Teacher Workforce Planning for Scotland’s Schools
Submission by the General Teaching Council for Scotland (GTCS)

Purpose
This submission is to provide information to the Scottish Parliament Education and Skills Committee on the recruitment and retention of teachers for Scotland’s schools.

What is GTCS?
The General Teaching Council for Scotland (GTCS) is the independent, self-regulating professional body for teaching. It is one of the oldest of its kind in the world and the first to be made independent of government (in 2012).

What does it do?
In the context of teacher workforce planning GTCS is represented on the Scottish Government Workforce Planning Group and carries out a range of statutory functions and initiatives that support this area. These are outlined below:

- Maintaining a register of teachers in Scotland
- Setting the Professional Standards expected of all teachers
- Determining and accrediting programmes leading to the award of GTCS Standards, and Initial Teacher Education (ITE) programmes at Scottish universities
- Advising the Scottish Government on matters relating to Scotland’s teachers and teacher professionalism
- Providing public protection and assuring the high quality of the teaching profession by investigating and adjudicating on the Fitness to Teach of registrants through robust and fair regulation processes
- Operating and maintaining the Student Placement System which is an IT system used to place students undertaking Initial Teacher Education courses in schools
- Offering incentives and opportunities for teachers to engage in and with educational research and practitioner enquiry
- Promoting and supporting the profession through a range of seminars, conferences, and research.

GTCS carried out research in 2013 and in 2017 to gather more information about why individuals lapse from the register of teachers and drop out of the teaching profession. The latest research is attached as an Appendix. The data gathered is reflected in this submission which is also based on feedback GTCS has received as feedback through our ongoing engagement with stakeholders.

Teacher Workforce Planning for Scotland’s Schools

1 What are the main challenges in relation to teacher recruitment and retention?

There are many and complex challenges in relation to teacher recruitment and retention. These include:

Recruitment
- Poor public perception of the teaching profession
- Financial rewards (including recent pension changes) perceived as less than other professions with similar, or less, responsibility
- Fixed term contracts offered to new teachers rather than permanent contracts
- Geography is a significant challenge in recruiting teachers, particularly to rural areas where teachers mostly from central Scotland will not consider posts
- Failure to appropriately promote the profession and ‘talk up teaching’
- A lack of supply teaching opportunities and properly managed and developed supply teachers
- The allure of highly paid, sometimes tax-free, jobs abroad
- Inadequate arrangements to support those returning to teaching after a career-break
- Insufficient consideration and provision for bringing career-changers into the profession
- Lack of promotion opportunities
• Insufficient flexible initial teacher education courses

Retention
• Lack of job satisfaction with the working environment which is perceived by teachers as being overly bureaucratic
• Lack of formal recognition or professional incentives
• Lack of support systems within the profession
• Increasingly complex range of additional support needs to be addressed within mainstream classrooms combined with insufficient training for teachers to do so
• Increasing challenges and expectations of some parents
• Significant reduction in support staff
• Lack of time for teachers to think, collaborate, and improve their skills within the 35 hour working week
• Need for improved, healthier working environment and support for teachers
• Lack of flexible working opportunities and contracts i.e. job share – teaching is less flexible than other professions
• Lack of promotion opportunities
• When teachers feel valued they don’t want to move on to other jobs and the business of recruitment becomes easier as there are many more advocates of the profession.

2 Do you have views or insight into the process for recruiting the right number of teachers to satisfy the demand for teachers in Scotland’s schools (including the availability of up to date information such as on supply and demand)?

This is a particularly complex issue. At present we have a workforce planning group which works hard to determine the number of teachers required. The nature of this group requires to be reviewed in order to work more closely with local authorities who have a greater insight into local trends such as the number of retirements, the age profile of staff both in the short term and the long term, patterns of maternity leave etc. The present workforce planning group looks at teacher numbers nationally however this offers a broad picture and is based on the census data which is a snapshot at one point in the year. This snapshot is taken in September while school staffing is being undertaken in February/March. It may also prove useful to consider the various staffing formulae which exist across the country and to develop a consensus re what this should be at a national level. In addition, consideration should be given to the ways in which universities/initial teacher education institutions could contribute to this situation by sharing data more effectively. For example, university places could be allocated taking into account local excess and shortage of teachers – often student teachers are more likely to seek a job in the area in which they studied.

The supply and demand of teachers can vary depending on geographical area. For example, there is a considerable surplus of PE teachers around the central belt who cannot secure a permanent post and who have family commitments which prevent them from moving further afield. Improved research, which could be led by GTCS, to provide more regular information and reports regarding individuals seeking registration etc. in order to provide a more comprehensive picture of teacher workforce availability might be useful in supporting improved data gathering and decision-making.

3 What are the factors that influence whether teaching is considered an attractive profession compared to other professions by those that might consider a career in teaching?

Please see the answer to Question 1. Other factors include:

• Poor public perception and how teachers, and young people, are often negatively portrayed in the media
• Perceived lack of status within society as opposed to other professions
• Financial recompense perceived as less than responsibilities of job
• There is a significant challenge to attract more males into the profession
• It is a job that can make a fundamental difference to society but too few young people considering careers are aware of this and encouraged to enter teaching
• Lack of appropriate flexible working opportunities prevalent in other professions
• The challenge of how many teachers fail to see themselves as professionals

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GTCS recently carried out research into why 861 teachers between the ages of 21 and 45 lapsed from the register of teachers in 2016. This provides some insight into the issues discussed in questions 1, 2, and 3 (the full research report is attached as an Appendix).

<table>
<thead>
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<td>No other reasons</td>
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<td>34.7%</td>
</tr>
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<td><strong>Total</strong></td>
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<td></td>
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The ‘Any other reasons’ option in this survey included a range of often personal reasons for lapsing from the teaching register including disenchantment with teaching as a profession. Some of these reasons are referenced in the quotes from teachers provided in answer to Question 5.

4 Are there patterns or key reasons why some trainee teachers do not complete courses, or do not choose to go into teaching having qualified?

It is important to state at the outset that the majority of teachers undertaking the Teacher Induction Scheme (TIS) continue into the teaching profession. In 2016/17, of 2,965 probationers on the TIS route, 190 withdrew and 208 deferred with the intention of completing in future.

Of those who withdrew there were myriad reasons including: health; pregnancy; moving to teach abroad; choosing a different profession etc.

It is true that the complexity of teaching, and the emotional, physical and mental energy it takes to turn up every day and motivate children and young people, can simply be too much for some who decide that teaching is simply not for them. Some trainee teachers do not appreciate the level of demand of a full teaching timetable. Finally, and sadly, some see teaching as a fall-back position should they fail to secure better paid employment; this is particularly an issue with trainee teachers in the STEM subjects.
However, it is important to remember that most trainee teachers do become teachers as evidenced by the figures above.

5 What is the impact of teacher shortages in certain parts of Scotland or in specific disciplines?

There are a range of challenging and potentially damaging impacts such as:

- Pupils lose the chance to try out subjects of interest which can close off employment and other opportunities
- There is a general narrowing of the curriculum which flies in the face of CfE aspirations
- STEM subjects are not explored as there are not enough teachers
- Some pupils do not get a full educational experience as some aspects of the curriculum are minimised or absent
- Senior leaders have to teach classes which prevents the national agenda and school improvement plan being developed in schools
- Some subject classes have a number of different teachers taking them due to shortages, and this can also lead to staff burnout
- A stretched ‘middle’ where simply not enough resources are available in the school or at local authority Quality Improvement Officer-level to support head teachers.
- Parental dissatisfaction and concern about the absence of some subjects
- The spread of a culture of day to day survival and short-term thinking

6 How effective are the various approaches taken to cover shortages of teachers in schools?

A range of activities is presently being undertaken to support teacher recruitment. These range from actions being taken at a government level to locally initiated actions. Importantly there is no one action which will provide a solution but rather a number of actions at various levels are required.

The new routes into teaching initiative which requires initial teacher education institutions (ITE) to think more creatively about their provision has resulted in eleven new programmes being supported and accredited by GTCS. The majority of these focus on STEM subjects. While useful, these programmes will help in the long term and not in the immediate future as it takes time to train a quality teacher. A return to teaching programme is also part of this development but it is at present based in Edinburgh; an immediate national roll-out of this programme involving all ITEs across Scotland would be very useful. Programmes such as Distance Learning ITE (DLITE) have proved successful as these are locally based initiatives supported by a local authority and which offer employment and training.

Many local authorities have offered permanent supply teacher posts in the hope that this will help cover absences, but this is still unattractive. Many teachers appointed to permanent supply posts leave as soon as they have secured a permanent full-time job elsewhere.

Of course, issues with supply teacher cover is exacerbating the shortage issue. It has been suggested by some that a National Supply Register and incentives to encourage short-term supply cover might help.

7 What factors influence teachers deciding whether to stay in the profession or to leave?

This is covered in questions 1, 2, and 3 (and in the Appendix) and the principal reasons are job satisfaction; workload/bureaucracy; career prospects and salary. Additional factors are:

- Workload. When teachers are asked to produce considerable amounts of data and then it does not appear that anything positive comes from that data, there is considerable disenchantment.
- Some teachers are forced to seek work abroad due to a lack of posts in their subject in Scotland.
- Insufficient level of support for professional learning
- Insufficient level of support available to encourage teachers to become leaders and develop their careers
Below are some quotes gathered on this issue from GTCS research (see the attached Appendix):

“Lack of promotion opportunities and poor leadership through change. My faculty head was more interested in her own department than ours and did nothing for us. The stress levels were terrible.”

“Teaching was a heartfelt vocation for me. After training in the 5-14 guidelines that were highly prescriptive, not child centred, not teacher friendly, I became disenchanted. I felt my creativity and autonomy eroded. Jumping through hoops, prioritising assessment and evidencing learning over developing and responding to the child in front of me became too much. The joy went out of it for me.”

“Lack of funding in schools, pupil behaviour,“

“Probation was severely underpaid and workload very high considering the amount of time allocated to the job. I had a family to feed and being on probation with such a workload and low pay for one year was financially and personally unsustainable for me, so I had to switch to another job. The job was not personally rewarding.”

“Job became more about ‘buzz-words’ and form filling than making education stimulating and interesting. Daily/Weekly/Short-term/Long-term planning all to be submitted with Learning Intentions and success criteria etc. for all lessons and all groups. Could go on but gladly I’m out of that scenario now.”

8 What factors influence teachers when deciding whether or not to apply for promotion to senior management/ head teacher level?

Some teachers get to a point where they want to have a greater influence on their school and community and at this stage think they are ready for promotion. Some teachers are inspired and coached by colleagues to gain the skills to be able to lead others successfully, but not all teachers want to operate in this type of management role which essentially takes them from the classroom and from teaching and learning. At present there is no defined role for a teacher who would wish to be recognised for their leadership of learning in the classroom. If teachers have support in the form of a mentor/coach then they are more likely to have the belief and confidence to apply for a post at this level. Factors influencing a positive transition to senior management include:

• Too much existing workload and perceptions of increased workload in promoted posts
• Increased responsibilities and the challenges these can bring in dealing with complex situations, for example, sometimes involving parents
• Longer hours and increased evening commitments
• Salary differentials which are not significant particularly between Principal Teacher and Deputy Head Teacher.
• Distance from the curriculum, pupils and the classroom

With the limited opportunities that now exist for promotion, particularly in the secondary sector, teachers can feel that they lack experience and do not have the required skills to progress to the next level. It should also be considered that the regular and public ‘knocking’ of teachers and education, the failure to ‘talk up teaching’, has led to many teachers feeling reluctant to put themselves in a position where they might be subject to negative treatment and behaviours by the public.

On a more positive note; the considerable number of leadership programmes that are now offered as professional learning opportunities are helping to equip teachers with the knowledge, skills and experience necessary to apply for promoted posts. Of course, having the confidence to do so and an influential sponsor encouraging a teacher to seek promotion is another matter. Some form of ‘lateral progression’ akin to the Chartered Teacher programme (i.e. expert teacher / specialist teacher), might be a useful development to encourage skilled practitioners to remain in the classroom and/or seek promotion through a management route.

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General Teaching Council for Scotland

Lapsed Teacher Research Enhanced Report

18th April 2017
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<td>kind of job were you looking for and was it in a particular area? If so</td>
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<td>where?</td>
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<td>Question 5 - You said you have a job opportunity teaching abroad, in</td>
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<td>which country and why did you decide to take it?</td>
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<td>Question 6 - Were you encouraged to continue your Registration with GTC</td>
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<td>Scotland?</td>
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<td>Question 7 - What, if anything, would have made you continue your</td>
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<td>Registration?</td>
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<td>Question 8 - Do you intend to re-apply for Registration in the future?</td>
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<td>Question 10 - Would you be more inclined to re-register if GTC Scotland</td>
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<td>waived the re-registration fee for one year?</td>
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<td>Question 11 - Are there any further comments that you would like to add</td>
<td>13</td>
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<td>4 Chord Feedback and Findings</td>
<td>14</td>
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</tbody>
</table>
1. Introduction

The General Teaching Council for Scotland (GTCS) membership renewal date is 1st April, after which unpaid registrants are granted a grace period up until the end of August, before lapsing. During this time emails are sent to encourage them to renew. This method has been somewhat unsuccessful to date, with only 50% of lapsed teachers responding to the email and around 700 to 800 teachers lapsing each year. GTCS understands that a number of those lapsing will be due to retirement and other unavoidable circumstances. However, it is unclear why most teachers lapse, especially across the younger age groups.

Chord were commissioned to carry out a research exercise to gain a greater understanding of the reasons why teachers have not continued their registration, if they intend to return to teaching in Scotland in the future and if GTCS could have done anything to keep them registered.

In order to monitor the project effectively, GTCS selected data according to age range. Chord were issued with a sample of data ranging from the ages of 21-45.
2. Project Outcomes

Presented below are the outcomes and results of the survey achieved over the course of the Project.

In total, there were 752 records available to call and throughout the entirety of the project, the team achieved the following:

- 1989 calls
- 215 teachers spoken to
- 720 emails sent
- 305 voicemails left

All records received at least 3 call attempts, before closing and the table below denotes the number of records available to contact at each call attempt over the course of the project:

<table>
<thead>
<tr>
<th>No. of records needing a 1st Call</th>
<th>No. of records needing a 2nd Call</th>
<th>No. of records needing a 3rd Call</th>
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</thead>
<tbody>
<tr>
<td>752</td>
<td>387</td>
<td>282</td>
</tr>
<tr>
<td>100%</td>
<td>51%</td>
<td>37.5%</td>
</tr>
</tbody>
</table>

The following graphs highlight the 317 positive outcomes:

The remaining 435 records were closed as follows:

<table>
<thead>
<tr>
<th>Negative Outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Refused Survey</td>
<td>3</td>
</tr>
<tr>
<td>Unaware registration had Lapsed</td>
<td>8</td>
</tr>
<tr>
<td>Already registered with GTCS</td>
<td>5</td>
</tr>
<tr>
<td>Intends to register</td>
<td>5</td>
</tr>
<tr>
<td>Request removal from database</td>
<td>3</td>
</tr>
<tr>
<td>Unobtainable</td>
<td>170</td>
</tr>
<tr>
<td>No contact made</td>
<td>159</td>
</tr>
<tr>
<td>C/TPS</td>
<td>82</td>
</tr>
</tbody>
</table>

Surveys were either completed over the telephone, or an email was sent with the link to complete the survey online, if we were unable to reach them, or they were too busy to speak at the time of the call.
2. **Project Outcomes Continued...**

Of the 752 records provided to call, 283 changes were made to the data supplied. This is to be expected as the audience are lapsed teachers and are likely to have out of date contact information.

In the following report, the results shown for the open ended question are just a selection of responses, for full results, see the excel data file.

Over the course of the campaign, of those records received, the final conversion rate to a positive outcome ie – Survey Completed is 42%. However, when removing the records flagged as invalid (CTPS, Unobtainable etc); the conversation rate to a positive outcome is 66%.
3. Survey Questions

**Question 1 - What is the main reason for you no longer continuing your Registration as a teacher with GTC Scotland?**

In total, 317 responses were recorded and below are a selection of responses to this question:

“Staying at home to look after the children”

“It was an oversight on my part. I missed my annual payment by 2 months due to a move to the U.S. I was unable to have the membership reinstated. Now I have to go through a full FBI check before I can reapply”

“Teacher has moved away from Scotland with her husband’s work”

“I couldn’t cope with the class I was given. It was an extremely challenging class and I did not have enough experience or support to continue”

“During my probation year, I was placed in a school which was undergoing a re-inspection after having failed 2 years previously. The general atmosphere at the school was of very high stress and as a result I was given very little mentor support. I had several children in my class with additional support needs which I did not feel were met with the support of the management team in the school. Unfortunately, this led to severe stress on my part and I ended up getting signed off by my doctor for stress and depression. After 3 months I decided it was best for my health and for the school if I did not return to finish my provisional year”

“Teacher would have liked to teach Spanish but the GTCS would not give him registration for this even though he had a Masters in teaching in Spanish and a Masters in secondary teaching”

“Teacher has left the profession due to personal circumstances though he is now re-training to teach in further education”

“Teacher has had a change of career and is now an air traffic controller”

“I left the teaching after 10 years and I do not see myself ever returning”

“I did not get a job”

“I have moved abroad from Scotland”
3. Survey Questions

**Question 2 - Were any of the following also reasons for you no longer continuing your Registration?**

Lapsed teachers were asked to select which of the following were also reasons for no longer re-registering.

Please note, this question was set up to enable teachers to record multiple answers if required. This meant, in some instances more than one reason was chosen, resulting in **433 responses** being recorded.

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<tr>
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![Bar chart of survey responses]
3. Survey Questions

Question 2 Continued - Were any of the following also reasons for you no longer continuing your Registration?

Of the 433 responses, ‘any other reasons’ was selected 39 times. Further to this, teachers were asked to expand on this and a selection of feedback is as follows:

Please give details of any other reasons.

“Teacher believes that teachers in Scotland are oppressed by the GTCS and not allowed to use their own abilities in the classroom”

“Teacher is not sure whether teaching is for him at the moment so he will be thinking about whether to return or follow a different career path”

“Probation was severely underpaid and workload very high considering the amount of time allocated to job. I had a family to feed and being on probation with such a workload and low pay for one year was financially and personally unsustainable for me, so I have to switch to another job. The job was not personally rewarding”

“I do not live in Scotland”

“Registered with the GTC and did some volunteering at a secondary school to get familiarised with the curriculum for excellence. Then, I got a temporary vacancy as MFL teacher. After that, I applied to different jobs. I was invited to several interviews for a support for learning position. I was successful at one of the interviews which meant that I could secure a job (for a year at least). Two days later, I got a call from the HT saying that my job offer was withdrawn due to a bad job reference (from my last school). Unfortunately, I tried to find out the reason of such a bad reference letter as I was never told that I was doing anything wrong. I got some help from the citizen bureau officers and wrote letters to both, last school and the one I got the position in first place. They were avoiding responsibility and never got a clear answer of what happened. Finally, I was recommended to forget it and try to apply for supply teaching. I never got a job after that so, what is the point of being a member of GTC Scotland if they do not want me to get a position as a teacher? No answer needed”

“Teacher is no longer teaching as she is looking after her children, she doesn’t think she’ll return to teaching in the future”
3. Survey Questions

Question 3 - You said you decided to change career, why was this and what is your current role?

Of the 40 responses selected as ‘Career Change’; below is a sample of the feedback teachers have provided.

“Teacher has gone back into university administration which was a career path she was on before she started teaching”

“Moved back into Engineering for a £5k salary increase and a 'clock-in/clock-out' situation > no work home and actually able to socialise and relax after a long day”

“I decided to change career because I felt my job was not safe. I was an ASN teacher and due to cuts I was told I may have to go back to class teaching which I felt would not be using my skills to the full and my 20 years experience. I went back to university part time (while still teaching) to do an MSc in Psychological Counselling and am now managing a school counselling service”

“I am a full time soccer coach, this is a dream role for me”

“No support and workload”

Question 4 - You said you were unable to secure a job in Scotland, what kind of job were you looking for and was it in a particular area? If so where?

In total, 41 responses were selected as ‘unable to secure a job in Scotland’ and a selection of comments are below.

“Teacher was looking for jobs in Secondary schools teaching Design Technology and Art”

“Teacher was looking to teach Secondary Geography in the Edinburgh area”

“Teacher was looking for any job teaching physics in the Stirling area”

“Teacher was looking for teaching jobs in Primary schools in the Glasgow area”

“In any area around Ayrshire. Full or part-time”
3. Survey Questions

**Question 5 - You said you have a job opportunity teaching abroad, in which country and why did you decide to take it?**

In total, ‘a job opportunity teaching abroad’, was selected **42 times** and a selection of responses is as follows:

“UAE, Dubai. I was looking for a better work life balance”

“Canada - my family is here”

“Netherlands, as i got offered a teaching job and i didn't get a job offer in Scotland”

“I teach in Switzerland, the pay is better, the clientele is generally easier and the country is more stable i.e not about to go through a pointless political upheaval”

“Milan, Italy. I took this position as it offered me opportunities to work with the PYP curriculum, an international programme like Scotland’s. It allowed me to travel within Europe, learn a new language and work within a school that uses technology to enrich learning”

On initial glance at the data, a number of teachers appear to have moved to Ireland. This is reflected in the responses received to this question, as well as the area code records for the telephone numbers.

**Question 6 - Were you encouraged to continue your Registration with GTC Scotland?**

All lapsed teachers were asked whether they were encouraged to continue with their GTCS Registration. The table and graph below highlight the fact 251 advised they did not receive any encouragement and 66, felt they did.
3. Survey Questions

Question 7 - What, if anything would have made you continue your Registration?

Lapsed teachers were asked if they were able to provide a suggestion as to what may have encouraged them to continue with their Registration. A selection of responses is as follows:

“If had a part-time permanent role would have continued”

“Reassurances that change is on the way in terms of teacher workload”

“If the registration had an international validity/equivalences with other registrations”

“Being able to get full time employment out of the PGDE”

“If had been offered some more access to courses to keep the her professional training up to date”

Question 8 - Do you intend to re-apply for Registration in the future?

All lapsed teachers were asked if they intended to re-apply in the future.

The graph and table below indicate the responses received:
3. Survey Questions

Question 9 - When do you intend to re-apply for Registration?

Further to the question regarding whether they intended to re-register; 97 lapsed teachers responded ‘yes’ and were asked whether they were able to provide a timescale, as to when they think they would look to re-register. Please see below a selection of responses:

“As soon as I can however I am hindered by now having to have a full FBI check done as this can take some time”

“2-4 years”

“No specific time frame, it would depend on GTCS costs and ease of re-registration”

“Next year, 2018”

“Depends on job opportunities”

Question 10 - Would you be more inclined to re-register if GTC Scotland waived the re-registration fee for one year?

Further to the question regarding whether they intended to re-register; 220 lapsed teachers responded either ‘no’ or ‘not sure’ and were asked whether they would be more inclined to re-register if the fee were to be waived.

The graph and table below highlight the responses received:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
<td></td>
</tr>
</tbody>
</table>

The table shows the majority of respondents would not be inclined to re-register if the fee were waived.
3. Survey Questions

**Question 11 - Are there any further comments that you would like to add?**

As the project progressed, additional feedback was given, that would not fit the initial structure of the survey. Therefore, a question was added in order to capture this valuable information.

As a result of this, the following are a sample of the 57 responses received:

“I feel it is very unfair that I was taken off the register due to missing payment, when it was noted I was living abroad so not contactable by mail or phone”

“Teacher is a registered teacher in England and she has found it very difficult to register in Scotland and she feels that this shouldn’t be the case. Teacher would like to do some supply work but cannot find suitable hours for her and suggested that a more centralised supply register would benefit schools in Scotland”

“I approached this opportunity with a great deal of energy, enthusiasm and determination. I’m hugely disappointed that the demands of the role seemed to be weighed in favour of administration and documentation as opposed to putting the child’s learning first. I was quickly exhausted after only a short time in the position affecting my health and social life. I felt with even a small amount of encouragement or constructive feedback I could’ve met the demands of the role. My learning style wasn’t considered, I felt there was only one way to complete the workload. I have an extensive background in people management and have an acute understanding of the skills required when assisting people who are new to a role. Fundamentally this requires flexibility, input from myself on how I can achieve my objectives and a support network throughout the early stages of my career. I wasn’t given this”

“Teacher advised that he would love to re-apply but the process is far too difficult and time consuming”

“I have re registered once, but nothing came of it. Although I passed my probationary year, I was left feeling inadequate and had my confidence crushed by the school I was in”
4. Chord Feedback and Findings

In addition to the information and findings reported above, Chord have gathered additional feedback that may be useful to note moving forward. These points are summarised as follows:

- Lapsed teachers have advised if they work within a State School, the GTCS registration fee is automatically deducted from their salary, however, when moving to Private Schools or FE, this facility is not available. It was felt by teachers this would be something they would find beneficial in the future.

- General feedback of the re-registration process is that it can be timely and in some instances, very complex. Lapsed teachers have feedback they would find a revised, easy to use process much more helpful.

- Lapsed teachers advised that having one registration to cover Primary and Secondary Education would be useful. Or failing that, they would prefer to be able to transfer their registration over, if they choose to change from P1-7 to S1-6.