



TES Teacher Recruitment Index

MARCH 2016

The New Report at a Glance

A photograph of a classroom. In the foreground, a student with long dark hair, wearing a blue long-sleeved shirt, is seen from behind with their right hand raised high. In the background, a teacher with long dark hair, wearing a light-colored top, is standing and gesturing with their hands. A green chalkboard is visible behind the teacher.

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There is growing recognition of teacher shortages.

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TES data shows recruitment was slightly easier in autumn 2015 than 2014.

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But in all subjects except art and design and design technology, it is harder to recruit now than it was in 2012.

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Teachers in England don't feel valued - 17.5% said they were "certain" to quit teaching within three years.

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But they know they would be valued overseas – 9.8% of teachers said they were certain to be working abroad or were seriously looking.

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Talk of teacher shortages is self-perpetuating – 31.1% of teachers said talk about a "recruitment crisis" made them feel more likely to leave the profession.

7

But teachers can break the cycle – 67% said they would feel more optimistic if they were "treated as partners in the debate, rather than objects of discussion".

There is a growing recognition of teacher shortages



In February, the National Audit Office published its Training New Teachers report, which warned teacher shortages were growing and said the government's method of calculating how many trainees were needed each year had a "significant risk" of being wrong.

In the wake of this, the Association of School and College Leaders surveyed nearly 900 school leaders and found 89% were "experiencing difficulties" in recruiting teachers.

The government has recognised schools' concerns about recruitment. Education secretary Nicky Morgan told the ASCL's annual conference in March:



We know, I know, ministers know, that recruitment is a challenge. We hear your concerns.

What the Index data tells us

TES data shows recruitment was slightly easier in autumn 2015 than in the previous year. The latest TES Teacher Recruitment Index data shows that across England, the rate at which schools could fill teaching posts in the autumn recruitment round rose slightly, for the first time since 2011.

Some regions saw a marked improvement. In Yorkshire and the Humber, the success rate rose by 16.8 points after three years of continuous falls – and there were rises in London, South East England and the West Midlands. By contrast, the previous set of TES Teacher Recruitment Index data, for Easter 2015, found falling recruitment rates in all of these regions. This may indicate a change in the annual pattern of teacher recruitment, with more teachers willing to move jobs during the school year, applying in autumn rather than spring.

Analysis by subject area reveals recruiting teachers in English, PE and geography was easier in autumn 2015 than it had been in autumn 2014. Science and maths remain the problem subjects, while history and information technology were the biggest fallers.

The Autumn round of recruitment was slightly easier than the previous year

REGION	2011	2012	2013	2014	2015
England	100	86.2	85.9	78.3	80.3
East Midlands	108.9	80.7	74.4	77.5	76.3
East of England	84.3	89	83.9	75	61
London	94.4	71.8	86.8	73.8	80.9
North East England	115.1	98.3	101.7	96.3	84.3
North West England	110.8	102.3	98.2	84.1	72
South East England	94.4	82.5	83.8	69.4	77.8
South West England	103.7	94.7	94.4	93.6	80.9
West Midlands	104.5	103.3	76	82.8	91.9
Yorkshire and Humber	100.9	89.5	85.7	75.6	92.4

The index measures the ability of secondary schools in England to successfully appoint a teacher. All figures are indexed to a 2011-12 benchmark of 100 so we can track relative measures of change over time.

Regions ranked by difficulty to recruit in Autumn 2015

- 1 East of England
- 2 North West England
- 3 East Midlands
- 4 SE England
- 5 London
- 6 South West England
- 7 North East England
- 8 West Midlands
- 9 Yorkshire and the Humber

Sciences and maths continue to be problem subjects, while history and IT were the biggest fallers

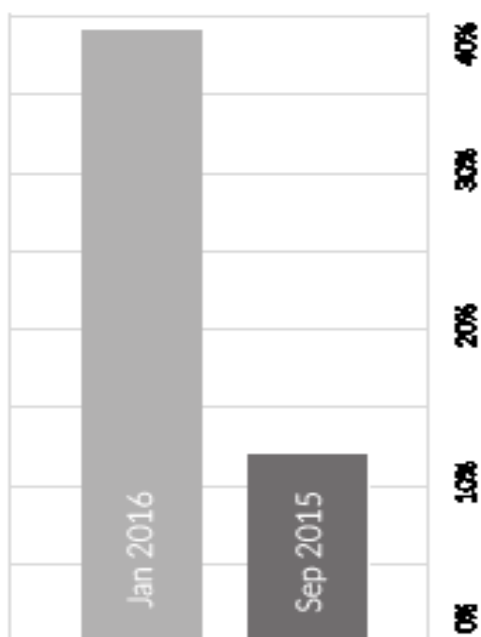
REGION	2011	2012	2013	2014	2015
English	102	86	87	69	79
Science	103	85	87	78	65
Maths	85	72	71	67	70
Modern Languages	93	84	97	83	84
Physical Education	115	94	102	97	108
Design and Technology	91	99	93	91	97
Information Technology	116	80	88	72	88
History	113	102	91	95	73
Geography	119	101	92	85	102
Art and Design	108	119	107	96	110

The index measures the ability of secondary schools in England to successfully appoint a teacher. All figures are indexed to a 2011-12 benchmark of 100 so we can track relative measures of change over time.

Subjects ranked by difficulty to recruit in Autumn 2015

- 1 Science
- 2 Maths
- 3 History
- 4 English
- 5 Modern Language
- 6 Information Technology
- 7 Design & Technology
- 8 Geography
- 9 PE
- 10 Art & Design

But below the headline finding, there are causes for concern



Proportion of secondary school leaders facing a "serious shortage of staff" for the coming academic year

In all subjects except art and design and design technology, it is harder to recruit now than it was in 2012. In autumn 2015 the recruitment rate was 19.7 points below the 2011 level, and some regions are having a particularly tough time.

The success rate for teacher recruitment in the East of England fell by 14 points this year to its lowest-ever level, making the region the hardest place in England to recruit teachers. The East Midlands, North East, North West and South West also saw falls.

The TES Leadership Survey, carried out in January 2016, found a sharp rise in school leaders' levels of concern they would be understaffed next year (see graphic).

Most school leaders expect to be addressing these issues with falling budgets. Sixty-nine per cent of primary school leaders and 72% of those at secondaries said their school's funding was likely to decrease over the next three to four years.

Teachers in England don't feel valued...

A Teacher Happiness Survey found just 4.4% of teachers believed now was "the best time to be a teacher". Most (84.7%) said being a teacher "was better in the past than it is today" and 10.9% said being a teacher would be better in future.

And despite teaching having traditionally been seen as a stable and well-respected career path, only 16.3% of teachers said they would now advise their own children to enter the profession.

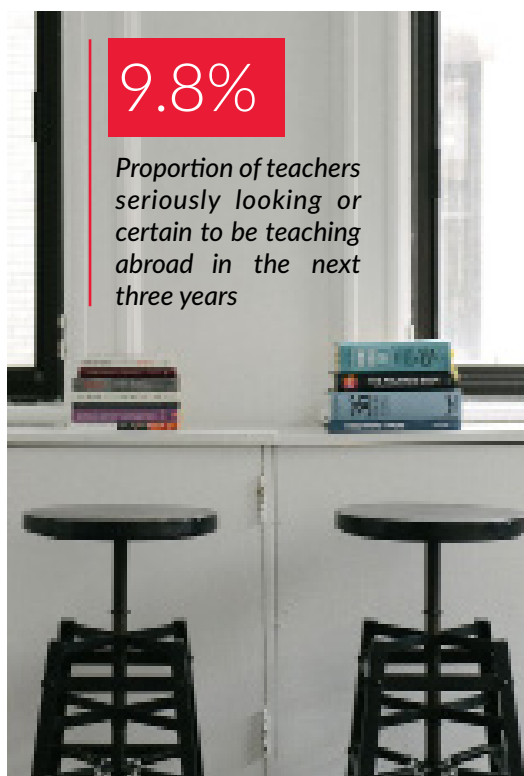
This loss of confidence has prompted large numbers to think about leaving the classroom. The 16.8% that said they "don't have any plans to leave the teaching profession" were outnumbered by the 17.5% that said they were "certain" to quit teaching within three years – and a further 11.2% said they were "seriously looking to leave the teaching profession". This suggests England could expect to lose more than a quarter of its teachers.



28.7%

Proportion of teachers either certain to leave within three years, or seriously looking to leave the profession

...But they know they would be valued overseas



Most teachers would consider teaching abroad, with a minority (43.9%) of respondents saying they expect their teaching career to always be in the UK.

Just over 5% said they were “certain” that they would be working as a teacher in another country in the next three years, and a further 4.4% said they were “seriously looking” for a teaching job in another country. In London, teachers are more mobile still: 8% said they were “certain” to be teaching abroad in three years’ time.

Ofsted’s chief inspector, Sir Michael Wilshaw, has drawn attention to this trend, saying in a speech in March that the “exponential growth in international schools abroad” was “pouring petrol onto the fire” of teacher shortages.

Analysis suggests teacher shortages are self-perpetuating

As teachers leave, they could be causing a domino effect: 31.1% of respondents to the Teacher Happiness Survey said talk about a “recruitment crisis” made them feel more likely to leave the profession. By contrast just 5.7% said it made them less likely to leave, despite the prospect that being in greater demand could lead to more opportunities and – possibly – higher pay. This suggests that a growing awareness that teachers are leaving could be deterring new entrants and becoming demoralising for those left in the classroom, making them, in turn, more likely to quit.

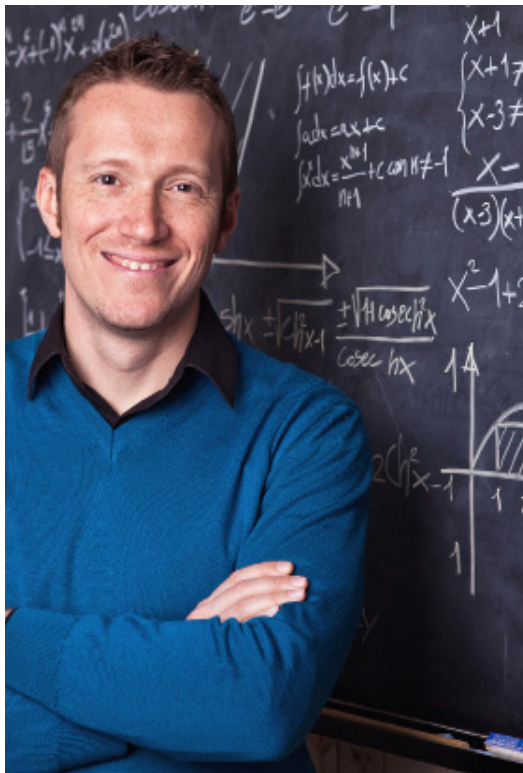
Education secretary Nicky Morgan is aware of this risk, and said in a speech in March:



Let’s not inadvertently create a vicious cycle where talk of a crisis actively puts people off entering the profession.



But this presents an important opportunity: Teachers can break the cycle



Teachers want to play an active part in the debate about recruitment. Sixty-seven per cent said they would feel more optimistic if they were “treated as partners in the debate, rather than objects of discussion”.

This offers an opportunity for school leaders and policy makers. Highly-engaged teachers, if given an outlet for their ideas, could play a vital role in key areas such as attracting new entrants to the profession, encouraging other teachers to remain in the classroom, advising policy makers on how to retain teachers and helping stakeholders to understand the causes of the shortages.

Methodology

The TES Teacher Recruitment Index tracks trends in the changing ability of schools in England to recruit teachers. This unique and comprehensive survey is updated with 5,000 new school interviews three times a year. It is based on five years of data, indexed relative to a 2011-12 benchmark. For the full results, visit tesglobal.com/index

The TES Leadership Survey was carried out in January 2016 and received 650 responses.

The TES Teacher Happiness Survey was carried out in March 2016 and received 4,000 responses.

About TES Global

TES Global has a 100-year history in education publishing and continues to believe in the power of great teaching. Today we provide a range of digital services and tools to help attract, train and retain teachers all over the world. As the leading provider of teacher recruitment services in the UK, TES has unique data and insights on the recruitment market.

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