



# A Question of Quality



TES Teacher Recruitment Index

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EASTER 2016 DATA

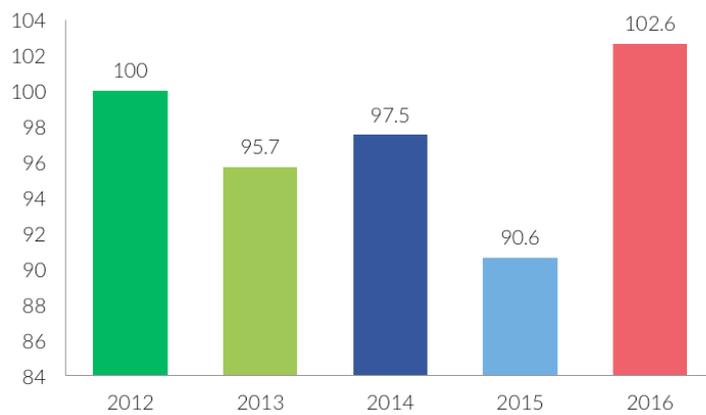


# The New Report at a Glance

The TES Teacher Recruitment Index is the most comprehensive and frequent survey of teacher recruitment activity in schools in England. It tracks secondary schools' ability to successfully recruit teachers over time by region and subject. It is based on interviews with more than 5,000 schools that have taken place since the Index began in 2011-12. This report covers the year's main recruitment round of Easter 2016.

- 1** *Schools are finding ways of filling vacancies more successfully, but worries are growing that this is at the expense of teacher quality.* Schools filled a higher proportion of vacant posts during the Easter 2016 period than in any Easter period since at least 2012.
- 2** *Ultimately, schools cannot have classes without teachers and are being driven to adapt.* With budgets tight and competition for teaching talent intense, schools are becoming more flexible in order to fill roles.
- 3** *The nature of the problem is changing – it is now becoming a question of quality.* Seventy-two per cent of school leaders believed there had been a deterioration in the quality of applicants since last year.
- 4** *Looking ahead, more part-time working opportunities will be crucial for retaining talent and attracting teachers back to the profession.* Seventy-seven per cent of those who had left the profession would consider returning, but only for part-time or job-share roles.

## Recruitment has been getting significantly harder since 2012, but has picked up in this year's main recruitment round



*\*Figures have been indexed relative to a 2012 benchmark. They do not represent proportion of posts filled, but are a relative measure of change*

The TES Teacher Recruitment Index tracks schools' ability to successfully recruit teachers. The index fell significantly between 2012, the year in which the study began and against which subsequent years' figures are benchmarked, and 2015. This indicates recruitment was becoming more difficult for schools.

Yet this year's index has bounced back. It has risen by 12 points, to a higher level than the 2012 benchmark. This tells us that schools filled a higher proportion of vacant posts during the Easter 2016 period than in any Easter period since at least 2012. Although the index has seen the biggest increase since it began, the message from other school surveys is that they are having to work incredibly hard to attract talent.

### The trend is consistent across England's regions

During this Easter's recruitment round, all nine of England's regions saw an increase in the rate at which schools could fill teaching posts compared to the same period last year. The East Midlands saw the biggest improvement, and Yorkshire and the Humber and the South East also saw significant improvements.

In all but two regions – London and the North West – the success rate in Easter 2016 surpassed that in the same period in 2012.

REGION	FY12	FY13	FY14	FY15	FY16
England	100	95.7	97.5	90.6	102.6
East Midlands	101.6	98.6	103.0	93.7	114.0
East of England	95.2	86.8	95.2	89.2	97.8
London	95.5	92.1	97.5	85.2	91.0
Inner London	96.1	93.7	102.0	81.8	92.5
Outer London	93.7	91.3	96.1	84.2	90.1
North East England	103.9	110.6	108.2	99.9	107.4
North West England	111.1	102.2	102.0	98.4	107.9
South East England	98.1	92.6	94.3	85.5	100.2
South West England	103.5	100.7	101.4	97.0	106.6
West Midlands	98.2	95.6	92.8	88.6	100.8
Yorkshire and the Humber	103.4	101.4	95.6	90.5	105.3

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 during Easter 2016

- 1 Outer London
- 2 Inner London
- 3 East of England
- 4 South East England
- 5 West Midlands
- 6 Yorkshire & the Humber
- 7 South West England
- 8 North East England
- 9 North West England
- 10 East Midlands



## It is consistent across subjects

In all subjects, except modern languages and PE, recruitment was more successful this year than last. In those subjects, the index figure this year was only slightly below its 2012 level. It is of course a relative measure, but the index data shows it was less hard to recruit in key subjects such as mathematics, English, history and the sciences this Easter than in 2012.

Subject Index	FY12	FY13	FY14	FY15	FY16
Art and Design	110	102	112	102	116
Design and Technology	103	101	96	95	98
English	96	93	95	81	99
Geography	108	98	94	92	107
History	109	104	103	103	113
Mathematics	86	82	87	78	99
Modern Languages	99	100	105	101	99
Physical Education	115	111	114	116	111
Sciences	100	93	97	83	99

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 during Easter 2016

- 1 Design & Technology
- 2 Mathematics
- 3 Sciences
- 4 Modern Languages
- 5 English
- 6 Geography
- 7 P.E.
- 8 History
- 9 Art & Design



## The first indications of this trend came in the autumn recruitment round in 2015

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In the previous TES Teacher Recruitment Index study, carried out in autumn 2015, the index rose by two points, meaning recruitment became slightly easier. As this figure had fallen significantly – by more than 20 points – since 2012, the rise appeared small. But it may have been the first sign that schools were starting to change their approach in order to fill posts.



**Ultimately, schools cannot have classes without teachers and are finding ways to adapt. With budgets tight and competition for teaching talent intense, schools are becoming more flexible in order to fill roles.**

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### 1. Hiring more newly qualified teachers

Schools are hiring more newly-qualified teachers (NQTs) and unqualified teachers; increasing their emphasis on training their own teachers and over-recruiting to stave off future shortages because they believe things could get even harder.

A TES survey of 200 school leaders, carried out in July 2016, found that 37 per cent of respondents said they were recruiting more NQTs this year than last, and almost the same proportion (36.9 per cent) said they were recruiting more unqualified teachers.

A separate TES survey on budgets, carried out in May 2016, found 60 per cent of school leaders planned to look for less-experienced teachers that were lower on the pay scale for the coming academic year.



*Ian Bauckham, executive head of the Bennett Memorial Diocesan School in Kent, recently told the TES magazine:*

*You can't run a school with absolute vacancies. You have to have someone in. So you play with whatever you can – they might not be a qualified teacher. There is a hidden vacancy rate.*

## 2. Restructuring roles



The survey found schools were willing to be flexible in order to recruit the right staff: 82 per cent of respondents said they had restructured roles in order to make sure they filled a post.

In some cases, those that receive applications for a post from more than one good candidate are counting themselves lucky and recruiting more than one of the applicants, in order to prevent future shortages or perhaps ease shortages elsewhere in the school.

Fifteen per cent of school leaders were increasingly adopting this approach, and 54 per cent said they did so occasionally.

One head teacher said their school had been looking for just one deputy headteacher, “but had ended up appointing two out of the field of applicants, due to their high quality.”

## 3. Removing roles

The TES budget survey, carried out in May 2016, found that 80 per cent of teachers and 76 per cent of leaders had noticed a drop in the number of teachers at their secondary school.

Much of this is likely to have been caused by not replacing staff that leave. Eighty-three per cent of school leaders said they would not be replacing all of the permanent teachers that left the school in the coming academic year.

But some of the decrease has been caused by redundancies. The survey found 43 per cent of school leaders said they had already started making redundancies. Of these, almost half said they had made a “significant number” of posts redundant, with the remainder saying there had been a small number of redundancies so far.

Decisions by schools to eliminate roles are likely to be linked to the improved Teacher Recruitment Index rate, because they create a larger pool of teachers to apply for the remaining available posts.

## 4. More part-time roles



Others schools are being flexible in order to get the most out of part-time teachers. “We regularly try to convert... support staff into tutors, so that we can accommodate flexible working hours,” a school leader said.

Retaining teachers and tempting back lapsed teachers will be critical to staying ahead of the situation, and TES research shows part-time working will be crucial in this effort.

A TES survey of 1,500 past and present teachers, carried out in June, found that 77 per cent of those who had left the profession would consider returning, but only for part-time or job-share roles.

Teachers who had left the profession told TES their reasons for doing so included “constant changes and reforms to the education system”, feeling “disillusioned by the future plans for education”, having a poor work-life balance and being under too much pressure.

In order to reduce the number of teachers leaving the profession and attract more people to teaching in the long term, the findings suggest that even greater flexibility from schools will be needed.

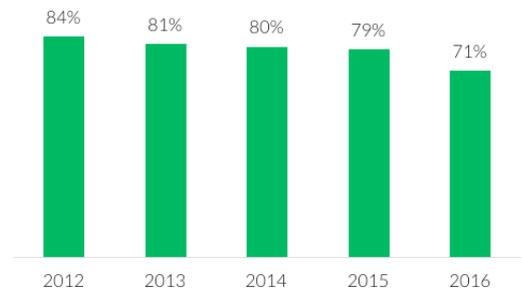
## The nature of the problem is therefore changing as schools adapt to the new reality and shortage of talent. It is now becoming a question of quality.

The TES Teacher Recruitment Index tracks how happy schools are with the quality of applicants they receive, from all sources. Schools are increasingly dissatisfied with the calibre of candidates for teaching jobs, despite the rising appointment rate. Seventy-one per cent of schools were happy with the quality of candidates in 2016, versus 79% in 2015.

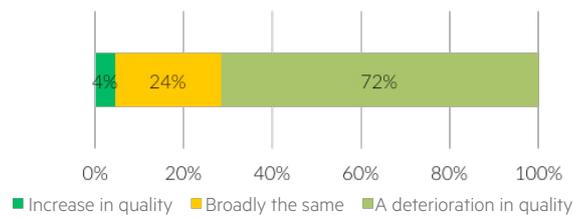
In a separate survey, TES found 72 per cent of school leaders believed there had been a deterioration in the quality of applicants since last year.

This suggests that the nature of the problem is changing as schools adapt to the new reality and shortage of talent.

### Were you happy with the quality of applications you received?



### How has the calibre of candidates looking for teaching jobs changed this year compared to last year?



## Methodology

The TES Teacher Recruitment Index tracks trends in the ability of schools in England to successfully recruit teachers. It is based on interviews with more than 5,000 schools that have taken place since the Index began in 2011-12, and its data is indexed relative to that year's benchmark.

The TES Teacher Recruitment Index research was carried out between March and May 2016 and based on interviews with 1,587 secondary schools.

The TES leadership and budget surveys were carried out in May 2016 and received responses from 431 teachers and 147 school leaders.

## About TES Global

TES has been supporting educators for over 100 years and hosts a network of over 8 million global education professionals on tes.com. As the largest education jobs platform, hosting over 95,000 jobs a year, we offer a range of recruitment services to help schools attract quality teaching talent.

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