>	117	59	<b>50</b>	131	60	<b>46</b>
<b>Total</b>	<b>674</b>	<b>497</b>	<b>74</b>	<b>755</b>	<b>355</b>	<b>47</b>

**Table 3 - UK-domiciled Entrants to ITE Programmes at Scottish HEIs by Level of Study, 2016-17 to 2021-22**

<b>Level of Study</b>	<b>Ethnicity</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>Postgraduate</b>	White	2,305	2,345	2,430	2,385	2,425	2,350
	Other						
	Ethnicity	80	90	105	110	120	130
	Not known	20	85	45	55	20	25
	<b>Total</b>	<b>2,405</b>	<b>2,515</b>	<b>2,585</b>	<b>2,550</b>	<b>2,570</b>	<b>2,500</b>
<b>Undergraduate</b>	White	1,115	1,095	1,085	1,060	1,130	1,135
	Other						
	Ethnicity	15	25	30	45	40	40
	Not known	0	5	0	5	0	0
	<b>Total</b>	<b>1,135</b>	<b>1,120</b>	<b>1,115</b>	<b>1,105</b>	<b>1,175</b>	<b>1,180</b>
<b>Total</b>	White	3,425	3,440	3,520	3,440	3,560	3,485
	Other						
	Ethnicity	95	110	135	155	165	165
	Not known	20	85	45	60	25	25
	<b>Total</b>	<b>3,540</b>	<b>3,635</b>	<b>3,700</b>	<b>3,655</b>	<b>3,745</b>	<b>3,675</b>

Source: HESA Student Data, SG analysis

Figures have been rounded to nearest 5. Therefore, sums may not equal totals.

Records only include primary and secondary education sector (i.e. where TQSSEC = 1, 2 or 5)

White includes: white, white Irish, white British, Irish traveller, gypsy or traveller and other white background.

**Table 4 - UK-domiciled Entrants to ITE Programmes at Scottish HEIs by Level of Study, 2016-17 to 2021-22 (Percentage)**

<b>Level of Study</b>	<b>Ethnicity</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>Postgraduate</b>	White	96%	93%	94%	94%	94%	94%
	Other						
	Ethnicity	3%	4%	4%	4%	5%	5%
	Not known	1%	3%	2%	2%	1%	1%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Undergraduate</b>	White	98%	98%	97%	96%	96%	96%
	Other						
	Ethnicity	1%	2%	3%	4%	3%	3%
	Not known	0%	0%	0%	0%	0%	0%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Total</b>	White	97%	95%	95%	94%	95%	95%
	Other						
	Ethnicity	3%	3%	4%	4%	4%	4%
	Not known	1%	2%	1%	2%	1%	1%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: HESA Student Data, SG analysis

Proportions based on rounded numbers due to low values.

## TEACHER NUMBERS DEEP DIVE

### Priority and Purpose

1. Routine – you have requested a deep dive discussion with officials on 15 August on a range of issues relating to teacher numbers. This paper sets out a number of key issues and background to inform this discussion.

### Recommendation

2. That you note the information provided in advance of the deep dive discussion on 15 August.

### Key issues for the deep dive discussion

3. The key issues for the deep dive discussion can be characterised as:

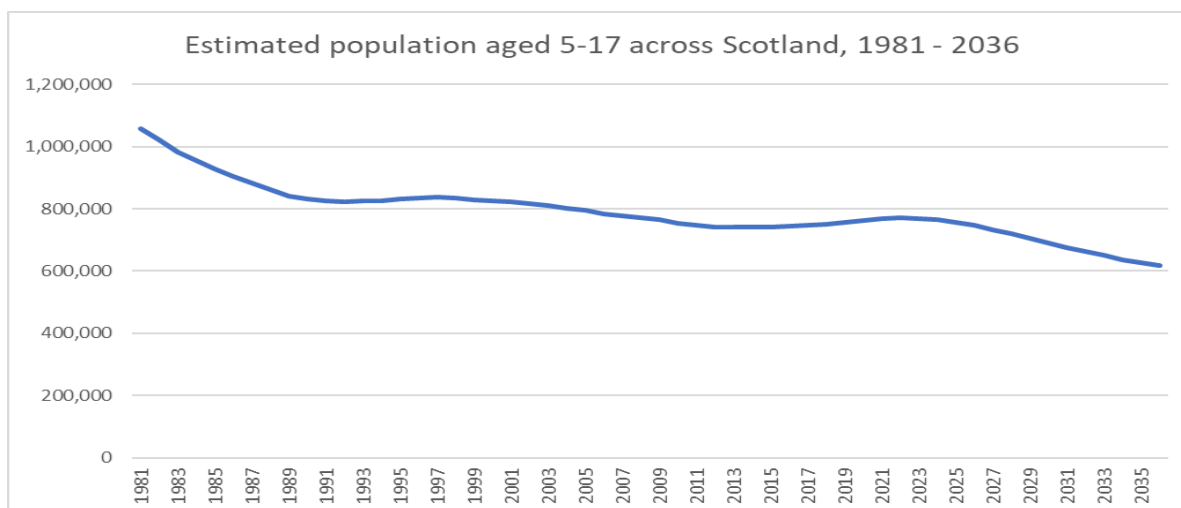
#### **Out of scope of request**

- A. To discuss a range of issues relating to teacher recruitment and retention, including but not limited to:
- Teacher workforce planning/ITE targets
  - **Out of scope of request**
  - Post probation employment/permanent contracts
  - Geographical and subject challenges
  - teacher recruitment campaign

#### **out of scope of request**

#### External Audit of Teacher Workforce Requirements

8. As you are aware, we are currently developing an external audit to provide evidence-informed recommendations on teacher workforce requirements in Scotland. The audit will assess the impact of the projected decline in the number of school-aged children in Scotland predicted by the National Records of Scotland and the Scottish Fiscal Commission (see chart below), on issues such as education costs, pupil teacher ratios and teacher class contact time.



9. **Redacted under s.29(1)(a).**

10. **Redacted under s.29(1)(a).**

11. **Redacted under s.29(1)(a).**

### **Out of scope of request**

#### Teacher workforce planning / setting ITE Targets

14. National intake targets to Initial Teacher Education (ITE) programmes are set each year following extensive consultation with key partners including the Teacher Workforce Planning Advisory Group. This Group contains representatives from local authority employers and university providers of ITE, as well as teacher unions and GTCS.

15. The Group's recommendations are based on the Scottish Government statistical model on future need. The annual statistical model estimates the number of ITE students required to maintain pupil teacher ratios, but in recent years has also taken into account the teacher number commitments. The model is based on a number of inputs including projections about the number of pupils in the system, churn in teacher numbers (recruitment, maternity, returners, etc) and the retention rates of ITE students.

16. The Scottish Funding Council are ultimately responsible for setting intakes to ITE and write to universities setting targets for each academic year. It was agreed for 2023/24 to reduce primary PGDE by 200 and maintain all other targets at 2022/23 levels in response to concerns about over-supply in the primary sector.

17. In order to improve longer-term workforce planning and ensure that ITE intake targets are set and met at the right level, the Strategic Board for Teacher Education is considering how to improve the use of local information in the teacher workforce planning process, and whether a more consistent approach may be helpful in achieving effective long-term planning. This work needs to acknowledge that each

local authority has its own unique challenges and there won't be a one-size-fits-all solution.

18. In terms of the planning cycle for 2024-25 intakes, the Teacher Workforce Planning Advisory Group will meet in October/November and produce recommendations by the end of November. We will aim to agree these with you by December to allow the SFC to notify universities.

19. **Redacted under s.29(1)(a).**

### Out of scope of request

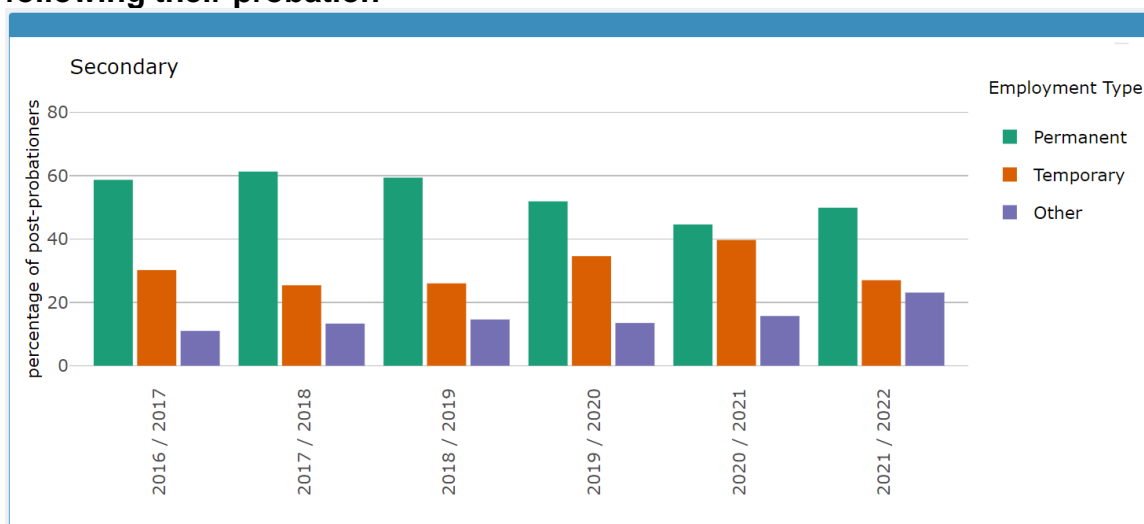
#### Post probation employment / permanent contracts

24. **Out of scope of request**

25. Local authorities operate a variety of recruitment practices, including fixed-term and temporary contracts. Much of this is for necessary and acceptable purposes. Where a local authority has teachers on such contracts, they ultimately have a right to permanence (usually after two years' service). This can impact on opportunities for post-probationers in some areas, as we have seen in **Redacted s.30(c)**

26. While we continue to hear about post probationers who are unable to secure permanent contracts, and this appears to be a growing issue (see chart below), it is worth noting that the percentage of teachers in permanent posts has remained relatively stable over a number of years – 81% this year, unchanged from the previous year.

### Percentage of post-probationers by employment type for the first year following their probation



### Geographical recruitment challenges

27. In addition to issues around the availability of jobs and permanent contracts, rural local authorities continue to report recruitment issues across both the primary

and secondary sector. Some of the reasons behind this are likely to include issues such as transport and housing costs. Put simply, however, we have challenges of geographic mobility, with simultaneously an over-supply of teachers in some central belt areas and an under-supply in other parts of Scotland. It may be that these local shortages are a more acute issue than the aggregate number of teachers nationally.

28. As set out above, the SBTE will consider some of this as part of the workshop session planned for 4 September. Gaining a better insight of workforce planning processes and pressures across the country should be helpful in understanding teacher shortages in certain geographical areas and in developing strategies to tackle these shortages.

29. Local authorities also already have the option to offer incentives to encourage teachers to take up posts, and several initiatives have previously been implemented. Particular examples for us to review might include:

- We have previously supported a number of universities to deliver a range of alternative routes into teaching, to assist with ITE recruitment in rural areas. For example, allowing students to gain HND qualifications and move into ITE in STEM subjects and enabling distanced learning. Some of these initiatives are still in operation.
- Further incentivising posts for teachers to work in more remote areas. There have been a few trials in the past such as the Aberdeenshire Asist programme enabling students to study, undertake probation and guarantee of two more years employment, and a similar project to incentivise posts for career changers from the oil and gas industry. Neither have been continued - mainly on the grounds of cost and insufficient numbers coming through.
- Local Authorities have also tried incentives such as “golden handshakes” for staff to move to different locations (e.g. West Lothian and Aberdeenshire), but again both resulted in low uptake. Also, other local authorities complained that these were offering unfair advantages.
- **Redacted under s.29(1)(a).**

**30. Are you content that we continue to explore these options? Are there other options you would like us to consider?**

#### Teacher recruitment campaign

31. In previous years we have run a teacher recruitment campaign which was aimed at increasing the level of interest in teaching as a career from third and final year students, with particular emphasis on STEM subjects where there is a shortage of teachers, and on increasing diversity in the profession. The campaign and its predecessor “TeachersMakePeople” ran each year from 2017 to 2021-22.

32. The campaign was paused in 2022-23 due to budget constraints, and has also been cancelled this year as the £500K budget was approved as a Path to Balance saving.



33. Although the campaign has been suspended the database for ongoing engagement remains open. Whilst we have seen a drop from 8,500 people on the database since May 2022, the figures are on the increase again and as at March 2023 were 5,240. Marketing colleagues believe that this has resulted in a more engaged audience.

34. While a direct connection cannot be assumed, it is worth noting that the suspension of the recruitment campaign coincides with the significant drop in ITE intakes that we have seen this year.

**35. You have indicated a desire to work with our partners - and the unions in particular - to improve the perception of teaching as a highly rewarding career and to promote teaching as a profession, with the aim of improving recruitment and retention and attracting more high-quality individuals into teaching. Draft wording has been included in the PfG to confirm this and we will work with colleagues to take this forward.**

#### Comparison with other countries

36. Issues relating to teacher recruitment and retention are not unique to Scotland and are being seen in developed education systems across the world. For example, the National Foundation for Educational Research's 2023 annual Teacher Labour Market Report monitors the progress the school system in England is making towards meeting the teacher supply challenge. The report highlights that schools posted 93% more vacancies in 2022-23 compared to the year before the pandemic and Initial Teacher Training recruitment in 2022-23 was 20% lower than in the year before the pandemic. While this does not help our own situation, it indicates that these challenges are systemic rather than being specific to Scotland.

#### **Next steps**

37. Following the deep dive discussion, further detailed advice will be provided on the areas requiring further exploration.

## **ANNEX A**

**Out of scope of request**

## **ANNEX B**

**Out of scope of request**

## **ANNEX C**

### **Initiatives used to increase recruitment in the North East**

Aberdeen University has worked with their local authority partners on a number of initiatives aimed at increasing recruitment. These are detailed below and for reasons of availability of funding or low recruitment are no longer available.

**Aberdeenshire Student Incentive Scheme for Teaching (ASIST).** Was launched in April 2019. Aberdeen PGDE secondary students were able to apply to Aberdeenshire Council for a scheme that guaranteed the student a mentor from an Aberdeenshire school during PGDE and probation and 2 years guaranteed employment in Aberdeenshire following probation. Students also received an allowance for transport and accommodation. Also a £5,000 financial incentive was paid during the 4 years of the scheme. The scheme was stopped after Aberdeenshire Council were unable to commit further to the scheme.

### **Distance Learning Initial Teacher Education**

This was an 18 month distance learning programme for local authority staff to train part-time to become qualified secondary STEM teachers to meet shortages in Local Authorities. To support delivery the University of Aberdeen worked closely with Local Authorities and teachers who were released to become DLITE Associate Tutors (ATs). The advantages were that students received an income from the local authority employers as they completed their studies with the assumption that they would remain in the area. Partners felt that they had identified all interested individuals and the programme came to an end. Additionally this type of initiative has proved to be more costly to deliver by universities which effects sustainability.

### **SCOTTISH GOVERNMENT OIL AND GAS INITIATIVE**

The programme was a 12 month graduate programme for oil and gas sector workers at risk from redundancy or who have lost their job and are interested in a change of career into teaching. Students were offered employment within one of the Local Authorities in the Northern Alliance Regional Improvement Collaborative and undertook a 12 month full-time PGDE (Secondary) programme. Through use of the

Transition Training Fund (TTF) the Scottish Government supported this programme by making available a bursary of £20,000 for each participant; and the local authorities guarantee them employment for a four year period, which includes the probationary year leading to full registration with GTCS. The programme ran for 2 cohorts with numbers being 20 for the 1st year and 2 for the 2<sup>nd</sup> year. The low uptake was probably due to an upturn in the oil and gas sector and all partners decided that it was no longer viable to run this initiative.