

## **Minister's Engagements from 20<sup>th</sup> December - 23<sup>rd</sup> January 2003**

### **8<sup>th</sup> January**

SPCH - HE Conference

SPCH - Launch Alternative Curriculum

### **13<sup>th</sup> January**

MEET - 4 girls/Winners of HSBC British School Tennis Finals

ATTEND - UNISON/HE Trade Union Meeting

MTG - Pre Brief re: Assembly Government's National Action Plan for a bilingual Wales

PHONE CALL - David Miliband

### **14<sup>th</sup> January**

INTERVIEW - S4C2 Digital TV re: Extending Entitlement

RECORD VIDEO MESSAGE - Re: Teacher Workload Signing

MTG - Chairs WDA/ELWA with Andrew Davies AM

### **15<sup>th</sup> January**

MTG - WLGA Executive

VISIT - Hartridge High School

MTG - Margaret Salmon & Christopher Duff, Chief Exec of the SSDA

SPCH - Guest Speaker at Ysgol Gyfun Blaengawr Comprehensive School Presentation Evening

SPCH - EOC Commission Dinner

### **16<sup>th</sup> January**

ATTEND - Sex & Relationship Conference with Jane Hutt AM

SPCH - (Pre-record in advance) Denbighshire LEA 'Celebration in Partnership' Event

ATTEND - Lunch to meet with young disabled people

MTG - WALES TUC Education Group

### **20<sup>th</sup> January**

SPCH - Equal Pay Seminar for Higher Education

VISIT - Vale of Glamorgan LEA

MTG - Vale of Glamorgan Budget Forum Members

### **22<sup>nd</sup> January**

SPCH - Officially Open Abercanaid Primary School

MTG - Stephen Harrison of PriceWaterhouseCoopers/Enid Rowlands

ATTEND - Cabinet Open-Mic Event

### **23<sup>rd</sup> January**

SPCH - Open CONFED Winter Conference and AGM

MTG - Council of Europe's Committee of Experts with Jenny Randerson AM

DINNER - NAHT

**Paper for Culture Committee.  
Policy Review of Sport**

**PHYSICAL EDUCATION AND SCHOOL SPORT ACTION PLAN FOR WALES.**

**Issue**

1. To provide background on the development of the PE and School Sport Action Plan for Wales and a summary of progress.

**Background**

2. The PE and School Sport Task Force was established by the Assembly Secretary for Education and Children in May 2000 to advise on strengthening the position of PE and Sport in schools. The Task Force was given the following specific terms of reference.

- To identify the key issues affecting physical education and school sport and recommend ways of improving provision for all young people in Wales.
- To agree and promote a common vision for the future development of physical education and school sport.
- To identify and promote good practice in physical education and school sport.
- To review the nature and effectiveness of current initiatives aimed at improving the quality of physical education and school sport.

3. The Task Force drew together specialists from local education authorities, schools, higher education, Estyn, the Sports Council for Wales (SCW), ACCAC, BAALPE-Wales (British Association of Advisers and Lecturers in PE), WLGA, PHAB (representing the disabled). A full list of Task Force members is at *Annex 1*. The Assembly Secretary, Rosemary Butler, chaired the first meeting of the group. Subsequent meetings were chaired by Assembly Officials.

**PE and School Sport Action Plan for Wales**

4. The report produced by the Task Force "The PE and School Sport Action Plan for Wales" was published for consultation in June 2001. The report was made widely available to schools, local authorities and sports governing bodies. There was strong support and endorsement for the six key recommendations in the report.

- Raise standards in physical education by making sure that all schools:
  - manage the subject effectively within the whole school curriculum;

- set challenging targets for raising standards in physical education and school sport;
  - provide enough curriculum time to teach the requirements of the National Curriculum for physical education in all key stages;
  - develop young people's physical skills from one year to the next and improve their understanding of the importance of health and fitness.
- Make sure that Initial Teacher Training gives trainees the necessary confidence, knowledge, skills and understanding to teach physical education.
  - Raise standards in physical education and school sport by establishing accredited continuing professional development (CPD) programmes for all teachers.
  - Improve the quality of accommodation and resources for physical education in all schools in Wales.
  - Support schools in Wales to extend opportunities for school sport beyond the school day by improving the quality and the breadth of after school activities for all young people whatever their age, ability, ethnicity, gender or geographical location.
  - Establish Curriculum Development Centres (CDCs) and make sure they work together for the identification and development of good practice in physical education and school sport.

### **Implementation Arrangements.**

5. The Minister for Education and Lifelong Learning welcomed the report as an important contribution to improving health and fitness levels in Wales and to giving sport a renewed emphasis in schools. The Minister asked the Sports Council for Wales to take the lead in action to address the central recommendations in the report and in particular:

- Establishment of a number of Curriculum Development Centres to develop innovative approaches to raising of standards of physical education in schools;
- Development of proposals to improve opportunities for those undergoing Initial Teacher Training to acquire the knowledge, skills and understanding required to teach aspects of physical education;
- Development of proposals to raise standards in physical education and school sport by establishing ready access to opportunities for continuing professional development (CPD) in physical education for all teachers.

6. The Welsh Assembly Government made £500k available to the Sports Council for Wales in 2002-03 to support initial development work and implementation of a number of the report's key recommendations. Day to day

management of the project is in the hands of a National Development Manager appointed by SCW, supported by a specialist implementation team.

7. SCW has also established an Advisory Group drawing together representatives from ACCAC, Estyn, the Youth Sports Trust, SCW, the University Council for the Education of Teachers, British Association of Advisers and Lecturers in PE, the Welsh Local Government Association, Welsh Council for School Sports and Welsh Assembly Government (observer status). Additional support is provided by two sub groups:

- **Research, Monitoring and Evaluation of DCs** – to agree a framework for monitoring and evaluation making best use of SCW school survey data and specialist support and advice to be provided by Estyn
- **Curriculum Development Centres** – the group will work with members of the implementation team to consider how key messages and successes from pilot development centres can be applied across Wales.

8. Welsh Assembly Government officials have regular management meetings with SCW to monitor progress against proposals for this work approved by the Minister for Education and Lifelong Learning.

## **Progress and Plans**

### **Curriculum Development Centres**

9. Development Centres bring together a number of schools (primary and secondary) to work with local partners, including colleges, higher education providers, leisure centres and sports clubs to identify and share best practice to make best use of innovative approaches to the sharing of facilities, expertise and best practice. A further note on the role of Development Centres is at *Annex 2*. Development centres have a key role in helping schools to work with local partners to raise standards and improve the range of activities made available to all young people.

10. Eleven Development Centres have been established to date, with a target of 18 by April 2003. Development Centres are in place in Caerphilly, Carmarthen, Ceredigion, Monmouth, Newport, Bridgend, Gwynedd, Wrexham, Flintshire, Denbighshire and Conwy. Further centres will be established by March 2003 in Anglesey, Cardiff, Swansea, Pembrokeshire, Powys, Vale of Glamorgan and Rhondda Cynon Taff.

11. The Development Centres provide an excellent example of partnership at its best – working together, pooling resources and sharing best practice to improve standards in physical education and sport for all young people. Each Development Centres with support and advice from the National Implementation Team is tailored to local circumstances and it is anticipated that they will take different approaches. What might work in an urban environment may not work in a more diffuse rural setting.

12. Each model will be evaluated to see what works well both in specific

circumstances and across the whole of Wales. For example the Development Centre in Caerphilly will:

- use secondary schools specialists to enable primary schools to extend and improve the range of activities that they provide for pupils;
- agree a common approach to assessment and recording of pupil achievement to support effective transition from primary to secondary school;
- train supervisors to promote lunchtime playground games and activities;
- promote the wider use by schools of facilities (such as mini-tennis) at both leisure centres and local clubs to widen opportunities for pupils;
- develop activities targeted specifically at engaging girls aged 13-16 in PE and Sport.

13. It is early days for the Development Centres. In 2003-04 it is planned that the number will be extended to 22.

### **Supporting work.**

14. SCW has appointed separate task and finish managers for each of the following specialist projects to look at the strategies required to implement specific aspects of the Action Plan and to report with detailed plans for further work by March 2003:

- **CPD (Continued Professional Development).** The aim is to develop proposals for accredited CPD to be made available to all teachers to help raise standards in the delivery of PE and school sport. This work is being taken forward with support from Trinity College, Carmarthen and University of Wales Bangor.
- **ITT(Initial Teacher Training).** SCW is working in partnership with UWIC, to explore the strategy required to ensure that ITET equips trainees with the necessary confidence, knowledge, skills and understanding to teach PE. This is of particular importance for trainee primary teachers where PE is generally delivered by non-specialist teachers.
- **Use of ICT.** SCW is drawing on specialist expertise to assess the current use of ICT in PE, and to provide recommendations and support for improvements in the use of ICT to enhance the delivery of PE in schools. Support and advice is being provided by the University of Wales, Bangor.
- **Health Related Exercise.** SCW are working with existing partners to provide a practical guidance to Development Centres on health and fitness as a basis for developing resources that can be made widely available. This work is being developed with support from Loughborough University.

### **Future Funding**

15. The Minister for Education and Lifelong Learning recently announced an extra £5 million to support continued implementation of the key recommendations in the Action Plan, over the next three years. Each area of work will be subject to full evaluation with annual reports on progress and agreement on priorities and next steps. This will enable SCW working with local partners, over a three year period, to develop detailed and evidence based advice for the Welsh Assembly Government on action to address each of the Task Force recommendations in a manner that will raise standards and opportunities in schools across the board in Wales.

### **Links to other initiatives**

16. An integrated approach, that makes the link between key policy areas - including health, education and employment - has been very much at the heart of planning for implementation of the PE and School Sport Action Plan. From the outset there have been firm connections between the work of the PE and School Sport Task Force and the Healthy and Active Lifestyles Task Force. It is recognised that a co-ordinated approach is essential in developing a positive approach to exercise and fitness as an integral part of the lifestyle adopted by all young people. Very good links have been established between the pilot Development Centres and the network of school co-ordinators put in place as part of the Welsh Network of Healthy School Schemes.

17. SCW and DfTE officials are also working closely with the New Opportunities Fund to ensure that the project complements the NOF Programme for PE and Sport in Schools (£48.75m over 4 years). SCW work majors on raising standards through curriculum and staff development and the promotion of local partnerships to develop and disseminate good practice. NOF funding targets the building of new facilities and refurbishment of existing facilities and will play a key part in realising the Welsh Assembly Government's objectives for PE and school sport, as set out in The Learning Country.

18. Firm links have also been established with other SCW projects aimed at improving out of school hours opportunities for young people. This includes Dragon Sport and Junior Club Development (targeted at 7-11 year olds and 11-16 year old respectively) and Girls First – which aims to raise the profile of physical education for girls in secondary schools. Girls First is a particularly important development that aims to halve the gap between girls' and boys' participation levels.

Standards and Performance Division  
Department for Training and Education  
December 2002

**Membership of the PE and School Sport Task Force**

David Cobner Recreation, UWIC	Head of School of Sport, PE & Recreation, UWIC
Goff Davies Newport	Headteacher, Hartridge High School, Newport
Haydn Davies	Chairman, BAALPE (Wales)
Pru Davis	Adviser, Vale of Glamorgan LEA
Lynette Harris of Teacher	Principal Lecturer in PE, Department of Education, UWCN
Merle Hunt	Secretary, BAALPE (Wales)
Huw Jones Wales	Chief Executive, Sports Council for Wales
Jeff Jones	WLGA and Leader of Bridgend CBC
Julia Longville and Training, Estyn	Her Majesty's Inspector of Education
Richard Parry Jones	Director of Education, Isle of Anglesey LEA
Hefin Parry School, Buckley	Headteacher, Mountain Lane Primary Flintshire
Anne Rawlings Comprehensive	Head of Physical Education, St Cenydd School, Caerphilly
Menna Sweeney Ceredigion	Teacher, Ysgol Plascrug, Aberystwyth, Ceredigion
Lynne Spackman	Physical Education Officer; The Qualifications, Curriculum and Assessment Authority for Wales (ACCAC)
Gill Mitra	PHAB
Mary Nichols	"
John Howells	Welsh Assembly Government
Chris Reading	"
Gerry Hallet	"

**Acknowledgement**

Mr Graham Henry, Welsh National Rugby Coach also supported the Task Force in preparing the report.



Role of PE and School Sport Development Centres (PESS DCs)

**In particular DCs will be expected to:**

- promote effective liaison and continuity between the key phases of education encouraging links and continuity of delivery of PE and sport programmes between feeder primary and secondary schools (with appropriate support and training as needed for primary teachers);
- establish structures that will strengthen and develop existing good standards in PE and School Sport leading to the development of effective model PE development plans;
- develop new initiatives that encourage a seamless provision of physical education and sporting opportunities for young people in schools and the community - including the extension of extra-curricular programmes;
- develop models of good practice in terms of commitment to and use of curriculum time for PE and School Sport – in line with the aspiration that schools should provide 2 hours per week of effective and meaningful PE for every pupil; recommended physical activity level (of a least moderate intensity) quoted in Healthy Lifestyles report for children and young people is one hour per day.
- develop strategies for shared provision and use of specialist resources;
- develop and adopt an active lifestyle policy for all partners in the Development Centre which promotes the knowledge and understanding of health and fitness and their importance to all young people.

## **General Teaching Council for Wales recruitment survey Summary information and notes on the survey**

### **Secondary sector recruitment**

- The average number of applicants per post was 6.4.
- With one exception - physics - there were fewer applicants per secondary vacancy this year in the subjects which were covered by last year's survey. On average there were:-
  - 4.8 applicants for every maths teacher's job
  - 4.7 for science (biggest drop from last year's survey - down from 7.5)
  - 3.8 for physics
  - 2.7 for Welsh as a second language.
- On the other hand, in the areas where subjects were surveyed last year, although application numbers were down, appointments following advertisement were up in English, modern foreign languages, physics and RE. Science was unchanged; only Welsh as a second language (by 0.6%), chemistry and maths had lower appointment rates than last year. This may indicate that suggestions that the applicant fields were of poorer quality may not be the case.
- The percentage of posts where an appointment was made following advertisement was 93.1%. The other 6.9% of posts were not 'unfilled' – they were not filled following advertisement but were subsequently filled by supply teachers or other means.
- The average number of applicants per post for Welsh medium education posts was 2 and the applicant level was noticeably lower in all subject areas. The survey notes that caution needs to be applied in interpreting the figures because of the low numbers involved. It also notes the smaller pool of teachers who are Welsh speakers and who are able to apply for such posts.

### **Secondary sector qualifications**

- The survey shows that overall 91.7% of teachers at key stage 4 and above are teaching with a degree in a subject or a closely related subject. The survey notes that this figure excludes teachers without degrees but with possible significant teaching experience in the subjects concerned.

### **Primary sector recruitment**

- On average there were three times as many applicants for every primary job as there were for each secondary vacancy (over 20 candidates per post, compared to 6.4 for the average secondary post)
- More than two thirds of primary schools had no vacancies between January and August 2002.
- The average number of applicants per post for Welsh medium education posts was 9.7.
- The percentage of posts where an appointment was made following advertisement was 98% both overall and for Welsh medium education posts.

### **Secondary sector retention**

- Between January and August 2002 only 253 teachers left the profession at secondary level to take early retirement or jobs outside teaching.
- Responses from schools showed that those who left the profession at secondary level during the year tended to be within the first five years (22.1% of the total) or after 30 years service (17.8% of the total).
- almost half of those who left the profession took early retirement while 16% of those who left took other jobs outside education.

### **Primary sector retention**

- Between January and August 2002 only 303 teachers left the profession at primary level to take early retirement or jobs outside teaching.
- Responses from schools showed that those who left the profession at primary level during the year were more evenly spread in age range than at secondary, although the largest group were those within the first five years (18.5% of the total). The next largest groups were the 6-10 (16.8%) and 26-30 groups (15.5%). Those with over 30 years service were the second smallest group (11.9% of the total).
- ***Almost half of those who left the profession took early retirement while 15% of those who left took other jobs outside education.***

**DRAFT**

**GENERAL TEACHING COUNCIL FOR WALES**

**TEACHER RECRUITMENT AND RETENTION SURVEY**

*November 2002*

The General Teaching Council for Wales (GTCW) is the statutory, self-regulating professional body for teachers in Wales. It seeks to raise the status of teaching by maintaining and promoting the highest standards of professional practice and conduct in the interests of teachers, pupils and the general public. The Council aims to provide an independent, representative and authoritative voice for the teaching profession in Wales and seeks to provide robust advice to the Welsh Assembly Government and other organisations on teaching issues.

## **1.0 Introduction and background**

### **1.1 Preface**

The Teaching and Higher Education Act 1998 and the Education Act 2002 specify one of the core responsibilities of the Council as being to provide advice to the Welsh Assembly Government on teacher recruitment, retention and supply.

In providing such advice, the Council has already drawn attention to the fact that current data on recruitment and retention does not necessarily represent a totally accurate picture, and considers it important to gain accurate and statistically reliable information on this matter.

In order to gather continuing evidence in this area, the Council issued teacher recruitment and retention questionnaires to headteachers in all 227 secondary schools and 1609 primary schools in Wales in late August 2002.

The surveys, which received excellent response rates of nearly 80%, make the Council well placed to give specific advice to the Welsh Assembly Government on behalf of teaching the profession. Indeed, it is intended that the research will be used by the Council to contribute towards a multi-agency Action Plan for Recruitment and Retention in Wales, which is expected to be produced by mid-year 2003.

The surveys, build on an initial survey undertaken in 2001 in the secondary sector, which concentrated on a limited number of subject areas where the Council had anecdotal evidence of teacher shortages. The survey undertaken in 2001 received a response rate of 73.6% and the results from the study were widely publicised. The Council's research highlighted a number of serious concerns, for including:

- alarmingly low numbers of applicants for posts in certain subjects;
- the need for headteachers to be increasingly innovative in filling posts;
- some posts continuing to remain vacant despite the best efforts of headteachers to recruit;
- an exacerbation of recruitment difficulties where subjects were taught through the medium of Welsh;
- subjects often taught at Key Stage 4 and above by teachers with no relevant qualifications in the subject.

In keeping with the survey carried out in 2001, this new study was conducted with the full support of a number of key partners, including the Welsh Assembly Government and teacher unions.

### **1.2 Structure of the report**

This report is presented in the following order:

- a summary of the results of the research study;
- detailed results and tabulations for each question presented in the questionnaires;
- the recommendations from the study;
- relevant annexes, which include the methodology used for the survey and qualitative comments from headteachers.

### **1.3 Focus of the report**

The study covers both the Primary and Secondary sectors in Wales, with separate versions of the questionnaire being developed for each sector.

The survey covered all National Curriculum subjects in the secondary sector as well as the post of SENco, as opposed to the seven subjects listed below that were covered by the 2001 survey.

- Chemistry
- English
- Mathematics
- Modern Foreign Languages
- Physics
- Religious Education
- Welsh 2<sup>nd</sup> Language

The survey in the Primary sector focused on three particular phases of education, namely:

- Early years (3 – 5 years)
- Key Stage 1 (5 – 7 years)
- Key Stage 2 (7 – 11 years)

The report provides specific results for each of the sectors, and where appropriate identifies some basic trends in the secondary sector, given that this is the second year in which research has been undertaken at the secondary sector level.

## **2.0 Summary of results**

Recent Welsh Assembly Government statistics show that, as at January 2002, there were only 108 vacancies in nursery, primary and secondary schools in Wales. This represents a small increase on the figure of 99 vacancies seen in January 2001.

This second suite of surveys by the General Teaching Council for Wales, which builds on its initial 2001 research study provides further hard numeric evidence, complemented by detailed qualitative information from headteachers, which provides clearer evidence of the real situation which lies behind the Assembly figures.

It is the Council's firm view, supported by the evidence from headteachers, that the Assembly's survey of the situation in Welsh schools, masks the underlying difficulties being faced by schools in recruiting teachers to posts and retaining them thereafter, with these difficulties being particularly prevalent in particular subjects in the secondary sector. Furthermore, the Assembly data collection does not provide primary teachers with an opportunity to highlight the difficulties they face in continuing to deliver a first class education provision, such as a lack of supply teachers and increasing workload and bureaucracy.

A summary of the results follows, with a selection of verbatim comments from headteachers as illustration.

### **2.1 Secondary sector**

#### **2.1.1 The number of applicants for posts**

- The Council's 2001 survey showed strong evidence of recruitment problems for headteachers in the subjects surveyed, with vacancies attracting low numbers of applicants and fields of perhaps a poorer quality than used to be the case.

This new secondary survey clearly indicates that the situation has not improved, with the number of applicants for posts averaging only 6.4 per post for all posts in the survey. In fact, for the subjects highlighted in the 2001 survey, the position seems to have deteriorated with the average number of applicants now being only 5.3 compared to 6.5 in 2001. Certain subjects such as Welsh 2<sup>nd</sup> Language and Physics are now attracting as few as 2.7 and 3.8 applicants on average for positions. Indeed, there were no applicants at all for 24 of the posts advertised in the survey, with this problem clearly prevalent in specific subjects such as Physics, Welsh 2<sup>nd</sup> Language and Mathematics.

Examples of the comments typical of those made by many headteachers include the following:



*“Recruitment to posts in shortage subjects continues to give cause for serious concern”.*

*“Attracting numbers of applicants is becoming harder for teachers of Mathematics, Science (Physics), with any subject through the medium of Welsh being the worst”.*

*“A Mathematics teacher was appointed after advertising three times. Not many applicants for jobs, usually only one. There is no choice!”*

Consistent with the 2001 survey, headteachers acknowledge that there continue to be significant numbers of teachers of high quality who enter and work within the profession in Wales. However, it is apparent that many are increasingly concerned that choice is often severely limited and those appointed are sometimes of a lower calibre than in the past. For example:

*“Noticeable reduction in numbers and quality of applicants to certain posts during the last 18 months. It is very difficult to recruit highly qualified new entrants to the profession, if posts are not advertised before the end of March”.*

*“Recruitment has been significantly difficult in recent years – few applicants of quality – indeed few applicants of any description”.*

#### **2.1.2 The need for headteachers to be innovative in filling posts**

- The Council’s 2001 survey showed that for the posts advertised, headteachers were generally able to fill the posts, but there was evidence to suggest that headteachers had needed to become increasingly innovative in filling their vacancies, as the traditional recruitment methods are often proving unfruitful. This pattern has continued into 2002, and is also evident in some of the subject areas not covered by the 2001 study. Some of the concerns put forward by headteachers include:

*“20 posts advertised over the last three years with a total of 27 applicants. 5 cases with no applicants. We have successfully filled the posts through the use of supply teachers or head hunting teachers with a connection to the area”.*

*“Increasingly difficult to find a decent shortlist for certain subjects e.g. Maths, Welsh, English, Home Economics. I’ve become a poacher and a head hunter”.*

*“For the ICT post we contacted a local University – not national advert”.*

#### **2.1.3 Posts remaining vacant and how these are covered**

- Despite the determination of headteachers, many vacancies were not filled at first. Some of the problems highlighted include :

*“There was a need to advertise posts (Chemistry and Welsh) two and three times respectively”.*

*“Two posts, Chemistry and Mathematics were re-advertised with responsibility points as original advertisements drew no applicants”.*

*“In recent months we have been experiencing great difficulty in recruiting staff. The SENco appointment was made only after re-advertising”.*

Where vacancies continued after an unsuccessful recruitment, the survey indicates that headteachers are covering the vacancies by a range of methods, but notably this is through the use of supply teachers, non-specialists and the use of temporary staff. For example :

*“It has been very difficult to obtain part-time staff. We regularly resort to recruiting via supply agencies”.*

#### **2.1.4 Welsh medium provision**

- The Council draws attention to what appear to be increasing problems in respect of recruitment to Welsh medium posts. For posts where teachers are required to teach through the medium of Welsh, the average number of applicants is 2.0, with this falling to as low as 1 applicant in a number of subjects, such as Chemistry and Mathematics. This represents an exacerbation of the problems indicated in the 2001 survey, which is further evidenced by the high proportion of qualitative comments put forward by headteachers on this matter this year. Examples include:

*“Major crisis in every part of the curriculum is to be found in teaching through the medium of Welsh. There is a lack of applicants, less choice for appointments and major concerns surrounding the future. The problem is intensified by the lack of supply teachers”.*

*“We are in a state of crisis with Welsh 2nd Language teachers. How can we be expected to teach Welsh as a compulsory subject to 16 when the demand for appropriately qualified teachers apparently exceeds the supply?”*

*“Three Head of Department posts attracted a total of five applicants”.*

*“It is practically impossible to appoint teachers of English that are able to speak Welsh. This means that they are unable to integrate fully within a Welsh medium school.*

#### **2.1.5 Retention**

- This survey indicates that teacher retention is not a major issue in Wales, with only a small percentage of teachers leaving the profession in the secondary sector in the period January to August 2002.

While the survey did not seek to explore the reasons for teachers leaving the profession, it did seek to investigate the number of years teaching experience of those who left, their destination and also whether there were apparent differences between subjects. Evidence indicates that the “peaks” involve teachers either leaving the profession within five years or leaving the profession with 30 years plus experience. In addition, the number leaving the profession is perhaps higher in certain subjects, such as Mathematics and I.T. In respect of where teachers move to, this is somewhat varied, with the overriding reason being early retirement. Comments included:

*“We have an increasing number of staff giving up posts of responsibility and reverting either to main scale and / or job share”.*

*“50% of the Mathematics department and 60% of the Welsh department was lost last year”.*

#### 2.1.6 Teachers without a degree in the relevant subject

- The Council reported in 2001 its concern that on average, one quarter of teachers at Key Stage 4 and above did not have degrees or equivalent qualifications in the relevant subject. The Council chose to “widen” its criteria in the new survey to investigate whether including qualifications in “closely related subjects” would improve matters. This saw an increase in those with appropriate qualifications to 91.7% on average, but with some quite marked differences between subjects, ranging from 68.5% in I.T. to 98.9% in the case of Biology. Comments from Headteachers included:

*“The quality of Maths graduates applying is not good, many have non-Mathematical degrees”.*

*“We moved another teacher from ICT to Physics”.*

*“Since none of the applicants for the Chemistry post speak Welsh, we had to employ non-specialist teachers to teach GCSE level”.*

#### 2.1.7 Geographical differences

- The Council’s 2001 survey showed limited evidence of any real geographical differences in the figures collated. While, it is difficult to make such interpretations due to the small number of schools in some LEAs and wide cross-section of subjects covered by the study, headteachers have reported some local difficulties in 2002, for example:

*“People will not apply for jobs here – we have to take what is available (Pembrokeshire)”.*

*“A teacher of Welsh in this part of the country is a non-starter (Powys)”.*

*“Welsh – a nightmare to recruit so near to the borders”.*

*“It has been impossible to get Welsh 2<sup>nd</sup> Language specialists and it is proving difficult to recruit into this deprived area of North Wales”.*

## **2.2 Primary sector**

### **2.2.1 The number of applicants for posts and turnover**

- The number of applicants for posts in the primary sector is more encouraging than for posts in the secondary sector, averaging 20.8 applicants per post. Of the 1266 respondents to the survey, 67.5% indicated that there were no vacancies at all at their schools during the period 1<sup>st</sup> January to 31 August 2002, and where vacancies occurred, these were filled in 98.4% of cases. Furthermore, existing staff are suitably qualified to teach in the phase in which they do, with well over 90% falling into this category. Comments from Headteachers included:

*“As a school, we have not experienced any problems of retention or recruitment. Only one member of staff has left the school in recent years .... A recent advertisement for two posts received 100 applications from a wide range of teachers from newly qualified to very experienced teachers”.*

*“There have been no problems, due to teachers remaining in post”.*

*“Staff has been static for past four years”.*

However, this positive outlook does not mean that some problems are not being experienced by headteachers. In particular, evidence indicates that the post of Deputy headteacher or posts with similar management responsibilities attract few applicants and are more difficult to fill, due to the relatively small additional financial incentives, to offset the additional responsibilities. Comments included:

*“We generally have a large number of applicants for any post in this school, although fewer for Deputy Head, which we appointed last year”.*

*“An advertisement for a Deputy headteacher three years ago attracted few applicants and very poor quality save one. Currently a main scale teacher with 1 / 2 management points can attract a salary that is just below, equal to or more than a Deputy headteacher. What future a Deputy headteacher?”*

### **2.2.2 Welsh medium provision**

- The number of applicants for posts taught through the medium of Welsh is approximately half that for similar posts taught in English. However, Headteachers experience little or no difficulty in filling vacancies, with 98.0% of all Welsh medium vacancies filled during 1<sup>st</sup> January and 31<sup>st</sup> August 2002. However, a number of Headteachers did indicate difficulties, for example:

*“There is in our experience a definite shortage of Welsh medium applicants”.*

*“We find it increasingly difficult to recruit and retain Welsh speaking teachers. I have in the past had to contact the colleges regarding the availability of qualified teachers”.*

### 2.2.3 Retention

- The survey indicated no major problem as regards retention in the primary sector, with low levels of turnover. Consistent with the secondary sector, it is evident that for, those teachers who do choose to leave the profession, this happens either within their first five years of service or after 25 or more years service. The overriding reason stated for leaving the profession was early retirement.

*“The school is very lucky in that there is little turnover of staff. If staff have left it is usually due to promotion”.*

*“We have a settled staff with little change occurring”*

### 2.2.4 **Availability of supply teachers**

- While primary headteachers have reported little problem in respect of the recruitment and retention of permanent staff, a number of concerns were raised as regards their ability to recruit regular and good quality supply teachers, with the difficulties exacerbated in the case of Welsh medium provision. For example:

*“No problem in recruiting staff, but it can be a problem to get supply teachers”.*

*“The only difficulty encountered has been the shortage of quality supply teachers at key times during the year”.*

*“An area for concern is the shortage of supply teachers who can speak Welsh and teach through the medium of Welsh”.*

*“We have great difficulty in finding supply teachers – especially those who can teach through the medium of Welsh”.*

### 2.2.5 Workload and bureaucracy

- It is noticeable that a number of headteachers have taken the opportunity to raise concerns over workload and bureaucracy. Comments of headteachers included:

*“No teachers left the school during the period 1 January to 31<sup>st</sup> August 2002, but six members of my staff are champing at the bit for early retirement! The main reasons are the lack of respect in general from pupils*

*and parents. Assessment has gone over the top – they are drowning in paperwork.*

*“Many of my staff have expressed wish to consider job share to reduce pressures”.*

*“I am of the opinion that unfavourable working conditions, e.g. marking, preparation, assessment etc outside school hours is the most important factor in relation to the recruitment and retention of teachers..... the bureaucracy that swamps us should be reduced.*

*“I am working a 60 hour week at the moment. All of my staff work in excess of 50 hours”.*

This is an issue that the Council consider believes needs further investigation in order to provide accurate well-balanced advice to the Assembly.

### 2.2.6 Other issues

- Of particular note in the primary survey is the fact that the range of issues highlighted by the qualitative comments from headteachers on recruitment and retention are far broader than in the secondary sector. Indeed, a number of different concerns and problems were put forward, in particular falling pupil numbers and a lack of male teachers. Concerns of headteachers included:

*“The school currently has a falling-roll situation, so redundancy is a greater problem than recruitment. Only one member of staff has left for a post outside teaching in the last 15 years”.*

*“Very unfortunate that budget restrictions required the loss of a teacher. Teachers are our most valuable resource”.*

## 2.3 **Summary remarks**

In summary, there are clearly a number of issues and challenges being faced by headteachers in both the primary and secondary sectors in Wales. The Council's surveys provide strong evidence to show that recruitment and retention problems are more prevalent in the secondary sector and particularly in certain subjects. The picture is more positive in the primary sector, however headteachers have taken the opportunity to point out to the Council a number of underlying difficulties which they face, such as a lack of supply teachers, workload and bureaucratic burdens issues.

In order to gain a more complete perspective of these matters, the Council would draw attention to the results for all the individual questions set out in section four of this report and the qualitative responses provided in Annex A to this report.

### 3.0 Response and characteristics of respondents

#### 3.1 Number of respondents

Of the 1609 questionnaires distributed in the primary sector and 227 questionnaires distributed in the secondary sector, the Council received a total of 1266 and 181 returned questionnaires respectively. This presents response rates of 78.7% and 79.7%, figures that are considered to be well above average for a survey of this nature and which exceed the response rate of 73.6% achieved in the 2001 secondary sector survey.

#### 3.2 Respondents to the survey

The spread of schools that responded to the survey is as follows:

**Table 1 – The number of respondents**

LEA	Primary		Secondary	
	Number of schools who responded	Number of schools	Number of schools who responded	Number of schools
Anglesey	32	52	5	5
Gwynedd	74	106	13	14
Conwy	48	63	6	7
Denbighshire	35	51	4	8
Flintshire	57	75	11	12
Wrexham	59	72	9	10
Powys	93	109	11	13
Ceredigion	53	76	6	7
Pembrokeshire	60	79	6	8
Carmarthenshire	103	132	10	15
Swansea	76	92	9	14
Neath / Port Talbot	60	73	8	11
Bridgend	54	60	6	9
Vale of Glamorgan	37	48	6	8
Rhondda, Cynon Taff	124	136	17	19
Merthyr Tydfil	20	29	3	5
Caerphilly	66	80	9	16
Blaenau Gwent	25	33	5	6
Torfaen	30	40	7	8
Monmouthshire	34	42	4	4
Newport	39	54	7	8
Cardiff	86	107	17	20
Not identified	1		2	
Total	1266	1609	181	227

**Table 2 – The number of respondents by language**

	Primary	Secondary
Schools who responded in English	1013	146

Schools who responded in Welsh	253	35
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The Council has chosen not to categorise further the schools that responded to the survey, for example, the number of pupils / teachers per school, the number of Welsh medium schools who responded, in order that the respondents remain anonymous. A similar approach has been adopted in analysing and presenting the results of the survey.



## 4.0 Results by question

The results of each question are presented in aggregate form for each of the subject areas or phases included in the survey. The results for each question follow.

### 4.1 Current staffing and subject specialisms

The survey asked respondents about the number of teachers teaching a particular subject or phase and their qualifications to do so.

In the secondary sector, the survey asked respondents about the number of teachers teaching subjects at Key Stage 4 who had degrees in the listed subject or a closely related subject. As Key Stage 4 and above will involve teaching classes to examination level (GCSE, GCE A level, GNVQ), it was felt particularly appropriate to gain an insight into whether such teachers had relevant subject specialisms. Respondents were guided to include only those teachers with degrees or equivalent in response to the questions. Teachers without degrees in the relevant subjects but with possible significant teaching experience in the subjects will have therefore been excluded from this data. However, it is important to note that respondents were also asked to include qualifications in a closely related subject this year, which represents a widening of the question compared to 2001, and should be borne in mind when making comparisons to last year.

In the primary sector, the question focused on three particular phases, rather than subjects, namely early years, key stage 1 and key stage 2.

Respondents were asked the following questions :

**“As at 3 September 2002, please complete the boxes to indicate the number of teachers teaching the following subjects at Key Stage 4 and above and whether they have a degree or equivalent in the subject or a closely related subject”. (secondary)**

**“As at 2 September 2002, please complete the boxes to indicate the number of teachers who are qualified to teach in the following phases”. (primary)**

#### 4.1.1 Secondary sector

Table 3 shows the results for this question. The Council reported in 2001 that it was concerned that on average, one quarter of teachers of Key Stage 4 and above pupils did not have degrees in the relevant subject, with particular concerns over certain subjects such as Mathematics and Physics. With the amendment of the question to include “closely related subjects” and the extension of the list of subjects covered by the survey, this figure has risen to 91.7%.

However, the results again show differences between subjects in respect of the number of teachers teaching the subjects listed at Key Stage 4 and above who have a degree or equivalent qualification in the particular subject or a closely

related subject. The percentage qualified to teach the subject at Key Stage 4 and above, ranged from 68.5% in I.T. to 98.9% in the case of Biology, and some subjects such as Religious Education and Welsh again showing lower figures (79.7% and 86.4% respectively).

**Table 3 – The number teaching a subject with a degree in a subject or a closely related subject (key stage 4 and above)**

Subject	Number teaching	Year 2002			Year 2001
		Number teaching where qualifications are known	Number with a degree in a relevant subject	% qualified to teach subject	% qualified to teach subject
Art	416.32	402.32	390.82	97.1%	
Biology	467.15	456.15	451.15	98.9%	
Chemistry	402.8	389.8	375.8	96.4%	82.0%
Design and Technology	846.9	816.9	797.9	97.7%	
English	1192.1	1153.1	1045.6	90.7%	79.5%
Geography	553.9	532.9	495.9	93.1%	
History	572.5	554.5	519.4	93.7%	
I.T.	524	449	307.6	68.5%	
Mathematics	1151.4	1114.4	989.4	88.8%	72.0%
Modern Foreign Languages	662.42	638.42	618.22	96.8%	
Music	309.3	299.3	293.1	97.9%	92.8%
P.E.	736	709	653.5	92.2%	
Physics	389.6	379.6	344.6	90.8%	
Religious Education	472.96	458.95	365.86	79.7%	71.3%
Science	1023.8	989.8	963.8	97.4%	68.7%
Welsh	729.2	705.2	609.6	86.4%	76.7%
Total	10450.4	10049.3	9222.3	91.7%	77.8%

#### 4.1.2 Primary sector

It is clear from the results in the primary sector that in general there appear to be very high proportions of the teacher workforce who are qualified to teach in each of the three phases (early years, Key Stage 1 and Key Stage 2), with little evidence of any significant recruitment problems. One possible reason for this is that primary teachers have received a qualification in two key stages or covering the whole of the primary phase.

The Council has not displayed the actual summary figures from the primary survey, as it considers that there are some anomalies in the completion of this question by Headteachers, with Headteachers finding it difficult to place teachers in one of the three phases only.

#### 4.2 Recruitment to secondary posts, January – August 2002

The survey asked respondents to indicate the number of applications received for advertised posts during the period 1 January to 31 August 2002, and whether it was possible to make an appointment from the field. This question applied to posts teaching Key Stages 3, 4 and above in the secondary sector, and all teaching posts in the primary sector.

Respondents were asked the following question :

**“In relation to any posts advertised between the period 1 January to 31 August 2002, please complete the boxes provided to indicate the number of**

applications received and whether an appointment was made. List only those subjects in the guidance note given”.

*A supplementary question was asked in the secondary sector.*

“For how many posts did you receive no applications at all?”

#### 4.2.1 Secondary sector

##### All posts

Table 4 provides details of the number of posts advertised and the number of applicants received.

It can be seen that the average number of applicants per post for the subjects included in the secondary survey is generally fairly low, averaging 6.4 applicants per post for all subjects covered by the survey. In certain subjects such as Physics and Welsh 2<sup>nd</sup> Language, the average number of applicants is as low as 3.8 and 2.7 respectively. Of interest is the fact that, for the eight subjects included in the 2001 survey, there are indications of the number of applicants actually falling, with the average number of applicants dropping to 5.3 applicants compared to 6.5 in 2001. In the case of 24 of the posts advertised, there were no applicants at all.

**Table 4 – The number of applications received for vacancies between 1<sup>st</sup> January and 31<sup>st</sup> August 2002 (Secondary)**

Subject	Year 2002			Year 2001
	Number of posts advertised	Number of applications received	Average number of applications received	Average number of applications received
Art	31.9	305	9.6	
Biology	38	328	8.6	
Chemistry	33.6	226	6.7	8.2
Design and Technology	67.4	513	7.6	
English	133	889	6.7	7.9
Geography	36	265	7.4	
History	25	226	9.0	
I.T.	45	377	8.4	
Mathematics	131.5	636	4.8	6.1
Modern Foreign Languages	45.5	316	6.9	8.4
Music	38.6	330	8.5	
P.E.	55.5	502	9.0	
Physics	36	136	3.8	3.8
Religious Education	40	226	5.7	6.1
Science	55.5	261	4.7	7.5
Welsh 1 <sup>st</sup> Language	22	69	3.1	
Welsh 2 <sup>nd</sup> Language	63.5	174	2.7	4.5
SENco	15	99	6.6	
Total	913	5878	6.4	6.5

Although appointments followed advertisement in 83% or more of cases in the secondary sector, for the posts advertised, there is some variation in the percentage of those posts where an appointment was made (table 5). For

example, only 83.5% of Welsh 2<sup>nd</sup> Language posts and 86.1% of Physics posts were filled as opposed to 100% of Art and Geography posts.

**Table 5 – The percentage of vacancies advertised between 1<sup>st</sup> January and 31<sup>st</sup> August 2002 where appointments were made (Secondary)**

Subject	Year 2002				Year 2001
	Number of posts advertised	Number of posts where appointment made	Number of posts where appointment not made or not stated	% of posts where an appointment was made	% of posts where an appointment was made
Art	31.9	31.9	0	100.0%	
Biology	38	38	0	100.0%	
Chemistry	33.6	30	3.6	89.3%	95.8%
Design and Technology	67.4	66	1.4	97.9%	
English	133	129	4	97.0%	85.6%
Geography	36	36	0	100.0%	
History	25	23	2	92.0%	
I.T.	45	42	3	93.3%	
Mathematics	131.5	115	16.5	87.5%	91.4%
Modern Foreign Languages	45.5	45	0.5	98.9%	87.5%
Music	38.6	37	1.6	95.9%	
P.E.	55.5	51	4.5	91.9%	
Physics	36	31	5	86.1%	80.0%
Religious Education	40	37	3	92.5%	78.1%
Science	55.5	51	4.5	91.9%	91.9%
Welsh 1 <sup>st</sup> Language	22	20	2	90.9%	
Welsh 2 <sup>nd</sup> Language	63.5	53	10.5	83.5%	84.1%
SENco	15	14	1	93.3%	
Total	913	849.9	63.1	93.1%	86.9%

### **Posts where the applicant was required to teach through the medium of Welsh**

In respect of posts where there was a requirement to teach through the medium of Welsh, the situation is of further concern in the secondary sector, with a number of subjects showing very low number of applicants for the posts advertised (table 6). This is consistent with the pattern seen in the 2001 survey, but with signs that the situation is becoming more problematic.

Although the number of posts is smaller than for the English and Welsh speaking sector combined and caution needs to be applied in interpreting the figures, it is nevertheless, a source of considerable concern that the number of candidates for Welsh medium posts is so limited.

**Table 6 - The number of applications received for vacancies where the applicant was required to teach through the medium of Welsh between 1<sup>st</sup> January and 31<sup>st</sup> August 2002 (Secondary)**

Subject	Year 2002			Year 2001
	Number of posts advertised	Number of applications received	Average number of applications received	Average number of applications received
Art	7	12	1.7	
Biology	6	20	3.3	
Chemistry	4	4	1.0	3.5
Design and Technology	13	22	1.7	
English	10	20	2.0	
Geography	5	15	3.0	2.9
History	8	16	2.0	
I.T.	8	10	1.3	
Mathematics	20	21	1.1	2.5
Modern Foreign Languages	4	13	3.3	2.8
Music	6	8	1.3	
P.E.	9	25	2.8	
Physics	6	14	2.3	1.3
Religious Education	7	17	2.4	5.8
Science	12	21	1.8	4.2
Welsh 1 <sup>st</sup> Language	16	51	3.2	
Welsh 2 <sup>nd</sup> Language	14	31	2.2	5.0
SENco	3	3	1	
Total	158	323	2.0	3.6

For the posts advertised, there is also variation in the percentage of those posts where an appointment was made in the secondary sector (table 7). For example, only 66.7% of Music posts were filled as opposed to all Biology and English posts. However, in interpreting the percentage results in table, it should be noted again that generally one is considering a small number of posts and a smaller pool of teachers who are Welsh speakers who are able to apply for such posts.

**Table 7 – The percentage of vacancies advertised between 1<sup>st</sup> January and 31<sup>st</sup> August 2002 where the applicant was required to teach through the medium of Welsh and appointments were made (Secondary)**

Subject	Year 2002				Year 2001
	Number of posts advertised	Number of posts where appointment made	Number of posts where appointment not made or not stated	% of posts where an appointment was made	% of posts where an appointment was made
Art	7	6	1	85.7%	
Biology	6	6	0	100.0%	
Chemistry	4	3	1	75.0%	100.0%
Design and Technology	13	11	2	84.6%	
English	10	10	0	100.0%	100.0%
Geography	5	5	0	100.0%	
History	8	6	2	75.0%	
I.T.	8	6	2	75.0%	
Mathematics	20	15	5	75.0%	88.9%
Modern Foreign Languages	4	4	0	100.0%	
Music	6	4	2	66.7%	100.0%
P.E.	9	7	2	77.8%	
Physics	6	5	1	83.3%	75.0%
Religious Education	7	7	0	100.0%	75.0%
Science	12	12	0	100.0%	83.3%

Welsh 1 <sup>st</sup> Language	16	13	3	81.3%	
Welsh 2 <sup>nd</sup> Language	14	9	5	64.3%	86.7%
SENco	3	2	1	66.6%	
Total	158	131	27	82.9%	86.9%

#### 4.2.2 Primary sector

##### All posts

In the primary sector (table 8), the number of applicants per post is more encouraging, averaging 20.8 applicants per post. Furthermore, of the 1266 respondents to the survey, 854 (67.5%) indicated that there were no vacancies at all during the period 1<sup>st</sup> January and 31<sup>st</sup> August 2002.

**Table 8 – The number of applications received for vacancies between 1<sup>st</sup> January and 31<sup>st</sup> August 2002 (Primary)**

Vacancy	Number of posts advertised	Posts where number of applications received is known	Number of applications received	Average number of applications received
Early years	107	95	1758	18.5
Key stage 1	136	131	3245	24.8
Key stage 2	319	313	6229	19.9
Total	562	539	11232	20.8

The number of posts where appointments were made in the primary sector is high, averaging over 98% (table 9).

**Table 9 – The percentage of vacancies advertised between 1<sup>st</sup> January and 31<sup>st</sup> August 2002 where appointments were made (Primary)**

Vacancy	Number of posts advertised	Number of posts where appointment made	Number of posts where appointment not made or not stated	% of posts where an appointment was made
Early years	107	103	4	96.3%
Key stage 1	136	132	4	97.1%
Key stage 2	319	318	1	99.7%
Total	562	553	9	98.4%

##### Posts where the applicant was required to teach through the medium of Welsh

The primary sector shows fewer numbers of applicants for posts where there is a requirement to teach through the medium of Welsh (table 10), with some Welsh medium schools expressing slight difficulties in recruiting such teachers. However, the average number of applicants at 9.7 is certainly more positive than



in the secondary sector and schools are generally able to recruit to the positions, with 98.0% of all posts filled (table 11).

**Table 10 - The number of applications received for vacancies where the applicant was required to teach through the medium of Welsh between 1<sup>st</sup> January and 31<sup>st</sup> August 2002 (Primary)**

Vacancy	Number of posts advertised	Posts were number of applications received is known	Number of applications received	Average number of applications received
Early years	23	21	177	8.4
Key stage 1	35	32	384	12.0
Key stage 2	91	87	796	9.1
Total	149	140	1357	9.7

**Table 11 – The percentage of vacancies advertised between 1<sup>st</sup> January and 31<sup>st</sup> August 2002 where the applicant was required to teach through the medium of Welsh and appointments were made (Primary)**

Vacancy	Number of posts advertised	Number of posts where appointment made	Number of posts where appointment not made or not stated	% of posts where an appointment was made
Early years	23	22	1	95.7%
Key stage 1	35	35	0	100.0%
Key stage 2	91	89	2	97.8%
Total	149	146	3	98.0%

### 4.3 How posts are covered

The survey sought to ascertain how various posts were being covered when headteachers were not able to make an appointment from a field of candidates. Specifically, respondents were asked to indicate whether the post was covered by supply teachers, senior management, non-specialists or by other means.

Respondents were asked the following question :

**“If you did not make an appointment to a post or posts listed in question 2, please indicate how you are covering the post(s)”. (Tick all that apply).**

#### 4.3.1 Secondary sector

In cases where posts were not filled following advertisement, Table 12 indicates that posts are being covered through a range of methods, notably through the use of supply teachers, non-specialists and other means. This is consistent with the position seen in the 2001 survey.



**Table 12 – Methods by which vacancies were covered 2002 (Secondary)**

Subject	Year 2002			
	Supply	Senior Management	Non specialist	Other
Art	0	0	0	0
Biology	0	0	1	0
Chemistry	2	0	2	0
Design and Technology	0	0	0	1
English	2	0	0	1
Geography	1	0	0	0
History	0	0	1	1
I.T.	1	0	0	2
Mathematics	8	1	4	4
Modern Foreign Languages	1	0	1	0
Music	1	0	0	0
P.E.	2	0	0	0
Physics	4	1	2	2
Religious Education	2	0	0	1
Science	1	0	0	0
Welsh	9	1	5	3
SENco	0	0	1	1
Other subjects	0	0	0	3
Total	34	3	17	19

**Table 13 - Methods by which vacancies were covered 2001 (Secondary)**

Subject	Year 2001			
	Supply	Senior Management	Non specialist	Other
Chemistry	0	0	0	1
English	4	0	1	8
Mathematics	5	0	3	2
Modern Foreign Languages	0	0	0	4
Physics	0	1	3	6
Religious Education	3	0	1	3
Welsh 2 <sup>nd</sup> Language	6	0	5	2
Science	2	1	0	2
Total	20	2	13	28

In respect of other means, a wide range of methods of cover were listed and are shown in the table 14 below. Some of the main methods included temporary staff and the use of other existing members of the teaching staff, presumably through the re-organisation of teaching responsibilities. This is largely consistent with patterns seen in the 2001 survey.

**Table 14 - Methods by which vacancies were covered 2002 by other means (Secondary)**

1.	Appointed overseas trained teacher to teach French
2.	Used existing member of staff who is a Welsh speaker
3.	Redeployment of existing under-utilised teachers
4.	Appointed willing volunteer
5.	Teacher with dual qualification has swapped subjects
6.	Retiring teacher has remained in post
7.	Two PE teachers whose second subject is Mathematics are sharing the post
8.	Teacher with a different subject specialism is filling in
9.	Temporary appointment
10.	Employed person with a PHD in Chemistry to teach Physics
11.	Employed a non-Catholic teacher
12.	Looked for a person with a similar qualification in a nearby school
13.	Re-visited school timetable and reallocated existing staff
14.	Trying to recruit for the Graduate Teacher Programme
15.	Temporary appointment
16.	Used an existing member of staff
17.	Filled by an applicant for a different vacancy
18.	Appointed an unqualified teacher
19.	Used an existing member of staff

#### 4.4.2 Primary sector

This question was not asked in the primary sector.

### 4.5 Retention

A new question introduced in the 2002 survey sought to investigate issues concerning retention, with headteachers asked to identify how many teachers left their school to take employment outside teaching or early retirement.

Respondents were asked the following question:

*“During the period 1<sup>st</sup> January to 31<sup>st</sup> August 2002, how many teachers left your school to take employment outside teaching or early retirement. Do not include teachers who have retired on normal retirement age, are on maternity leave, secondment or sickness absence”.*

#### 4.5.1 Secondary sector

The survey indicates that there are relatively small numbers who left the profession during the period January and August 2002.

For the period covered by the survey, in the secondary sector, the average number of years before a teacher leaves the sector is 18 years (table 15). However, table 15a clearly identifies that the main groups who are leaving the profession are those with 5 or less years or thirty or more years experience.

There also appear to be some noticeable differences between subjects, for example, ranging from 7.7 years in the case of P.E. to 24.7 years for History. However, it should be noted that in interpreting these figures, one is often considering a relatively small number of posts.

In order to fully understand the implications of figures concerning retention, the Council will need to gather trend based information to understand whether the current position is improving / deteriorating and make comparisons to other professions.

**Table 15 – Number of years experience of those teaching who left the profession  
to take employment outside teaching or early retirement  
(Secondary)**

Subject	No. of teachers	No. where years experience known	Combined experience	Average number of years experience
<i>e.g. Design and Technology teacher</i>				
Art	9	7	129	18.4
Biology	13	12	301	25.1
Chemistry	9	8	148	18.5
Design and Technology	22	20	514	25.7
English	31	30	281	9.4
Geography	18	16	359	22.4
History	8	7	173	24.7
I.T.	13	13	224	17.2
Mathematics	29	25	482	16.1
Modern Foreign Languages	11	9	133	14.7
Music	5	5	44	8.8
P.E.	7	6	54	7.7
Physics	5	5	67	13.4
Religious Education	10	10	194	19.4
Science	14	9	103	11.4
Welsh	19	19	300	15.8
SENco	11	10	271	27.1
Deputy / Assistant Head	7	7	216	30.9
Business Studies	4	4	34	8.5
Drama	3	3	61	20.3
Humanities	1	1	16	16.0
Home Economics	2	2	49	24.5
Careers	2	2	37	18.5
Total	253	230	4190	18.2

**Table 15a – Number of years experience of those teaching who left the profession to take employment outside teaching or early retirement,  
grouped by number of years (Secondary)**

Subject	No. of teachers	0 - 5	6 - 10	11 - 15	16 - 20	21 - 25	26 - 30	Over 30	Not answered	Don't know
Art	9	1	1	1	1	1	2			2
Biology	13			2	2	2	3	3		1
Chemistry	9	2	1			2	2	1		1
Design and Technology	22	2			5	3	6	4	1	1
English	31	10	7	4	2	1	3	3		1
Geography	18	5			2	2	2	5	1	1
History	8		1		2		2	2		1
I.T.	13	3	2	1	1	3	1	2		
Mathematics	29	7	2	1	3	3	1	7		4
Modern Foreign Languages	11	2	2	2		1	1	1	1	1
Music	5	2	1	1	1					
P.E.	7	3	2					1		1
Physics	5	2					1	2		
Religious Education	10	3	1			2	1	3		
Science	14	5	1	1				2	1	4
Welsh	19	6	3	1	2	3	2	2		
SENco	11				4	1	2	3	1	
Deputy / Assistant Head	7						4	3		
Business Studies	4	2		1	1					
Drama	3		1	1				1		
Humanities	1				1					
Home Economics	2					2				
Careers	2		1				1			
<b>Total</b>	<b>253</b>	<b>56</b>	<b>26</b>	<b>16</b>	<b>27</b>	<b>26</b>	<b>34</b>	<b>45</b>	<b>5</b>	<b>18</b>
		22.1%	10.3%	6.3%	10.7%	10.3%	13.4%	17.8%	2.1%	7.0%

Table 16 explore the destination of the teacher on leaving the profession, with the main reason being early retirement.

**Table 16 –The destination of those teaching who left the profession to take employment outside teaching or early retirement (Secondary)**

Subject	No. of teachers	Education – non-teaching	Employed outside education	Early retirement	Other	Don't know
<i>e.g. Design and Technology teacher</i>						
Art	9	0	3	3	2	1
Biology	13	0	2	8	3	0
Chemistry	9	1	3	4	0	1
Design and Technology	22	0	3	16	3	0
English	31	4	5	9	11	2
Geography	18	3	1	9	2	3
History	8	0	1	5	2	0
I.T.	13	1	3	4	5	0
Mathematics	29	3	4	15	1	6
Modern Foreign Languages	11	1	0	4	2	4
Music	5	0	1	2	2	0
P.E.	7	0	3	1	3	0
Physics	5	0	2	2	0	1
Religious Education	10	0	0	5	5	0
Science	14	0	3	9	2	0
Welsh	19	4	2	5	5	3
SENco	11	1	2	7	1	0
Deputy / Assistant Head	7	0	0	7	0	0
Business Studies	4	0	1	2	1	0
Drama	3	0	2	1	0	0
Humanities	1	0	0	1	0	0
Home Economics	2	0	0	2	0	0
Careers	2	0	1	1	0	0
Total	253	18	42	122	50	21
		7.1%	16.6%	48.6%	20.2%	8.3%

*Note : There were a small number of instances where the respondent ticked more than one category above, for example, early retirement and employed outside education.*

#### 4.5.2 Primary sector

Consistent with the secondary sector, the number of teachers who left the profession during the period covered by the survey is relatively small.

In the primary sector, the average number of years before a teacher leaves the sector is 18.0 (table 17), noticeably consistent with the figure seen in the secondary sector. Similarly, the overriding reason for teachers leaving is early retirement (table 18). Again, to fully understand this figure, comparisons over time and with other occupations would be necessary. Table 17 shows that the “peaks” for those leaving the profession are within five years or over 25 years.



**Table 17 – Number of years experience of those teaching who left the profession to take employment outside teaching or early retirement (Primary)**

Subject	No. of teachers	Number of teachers where experience specified	Combined experience	Average number of years experience
Early years teacher	29	28	516	18.4
Key stage 1 teacher	82	80	1262	15.8
Key stage 2 teacher	132	127	2062	16.2
Early years / Head or Deputy	1	1	30	30.0
Key stage 2 / Head or Deputy	4	4	112	28.0
Headteacher	30	28	641	22.9
Deputy Headteacher	7	7	197	28.1
Special Needs	15	12	264	22.0
Not specified	3	3	96	32
Total	303	290	5209	18.0

**Table 17a – Number of years experience of those teaching who left the profession to take employment outside teaching or early retirement, grouped by number of years (Primary)**

Subject	No. of teachers	0 - 5	6 - 10	11 - 15	16 - 20	21 - 25	26 - 30	Over 30	Not answered
Early years teacher	29	4	6	2	4	3	5	4	1
Key stage 1 teacher	82	19	18	5	10	8	11	9	2
Key stage 2 teacher	132	33	24	12	17	16	15	10	5
Early years / Head or Deputy	1						1		
Key stage 2 / Head or Deputy	4		1		1		1	1	
Headteacher	30		1	2	5	4	10	6	2
Deputy Headteacher	7					4	1	2	
Special Needs	15		1	2	3	2	1	3	3
Not specified	3								3
Total	303	56	51	23	40	37	47	36	13
		18.5%	16.8%	7.6%	13.2%	12.2%	15.5%	11.9%	4.3%

**Table 18 – The destination of those teaching who left the profession to take employment outside teaching or early retirement (Primary)**

Subject	No. of teachers	Education – non-teaching	Employed outside education	Early retirement	Other	Don't know
Early years teacher	29	4	0	17	8	0
Key stage 1 teacher	82	12	6	38	21	5
Key stage 2 teacher	132	20	15	50	38	9
Early years / Head or Deputy	1	0	0	0	1	0
Key stage 2 / Head or Deputy	4	2	0	2	0	0
Headteacher	30	6	3	18	1	2
Deputy Headteacher	7	0	0	6	1	0
Special Needs	15	2	0	10	2	1
Not specified	3	0	0	2	1	0
Total	303	46	24	143	73	17

		15.2%	7.9%	47.2%	24.1%	5.6%
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#### 4.5 Any other comments or views on recruitment to posts in secondary schools.

A significant number of other comments were received from headteachers regarding this recruitment situation in Wales. Details of all the responses are provided in Annex A.

There appear to be a number of clear themes in the comments provided. These are as follows:

##### Secondary sector

- fewer applications are being received for vacancies in certain subjects than was the case in the past;
- headteachers are reporting that they are finding it increasingly difficult to recruit teachers to certain subjects, as suitable applicants cannot be found;
- the quality of the applicants in certain subjects is declining;
- headteachers have needed to become increasingly innovative in how they actually recruit teachers or cover for vacancies;
- comments highlighting local geographic difficulties in recruiting and retaining staff;

This is picture which is consistent with the comments seen in the 2001 survey.

##### Primary sector

- relatively few widespread recruitment or retention problems being experienced, although headteachers are facing some specific challenges, such as recruitment to senior management / Deputy headteacher positions and the fact that there will generally be a smaller field of teachers in respect of teachers able to teach through the medium of Welsh;
- the non-availability of regular and sufficient numbers of supply teachers;
- issues which affect the ability of teachers to continue to deliver a first class education provision, such as workload and bureaucracy.

#### 4.6 Geographic differences

Additional analysis has been undertaken for each question at a more detailed geographic level, for example, by LEA. While, some possible geographic differences may be seen, few true statistical differences were identified. The Council wishes to exercise caution in only highlighting what appear to be true differences, given the complex nature of the study, taking into account factors such as the number of schools who responded in each LEA and the number of subjects being considered.

However, it is worth drawing attention to a small number of qualitative comments from headteachers expressing concerns over the ability to recruit (largely in the secondary sector) given geographic location; something not seen in the 2001 survey.

## 5.0 Recommendations from the survey

In its 2001 survey, the Council made four broad recommendations for taking this area forward:

- (a) The need for comparative information over time in order to identify underlying trends in recruitment, with the proposal that the Welsh Assembly Government should incorporate such requirements into its annual schools census.
- (b) The extension of the research to gather information on matters such as the primary sector, retention of staff and the costs of recruitment.
- (c) The use and analysis of existing data sources, such as the Council's Register of Qualified Teachers and information collected by the Assembly and ITET institutions.
- (d) The need for a partnership or multi-agency approach in identifying and tackling recruitment and retention issues, which exist or are developing.

The Council has made significant progress on each of these recommendations since the completion of the 2001 survey. Having now completed further surveys in 2002 and analysed the results, the Council would now wish to build on its early work, by making the following recommendations for 2002:

### 1. The need for comparative information over time

The Council stated in 2001 that it was essential to have direct comparative data over time, in order that the problems concerning recruitment and retention are monitored and underlying trends clearly identified.

Given the continuing difficulties for headteachers highlighted by the secondary survey and some of the complexities facing primary headteachers, the Council believes that this recommendation still stands and should be widened to collect time based information on matters such as retention.

It is important that the Council should not add to the administrative burden on headteachers and, therefore, it was suggested in 2001 that the Welsh Assembly Government should incorporate such issues into its annual schools census. The Council has received a positive indication from the Assembly that it will aim to work with the Council with a view to attempting to incorporate some of the Council's these issues from 2004.

However, the Council is concerned as to whether the Assembly's annual statistical survey will be able to capture some of the important and highly informative qualitative information brought to light by the Council's survey work, and will need to consider how this can continue to be uncovered.

The Council will continue to work with the Assembly on this matter.

### 2. Extension of the research to identify other matters

In 2001, the Council recommended that research needed to be undertaken on recruitment in the primary sector and new information gathered on all National Curriculum subjects in the secondary sector as well as retention.

While this has been achieved, it is clear that there are a number of additional areas related to recruitment and retention, where hard numeric information is needed to inform policy making in Wales. Particular areas are considered to be:

- workload and bureaucracy and their impact on recruitment and retention;
- the availability and work patterns of supply teachers, by sector, subject, qualification and geographic location;
- a possible worsening of the position in relating to recruitment and retention for positions involving Welsh medium provision;
- the recruitment of Deputy / Assistant headteachers and other senior managers;
- early signs of specific localised problems concerning recruitment and retention in some parts of Wales.

as well as some issues brought forward by the Council in 2001, which have yet to be investigated, such as:

- the period for which vacancies remain unfilled; and
- the extent to which recruitment incentives are used by schools

The Council recommends that new work is undertaken to investigate these matters, perhaps adopting a mixture of qualitative and quantitative methods.

### 3. Use of other existing data sources

The Council highlighted in 2001 the need to utilise other valuable information available regarding teacher recruitment and retention in Wales. Sources identified by the Council included data held in the Council's own Register of Qualified Teachers database and existing Assembly and ITET sources.

The Council has made very good progress with this work, publishing its first Digest of the profession from its Register in March 2002 and commissioning a desk based study of existing sources of information on recruitment and retention by Cardiff University, due to be published shortly.

However, the Council recommends that this work should continue in the short-term, certainly until conclusions are made on the complex issues concerning recruitment and retention in Wales at present.

### 4. The need for a partnership / multi-agency approach

Taking recommendation 3 further, the Council identified in 2001 that it was clear that in considering the recruitment situation and tackling any issues which exist or are developing, a number of organisations have a role to play. Key organisations were considered to include:

- The Welsh Assembly Government;
- Teaching unions;
- ITET institutions;
- The Teacher Training Agency;
- Local Education Authorities;
- Estyn;
- ELWa (The Higher Education Funding Council for Wales)
- The General Teaching Council for Wales.

The Council took a lead role in mid 2002 in establishing a multi-agency task group in respect of recruitment and retention, with the intention of developing a major piece of advice concerning recruitment and retention. The Council's research in 2002 and the continuing issues brought to light add weight to the necessity of such a piece of advice on behalf of the profession. The Council will use the results from its survey work to date to help shape this advice.

## **ANNEX A**

### **Comments from headteachers**

## Secondary sector

1	Recruitment to posts in shortage subjects continues to give cause for serious concern. The formulation of contingency plan erodes time from tasks related directly to teaching and learning.
2	Recruitment has been significantly difficult in recent years – few applicants of quality – indeed few applicants of any description. Welsh is impossible. We have managed to find part time staff but with great difficulty.
3	Numbers of applicants were down on previous years but we were able to employ 2 NQT's who had undertaken ITT with us. We moved another teacher from ICT to Physics.
4	Very serious crisis as regards recruiting new staff in Welsh schools. The only subject where we do not have a problem is in respect of P.E. teachers (lots of them). The number of teachers applying for some positions e.g. heads of year is decreasing each year.
5	Small, few applicants for jobs especially maths and physics and Welsh.
6	2 observations – 1 – number of applicants from quality candidates is down 2 – significant difficulty recruiting Welsh 2 <sup>nd</sup> language teachers – using supply teachers on a permanent basis.
7	It's getting much tighter!
8	A mathematics post had to be re-advertised although the list of applicants was quite long, few had suitable qualifications. The school is having to use recruitment and retention points more frequently.
9	A very poor set of applications in general and the school was extremely lucky in its appointments. A teacher of Welsh in this part of the country (Powys) is a non-starter and we are desperately short of a teacher to cover this part of the curriculum due to the .....
10	For the ICT post we contacted a local university – not national advert. Modern languages – position occurred late (promotion just before Whitsun). We followed up a recommendation from a local school concerning a student who worked there – interviewed and appointed. The weakest fields were in Physics and SEN, where we were fortunate to appoint.
11	The cost of advertising and re-advertising posts is extremely time consuming and expensive putting a constraint on the school budget. The calibre of the applicants also appears to have fallen significantly.
12	The P.E. vacancy was filled through contacting teacher training colleges for suitable applicants. Post not advertised. The R.E. vacancy is temporary and filled through personal recommendations. Post not advertised.
13	We have been reasonably fortunate in attracting good candidates for most jobs, including a Cambridge graduate for a recent head of Physics post; but possible moves towards separate 6 <sup>th</sup> form provision in our area would seriously affect this, to the detriment of Key stages 3 & 4.
14	Great difficulty recruiting Welsh and Physics staff
15	We have an increasing number of staff giving up posts of responsibility and reverting either to main scale and/or job share. It has been very difficult to obtain part time staff. We regularly resort to recruiting via supply agencies.
16	Despite political promises, teachers and schools are getting fed up with the considerable increases in the bureaucratic burden placed upon us. More and more initiatives, change for the sake of change and LESS time to prepare lessons!!
17	3 Head of department posts attracted a total of 5 applicants (Welsh medium). A quarter of staff are 50+ years old.
18	There was a need to advertise 2 posts (Chemistry and Welsh) 2 and 3 times respectively. A Welsh appointment was made only after a management point was offered. Fields for subjects like English do not have the quality of a few years ago.
19	People will not apply for jobs here – we have to take what is available (Pembrokeshire)
20	We are relatively well off in relation to shortages. However a serious concern is that a school like ours cannot compete in the open recruitment market. We will not be chosen in preference to other better performing schools. Its schools like ours that need the best staff. How can we compete? Specialist qualifications do not always translate into effective teaching. Our main way of recruitment is “head-hunting”. Students (PGCE) who have a good time here are willing to apply. 2/3 of our recent appointment testify to this.
21	Increasingly difficult to recruit MFL Welsh (2 <sup>nd</sup> language).
22	Obtaining very limited number of applicants, but usually of a good standard.
23	Although good candidates are applying and our appointments have been good, the general quality of those applying has been below par. Males, especially, produce thin, rushed applications.
24	Welsh post only filled for 1 term, need to re-advertise.
25	Mathematics was particularly difficult. We advertised three times before successfully appointing a Head of mathematics. Teachers of Welsh as a second language are also at a premium and we were very lucky to get a good scientist at the last minute. The situation continues to worsen generally.
26	Generally, fewer applicants for all posts
27	Huge difficulties in recruiting bilingual staff and in particular Maths and Science



## Annex D

28	Recruitment is becoming more difficult in some subjects e.g. Physics. We have experienced problems recruiting temporary staff (e.g. to cover maternity or sick leave) especially in modern languages. The quality of applicants at all levels is beginning to cause concern.
29	The number of applications being received for posts is usually less than it was 3-4 years ago and the number of strong applications for a post is significantly less. However, we have not yet been a position where we have been unable to fill a post
30	We also advertised a deputy headship which attracted a limited but high quality field. Female applicants outnumbered males for all posts except the deputy headship. Calibre of Welsh/Maths applicants is poor.
31	GNVQ courses increasingly require specialist staff. We have not recruited in the period January/August 2002, however we experienced severe problems the previous year. Applications for Business Studies and also a Leisure and Tourism posts were very low. Generally there is a rapidly decreasing level of response to all posts advertised.
32	For the first time we are beginning to experience significant difficulty in terms on recruiting quality staff.
33	It is becoming harder to attract teachers of all subjects and often there is little or no choice. This is especially true of Welsh medium teachers
34	Recruitment remains difficult across all subjects – in most cases it is impossible to shortlist for interview with all applicants being interviewed. The quality of applicants often results in only temporary fixed term appointments being offered.
35	Increasingly difficult to appoint quality because of sparse nature of field e.g. Maths, Welsh, RE, Physics. In the case of Welsh I had to resort to contacting the candidates in order to encourage them to apply because time was so short.
36	Increasingly difficult to find a “decent shortlist” for certain subjects e.g. Maths, Science, English, Welsh, Home Economics. I've become a “poacher and head hunter”.
37	It was impossible to appoint a second in the Maths department in May 2002. There were no suitable candidates. To fill this, and one other vacancy in maths, two NQT's had to be appointed.
38	It remains very hard to attract a decent field of applicants.
39	Numbers of applicants have fallen over recent years and the background qualifications are poorer. Young teachers are highly mobile and expect early promotion.
40	Welsh – a nightmare to recruit so far near borders and also an issue 11-16. (South East Wales)
41	Although I have successfully made 4 appointments, the number and quality of applicants have been limited. 3 of the posts were for Head of Department – Welsh applicants invited to apply, Technology only two suitably experienced applicants. Maths no suitable applicant so internal appointment made – promising teacher with 1 years experience!
42	We are in a state of crisis with Welsh 2nd Language teachers. How can we be expected to teach Welsh as a compulsory subject to 16 when the demand for appropriately qualified teachers apparently exceeds the supply? Has the Welsh Assembly Government never heard of planning?
43	Two Posts , Chemistry and Mathematics were re-advertised with responsibility points as original advertisements drew no applicants
44	While the number of applicants appears to be reasonable, the actual quality continues to give cause for concern. Shortlists of 2 and 3 respectively were compiled for interview.
45	50% of the Mathematics department and 60% of the Welsh department was lost this year, all leavers apart from one are still in teaching. We were very lucky to get Mathematics 4 and 5 and Welsh 2 and 3. We had to resort to head hunting and taking risks. Sociology teacher was recruited 2 days before the start of term after a 3 month search.
46	Most applicants for the Science post were not suitable for our needs; however, we were able to recruit through other contacts.
47	The number of applicants for all posts has declined sharply since 1998/99. The quality / range of choice of candidates are also markedly lower.
48	There is a lack of numbers and quality in applicants, especially Mathematics and Science.
49	We have had major problems in recruiting sufficient quantity and quality of teachers in Welsh over the past 2 years.2. We appointed seven new staff, none of them were men.
50	It is becoming extremely difficult to attract any teachers of Welsh to the school. We advertised 3 times, contacted the colleges and all other local schools.
51	In the past year recruitment for Science posts, particularly Chemistry and Physics, has been difficult. Also, it has been difficult to recruit a modern language teacher (German) to cover a maternity leave.
52	We have made 13 appointments this year. The quantity and quality of the applicants has been down on nearly every occasion. Management 3 posts attracted up to 12 applicants; Physics posts were re-advertised with Management 1 attached; and the Mathematics post attracted 2 applicants for Management 1.
53	It has been impossible to get Welsh 2 <sup>nd</sup> language specialists and it is proving difficult to recruit into this deprived area of North Wales.
54	The number of quality applications is reduced. Appointments to Welsh, Music and Science are very difficult to complete.

## Annex D

55	It is difficult to get Welsh 2 <sup>nd</sup> language teachers and specific scientists e.g. Physics. Foundation subjects are becoming rarer. Note the need for NEW teachers in vocational subject areas! Training implication.
56	It's getting harder to attract quality applicants.
57	There is a desperate shortage of qualified teachers of Welsh (2 <sup>nd</sup> language) particularly in North Wales.
58	The quality of applicants is not secure. 3 experienced colleagues have retired from the system. For a school that works hard for staff development, it's becoming increasingly difficult to replace staff. The supply of Welsh 2 <sup>nd</sup> language teachers is impossible.
59	The last year has not been typical for us - in the previous two years we had experienced significant difficulty in attracting applicants for Maths, Welsh, MFL and Science posts. In the past two years, 3 of our staff have had to retire early on health grounds. Protection from 'burn out' is going to be critical.
60	Recruitment in some subjects has reached crisis. Last year, we had one and a half vacancies in Welsh for over 6 months due to illness and were unable to make adequate provision. We also advertised for a Head of Physics and struggled to make a shortlist, even though we are pleased with the appointments we made.
61	We have not experienced significant problems in recruiting or retaining teaching staff. However, on average, the number of applicants per post has reduced significantly in recent years.
62	The recruitment situation is critical, with too many vacancies chasing too few teachers. The quality of applicants is low even where specialists are appointed they are not necessarily <u>able</u> to lead to a satisfactory standard.
63	Noticeable reduction in numbers and quality of applicants to certain posts during the last 18 months. It is very difficult to recruit highly qualified new entrants to the profession, if posts are not advertised before the end of March.
64	Reduction in applications for each post, four subjects in recent years have proved very difficult e.g. Music
65	There are problems in trying to attract suitable people to teach in the Welsh sector.
66	£12k was spent on supply teachers for the school in January alone with difficulty (and luck) in finding them.
67	There are extreme concerns for the future.
68	There is an obvious shortage of teachers, especially through the medium of Welsh. It's a very anxious situation
69	20 posts were advertised over the last 3 years with a total of 27 applicants, 5 cases with no applicants. Successfully filled the posts through use of supply teachers or 'head hunting' teachers with a connection to the area. The main problem encountered is filling maternity leave posts- at the moment unable to fill a Welsh post (first and 2 <sup>nd</sup> language) from the 1 <sup>st</sup> of October onwards.
70	Generally staff are leaving the profession due to work pressure - are too young to retire. Concerns are growing surrounding the lack of applicants for head of department posts, since the administrative workload is too heavy.
71	Since none of the applicants for the Chemistry post could speak Welsh, we had to employ non-specialist teachers to teach GCSE level. We were fortunate to get a suitable applicant for the Mathematics position.
72	Attracting numbers of applicants is becoming harder for teachers of Mathematics, Science (Physics), with any subject through the medium of Welsh being the worst.
73	The major crisis in every part of the curriculum is to be found in teaching through the medium of Welsh. There are a lack of applicants, less choice for appointment and major concerns surrounding the future. The problem is intensified by the lack of supply teachers.
74	Although we have teachers who teach without a qualified degree in the particular subject, they are experienced. They have had training in the post and have earned other qualifications.
75	There are serious concerns about the lack of growth in training through the medium of Welsh. It is 'boom time' and there are great problems on the horizon.
76	It is extremely hard to recruit any time of the year, whatever the subject. It is also difficult to attract deputies and head of subjects, especially teachers for the "ologies"
77	Whilst recruiting it became necessary to advertise the posts more than once due to no applicants when first advertised.
78	There is too much 'specialising'.
79	A mathematics teacher was appointed after advertising three times. Not many applicants for jobs, usually only one. There is no choice!
80	There is a lack of qualified teachers in the subjects French and Information Technology. There is also a lack of supply teachers.
81	It is practically impossible to appoint teachers of English that are able to speak Welsh. This means that they are unable to integrate fully within a Welsh medium school.
82	An individual that was learning Welsh was appointed for the Mathematics and P.E. posts. They will be attending further courses to improve their language.

83	Recruiting for some subjects is found to be practically impossible, and often when there are many applicants, most of them are not suitable. The difficult jobs to fill are in Mathematics, Information Technology (nearly impossible to recruit someone with qualifications), P.E., Physics, Geography and English.
84	In recent months we have been experiencing great difficulty in recruiting staff. The SENCO appointment was made only after re-advertising. The Head of MFL Department attracted 3 applicants. All posts which become vacant are advertised nationally in the ..... as well as local press.
85	Although the number of candidates for posts was small, the appointments made were of a high standard - probably better than for a number of years. The time of year that posts are advertised makes a considerable difference to the number of applicants and the general calibre of candidates.
86	We managed to attract and keep teachers through offering higher wages.
87	The quality of Maths graduates applying is not good, many have non Mathematical degrees. The pool of Welsh teachers is extremely small, the quality variable.

### Primary survey

1	We generally have a large number of applicants for any post in this school although fewer for Deputy Head which we appointed last year.
2	(a) The LEA advertises very few jobs – very little movement between schools possible which is not good. There is a great demand for jobs in the area. (b) Numbers applying for Deputy headteacher dropped and quality of application was not very good over all. A small rural school in lovely ..... village had 36 applications for Deputy headteacher – ours is an inner city school. (c) Lots of good quality applicants for teaching post – many working outside of teaching as they had failed to get posts in area and due to family ties etc. could not move away.
3	Concerns – lack of males in primary sector, lack of mobility between schools for class teachers, co-ordinators, inadequate funding to reward excellence for three teachers who are new recruits.
4	As a church school, the number of candidates who meet the religious qualification is very small – the field of applicants is always limited.
5	At the moment, it is noticeable that numbers of applications for posts are falling in primary schools. Last year we attempted to appoint someone with experience in music and failed. This seems to be a particularly difficult area.
6	Pleased with response to our post in the school. 18 a good number but appears down on previous years posts. Recruitment for senior management posts more of a problem.
7	A number of rural schools are under threat of closure in the near future. Retention of young staff will therefore be rather difficult in the next few years i.e. in rural schools – secure employment and permanent contracts cannot be guaranteed.
8	We are a small rural school and retention of a KS1 teacher has been difficult over the last couple of years because of the amount of work required to teach Nursery Reception to 1 and 2 in one class. Similarly at KS2 NQT's are not attracted to posts where classes have mixed ages.
9	No problem with recruitment or retention over recent years.
10	The constant uncertainty of the next financial year budget e.g. KS1 Grants etc, makes forward planning difficult. It was heartening to receive 57 applications for our posts – and we have no problem in retaining staff at present.
11	This school is very lucky in that there is little turnover of staff. If staff have left, it is usually due to promotion e.g. Head of Infants promoted to Headship. With 32 applications for replacement – recruitment is not a problem.
12	The behaviour of pupils is slowly deteriorating and as a teacher, one often feels powerless when trying to deal with these pupils. Unless something is done about this growing minority more and more members of staff will leave the profession – why should we put up with this? No one else has to.
13	There is in our experience a definite shortage of applicants for Welsh medium posts.
14	In this rural area in English medium we attract sufficient applicants for teaching posts usually. Deputy Headships and Headships cause more of a problem.
15	The head of the Infants department left at the end of the Summer term. No experienced teachers with the required expertise applied for a post in KS2 Year 6 even though a responsibility allowance was being offered for suitable candidates.
16	Working in a small school environment I foresee a problem recruiting staff with some experience to teaching posts as there is no financial gain. And yet staff in small schools often teach a full key stage or work with 2 key stages and have to take on many responsibilities – an overwhelming amount of work for NQT's that does not make the post of a teacher in a small school an attractive option!

## Annex D

17	Due to falling pupil numbers, full time teacher moved and a part time teacher (2.5 days per week) appointed.
18	Very difficult to find quality supply teacher to cover management time
19	We have no problems with recruitment and retention of teaching staff, however because of poor pay and conditions obtaining good support staff to work with statemented pupils is very difficult.
20	This area has/offers little opportunity for teachers to move within the system. Mainly because of its geographical location. We have, currently, a good supply teacher network. There are plenty who live locally and are not prepared to move away. It would perhaps be helpful if there was an agreed national policy for enhanced early retirement which would allow/facilitate those who wished to leave because of differing reasons in order for younger/fresher teachers to take up those posts.
21	With the reduction of infants and junior schools due to amalgamation (i.e. Primary stage) the opportunity for staff to teach with key stage 1 and key stage 2 does enable both staff members and head to determine where they are best placed.
22	No problem experienced with recruitment or retention
23	Early years teacher engaged for September 2002. Key stage 1 year 2 teacher engaged for September 2002. Both engaged on supply daily rate cover due to: (a) budget reasons and falling numbers (b) deputy head now acting head in another school but length of this uncertain.
24	An area for concern is the shortage of supply teachers who can speak Welsh and teach through the medium of Welsh.
25	We have great difficulty in finding supply teachers – especially those who can teach through the medium of Welsh.
26	Quality of student teachers not acceptable. Study should be made of ITT courses.
27	We find it very difficult to recruit teachers as we require practising Catholic, CCRS cert or willingness to study for one and ability or willingness to teach Welsh as 2 <sup>nd</sup> language – very limiting. We therefore have very little response to our adverts. Added to that a particular subject area and it is virtually impossible to fulfil all criteria.
28	No problems experienced in recruitment or retention largely due to the ethos/tradition of school plus good end of KS1 results. There were obviously fewer applicants than normal for a job-share for financial reasons.
29	One KS2 teacher left for maternity leave but due to a dire budget settlement school had to end her temporary contract at the end of the maternity leave. The other KS2 teacher was covering the above's class
30	A full time SENCO was recruited from September 2002. There were four applications made for this post.
31	We had an interview for the Deputy headteacher post which attracted 46 applicants. The Early years post attracted limited interest due to the timing (late Summer). We have had no real problems with recruitment but have found difficulties in recruiting for specialist areas i.e. member of senior management team.
32	Deputy head appointed for September 2002 – 47 applicants.
33	We have no problems with recruiting or retaining staff. The school is growing and oversubscribed. We now have several staff in part time or job share capacities.
34	We have been very fortunate in the retention of staff and attracting excellent quality and quantity of applications for our recent recruitment.
35	I am in the very fortunate position of being the head of a school which has a very low turnover of staff.
36	No problems at this time
37	Staff have been long term employees
38	We are a settled staff with little change occurring
39	We have found the "Pool" system adopted by the LEA the best place to recruit good quality teachers. It is also very useful to be a partnership school with ..... University, so that good liaison between the College and us regarding excellent student teachers quite often helps!
40	It would appear that applicants are far more discerning and choosy in their choice of schools. Good schools in middle class areas seem inundated with applicants whilst schools in deprived areas with social problems have few applicants. This is also true when it comes to headship
41	Too many initiatives in education and mounting pressures have led to a decline in the numbers applying for jobs. Lack of leadership at local government level has also been cited as a reason why many decide to leave teaching or retire early.
42	Staff has been static for past four years.
43	As a headteacher, I feel very annoyed when I hear of authorities intending to employ people untrained to teach our children.
44	As a school we have a very static staff
45	It has not been a problem here in the current period. There has been a problem in the past of keeping all staff healthy and well. 2 members of staff have had to have long periods of sick leave.
46	Some difficulty in filling Deputy headteacher post. Needed to re-advertise.

47	I consider the main problems are: Overloaded curriculum Abuse and harassment in the post – pupils and parents No non-contact time Excessive paperwork Poor funding No recognition of a job well done
48	We had two part-time posts available this year – of the applicants received about half were worthy of consideration. The total number of applicants is well down. 49 applications were received for a similar post six years ago. I was very surprised at the low number of applicants because this is a pleasant rural school with good support from parents/Governors etc.
49	I am happy with the County's recruitment system and apart from posting teachers news on a school based web site all is well. Supply teachers are scarce and this needs to be attended to, as we all need them on the same days usually or they are not available due to employment elsewhere.
50	Wider advertising of available posts needed. Nowadays we rarely get to hear of posts available outside Denbighshire
51	I am working a 60 hours week at the moment. All my staff work in excess of 50 hours. Graduates expect, rightly, to be earning £30K+ within 5 years of graduation. There are few opportunities in primary education. Staffing budgets do not match government propaganda.
52	Increasing difficulty in attracting and retaining male teaching staff in primary sector. Pay and conditions of employment are the major reasons.
53	Recruitment and retention will depend on the individual school, individual teachers, further changes etc. However, even in our happy school the paper mountain and constant changes are not welcome and staff do discuss the possibility of a job change so they can have a life outside schoolwork.
54	The amount of paperwork that teachers have to complete is putting off potential teacher training applicants. My own children who are in their twenties are reluctant to join the profession for this reason – yet they have so much to offer – we have gone paper mad in this profession – shame.
55	Schemes to offer early retirement for those interested. This will free up posts for younger teachers and help with promotional opportunities. This will help with retention.
56	Many of my staff have expressed wish to consider job share to reduce pressures
57	Opportunities for attractive early retirement packages for heads/senior staff seem to arise as a matter of location and luck rather than as a result of strategic planning. This is not good for general morale within the senior ranks of the profession.
58	There is still a great need to further revise the content of the National Curriculum and free up non-contact time for staff. Workload is phenomenal! Paperwork is a continual bureaucratic nightmare!
59	Member of staff left because she could not face another school inspection which would be her third at the school. At 49 years of age she has no intention of teaching again. This is sad to lose someone with vast experience at primary level.
60	Quality of applicants is rising. IT skills improving rapidly. Still a shortage of men.
61	This is not a problem at present
62	I have not experienced problems as yet - last appointment was five years ago. Specific posts e.g. music/PE may be difficult to fill in primaries. I am aware that headships are harder to fill
63	No recruitment problems here
64	An advertisement for a Deputy headteacher three years ago attracted few applicants and very poor quality save one. Currently a main scale teacher with 1/2 management points can attract a salary that is just below, equal to or more than a Deputy headteacher. What future a Deputy headteacher?
65	Supply teachers are very scarce. This is a major problem
66	Recruitment and retention is becoming an issue. There have also been occasions for the first time in many years that we have not been able to obtain supply teachers
67	Staffing has been stable for the past five years. New teachers have been appointed as the school has grown. 2001 produced 108 applicants for 1 Key stage 2 post.
68	Supply teachers are a great problem. Major problems with new recruits is the fact that once here for a year period – permanent contract. Very difficult to re-advertise if not 100% happy with new post-holder!!
69	Generally we have had many applicants for permanent jobs, but fewer for temporary jobs. There's definitely now a trend for younger teachers to look outside the profession for career development – much more so than in past years. More mature teachers also seem to be more keen to finish than they were years ago.
70	I feel that recruitment of teachers is a problem due to the paperwork, low morale and bad press that teachers receive. Pay scales lack flexibility and the more experienced teacher who should be flying the flag for British education feels undervalued and is replaceable with cheaper younger staff
71	As a headteacher of a small primary with a heavy teaching load and little administrative help from the LEA it is hardly surprising that vacancies for such posts attract few applicants
72	Impossible to employ fluent Welsh speakers in maths and sometimes in science

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73	The number of applicants for Deputy headships and headships appears to be a concern. This would seem to have an effect on the quality of applications. Many excellent practitioners/co-ordinators in my experience in our setting do not appear interested in management posts. If this situation is reflected in other schools the future appears difficult.
74	It is proving increasingly difficult to recruit staff on a supply basis – short or long term
75	We find it very difficult to recruit qualified early years teachers and one of our E.Y. teachers is actually secondary trained!
76	Retention- major problem salary of deputy head teacher. With introduction of threshold and threshold plus this means that in order to retain differentials the d.h. needs raise, which is paid directly out of school budget. If differentials not kept d.h. would not remain in post
77	I see no problems in recruitment – there are more teachers than vacancies. The problem is one of finance – I would like more money to use up the over supply of teachers and keep class sizes low!
78	The gap in pay between class teacher/deputy head/headteacher needs to be looked at or fewer and fewer will be applying for senior management posts. No head should have to teach to meet their budget. The idea of deputy heads and heads almost having to beg for their annual pay increase to the governing body needs to be examined as it is demeaning. There is still an overload of paperwork everywhere in education.
79	There is no recruiting problem in the area at the moment but most of the teachers of 45-50+ are eager to finish and feel under pressure. There will be a problem when they all reach retirement age
80	Generally less work pressure so they work less outside school hours. Hold INSET days to work with “Stress” in the job
81	Advertising early in the academic year will assure that more teachers will apply for the job.
82	Teacher and headteacher moral is at an all time low. Pressures include excessive paperwork, poor pay, unnecessary pressured from government and a general feeling of low esteem. It is about time their issues were addressed and we got back to teaching children, not filling in forms
83	Sadly funding levels mean we are not in a position to recruit staff
84	There seems to be fewer jobs coming out. People do not seem to move from school to school as often e.g. for a responsibility role
85	Fluctuation of grants available to support basic skills on an annual basis require short term contracts to be issued which are not sustainable. 2 contracts terminated 2001/2002. Forward planning for recruitment is difficult because money made available centrally is not delegated to schools promptly
86	Music specialists difficult to recruit, also because we advertised for Key stage 2 post with emphasis on Upper Key Stage (Yr 5/6) this limited the applications. Many NQT's are not experienced enough for Yr 6 responsibility of Yr 6 workload
87	Although we received a reasonable number of applications for the vacant posts very few offered the experience necessary. Many candidates seem to apply “just in case” they have a chance
88	The school is situated in a semi-rural area where housing is still fairly reasonable and available to teachers. We therefore have had no problems with recruitment or retention
89	Although we have no difficulty with recruitment or retention at this school at present, the age profile of the staff is such that within the next five years we will lose 20% of staff to retirement. Several of those would seek early retirement if it were available.
90	It is becoming very difficult to find supply cover – especially those qualified and able to carry out the duties. Too many senior management posts (headteacher & Deputy headteacher) have to be re-advertised and then the number applying for the posts is very low.
91	We are only a 2 teacher school and do not have problems with recruitment.
92	The staff at school are “experienced”, the youngest being 40. We find supply cover difficult at times.
93	In our area there seems little teacher movement. With declining numbers of pupils in the primary age there appears few jobs for teachers.
94	Retention of current experienced staff is likely to cause a problem, next year due to reduction of teaching time available i.e. job share taken to avoid redundancy situations. On a wider issue – a greater problem is development and progression for experienced staff – no appropriate job vacancies in area, not just this authority (Powys)
95	Have to ensure classes kept under 25 and that there's suitable financial support to arrange this. More human resources for pupils with discipline problems
96	I recently advertised for maternity cover for reception class. Only 2 applicants applied – 5 applied to re-advertisement. I've noted a tendency amongst supply staff to want to be flexible i.e. on a daily or weekly basis but not want a longer term of work due to other commitment. Providing private tuition seems to be supplementing the missed days of supply work.
97	Recruitment of staff far more effective through the use of Carmarthenshire LEA's pool of newly qualified teachers
98	We are fortunate that in this small school the staff are happy and fulfilled in their work. However, following a recent inspection I personally feel that teaching is not the profession I wish to remain in and am considering other options

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99	Problems have arisen at Dep. Head and Management +1 posts because of the advent of threshold pay and the erosion of Dep. Head/Head pay. This has severely affected the number of applicants and quality of applicants
100	Early retirement needs to be addressed within the Authority. The teacher base will become a very old base in the years ahead.
101	Finding it very difficult to recruit due to location (most want to live in Cardiff about 32 miles away). Find it hard to keep teachers more than 3 years. Tend to leave after they've gained experience. Also work load greater in smaller schools where teachers need to be familiar with more than 1 subject
102	Problems have been experienced recruiting supply staff over the early part of Autumn Term 2002.
103	Supply teachers very hard to find in rural areas
104	Process of recruitment is developing positively. Retention has issues due to budget constraints i.e. in a relatively small sector Deputy heads are expensive and often result in a lack of structure and promotion opportunities for middle management
105	There is very little movement in this area so retention is not that difficult. However our budget does not allow for any incentive allowances either for the head or teaching staff. Our NNEM took early retirement last year and her post was easily filled.
106	It is very difficult to retain young teachers in this school, This is one of the very few years in recent history where no teachers have left. The area is an extremely challenging one – a Communities First Area – where vandalism, crime is high. We have an extremely high number of pupils with SEN/FSM (both between 65-70%) and the area takes its toll on staff. Challenging pupils and parents are the greatest causes of stress. The effect of vandalism (and to a certain extent the community itself) also undermines teachers efforts, sapping enthusiasm.
107	Has not been an issue in this school over the past seven years
108	The pressure and workload on teachers (primary) today means that most would consider other employment if they could find something suitable in a rural area such as Pembrokeshire
109	No problem experienced in past
110	Sufficient applications were received for vacancies. Content with the quality of the applications. Consequently recruitment is good. Retention is not the problem
111	There are many excellent students leaving ITT and finding permanent posts is difficult for them. Many have found themselves working for agencies. Not good . Retaining staff is not the question – retaining motivation, enthusiasm for the job is much more difficult. Causes are: bureaucracy, inspections, external pressures generally, and lack of money in school budgets to drive educational improvement forward
112	Some teachers experience difficulty in getting full time positions after leaving to start a family, because they are at the top of the pay scale and school budgets are usually set the previous March/April. Staffing systems do not make it easy for teachers to move from one school to another to enhance their experience (that is, without promotion) and this is a shame. It can be difficult to get teachers on the top scale to undertake the teaching of Y6.
113	There were no posts advertised between the period 1 <sup>st</sup> Jan – 31 Aug 2002. No teachers left the school during the above period. For information, when teaching posts became available (for classroom teachers KS1 + KS2) we received 100+ applications.
114	It is difficult to find teacher staffing based on a formula funded system. It would be a far fairer system if schools were provided the ACTUAL costs of their staff. This would avoid schools having to make cutbacks, due to budget difficulties brought about by the staffing bill. I welcome the provision of funding for threshold and performance management (+ leadership scales). It was very unfair to pay staff only when schools could afford them (not true of threshold).
115	It's harder to find supply teachers who can teach through the medium of Welsh. We rely on teachers that have retired.
116	A big fall in the number of applicants.
117	There have been no problems due to teachers remaining in post.
118	4 applicants hadn't taught full time (long term agreements)!
119	I have three teachers retiring in December 2002. (all are early retirements)
120	As a headteacher of a small primary school the number of posts that come up are small. However, over the last few years there has been a marked drop in this area of people willing to try for teaching posts.
121	There is a shortage of teachers who are qualified to teach through the medium of Welsh. The posts were advertised as early as February in order to get a good response and a good choice of applicants. It was a great disappointment to see 11 forms for 2 posts.
122	Acting headteacher (2yrs) employed as school is due to close.
123	Three were interviewed, but only one could do the job. Small numbers of applications are bad enough, but the fact that so few are qualified to do the job is an even bigger problem.

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124	Recruitment is not a problem. The school (Governors, staff and parents) are concerned about giving staff temporary contracts because of budget problems.
125	It's unreasonable that we have to do this unpaid work for the Council, without mentioning that we have to pay to belong to it. Next time the forms are sent out note how much you are going to pay us to do this work.
126	During the Spring Term of 2001, a teaching post was advertised. I issued 205 information packs and received 196 completed applications. At school we have found that by advertising as early as possible and offering a comprehensive information pack, we have been fortunate. Unfortunately the Governors will need to reduce the teaching staff for Sept 2003 owing to insufficient funds!
127	There is a problem recruiting deputy headteachers in the Roman Catholic primary sector
128	From Sept 2002 there will only be two teachers at the school. One teacher has moved to another school.
129	General staff discontentment/stress due to 'outside' pressure of work adding to workload. More staff interested in job share – difficulty in recruiting 'good quality' job share positions. Great problems in recruiting 'good quality' supply staff to cover maternity leave and day to day cover.
130	Regarding Q2. when advertising the Infant Department post, we would have ideally liked to recruit a male teacher, with responsibility for teaching P.E. Of the 12 that applied, 3 were male: one with an acceptable application, the other two were of a low standard. The standard of most of the applications was unacceptable. The language of half of the applicants had many mistakes, particularly in Welsh, and would not have been a good language model for the pupils. A post was recently advertised for a headteacher in the school. There were 6 applicants. This is extremely high, for example only 2 applications were received for another headteacher post in the South East area recently. The situation would be even worse if a headteacher qualification was required. We need to ensure that more teachers apply for this qualification in this area, particularly through the medium of Welsh.
131	Very difficult to attract teachers to the posts.
132	Not enough permanent positions available for new recruits.
133	No teachers left the school during the period 1 Jan to 31 Aug 2002, but six members of staff are still champing at the bit for early retirement! The main reasons given are the lack of respect in general from pupils and parents. Assessment has gone O.T.T – they are drowning in paperwork, so much so that an I.E.P is practically required for every child! There are far too many 'new initiatives' which undermine the confidence on many who have been at the chalk face for years – most of them excellent teachers.
134	We have not had any problems recruiting full time or part time staff. The teacher working with KS2, although trained at KS1, had worked with junior age children at various other schools before taking on her responsibilities at this school.
135	The last teacher that left this school was in July 2000. She had been teaching in the school for 3 years, was made redundant, but re-employed in the LEA. All my other staff have taught here for 5+ years. The last time I advertised for a teaching post (5 years ago) I had about 150 applications.
136	Workload needs to be reduced. Paperwork is killing the enthusiasm of dedicated, experienced teachers.
137	Difficult to recruit teachers for special needs learning centres. Very few applications are high quality.
138	One member of staff has indicated that she intends to leave the profession. All teachers state that they enjoy working with children in classroom, but assessment and paperwork are too prescriptive. Teachers need time for preparation, assessment and marking.
139	Although we have a large number of applicants for posts – the quality is often poor. Application forms are poorly filled in.
140	In the past I have not experienced any difficulty in attracting high quality staff.
141	Some staff are qualified to teach KS1 / KS2 therefore the numbers in column 2 and 3 do not correspond. We have an established staff many of whom have remained in the school for considerable lengths of service. Recruitment and retention has not been an issue for the school.
142	New Head appointed to start Jan 2003. 2 applicants. Interviewed July 2002.
143	1 member of the teaching staff left to take up a post in another school due to budget restrictions and pupil number reduction. Since April when budgets are presented to schools, our pupil numbers have increased. This causes us to organise larger classes because of staff reduction.
144	Recruitment and retention is becoming an issue. There have also been occasions for the first time in many years that we have not been able to obtain supply teachers.
145	Staffing has been stable for the past five years. New teachers have been appointed as the school has grown. 2001 produced 108 applicants for 1 KS2 post.
146	Redundancy due to falling rolls (?)
147	I've been Head for 4 years with very little change. It's difficult to comment. Supply teachers are a great problem. There is a major problem with new recruits in the fact that one they have been here for a year they are given a permanent contract. It is very difficult to re-advertise if you're not 100% happy with the new post-holder!
148	We begin the redundancy procedure in Sept to lose 0.5 of a teaching post in January. We have also lost



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	Special Needs Teaching time and 25 hours ..... time. In Jan there will be no headteacher non-contact time. Re-arranging the school to its natural teaching compliment following the withdrawal of our 'Reduced infant class size' teacher has caused major problems with regard to confidence in the school and public perception.
149	All teachers employed at this school are qualified for teaching the full primary range. I am one of the teachers teaching KS2 as a teaching head. I teach 4 mornings a week.
150	As a headteacher of a small primary with a heavy teaching load and little administrative help, from the LEA it is hardly surprising that vacancies for such posts to attract few applicants.
151	No teachers have left during this period.
152	As a Welsh medium school in Mid Wales it is often difficult to recruit teachers, and after recruiting to keep them, as we are situated in an area that is noted for its Welsh culture. It is also difficult to travel here from urban areas. During the last two years we have not received more than 6 applications for any one position. As a result of this we are unable to request a specialist in a curriculum subject as we do not wish to reduce out choice further. We have noted, however, that a significant number of applicants are specialist in Welsh.
153	Recruiting and appointing headteachers in small rural schools is becoming more and more difficult (in some cases there are no applicants).
154	We have not had any difficulties in recruiting in my experience (9 years). Nor has any one left for another position. I wonder if this is generally typical of Welsh medium schools in anglicised areas? In my experience teachers in these schools tend to stay in the Welsh sector and stay longer in the same school.
155	It has been difficult to attract experienced teachers even after advertising an extra point for experience/key stage leader.
156	Teachers must be given the opportunity and the time to teach children and to prepare instead of wasting their time with unnecessary paperwork. Give status to the profession – better conditions and pay rises.
157	There are still concerns over the number of male teachers applying for positions in primary schools.
158	Local authorities should advertise much more for supply teachers – and offer regular training so that they are up to date with developments and can do the job confidently.
159	There is a shortage of teachers who are able to teach through the medium of Welsh, especially male teachers. At times it is impossible to get supply teachers.
160	I would like to note the difficulty in getting supply staff to cover sickness and inspection periods. As a full time teaching head this is a problem.
161	We try very hard to keep our experienced permanent staff. The system of using pupil numbers and "points" makes smooth management very difficult in a school of 53 pupils (2.91 teachers). We also try to give some non-contact time for administration, when possible!
162	Recruitment has not been a problem in areas that are traditionally Welsh. One of the main reasons I suspect is that a large number of teachers wish to move back to Welsh areas.
163	Very difficult to get Welsh medium supply teachers at the school.
164	This school's governing body feels that the <b>number of teachers sharing jobs</b> is damaging in a junior school.
165	Recruiting nursery teachers for ½ a day can be a problem (we are a half day Nursery unit). Teachers want a full day's work. We also share the school with the English school next door. Male teachers are thin on the ground in the primary sector. Some teachers who are natural Welsh speakers and teach in the English sector are unwilling to transfer to the Welsh sector – we need a way to encourage them.
166	We have kept the same staff since 1993.
167	Very few chances to "move up" in the profession. Few heads / deputy heads positions advertised within the county.
168	No problem in this school at the moment, although due to the age of staff I can foresee problems in the next few years as many of us are near retirement age.
169	The post wasn't advertised – I contacted the college directly – early years position.
170	It's hard to attract part time teachers due to the location of the school and travelling time involved.
171	Due to the language and tradition of rural areas it's very important for schools to choose the most qualified teachers, and that there is an "attractive package" in order to keep teachers in rural schools.
172	The big problem in this area (Meirionydd) is recruiting supply teachers. This is a problem in many schools as the "best" supply teachers are used for longer term cover, e.g maternity leave / long term sickness.
173	Must emphasise how good the holidays are! Bureaucratic requirements remain heavy on headteachers and often have to be transferred to teachers. Inspections are "spectres" as opposed to a natural process of improving a school and its standards over a period of time. It's a threat and a burden on the majority of teachers and drives them to over work and illness.

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174	I am of the opinion that unfavourable working conditions, e.g marking, preparation, assessment etc. outside school hours is the most important factor in relation to recruitment and retention of teachers. Raising salaries is not the best way to recruit more teachers – instead the bureaucracy that swamps us should be reduced.
175	I was trained to teach Secondary pupils, and I am now teaching KS2.
176	No experience of recruiting staff, but it can be a problem to get supply teachers.
177	We sometimes experience difficulties in getting supply teachers.
178	The timing of appointments is important. A position in May/June received over 30 applications in comparison with only 12 in January.
179	More funding for management and administration work would be an advantage in order to keep the best in leadership posts, so that they feel that they are giving the best value for money to the school that is employing them, and <b>not</b> wasting time doing unimportant administration work (dealing with damaged toilets, etc.). Funding is needed in order to give (short) periods of non-contact time to <b>every</b> teacher at times.
180	Need to train supply teachers that have not been teaching for a few years. Need to ensure that every teacher is fluent in both oral and written Welsh.
181	In order to keep teachers in primary schools, common sense must be brought back into the profession, by leaving teachers to “teach children”, and completely do away with the unreasonable paperwork that is tied to the job these days. Also do away with the pay system whereby teachers must prove themselves to get a pay rise (again this system requires a lot of paperwork and proof). I am very serious in asking where the profession is going with award systems from the point of view of salary and from the point of view of gaining endless praise!
182	Staff figures have remained stable for the past 3 years.
183	The last few posts we have advertised have had few applicants and the quality of those that applied has been <b>very</b> poor in most cases.
184	In speaking to colleagues it is evident that retaining good quality NQTs in the first three years of teaching is difficult, as many move out of the profession to take up opportunities in other sectors. Interestingly, these are quite often less well paid roles. Reasons for leaving teaching include: out of hours workload; mistreatment by parents; behaviour management problems; lack of promotional opportunities to increase salary!
185	Re Q3. “X” is an excellent teacher who left the profession to start her own nursery (private). When she joined the staff three years previously she saw her future as a headteacher within ten years.
186	The school has been in an extremely “stable” state for several years with regard to staffing. Most of the staff have been teaching here for many years. Our annual worry is that the tight budget for small schools may affect the staffing levels. However, we have been fortunate to maintain a very good pupil-teacher ratio again this year.
187	Re. Q3. 1 a teacher has been seconded for the year 2002 – 03 to run another school A good idea to develop CPD and develop future Deputy heads and headteachers. Very few teaching courses for phase 3-5 years have been developed at ITT stage. Some qualified NNEBs may have to become teachers but their course would have been primary (5-11yrs), concentration would have been on N.C (core & foundation). 5 out of the 6 teachers employed, had a teaching practice in either Nursery (3-4) or Reception (4-5). But it did not form a major part of their core for theoretical analysis.
188	This school does not experience any difficulties in attracting a wide range of suitable applicants to consider.
189	One post filled internally from temporary to permanent. One post filled by moving from temporary school employment to maintain classes below 30 at KS2, funded through Welsh Assembly by LEA.
190	My deputy headteacher, who is an excellent teacher and manager, is very reluctant to apply for headship because she has seen the pressure and stress of the post. She is more likely to develop her career in education administration!
191	I feel that there might be retention incentives for teachers who have not yet been able to cross the Threshold and who work in schools in deprived areas, where additional allowances from within the delegated school budget are not a possibility.
192	At the present time we have seven teachers qualified to teach at KS1 and ten teachers qualified to teach at KS2. We have two teachers qualified to teach early years, both male and prefer to remain in KS2. At present we have two teachers on yearly contracts and one on a termly contract(covering the acting head's post). We hope to make one permanent after April.
193	Our second “Early Years” teacher is an experienced, enthusiastic KS1 teacher who is currently leading the Nursery unit.
194	The school currently employs 4 members of staff who will retire over the next four years. Recruitment and retention has not been a problem for this school since becoming a Key Stage 2 school in 1975.

195	Both 0.5 teachers were made redundant due to falling rolls. The other decided to take a break due to the fact that it is improbable that the exact hours to suit the teacher could be found.
196	The only change in staffing has been my appointment as headteacher from 01.09.02
197	There is a need to raise the professional profile of the job. Need to raise the public's awareness of the hard work involved in the job. Need a positive perspective from the Government.
198	I am aware that appointing teacher/headteachers in the county of ..... is very difficult, even though the need has not arisen during the period referred to in the questionnaire.
199	I think that teachers should be paid more across the board. Teaching has got to be made more attractive to graduates, otherwise they will vote with their feet and seek employment in other, more well paid, professions or industry.
200	Two full time teachers were declared surplus to requirements due to falling rolls. Both teachers, below age 30, are now in the process of opening an independent nursery for 0-5 year olds.
201	We have gone through the process of losing a teacher as pupil numbers have fallen. This has been a very difficult period for the school.
202	More emphasis needs to be placed on foundation subjects, and teachers need more freedom to teach "on a whim".
203	It's difficult to recruit teachers to Welsh medium schools, and harder still to recruit headteachers. Headteachers' posts in Welsh medium schools are often re-advertised in the press.
204	We have no problem with recruiting teachers to the job or retaining them once they have started.
205	All posts advertised attract very large numbers of applicants. Movement between local schools is more limited since introduction of Threshold: often depends on retirement! Good opportunities for CPD within the school helps retention. Currently, many new appointments are temporary: posts funded by NAFW grants, maternity leaves etc.
206	I've always had a very good response to advertisements – lots of expertise.
207	We never have a problem in recruitment and retention in our school.
208	Will have to reduce staffing in the next 3-4 years due to a fall in pupil numbers.
209	Found little problem recruiting new staff from the pool available in the Swansea area.
210	Note that the vacancy created at KS1 was filled by a re-deployed teacher.
211	The lack of suitability and quality of applicants makes it difficult to draw up a shortlist of 4-5 really good candidates. We have re-advertised a post because of the lack of suitable applicants, i.e KS1 science plus some management experience.
212	There is definitely a problem recruiting headteachers. There are never enough available supply teachers – much needed nowadays with staff pursuing CPD etc.
213	At present, in our area there is little problem recruiting teachers. However, since most schools are small, headteachers tend to be teaching heads. I am head of a school of 150 children and have 1 day's management time. I teach a class of year 5 children 4 days a week. With so much more legislation and paperwork to complete, problems will – and do – arise recruiting headteachers.
214	We must ensure that Professional Development and Performance Management work effectively. Also, we must ensure a pay structure that encourages teachers to move to positions with more responsibility, i.e. performance and responsibilities must be rewarded.
215	Of the applications received a third were from candidates that could not teach through the medium of Welsh, even though the advertisement clearly stated that this was a requirement.
216	The only difficulty encountered has been the shortage of quality supply teachers at key times during the year.
217	Always very difficult to fill Welsh-medium posts in our area
218	Very unfortunate that budget restrictions required the loss of a teacher. Teachers are our most valuable resource.
219	We have an inspection in November – what other group of workers have such an intolerable, stress inducing, machine for assessing their work? We'd all leave if we could, I'm sure. Although I'm a committed educationalist my pay is out of sight of other people in my industry – you won't get top quality graduates to enter teaching unless you address pay and conditions.
220	Hard to draw teachers to the valleys, even harder to draw them to Welsh schools.
221	Early ears – significant equivalent experience
222	Very surprised at the number of applications for 1 post. The quality of some of the applicants was very good indeed.
223	I do not experience difficulty in attracting applications for teaching posts as the school boasts an excellent reputation. However, it is difficult to appoint teachers with specific expertise e.g. Music and teachers who are generally competent and effective classroom practitioners (i.e. "good teachers")
224	For the vacancy advertised, we received a lot of very good applications. Within our school, teachers only leave when promoted or retiring.

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225	During the period of the 1 <sup>st</sup> of January and 31 <sup>st</sup> of August 2001, great difficulty was experienced in appointing suitable qualified teachers for a post in Lower Junior Class. There were no responses to the advert (locally and within authority) requiring the "ability to play the piano".
226	Although there were 5 applicants for the post in the special needs department, two cancelled on the morning of the interview. In response to the internal advertisement for Head of Department there was only one applicant. Others say they don't want any more responsibility as they cannot cope with the daily workload.
227	There are enough qualified teachers in Gwynedd at the moment; however it is difficult to keep hold of part-time teachers.
228	The government have to tackle the dreadful situation in schools at the moment where teachers not only have to do a days work but they also have to prove to others that they've done the work. Let's get the focus back on getting fresh teachers in the classroom for the pupils instead of such emphasis on paperwork.
229	Please note: when teachers are teaching outside the age range for which they trained specifically at College, then they attend courses which fill any gaps in their expertise, in addition to in-house training and sharing of good practice.
230	We are very fortunate at the moment- we have a good balance of gender and age. Unfortunately, there is a limited choice of <u>Welsh speaking supply teachers</u> . High achievers have found employment.
231	As a school, we have not experienced problems of retention nor recruitment. Only one member of staff has left the school in recent years, and she resigned to start a family. A recent advertisement for two posts received 100 applications from a wide range of teachers from newly qualified to very experienced teachers.
232	Generally we have not experienced any problems in recruiting but a Music specialist has been impossible to find. We advertised twice for a Music co-ordinator (specialising in piano) and received very few applicants- the first time four applications were received, none of whom were suitable. Very poor quality of applicants each time and we did not appoint a specialist.
233	Recruiting is difficult, it's impossible to recruit principals for this part of the county. The amount of paper work that's connected to the job creates low morale especially when the principal is in charge of a class.
234	Numbers are decreasing. Insufficient funds will result in job cuts down to 5 in September.
235	It is extremely difficult to get hold of supply teachers and nursery administrators especially at late notice when a member of staff is absent due to illness. The lack of supply teachers is definite.
236	I have experienced no difficulties in recruitment/retention of class teachers but it has been very evident in many schools in this area that recruiting and retaining Head teachers is very difficult. I believe that the heavy teaching commitment attached to Headships of smaller rural schools is the primary reason for difficulties in recruitment and retention. People become quickly demoralised as they don't feel they are doing either job well.
237	Interestingly enough!! Two years ago I had a full-time teaching post available. I received 63 applications.
238	Stable Staff- No difficulties.
239	Recruitment and retention is not a problematic issue in this authority.
240	Recruitment for Senior Management is going to be most difficult due to increases for threshold (2 <sup>nd</sup> time).
241	We are fortunate to be 'overstaffed' because of prudent budgeting. The school has only 3 permanent teachers; Head teacher and 2 assistant teachers, the other two teachers are on temporary contracts.
242	No problem recruiting.
243	Shortage of early years specialists.
244	One teaching post was lost in school through falling pupil roll. That young teacher secured a post in another LEA.
245	Reduction in staff due to falling rolls.
246	Two Teachers requested job share and this was granted by the governing body. This enabled us to appoint an NQT for September 2002
247	5 to 6 years ago the school had less than 5 applicants for the posts of Head and Deputy. This seems to be the (anecdotal) picture in other local schools.
248	We had to re-advertise the Science/ year 6 post due to a poor response the first time round. The post was authorised with a management allowance 1 the second time.
249	A vacancy appeared during the Summer holiday's due to admission through appeals. Full-time teacher appointed to fixed-term contract. Specialist in numeracy- to "team teach". No advert due to "last-minute" nature of vacancy.
250	All staff are primary trained, therefore qualified to teach anywhere in school.
251	We have not recruited any teachers in the last 2 terms (unusual for us) but usually we have between 50 and 70 applicants for a teaching post.
252	There is a requirement of non-contact time for all Primary staff, particularly Deputy head teachers and senior members of staff. This will aid recruitment and retention.

## Annex D

253	Issues arising from teacher's workload will not aid retention of teachers; areas which need urgent attention are paper work, uncertainty over conditions of service, performance pay, additional responsibilities on Head teachers with regard to site, building, ground maintenance and conditions of building.
254	Recruitment in rural areas is not easy due to additional travelling costs. Retention of young (particularly male) teachers is not easy as they are looking for managements points which funding is not guaranteed.
255	It is becoming increasingly difficult to find supply cover. A lack of promotion opportunities is preventing movement of staff and the injection of new ideas into schools.
256	Due to lack of funds SEN Support Teacher 7.5 hours lost as well as a teacher having to reduce hours from 27.5 to 20.5.
257	We have had a temporary contract and a maternity leave to fill in this period. Both positions were taken up by supply teachers known to us. I think that trends and age profiles suggest that there will be a problem with recruitment certainly in the next decade. Retention of primary teachers new to the profession is not at present a problem here. However, unless pressures diminish I feel we will mirror secondary statistics soon.
258	In order to keep teachers there is a need to give teachers more rights and less to pupils and parents.
259	There is a desperate need for quality key stage 1 and 2 teachers (men), especially within the Welsh medium sector. Previous applications for posts at this school have been heavily inundated with female applicants. There does not seem to be the same standard of application by male teachers.
260	Recruitment, retention has not been problem in our school to date, but salaries will need to be funded appropriately as we enter a new phase of performance related pay. Falling roll over previous 5 years would have resulted in a redundancy had we not offered a job share arrangement for two top scale teachers and employed a newly qualified teacher.
261	Reception class teacher is not "qualified" but is very experienced in phase.
262	Out of six applicants for the Music co-ordinator's post, only two had any real background in Music.
263	I have had no problem filling vacancies of which I had three in the last two years. Concerned however, over the low number of male applicants in the Primary Phase. I am very concerned also that numbers of the profession including myself would not/are not recommending teaching a career to our children or indeed others. When there is no recommendation from the profession itself we will continue to experience serious problems in recruitment. Why? Bureaucracy, too much paper work, no quality of life!!
264	Recruitment and retention is generally not an issue. We have more problems finding good quality supply teachers for inset cover/ sickness.
265	Retention is difficult with pressures such as work pressure, too much paper work and the extra pressure from controlling performance.
266	No problems in retention at present, but there is an increasing problem in recruiting suitable supply teachers in both the English and Welsh medium, particularly so in the latter.
267	I teach 25 children between the ages 4-7 years old and also teach two languages. There is no assistance as we have no administrator. This in my opinion is an unacceptable situation for a head.
268	During the specified period there have been no vacancies and no teachers have left for any reason.
269	Current staffing is stable. One teacher is currently on approved leave of absence for 1 year to teach in the Scotland. Conversation frequently turns to seeking out alternative forms of employment as stress levels rise- which occurred last term (Summer 2002) prior to ESTYN inspection. Workload and perceived lack of appreciation by government is often quoted.
270	I feel that the cost of advertising is very expensive. I suggest that all teaching jobs in Wales should be advertised on the web.
271	No deficiency in this area to recruit or to retain staff.
272	It's a one teacher school therefore have to teach children in the 3 key stages.
273	There is great difficulty recruiting Welsh medium teaching posts, full time or part time.
274	It has become increasingly difficult to appoint staff of the right calibre. We are losing far too many staff after a few years service to jobs in the private sector (non-teaching) which pay a lot more and have a lot less stress. This job is hard enough as it is!
275	No teachers left the school during the period between 1 <sup>st</sup> January and 31 <sup>st</sup> of August 2002.
276	We have no recruitment needs at the moment. This is a three teacher school and no-one has expressed a need to leave (not yet anyway!)
277	The quality of appropriately trained teachers for teaching in our special unit for EBD pupils is very poor. Supply cover is a nightmare and out of a national advert (TES) we only had one EBD Primary experience applicant.
278	No problem with recruitment. A job available from September 2001 attracted 89 applicants with over 100 forms sent out.
279	The school is due for amalgamation consequently the temp vacancy will not be advertised until the new school is in existence- Sept. 2003

## Annex D

280	One early year's teacher has had considerable experience in this field without formal qualifications.
281	We are a small two teacher school and in the past 12 years have had no problems recruiting or retaining staff.
282	Due to faltering numbers and funding I had to terminate a full time S.E.N. teacher who redeployed by the LEA.
283	A teacher left to seek a teaching opportunity in another school or supply teaching elsewhere, her temporary 0.57 contract ceased. There were insufficient funds in the budget to maintain her employment. Some experienced key stage 2 teachers are now teaching in key stage 1, but have no formal qualification for key stage 1 teaching.
284	Over the past three years we have made two permanent and two temporary appointments to E.Y., key stage 1 and 2. I am very pleased with the high quality of teachers appointed.
285	People complain that there is no longer any real movement. Once you are in a school you are 'stuck' in it.
286	By keeping admin to the minimum, I have a stable, happy staff who love their work. The ethos of the school demonstrates this.
287	We have great difficulty in attracting staff to the area of Gwynedd LEA. The head teacher returned in August 2002. In spite of advertising the post twice already we have had no applicants so far.
288	There has been a steady decline in the number of applicants for senior posts. With threshold, teachers can now progress without the need to apply for Deputy or Head vacancies. Majority of heads in Flintshire are of the 45-55 age group. We are setting on a potential time bomb!
289	2 Teachers in key stage 2 trained to teach secondary pupils but have 20+ and 12+ years experience teaching in Primary schools - most of the time at our school.
290	The key stage 1 teacher who retired was not replaced as there are funding problems in the school, related to a falling roll. This falling roll has had significant impact on our school and is in part the result of a zoning system in place for admission to nursery class.
291	Recruiting teachers can be costly to a small school's budget. Because of the cost of advertising nationally it is not always possible to reach a wide audience when recruiting. This can limit the quality of applicants.
292	There are far too many primary teachers over the age of 50. Opportunities for younger qualified teachers are poor.
293	We work in a school that is perceived by LEA etc. to be 'good'. However the social challenges which contextualise our operation at ..... are considerable. The situation can be very challenging and demanding.
294	It is difficult to attract teachers to the area of Merionydd. There is a need to think of ways to attract young people to the area such as paying to relocate or better wages.
295	We are fortunate in this school. It is a very hard working and committed staff with a very good team spirit. The staff are naturally supportive of each other and staff meetings are always lively and everyone feels that they have something to contribute.
296	There is a need for an increase in funding for NTA posts; SEN support; to address discipline/ behaviour; to allow for out of hours school; and for initiative allowances. There should also be a decrease in paperwork; and new initiatives which are not thought through or funded sufficiently.
297	The Infant Class size reduction initiative, because it is not adequately funded, affects us badly. Each time a class goes over 30, I need to employ a 6 <sup>th</sup> teacher, yet there are not enough children to generate the funding for this. We have a £50k deficit budget projected for 2004.
298	We have encountered very few (if any) difficulties in recruiting and retaining staff in this area. There is comparatively little movement of staff in Powys and very few NQT's in the country.
299	I am at present running 2 schools jointly, as no suitable applicant has applied for leadership post for more than 2 years.
300	I have two newly qualified teachers in post since September 2001. They are already envisaging leaving the profession within the next five years. The fiasco with police checking is making life very difficult, when we are trying to encourage involvement, there seems to be an increasing number of barriers although I understand the need for safety. Supply teachers are definitely in short supply and can hinder professional development because of lack of cover.
301	It is difficult to recruit Catholic staff.
302	There is an alarming lack of male teachers in the key stages 1 and 2 sectors. Most male teachers are very much in the "senior" category and the situation looks set to worsen in the next few years. The continuing trend of "accountability" and "surveillance" is still undermining efforts to attract candidates to the teaching profession. This goes against the best efforts of the GTC for Wales. There is a need to enhance among serving teachers the fact that they are valued and trusted!!
303	In recent years there is a very evident decline in the number of male applications in the primary sector. As a head teacher, I think this will obviously have a huge impact in years to come.
304	Whilst targets are being met for numbers entering training institutions, are we getting quality? Workload is a problem to retain colleagues and an examination of conditions of service will be crucial in the next five years.

305	There were no problems with regards to the number of applications for a key stage 2 teacher for a one year contract, which ended in July 2002.
306	In the future there is a need to ensure that staff have the appropriate ICT skills, a good knowledge of Welsh second language and Welsh cultural issues.
307	Staff in our schools including Head teachers, are all feeling the pressures of lower standards in parenting skills, particularly in socially disadvantaged areas such as ours. Unfortunately, LEAs still do not appreciate the problem this causes in every area of life, and are still not funding schools to provide essential support staff, e.g. one additional adult in every class.
308	In order to keep good teachers, we must improve the quality of the job. Lately, a number of teachers have been seen to be under pressure.
309	We did not advertise any posts, but a years post was offered to a new supply teacher.
310	It is very difficult to get teachers to apply for posts in ..... We tend to use Gwynedd's agency system and choose an applicant from the list.
311	There is a need for a definite policy concerning top of scale Head teachers/ deputies and teachers so that schools are able to pay the increase.
312	It is hard to find support teachers in rural areas.
313	We are concerned that we tend to lose a great number of our best teachers far too early due to poor health from work strains. The number of applicants is generally decreasing with a great number of teachers leaving the profession only a short period after appointment. Therefore there is a need to decrease the time spent on paper work. Also the situation within smaller schools, with the head teaching nearly full time should be at the top of the agenda if we are to improve the standard of our schools.
314	Schools need more money to allow for the training of new teachers. These teachers need constant support form the school so, extra funding to employ supply teachers may perhaps decrease the workload in busy schools.
315	There is no problem with retention if communication, motivation and a happy positive ethos is retained. I have recently found one grievance about recruitment. I am now in a position to advertise for a part time teaching post. I am unable to advertise the post widely due to the extremely high cost of advertising space! Thus, the list of suitable candidates will be limited to the LEA vacancy circular which isn't always displayed in staff rooms!
316	It is worth mentioning that during the last year several head teachers posts within the Authority have attracted a low level of applicants, causing re-advertisements. It is also clear that staff seem reluctant to consider deputy headship.
317	The school has currently had a falling-roll situation so redundancy is a greater problem then recruitment. Only one member of staff has left for a post outside teaching in the last 15 years.
318	A number of new entrants find that there is no life/work balance. A number of pointless tasks consume evenings and weekends - teaching pupils seems to be of secondary importance within our present system.
319	Only three applicants were eligible for the advertised post. In the end only two applicants were interviewed, one was appointed elsewhere in the interview. Previously the number of applicants for Deputy headteacher was very disappointing even after re-advertisement.

## **ANNEX B**



## Methodology

The Council designed short self-completion questionnaires for both the primary and secondary sectors, with accompanying guidance notes to aid completion. These were designed in full consultation with Welsh Assembly Government officers, teaching unions and others.

The questionnaires were kept short to encourage response through ease of completion and by minimising the amount of work required to complete the questionnaires.

Draft questionnaire and accompanying guidance notes were piloted in a small number of schools in July 2002. The purpose of the pilots were to assist the Council in developing the final versions of the questionnaire and methodology before undertaking the full survey. The Council was interested in a number of issues, for example, whether the questions were clear and easy to complete, the amount of time required to complete the questionnaire and whether the most appropriate questions were being asked.

Following the pilot study, a survey pack was distributed to all headteachers in Wales in late August 2002, with a return date of 27<sup>th</sup> September 2002. This contained:

- a self-completion questionnaire;
- a short cover letter from the Chief Executive of the Council explaining the purpose and importance of the survey;
- accompanying guidance notes to assist the headteacher in completing the questionnaire;
- a freepost envelope for return.

All material was provided in both English and Welsh. Copies of the questionnaires, cover letters, accompanying guidance notes for completion and reminder letters are attached in Annex C.

In order to encourage response, the Council adopted a number of standard procedures, which included :-

- all schools were contacted shortly after the distribution of the questionnaire to ensure they had received the questionnaire;
- a reminder letter was sent to all non-respondents a week before the closing date for the return of questionnaires to encourage response;
- a number of teaching unions carried articles in their newsletters to encourage headteachers to respond to the survey;

- the Council issued a press release and included an entry on its website promoting the survey.

## **ANNEX C**

### **Survey Instruments**

Letter to primary schools

2 September 2002

Dear headteacher

### **Teacher Recruitment and Retention Questionnaire**

I have pleasure in enclosing a copy of the General Teaching Council for Wales Teacher Recruitment and Retention Survey for 2002.

The survey has the full support of a number of key partners, including teacher unions and the National Assembly for Wales. The published results are expected to receive a high profile.

#### Background

The Council conducted a survey of recruitment issues in secondary schools in Wales in September 2001, focusing on seven specific subjects where it had received anecdotal evidence of recruitment problems. The Council received an excellent response to this survey, with 73% of all headteachers responding to the survey.

The Council reported widely on the results of the survey and provided advice to the Assembly concerning the research findings.

#### About this Survey

The Council is now extending its research to the primary sector.

This postal questionnaire and accompanying documentation has been sent to all primary school headteachers in Wales for completion.

The questionnaire and associated methodology aim to collect "hard numeric" information rather than anecdotal views or perceptions. However, we are also conscious of the need to develop a survey instrument that encourages response through ease of completion, clarity of understanding and which also minimises the amount of work required by headteachers completing the questionnaire. Headteachers will be able to make use of much existing data in answering the questions.

#### The Benefits of Completing this Survey

I appreciate this is a busy time of year for you, however I would strongly encourage you to respond to this survey. By providing the Council with accurate

and up to date information, you will be assisting the profession in identifying a more accurate picture of the current recruitment situation in Wales.

A full response to this survey is important, as the Council is seeking to ensure that the results are statistically reliable and can be used with confidence.

The Council is again committed to publishing the results of the survey and you will be provided with a personal copy of the results. Individual responses will be treated in the strictest confidence and will not be disclosed to any other parties. Results will be published at an anonymised summary level.

### Return of Questionnaires

I very much hope that you will assist in this important area of work. I would be grateful if you would return the completed questionnaire using the pre-paid envelope provided by **Friday 27 September 2002** at the latest.

If you have any queries or views regarding the survey, please do not hesitate to contact Hayden Llewellyn, Registrar on 029 20550364.

Yours sincerely

Gary Brace  
Chief Executive

Letter to secondary schools

2 September 2002

Dear headteacher

### **Teacher Recruitment and Retention Questionnaire**

I have pleasure in enclosing a copy of the General Teaching Council for Wales Teacher Recruitment and Retention Survey for 2002.

This postal questionnaire and accompanying documentation has been sent to all secondary school headteachers of maintained and foundation schools in Wales for completion.

#### Background

The Council conducted a survey of recruitment issues in secondary schools in Wales in September 2001, focusing on seven specific subjects where it had received anecdotal evidence of recruitment problems. The Council received an excellent response to this survey, with 73% of all secondary headteachers responding to the survey.

The Council reported widely on the results of the survey and provided advice to the Assembly concerning the research findings.

#### About this Survey

The Council is repeating last years' survey in an attempt to identify underlying trends in respect of recruitment and retention. However, the survey builds further on the Council's first survey conducted in September 2001, by considering all subjects and the issue of teacher retention.

The survey once again has the full support of a number of key partners, including teacher unions and the National Assembly for Wales.

#### The Benefits of Completing this Survey

I appreciate that this is a busy time of year for you, however, I would strongly encourage you to respond to this survey. By providing the Council with accurate and up to date information, you will be assisting the profession in identifying a more accurate picture of the current recruitment situation in Wales.

A full response to this survey is important, as the Council is seeking to ensure that the results are statistically reliable and can be used with confidence.

The Council is again committed to publishing the results of the survey and you will be provided with a personal copy of the results. Individual responses will be

treated in the strictest confidence and will not be disclosed to any other parties. Results will be published at an anonymised summary level.

Return of Questionnaires

I very much hope that you will assist in this important area of work. I would be grateful if you would return the completed questionnaire using the pre-paid envelope provided by **Friday 27 September 2002** at the latest.

If you have any queries or views regarding the survey, please do not hesitate to contact Hayden Llewellyn, Registrar on 029 20550364.

Yours sincerely

Gary Brace  
Chief Executive

Reminder letter to primary and secondary schools

18 September 2002

Dear colleague

**Teacher Recruitment and Retention Questionnaire**

I wrote to you on 2 September 2002 to inform you that the Council was undertaking a survey on the subject of teacher recruitment and retention in Wales, and was pleased to provide you with a copy of the questionnaire for completion.

As stated in my original letter, by providing the Council with up to date information, you will be assisting the profession in identifying a more accurate picture of the current recruitment situation in Wales. The published results are expected to receive a high profile.

The final return date for questionnaires for this study is Friday 27 September 2002, and it has been noted that the Council has not received a completed questionnaire from you at present.

I very much hope that you will assist in this important area of work and would strongly encourage you to respond to this survey.

If you have any queries regarding this work, or require a further copy of the questionnaire, please do not hesitate to contact Hayden Llewellyn, Registrar on 029 20550350.

Yours sincerely

A handwritten signature in cursive script that reads "Gary Brace". The signature is written in dark ink and is positioned above a thin horizontal line.

Gary Brace  
Chief Executive

(copy of primary sector questionnaire)

(copy of secondary sector questionnaire)



**Draft****Review of teacher recruitment, supply and retention in Wales – Cardiff University  
School of Social Sciences - High level summary  
Professor Stephen Gorard, Dr Patrick White (et al)****1.0 Introduction**

The General Teaching Council for Wales has acknowledged that there is a large body of existing information regarding teacher recruitment, supply and retention in Wales.

The Council commissioned a desk based research study of existing secondary data sources by Cardiff University School of Social Sciences, aimed at achieving the following objectives:

- the identification of existing data sources on recruitment, supply and retention in Wales;
- a consideration of the quality and value of existing qualitative and quantitative information sources;
- a detailed analysis and interpretation of the existing secondary information sources found.

**2.0 Key findings****2.1 Existing information sources on recruitment, supply and retention**

It was identified that a wide range of current information exists on recruitment, supply and retention. This ranges from:

- large scale numeric datasets collected by government departments such as the Office for National Statistics (ONS), the National Assembly for Wales (NAfW), the Department for Education and Skills (DfES), the Universities and Colleges Admissions Services for the UK (UCAS), the Higher Education Statistics Agency (HESA) and the Teacher Training Agency (TTA), usually on an annual basis;
- one-off research projects, often making use of the large scale datasets noted above;
- ad-hoc surveys by teacher unions, academics and others.
- newspaper, journal and opinion articles;

The research highlights that while the number of potential sources of data is growing, there are certain limitations which need to be borne in mind when analysing and interpreting the sources currently available, for example:

- different datasets often provide contradictory evidence;
- there is an over reliance on small scale work, self-reporting, opinion and anecdotal comments;
- changes over time in the date and methods of recording data and the bases for geographical aggregation;

- differences in the definitions used for key indicators such as “a teacher” and “a subject”;

## 2.2 Findings of the data analysis undertaken

### Recruitment to initial teacher training

- in Wales the number of undergraduate ITET students for all subjects tripled between 1994 and 2000, but was in line with targets for enrolment. This increase was particularly marked for female students and for certain shortage subjects such as Mathematics;
- PGCE enrolments declined between 1995 and 2000 in Wales, while targets increased. However, the number of applicants still outstrips places available by 2 to 1.
- evidence indicates that the likelihood of acceptance for ITET courses appears to decline with age, and by the age of 29, withdrawals and rejections outnumber the successful applicants;
- however, there are difficulties in recruiting to certain ITET courses, such as Mathematics, Science and Languages. Indeed, to meet targets for the number of ITET students in such subjects, there would be a need to recruit 40%+ of all graduates in these subjects;
- in Wales, there has been growth in home domiciled ITET students to 75% in 2000. The majority of the remaining 25% are from England.

### Completion of initial teacher training

- while data is not available for Wales only, information for England and Wales as a whole indicates that many trainees do not complete their course or where they do complete their course, do not subsequently pursue a career in teaching. In 1999/2000, 17% of PGCE students did not complete their course of study, while 29% of all PGCE completers did not take subsequent teaching posts.
- from 1992 to 1997, there was an increasing proportion of teachers trained in Wales, who found posts in England. Furthermore, in the nursery and primary sectors, there are more Welsh trained teachers working in England than in Wales.

### The demand for teachers and vacancies

- vacancies in Wales are generally lower in the primary sector than in the secondary sector;
- vacancy levels are lower in Wales than in England in both the primary and secondary sectors;
- the number of vacancies in schools varies by subject, with peaks in subjects such as Mathematics, Science and Technology;
- vacancy rates are increasing from a lowest ever recorded level in Wales and England in 1997.

### The retention of teachers

- there has been a growth of new entrants to the profession in Wales in recent years, but a decline in returners following a break in service;

- 8-9% of teachers who are in-service leave the profession each year, with this trend increasing slightly. This figure will of course include teachers retiring from the profession;
- there has been a large rise in teacher turnover in Wales, between 1994 and 2000, much of which is explained by teachers moving between schools. This emphasises the fact that vacancy rates are a poor indicator of teacher supply;

#### Teacher and pupil numbers

- the number of pupils and the number of teachers has seen an upward trend since 1990 in Wales in both the primary and secondary sectors, with the overall pupil / teacher ratio remaining roughly constant at 16.5 since 1981, albeit with some variations between schools and sectors;
- in contrast, pupil / teacher ratios in all sectors have been falling in England since the 1950s and the UK pupil / teacher ratio is lower than in comparable developed countries;
- however, teacher numbers do not appear to be clearly linked to pupil numbers, for example, teachers in the primary sector in Wales continued to rise from 1996 to 2000, while primary numbers dropped slightly;

#### Qualifications held by teachers and applicants for ITET

- there has been a growth in applications for PGCE courses in Wales from graduates with first and second class degrees. This growth is in line with the national trend.
- there is a considerable variation in entry qualifications to initial teacher training by subject, with subjects such as Mathematics and Physics attracting applicants with low entry qualifications or qualifications in other subjects;
- this pattern often extends into the classroom, with similar variations by subject as regards teachers having appropriate qualifications and ones of a suitable standard.

#### Demographic characteristics of teachers

- an increasing proportion of teachers are female, with female teachers exceeding males in all sectors in Wales;
- the teacher population is a mature one, with the main age category being 45 – 54. Also, very few teachers are 55+, perhaps due to early retirement;
- there is evidence in Wales of under-representation in the teacher workforce from ethnic minority groups and those with disabilities.

### **3.0 Recommendations for policy and further research**

#### **3.1 Policy implications**

The research brings to light a number of implications for future policy development and strategic planning on recruitment, supply and retention in Wales. These include:

- the apparent value of the vacancy rate as an indicator representing little more than a snapshot of turnover;
- to be representative of the population, the profession would need to recruit greater numbers of males, ethnic minorities, teachers with disabilities and older NQTs;
- there are more applicants for initial teacher training in some subjects than places available, meaning that targets could be increased or entry requirements changed

#### **3.2 Recommendations for further research**

A number of recommendations are made in respect of further research, which might identify further patterns concerning recruitment, supply and retention. These are:

- the tracking of individuals from application for a course of initial teacher training through to the commencement and completion of training and on to employment;
- the need to conduct more complex multivariate analyses of the determinants of teacher recruitment, supply and retention;
- modelling work looking at predicting expected vacancy rates, thus allowing an estimate of the long-term vacancy rate.



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

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## CABINET WRITTEN STATEMENT

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**TITLE:** National Agreement On Teachers' Workload

**DATE:** 15 January 2003

**BY:** Jane Davidson AM, Minister For Education And Lifelong Learning

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On behalf of the Welsh Assembly Government I have today signed an historic Agreement between Government, employers and school workforce unions to tackle teachers' workload and raise standards.

I fully support the UK Government's proposals in the Agreement for changes to the teachers' contract in England and Wales. The Agreement recognises that under devolution it is for us to determine how these changes can best be achieved in Wales.

**The Agreement will achieve progressive reductions in teachers' overall hours through:**

- changes to the teachers' contract to ensure that teachers and headteachers do not routinely undertake administrative and clerical tasks; have a reasonable work/life balance; have a reduced burden of cover for absent colleagues; have guaranteed planning, preparation and assessment time within the school day, to support their teaching, individually and collaboratively; and have a reasonable allocation of time in support of their leadership and management responsibilities; and

- reducing unnecessary bureaucratic burdens on schools and providing increased support for teachers inside and outside the classroom.

The Assembly Government has committed £21 million over the next three years to increase the level of administrative support in schools. We are discussing with our education partners how this funding is targeted to best effect in schools.

In addition, we are making some £1.4 million available to pilot and develop a 'change management programme' to help schools to adopt working practices that help reduce teachers' workload, including making the best use of funds for administrative and other support as they come on stream.

Delivering the contractual changes means teachers will also need more support in the classroom. It is important that those providing the support are appropriately trained and qualified. We will be working with our partners in education to develop the way forward, based on the principles set out in the Agreement.

This Agreement is the starting point of an exciting period in teaching – one where the professional needs of teachers are fully recognised, and where teachers will be better supported to enable them to focus clearly on their professional functions and so raise their standards and the standards achieved by pupils in Wales.

**Signatories to the Agreement are:**

DfES

Welsh Assembly Government

GMB

NAHT

NASUWT

NEOST

PAT

SHA

TGWU

UNISON

**Annex G is available in hard copy from Committee Secretariat**