

SCOTTISH EDUCATION COUNCIL**TEACHER AND HEADTEACHER SUPPLY, RECRUITMENT AND RETENTION****JOINT PAPER BY COSLA AND LEARNING DIRECTORATE****Purpose**

1. This paper provides background information on the current position and challenges around teacher and headteacher supply, recruitment and retention, and a summary of current and planned actions aimed at addressing these issues. The Scottish Education Council 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 headteacher supply, recruitment and retention.

Current position

2. It is widely recognised that, within a school environment, the quality of teaching and school leadership are the most influential factors in improving children's learning and the outcomes that they achieve. Ensuring we have the right number of teachers and school leaders, 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 for both COSLA and Scottish Government.

3. It is clear that it is becoming increasingly challenging to recruit teachers and headteachers 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. It is clear that the location of existing vacancies plays a role in relation to uptake with students, generally, preferring to stay close to home to keep travel costs/disruption to a minimum. While student teachers are offered a wide choice of locations, there will be associated difficulties in filling vacancies outwith the central belt or away from main conurbations.

5. There are myriad reasons given for the current issues in teacher and head teacher recruitment. Some parties indicate that this is the result of inaccurate workforce planning, others strongly maintain that 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 as well as very small salary differentials

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(especially in the primary sector) between the posts of depute headteacher and headteacher.

6. Traditionally challenges around headteacher recruitment have been perceived to be restricted to largely rural local authorities with a high number of small, remote primary schools. However, more recently, local authorities from all parts of Scotland have reported a decrease in both the number of applicants for headteacher posts and a drop in quality/readiness of prospective headteachers. This poses a number of issues not least the fact that the school system requires a flow of effective headteachers to lead schools. It should however be noted that while headteacher recruitment appears to be an increasing issue, in parts of Scotland the problem is less acute.

Current activity

7. There are a range of actions already being taken forward to help address teacher and headteacher supply, recruitment and retention issues.

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.
- COSLA and the Scottish Government are working together to improve the quality of local teacher vacancy data so it can better inform the teacher workforce planning process.
- The Scottish Government has supported the universities to introduce a range of new routes into teaching, resulting in around 280 additional people training to be teachers.
- 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.
- GTCS have introduced more flexibility in the registration of teachers, for example Provisional Conditional Registration.

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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 and headteachers including agreements with housing associations to offer bespoke rental agreements in sparsely populated areas for a fixed period of time.

Retention/building capacity

- 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.
- There is a comprehensive package of support in place for aspiring, existing and experienced headteachers through the SCEL Framework for Educational Leadership. This provides online, self-directed learning activities for all educators in core aspects of educational leadership, and includes Masters level qualifications in headship.
- In order to increase the number of applications for Promoted Posts in both Primary and Secondary schools, local authorities support staff to undertake the Into Headship programme and run four in-house Leadership Programmes with examples such as Leadership in the Classroom, Developing Leadership, the Leadership and Management Programme and an extended induction for newly appointed head teachers.

Future activity

8. The Education Governance: Next Steps document recognises that leadership is the essential ingredient that binds the separate parts of an education system together and is a pre-requisite for achieving system-wide transformation.

Supply

- The multi-agency Teacher Workforce Planning Advisory Group has committed to actively considering, on an on-going basis, how the teacher workforce planning process can be improved.
- We will continue to support the universities, and others, to consider new and innovative routes into teaching.
- We will work with GTCS to introduce more flexibility in the registration of teachers, without compromising on quality.

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- We will continue to work together and develop a national approach to support the recruitment of teachers from outwith Scotland, and create a specific recruitment campaign for headteachers, building on our Teachers Make People campaign.

Recruitment

- We will develop a mechanism to identify aspiring headteachers early in their career and develop a programme of professional learning and work experiences to lead them to the Into Headship course – this will provide a fast-track leadership route for talented teachers providing a clear pathway to headship.
- We will work together to develop new Executive Heads and Cluster Leaders where required to strengthen school leadership.
- The West Partnership is introducing a scheme across the region akin to the ‘Get Ahead in London’, which was introduced and sponsored by the Lord Mayor and establishes trios (aspiring HT, mentor, experienced HT). This offers those aspiring to become HTs the opportunity to see what the job entails, see the highs and lows and help to make a decision about whether or not it is for them.

Retention/building capacity

- Scottish Government will work with Local Authorities and other partners to establish new career pathways for teachers allowing greater opportunities for development and progression into leadership, specialist or improvement roles.
- We will develop new material which is clear on both the opportunities and the challenges of a teaching career to minimise the impact of people leaving the profession at a probationary stage.
- We will look to ensure that headteachers, as senior officers, are appropriately empowered to carry out their role as leaders of learning communities.
- 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.
- We will continue to work together to develop skills for effective school leadership by enhancing the leadership support package to build the capacity and culture for teachers and headteachers.
- We will develop a coherent approach to the leadership capacity across the whole system and to strengthen educational leadership at all levels in the system.
- We will simplify the national support for professional learning and leadership development by placing these functions in a renewed and revitalised Education Scotland.

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Conclusion

9. The Scottish Education Council 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 headteacher supply, recruitment and retention.

**COSLA, Learning Directorate
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