Treatment of evidence

The Committee agreed to undertake a short inquiry into teacher workforce planning (and associated issues with school staffing). The Committee issued a call for views running for just over two weeks to inform the evidence sessions on Teacher Workforce Planning.

The information was requested in a questionnaire and we have received a large number of responses. These are the responses from Headteachers, Deputy Headteachers and other senior school staff.

As these submissions are sensitive in nature they have been anonymised wherever requested and the names of teaching staff have been removed, as that may lead to individuals working in schools or local authorities being identified. All those submitting were sent a message to make clear that their submissions would be published unless they stated otherwise.

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WENDY HOLTON

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
   Head Teacher

Q2 Whereabouts do you work?
   (Please specify the education authority area that you work in, and if you wish you can state the name of your school but this is entirely optional)
   Aviemore Primary School – Highland Council

Q4 What are the positives that keep you in the teaching profession?
Working directly with children and families. Being part of supporting them to take steps forwards, both tiny and large.
   Listening to children sing, watching them perform, seeing them smile: knowing that I make a positive difference.
Working with a hardworking, dedicated, committed and loyal staff team who share our vision, values and aims for our school community.

Being supported by a dedicated team of managers at HQ who are visibly trying hard to help us in our daily quest.

Access to regular and interesting professional development opportunities.

Supporting colleagues to develop and grow.

Empowering others and watching them flourish.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

No – I am considering leaving the profession as over the last 5 years I have been able to do the things listed above less and less. Most of my day is spent dealing with unnecessary paperwork, managing the building, responding to huge numbers of emails and dealing with the fall out of challenging behaviour/violence and aggression. All of these feels very negative and are time consuming and stressful.

Children and families appear to be changing at an alarming rate – in my experience they are now less likely to take responsibility for their decisions and spend most of their time complaining / blaming others for the consequences of choices they have made. More children are coming into school without the good old fashioned basics: manners, listening skills, sharing…and the staff are having to put a huge amount of time into teaching children skills for life that were traditionally taught at home. This frustrates staff. A growing number of parents appear to have lost respect for the teaching profession and are now much more aggressive and confrontational than ever before. This makes partnership working very difficult to manage. Budget constraints make it very difficult to provide the support that I believe is essential for everyone across the school community to grow and flourish.

Having an insufficient supply of teaching staff to cover staff absence creates difficulty. When staff are ill, senior managers have to cover classes and sometimes have to take more than one class at a time. This wears staff down as it is exhausting to teach all day and then try to catch up with the mountain of work that has piled up while you were away from your desk.

The role of Head Teacher is no longer focussed on Learning and Teaching and Leadership and is now more about the management of staff, the building, systems, etc.

The endless number of computer systems for various purposes also make the job much harder. In the past, Head Teachers told recruitment what they needed and they did all of the work associated with advertising and interviews. Now Head Teachers complete tasks like these also via a very complicated computer system. This is just one example; there are several others.

Constant, rapid changes within Education Policy are unsettling and impact negatively on staff moral as staff tell me that they feel they cannot keep up and feel that they can just never give the job enough to meet these demands.

The role of Named Person also adds additional pressures and stresses. Whilst I like the idea in principal, I have become aware that many of the tasks that Social Work colleagues would have completed in the past are now completed by Head Teachers under the guise of Named Person. This means
that Heads are now having conversations with parents that are very sensitive and can damage relationships. This is very difficult when we are at the chalk face.

Child’s Plans: this is another thing that I like in principal as it means that one person coordinates all of the agencies involved with supporting a family and ensures that information is shared and actions followed up on. The downside is that each child plan takes around 3.5 hours to write. This has taken away direct contact between support for learning staff and children as they are now busy dealing with this menagerie of paperwork. In small schools, this falls to the Head too.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
• What are they?
  My Depute was given some extra management time this session which meant that she was non-class committed; this was aimed at increasing her capacity to support me with the demands of running a large community primary school with a specialist provision on-site.
• How well are they working?
  This worked well and I am hoping it might continue as our school roll will increase considerable next session when the private nursery becomes ours as at present, I do not feel that I have any capacity left to take on anything additional within my current remit.
• Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
  This was temporary and with the budget constraints I am not sure whether or not this will continue, which is of huge concern.
  Our main school roll has decreased a little and so we will go down from 11 teachers to 10.
  We were promised a permanent supply for our associated school group to alleviate the issues with sourcing cover but this did not happen.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
I would describe it as medium.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
In rank order with 1 being the highest:
  1. Support staff
  2. Senior management
  3. Teaching staff

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?
PSA covering emotional literacy has been seconded – how to meet the needs of this growing group of pupils.
PT ASN has been seconded – need to source a replacement to oversee ASN across the school, including our specialist provision. Private Nursery coming across to school – this is being planned and managed but I am uncertain about the impact this will have on me as HT or on my management team as we have little if any capacity to take on something new.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school? Some are ambitious and want to grow, develop and move on to more senior posts. Many find the job too stressful and leave the profession at an early stage.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention? Head Teacher posts – there were around 30 vacancies in Highland recently.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed? Bring the role back to Learning and teaching and remove the burden of some of the bureaucracy and building management. Invest in Education properly.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this? If we can get supply we use them a lot. We always go over budget. Most of the time we cannot source supply and so I cover classes or ask my management team or support staff to do this.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)? NO – I am not aware if and how this information is collected.

ISABEL MARSHALL

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below Headteacher

Q2 Whereabouts do you work? (Please specify the education authority area that you work in, and if you wish you can state the name of your school but this is entirely optional)
Midlothian Council, Newtongrange Primary

Q4. What are the positives that keep you in the teaching profession? Interaction with pupils Interaction with staff Feeling of a team spirit Belief that I am having an influence on lives Interaction with parents, positive comments and thanks
Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I have tendered my resignation after 33 years in teaching and 12 as HT as I feel emotionally and physically exhausted. I will leave school in June 2017. I regret having to make this decision however I no longer feel I have the resources to do the job to the level I feel it requires.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Over the last three years the DHT and I have had to cover substantial blocks of absence cover for sickness. This session I recruited an additional DHT, this would allow for one year to have two non-teaching DHTs. However due to illness of one of the DHTs we had only one DHT. The LA provided an additional class teacher until December but I did feel guilty that this was at the expense of colleagues who were doing class cover as I had previously.

- How well are they working?

Additional member of staff required additional management of their role but this did allow “breathing space” as the new DHT settled into their role until the existing DHT returned from illness.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Temporary measures

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Turnover at school has been low for some time however we have had over half the staff change in the last three years. This refreshed the staff team.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Class teachers retiring and moving to alternative posts across the country after spending a long time in this school.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

Not aware of any succession planning at LA level – annual changes as per staffing allowances.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

We are a popular school so we have always managed to recruit however temporary contracts mean people move to permanent ones elsewhere for financial security
Behaviour of pupils – extreme anger and acting out expected to be dealt with by differentiation – some children are beyond this with even very talented staff.
Public perception of level of behaviour difficulties through negative portrayals and focus in press/media.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
Difficult to get music specialists or drama specialist

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
Tackle the workload and stop making changes – need a period of curriculum stability so we can get established. Don’t mind making changes if we know these will be lasting for some time.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
No supply available – over staffing this year will allow us to cover internally

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
We have informal discussions but no LA measures

Additional comments:
My two sons have left school in the last four years. Having seen how behaviour impacts on their teachers and the impact of the hours I put into my job neither of them would consider teaching as a career though I do speak highly of it. Both are studying Physics at University and would consider professions linked to this for salaries – not comparable with teaching.
I am not always a good role model to younger teachers who see me putting in long hours and still not clearing my tasks and going home exhausted. I do feel respected but others see what I do and don’t feel it’s attainable or attractive.
Other agencies under stress are impacting on our jobs – we see Health Visitors leaving, Social Workers stressed with increasing workloads.
Specialist Behaviour Units/Support Teachers are not available for children showing extreme need with problems of anger – throwing furniture, hitting adults, swearing, - depression and bereavement and loss. We can’t correct all the social ills.
Parental criticism on social media has a negative effect on perceptions of our job and our self-esteem – with no right to reply.
I love my job and will miss it terribly but I need to take a break!

ALISON WRIGHT
Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Head Teacher

Q2 Whereabouts do you work?
(Please specify the education authority area that you work in, and if you wish you can state the name of your school but this is entirely optional)
Fife Council

Q4. What are the positives that keep you in the teaching profession?
I enjoy working with the pupils and their families and like to think that I can help make a difference to the community in which I work. I am lucky in the position in which I am in presently and have a good team of people who make the school ‘work’.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
I will be retiring next year, however, were I younger person I do not think I would continue in the profession.
There have been many changes in education and I am unsure that they have been for the good. Too many initiatives, too quickly so that nothing is ever completed or at least completed to a very good level. Having been in teaching now for almost 40 years I also see the same or very similar initiatives coming with a different title. There seems to be little cognisance paid to the results of previous initiatives or they are not evaluated properly. The amounts of money spent are not equitable with any benefits that might come from them.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
• What are they?
This has not been an issue in our particular establishment. However, joint headships within our cluster of schools and some others have been dealt with in an inconsistent manner. Any change in conditions or jobs should be advertised fairly and treated such.
• How well are they working?
The only attempt of jobshare within our cluster was stopped after parent intervention and because the HT in charge of 2 schools did not want to continue with the 2. There was no advantage to be head of the two establishments and no recompense for this extra task and therefore not a particularly attractive proposition.
• Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
Have been both and ‘acting’ positions can be very unsettling for staff and parents as well as the pupils in the school.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
Medium
Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Support staff and teachers.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

I will be retiring next year and have made this known to superiors. It would be good to think that there would be some opportunity, in what will be my last session (2017-18), to help with my replacement. As it is a small school there is much talk of joint headship or acting head or other. Staff are already unsettled and because of their experiences and things they have heard from colleagues in other areas they are concerned. Succession planning in general is not good.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

It is important to employ the right person to join your team. It is increasingly difficult to interview for some posts that might come up for a multitude of reasons. Teachers transferred from other schools can sometimes be unhappy at their move. It is also difficult to move between schools and staff can get ‘stuck’ in the same school for many years which is not always healthy for them or the schools. Support staff can be particularly vulnerable.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Unsure, but graduates who can earn better salaries that that of teachers are sometimes the hardest to find.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

The job has to be made more attractive and the salary structure reviewed. If I had spent the amount of time on a daily / weekly basis, along with time spent doing post graduate work, which I have spent over my years I think my conditions, in particular, financial would have been better. I have also worked in initial teacher training and this also needs to be reviewed. In my limited experience many good students were lost to management positions in other jobs.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We are currently using 2 retired teachers who are known to the school to help with supply work as there is a shortage of supply teachers - in particular good teachers. This can affect the working of the school as it can make monitoring and carrying out new initiatives difficult without extra bodies to help cover classes to allow teachers opportunities to work on them.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
As we are a small school we know the reasons staff leave and they are mostly positive – promotion, retirement, move area.

PRIMARY SCHOOL – ANONYMOUS SUBMISSIONS

ANONYMOUS 1

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Depute Head Teacher

Q2 Whereabouts do you work?
Glasgow

Q4. What are the positives that keep you in the teaching profession?
Teaching children and seeing them progress.
Supporting families.
Leading improvement initiatives and plans.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

Would consider an alternative job or early retirement but I am too young due to lack of staff in schools eg pressure and stress of doing up to 5 other peoples jobs when colleagues are absent without cover. For example, if the HT is absent, no contact from the authority to ask me to be acting head teacher. No response from line managers to phone calls and e-mails. I then undertake this role unpaid as well as my own job as depute head. This had a vast impact on personal and family life as a result. No other job would expect you to undertake this important role of being in charge of 20 staff and 330 children without even being asked.

Result of lack of staff in general has on my enjoyment of role means I feel I am letting the children down I should be supporting and giving all my attention to either high tariff included children who are not suitable for mainstream or low level tasks when SfLWs are absent. Spending in playground, toileting children and giving them time out due to lack of staff, so unable to do my role within school hours- only in my own time and holidays.

Impact of inclusion: Spending more time filling in incident/accident forms and writing up to 10 forms to prove one child has extreme additional support needs and having multiple meetings for high tariff included children who are injuring me, my staff and other children with a long term negative impact. I feel unsupported by having to write up my own injuries in incident/accident forms.
As a result I have permanent long lasting injuries to my back and foot eg when the child ran out of school into the street on more than one occasion and when I was taking him back in to school with a SfLW who then tripped over him causing injuries.
Not allowed to speak out as presumption of mainstream is a council policy and being asked to not be truthful in stating that the children’s needs will be
met in mainstream setting. Frustration to cover this up with other children’s parents who have been injured by high tariff children and inability to keep their children safe eg last year Primary One class evacuated for their own safety on a regular basis.

Curriculum issues: Individual schools creating own curriculum from wordy documents resulting in lots of staff meetings and discussion but a lack of real change in the classroom and a feeling of dissatisfaction that large aspects of CfE are not being done.

Impact on learning from NCCT time on children in the class who are with teachers who do not know them as well as their own teacher for 2.5 hours per week. NCCT is disruptive to a weekly timetable and complex to cover during staff shortages. Again this becomes my responsibility, taking me away from supporting children and families.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
   • What are they?  No measures in place
   • How well are they working?
   • Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
   Medium- last two NQT teachers are leaving to work abroad after less than one year.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
   Probationers

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?
   None

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
    Recruiting: Need to look seriously at the qualifications required for the teaching course and compare to other better paid alternatives. I do not think it is necessary to have 3A and 1B in Highers and most current teachers do not hold these qualifications. For example, a Dentistry course only requires 2As and 2Bs. Students do need to have high levels of literacy and a broad education or background.

    The additional interview for the course may also be off-putting and perhaps should be conducted before the full application process as the students will end up with a first and second choice for university it is a risk to put down
teaching if there is a chance they will fail the additional interview. In addition they need 'work experience' with children which is hard to gain during school study and unrealistic to fit in a full timetable at secondary school in 5th or 6th year as it needs to be done during school hours if working with school age children in a school setting.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
   Primary

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
   Promotion of teaching in secondary school recruitment and promotion sessions during University open days.
   As above Q10

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
   Lack of supply staff leaving the school unsafe and should really have closed on several occasions due to not enough staff available to be in each class.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
   Authority level

Additional comments:

   Teacher s have regularly stated they would change their working time agreement arrangements not to have 2.5 hours NCCT time and reduce after school meetings which do not have the positive impact that is claimed/hoped for overall. This would solve the recruitment crisis for every school.
   If this was changed then there would be 2 extra teachers in our school for example, available for learning support, improvement challenge and to cover classes for any staff absences as they occur.
   Staff should be given the option to be consulted on changing their working time agreement. If given the option to choose this, I believe that the majority would.

   (This would decrease their stress levels and encourage them to remain in teaching as it is these other aspects of the teaching remit which a lot of teachers have an issue with eg being in class and then having to have a two hour meeting at the end of a day then doing class prep etc after this.)

ANONYMOUS 2
Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
   Head Teacher

Q2 Whereabouts do you work?
   EDINBURGH
Q4. What are the positives that keep you in the teaching profession?

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
Not likely to remain in schools. Feel the job of Head Teacher is no longer remunerated appropriately for the responsibilities that have been thrust upon us from councils as they cut staff at central level. Do not believe the Scottish Government values Head Teachers in the way it values class teachers. Feel that Head Teachers have become the ‘sponge’ who must soak up all the complaints and dissatisfaction. Job has become unmanageable. Too much time and effort given to complaints that are ridiculous. Spending too much time on unnecessary tasks or having to cover for absences or vacancies in staffing.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
- What are they?
- How well are they working?
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
Medium

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
Higher turnover of support staff and nursery staff than any other area

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?
Developed new PT posts using devolved budgets. Training PTs and DHT to take on the next level of responsibility in their career paths. Developing leadership opportunities for all staff to move forward in their careers.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
There are not enough teachers available to recruit from and so teachers are free to choose from a wide range of posts that suit them better rather than retaining a commitment to the post they are currently in. For example, we often recruit to a vacancy only to lose them within a short time or indeed before they actually take up post.
Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
   *Nursery*

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
   *For the next few years, greatly increase the numbers on the post graduate teaching courses to create a surplus of staff. Right now, there are not enough teachers to go round for all the posts that are vacant.*

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
   *Rarely able to get supply teaching cover and when we do this is of a low quality level.*

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
   *Authority level.*

**Additional comments**

If you have any other comments please detail them below:

*The recruitment crisis and general lack of teaching staff added to the increasingly business type work we have to undertake are such that I no longer feel able to do the job I am expected to, and want to, do as a Head Teacher. Not enough account is taken of Head Teacher’s views on a system that is fast escalating into crisis. I am frequently taking up the role of other staff to neglect of my own, important and crucial tasks and role. I do not believe local authorities or Scottish Government realise the impact of the recruitment crisis.*

**ANONYMOUS 3**

Q1. Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
   *Deputy Head*

Q2. Whereabouts do you work?
   *North Ayrshire*

Q4. What are the positives that keep you in the teaching profession?
   - Supporting young people and wider community
   - Open opportunities for all
   - Children I work with are fantastic

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
I would hope to continue to work in education however this may not be directly in a school. This may be in an advisory role or in ITE in which I also have direct experience.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?
  Reduction in Classroom Assistant hours
  Withdrawal of ASN teachers
  Secondments

- How well are they working?
  Reduction in CA hours is challenging.
  Level of available support in and outside classes is low.
  Pupils who received ASN support are receiving support from Class Teachers however this was already in place therefore pupils are at a loss with regards to specific, targeted support from ASN Teacher.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
  Permanent CA hour reduction
  ASN teachers used to plug lack of teachers currently.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

High.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teachers.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

Long term identification of Class Teachers.
Some challenges were unforeseen – resignations.
Main challenges are: appointing teachers as they are thin on the ground, accessing skilled supply teachers, reduction in CA hours

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

- Enough applicants for the posts. We recently prepared for interview and on the day, all three applicants had pulled out of interview due to other employment.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
Teachers and Classroom Assistants

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
Enhanced assessment of ITE students to ensure quality. NCCT being at a set time each week to reduce need for cover.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
Supply teacher covering NCCT in school. Variation in quality.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
We do not conduct exit interviews in school.

ANONYMOUS 4

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Primary DHT in an all-through school.

Q4. What are the positives that keep you in the teaching profession?
- Ultimately, the drive to keep improving education and the experience pupils receive in schools
- Knowing that the job I do helps support and improve the lives of around 250 pupils
- Working with great pupils and staff
- Supporting and being supported by parents and families
- Working in a supportive local authority and with some dedicated stakeholders
- Working in the community I live in

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why it relates to your enjoyment of your role)
I currently love my job and at the age of 35 do not intend to retire early or leave for alternative employment. However I continue my ambitions and progress my career (eg. through beginning the Into Headship programme soon) in the belief, or at least strong hope, that the current situation will improve. I do not find the current working conditions conducive to a manageable work-life balance. There are a number of factors that impact on this:
- Lack of supply (teaching and non-teaching)
- Lack of staff to fill fixed term and permanent posts (predominantly teaching posts)
- Not being able to fulfil my job as I am teaching when staff are absent
• Supporting staff during challenging circumstances when there doesn’t feel enough time to do this adequately
• Lack of support – dwindling numbers of Educational Psychologists, Speech and Language therapists, etc
• Reduced classroom support and pupil support teachers while the number of pupils diagnosed with additional support needs increases resulting in increased demands
• Ever changing expectations, for example we spent time overhauling our planning to use the Significant Aspects of Learning but this system, after two years, is out of date as SALs are no longer to be used.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

• What are they?
• How well are they working?
• Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

When staff are absent and supply cannot be sought (as is frequently the case), either myself or the PT teach. The only other option we have is that the nursery teacher or nurture teacher go into a different class impacting on their normal classes. Last year, due to numbers, we were able to collapse classes on occasion, which was far from ideal.

Due to our year-long vacancy staff have had changing RCCT arrangements requiring them to be flexible in order to get their RCCT entitlement.

When it was not possible to recruit a primary pupil support teacher for maternity cover a secondary teacher was seconded for a couple of terms which worked well.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)? Our support staff turnover is low while our teacher turnover is high, however up until around 5 years ago it was low.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc) See Q7

Q9. What succession planning is there in your school and what upcoming challenges does it need to address? It has been extremely difficult to recruit and retain a primary DHT – we had a period of instability of a few years until I took up post. I have seen no reason to believe that it will be any easier to recruit and retain another DHT should I leave imminently.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
We have had a permanent teaching vacancy for a year which we have only recently been able to fill. The main challenges are lack of people looking for/applying for jobs. While we are not assisted by our location this is obviously a problem throughout the country.

We have had a number of teachers who have worked with us for a year or two and then returned ‘home’ when they were able to secure a permanent post local to their extended family.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
   - More teachers trained
   - Supply rate returned to previous rate to encourage people to continue/become a supply teacher
   - Less pressure for teachers through:
     - More classroom support
     - Less constant change
     - More supply teachers so that staff did not feel pressured to come into work when they are clearly unwell or so that they feel they can take advantage of development opportunities without negatively impacting on others.
     - A better Education Scotland website that’s easier to navigate so that staff can easily find what they require – currently google is the quickest way for me to find things!
     - Workable computer systems that are fit for all purposes (SEEMiS)

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

   We use supply teachers to cover absences due to ill health and when staff are out on courses/development opportunities. The main issue is when supply staff are not available. Due to this some staff feel they should come into work when they are not well enough to or do not request to attend development opportunities due to the knock-on effect if there is no supply available.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)? Yes.

ANONYMOUS 5

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
   - Headteacher

Q4. What are the positives that keep you in the teaching profession?
   - Contributing to society
   - Working with children
   - The people I work alongside
The holidays to spend quality time with my daughter

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role) I have considered it but have made plans to retire early and remain in profession. I will not be able to maintain the pace in which I work into my sixties.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
   What are they?
   No, for five years we functioned without a full complement of staff. This was the first year we had a full complement despite not getting any applicants for a maternity leave. This term we are short again. So now we are in our sixth year of staff shortages.
   How well are they working?
   Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
   We have a medium 10% turnover of staff. This due to their ages, many go on maternity leave. Also the school has a culture of self-development and leadership so many move onto promoted or more experienced posts.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
   Teachers

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
   Having enough teachers in the system.
   Having quality teachers actually applying for post
   Once teachers start with us they like it and progress in their career, but the school is in an area of deprivation and is a hard shift so teachers can pick and choose the school's they want to teach in.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
   Work in primary school so question not so relevant
   Do need teachers that are skilled in nurture and relationships, that understand trauma and attachment and can manage challenging behaviours positively.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
   Better pay and conditions - seriously reduce workload
Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
We can’t get supply teachers !!!!
Getting supply EYO’s or PSAs for the times we need them is extremely difficult too.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
Have done some exit interviews but information has not been valuable in defining changes in our school.

Additional comments: If you have any other comments please detail them below
I work with an amazing and hard working group of people. They truly care about the work they do, but the challenges of workload, behaviour, staff shortages, and lack of resources for ASN are seriously depleting their energies. The staff absence is increasing; their physical resilience is reduced.
We were inspected in October and we were noted for our commitment to inclusion and wellbeing - this is at a cost to our own wellbeing.
Every school has its own challenges but across the board we are not being resourced to deal with our most vulnerable pupils and their families.
I have always worked above my contracted hours but this was to professionally develop and move the school forward. Now I work long hours just to simply keep my head above water and don’t touch the bigger more strategic developments. The PEF just adds to that workload. If I can’t get people through to do the work we need for our school then money is not going to make a difference.
I’m exhausted.

ANONYMOUS 6
Q1. Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Head Teacher

Q4. What are the positives that keep you in the teaching profession?
• Making a difference to lives of all of our children and young people
• Raising attainment for all so that our children can function well in the 21st Century in the world of work
• Working with families who are respectful of the work which you do to ensure their children are making progress in their learning
• Working with like-minded colleagues who are committed to the teaching profession and making a difference to children’s lives and learning

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
- It is not my intention to be a head teacher until I retire as the workload is far too demanding and I fear that as I get older that this will have a negative impact on my health
- I do not intend to leave the profession completely but perhaps move into a professional learning role within GTCS, Education Scotland, SCEL etc.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
  - What are they?
  - There is a rolling advert in my education authority for primary teachers although you are not always guaranteed to get a teacher, if one is required, when staff leave the school.
  - Class teacher posts (permanent) are being advertised externally.
  - Teaching staff being offered permanent contracts with the local authority and not with specific schools rather than being offered temporary contracts.
  - How well are they working?
  - There has been moderate success with this as some staff have been found to cover when class teacher’s leave the school and I have been lucky to have been able to appoint to most vacant posts, however short term supply is very difficult to find and it is only through retired teaching staff willing to cover that I have been able to cover some absence throughout the session.
  - Staff who are on the supply list and willing to do longer term supply are not always of a high quality and target setting measures have to be put in place.
  - Advertising posts externally has meant that I have been able to appoint to permanent class teacher posts.
  - Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
  - My education authority has advertised permanent posts with the LA to try and boost teacher numbers as the demand is far exceeding what is available.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
  - Low

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
  - Staff moving to other Local Authorities closer to home or staff for personal reasons moving to other areas of the country.
  - Maternity leave
  - Development Officer posts
  - Retirement

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?
• The Support for Learning Teacher acts as supply teacher on a regular basis and the management team cover where need be
• I have already made plans for next session and have an understanding of what staff I will require
• Staffing for next session is a challenge due to PEF allocation and maternity leave, reduction in nursery teacher allocation etc. although at the present time it would appear that early planning for this has meant that I have all teaching posts covered through the national advert for permanent class teachers.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
• Due to the demand teachers can choose where they want to work and when they want to work
• Ability of teaching staff to move during a school session
• Reduction in hours policies
• Maternity leave policy
• Workload within the teaching profession – this is continuing to get worse as the Scottish Government continue to make increasing demands on the profession and give no time for embedding/implementing and delivering on the plans for improvement

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
• Class teachers (primary)

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
• Addressing workload issues across the whole profession and not only for class teachers but also for head teachers and depute head teachers.
• Continued offering of permanent contracts.
• Increase in salary which is in line with inflation and reflective of a professional role – public sector pay awards have been minimal over the last few years during times of recession and this has meant that the salary for the workload is not reflective. This may make it a more attractive profession to enter into.
• Training more teachers at university level.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
We use supply staff but these are very difficult to find and the only supply staff we can get for short term cover are those who have retired from the profession and worked in the school – they however, are not always available when we need them. The issue of supply is a major issue at present with a number of factors playing into this – supply budgets are not reflective of the amount of staff absence so if you can get someone you may not always have the budget to pay them so this means senior management teams covering, due to workload the rate of staff absence is much greater than in previous
years and staff are now unwilling to work through even very minor illness, retired staff will take holidays during term time (understandable as this is what retirement is for and much cheaper to holiday during term time).

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
Yes, but only if staff request them. I am always aware of the reasons as to why staff leave the school.

Additional comments: If you have any other comments please detail them below:
It is important that the Scottish Government do not take the PTR numbers as an indication of what is needed to fill the gaps and instead ask about what are the current needs across the teaching profession. This should then be reflected in recruitment drives and in numbers being accepted for teacher training. The Scottish Government need to look into the future and not only focus on who is in the profession at present as I can easily see more and more leaving the profession for less stressful jobs with greater salary rewards.

ANONYMOUS 7
Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Headteacher

Q4. What are the positives that keep you in the teaching profession?
Working with children.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
I have plans to retire early at 55. The workload, pressures and sustainability of this job is a huge concern and I don’t want to have ill health by continuing for longer than that. I could not sustain the hours that I work in older age. I work 55–65 hours a week and this will include giving up time at weekends and also work in the holidays quite a bit in school.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
• What are they?
Several years ago, The Council looked at DHT numbers and the threshold for this to include the extended nursery hours and not to count the Nursery children as ½ child as they had before. I was running a school with 185 pupils, a 50 place Nursery and an enhanced facility. At that time there was only myself and a PT ASN.
There is a DHT in just now but I feel we have been penalised for having a DHT as the school has to fund it from within their budget for days out. My DHT is only out for 2 days and with staffing shortages quite often ends up covering. I feel a DHT should be out full time especially as we have 33% of
children in the 3\textsuperscript{rd} decile on the SIMD index. Management structure should be on a needs basis for the school too.

- How well are they working?
  Great to have a DHT but they could really be out full time of class so can fully support the HT and staff.
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
We have a positive staff and good morale in general so people stay here for a long time and so turnover is low.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
Support staff would have biggest turn over with increasing numbers of children with challenging behaviour and ASN.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
Workload – too much change and overload in information. I have never seen so much change, particularly in the last 10 years and I have been in the profession for 27 years. In particular ICT is a good think but the amount of e-mails and attachments that comes in from a number of different places is just overwhelming.

Named person role is huge for HT- in Primary schools in particular. In secondary school a Guidance teacher would take on this role. They may be only have 200 pupils which could be the same as a primary school but they don’t have a school to run alongside this.

Demanding parents- I am a parent myself but I wouldn’t behave in the way that some parents do. We have to take abuse and bullying from parents calling up and saying they will go to papers or education dept etc etc about small things. With parental involvement and Parent Councils, I think there can be too much parental power sometimes and this results in parents placing unrealistic demands or not understanding teaching/school situations.

Pupil behaviour- parents not wanting to accept that their children can misbehave. There is in increase in children displaying violent and aggressive behaviour and we should not have to work in this environment. There are not the resources to deal fully with children who have SEBN.
All of the above results in people thinking why would I have the hassle and therefore choose a different career.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
Senior Management- teachers can see what it is like on a day to day basis for SMT and so are not wanting to go into the role. I constantly get staff saying –
“I wouldn’t do your job!”
Visiting specialists
Part time teaching positions
Temporary teaching positions

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
Pay has to come into it. For a senior management role and for what we are dealing with on a day to day basis, the teaching profession is not well paid compared to other professions.
Also some DHTs in a bigger school will get paid more than a HT in a smaller school so why would they want to move into a HT position with more hassle. The pay scale is wrong here. They still do not have to make decisions and deal with what the HT deals with or have the ultimate responsibility that a HT does so I don’t feel that any DHT should be paid more than a HT.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
There are not supply teachers available. We have to use our Support for Learning teachers which ultimately has an effect on the SFL provision for children. The DHT and myself also cover regularly so this has a knock on effect on our workload too and means we then work extra because we have no time to get our management duties completed.
Covering M crone is very difficult. Teachers are precious about having M crone time and so DHT and HT will make sure this is covered by doing the role themselves but we have no protected time so often go without breaks and lunches as we are covering classes, doing detention at breaks etc etc

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
Exit monitoring forms

Additional comments: If you have any other comments please detail them below:
It is so sad as working with children is so rewarding but all these things make the job not so enjoyable and it is getting harder and harder to be resilient. Part of the new NIF is that you would have to have a HT qualification to be a HT in a few years’ time. I think that this will make the situation even worse. People do not have the time or energy to undertake this.

ANONYMOUS 8

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Principal Teacher with deputising responsibilities (primary)

Q4. What are the positives that keep you in the teaching profession?
The children and making a difference to their lives, not just their education.
Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role).

As I will not retire until nearly 70 I don’t feel that I will be in a position to work as a teacher for this time. I may manage into my 50s but the demands of the job and physically, mentally and emotionally exhausting so it is unlikely.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
   • What are they?
   Lack of staff means that members of the SLT are unable to complete their roles during the school day, as they are teaching. Undertaking a full-time teaching role on top of leadership and managerial requirements is unrealistic.
   • How well are they working?
     As well as can be expected given the circumstances.
   • Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

We have been unable to recruit for a year-long post. When we advertised a permanent post there were only two suitable applicants, both of whom applied for more vacancies so we were lucky to be able to recruit a qualified and registered teacher.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

High (over 50% in 2 years for teaching staff)

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
Senior Management has had a complete turnover in the last 3 years.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?
The local authority has succession planning in place and members of staff are encouraged to undertake leadership training if they are interested in progression into management.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
The workload demands of the job are impossible to sustain beyond a few years. This leads to new teachers leaving the profession and more experienced teachers being unable to continue teaching.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
Only aware of Primary recruitment issues
Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
Salary reflecting actual hours worked (most teachers I know work at least 50 hours a week). Lack of flexibility in terms of holidays/days off is an issue for some who may otherwise consider teaching. I know that other countries grant teachers 5 personal days to take whenever they have an emergency/family event/need a ‘mental health day’.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
We use supply teachers where possible however are mostly unable to so members of SLT often cover for planned absences as well as unplanned absences.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
This is not collected at school level (most move within the authority). I’m unsure of what the local authority have in place.

ANONYMOUS 9

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Q4. What are the positives that keep you in the teaching profession?
Motivating children
Helping children to achieve their potential
Making a positive change in children’s lives

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
Until retirement

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?
- How well are they working?
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
Below 10%

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
Promotion
Retirement

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
   Recruitment and training at class teacher level is not an issue.
   Promoted posts - workload and renumeration

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
   More student placements
   Tackling bureaucracy

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
   Very difficult to get supply teachers - there are none

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

ANONYMOUS 10

Q1. Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
   Head Teacher

Q2. Whereabouts do you work?
   (Please specify the education authority area that you work in, and if you wish you can state the name of your school but this is entirely optional)
   Aberdeenshire

Q4. What are the positives that keep you in the teaching profession?
   Enjoy my work it can be challenging and also very rewarding. The role of Head Teacher is varied working with children, parents and other professionals.
   The teaching profession is very important as we are the educators of our future professionals and workforce.
   Getting it Right for every Child – providing the support and help that children need to allow them to progress.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why it relates to your enjoyment of your role)
   I intend to work in schools and education until I retire.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
- What are they?
  None at present
- How well are they working?
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
  No

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
  Medium. Most reasons for teachers leaving are due to maternity leave, moving away from the area or not staying after the probation year.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
  Teachers and Senior management.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?
  Succession planning is very difficult when we are struggling to recruit and retain teaching staff.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
  Location of the school being 50 miles from the nearest city. We find young teachers are placed in our area for their probation year but usually want to move back to the cities or nearer to family.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
  I work in the Primary School sector and can only comment on this. Primary teaching faces great challenges with recruitment and retention in my area.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
  We need to promote the teaching profession to young people and encourage more of them to train as teachers. University training places should be more available to applicants who live in the areas where teacher recruitment and retention is extremely difficult. The way that teachers are trained could be revised so that it can be completed in less than 4 years perhaps with more practical experience in schools.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
  There is a very limited number of supply teachers around in my area and they are in high demand therefore can be very difficult to secure.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
Yes, I would conduct an exit interview with staff who leave the school.

**ANONYMOUS 11**

**Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Head Teacher

**Q4.** What are the positives that keep you in the teaching profession?

- It is a very rewarding job, I enjoy supporting young people, staff and families over time and seeing the progress they make.
- Education is dynamic, I enjoy the changing landscape and freedom to try new things.
- My authority are supportive and provide me with lots of opportunities for professional and personal development.
- Every day is different.

**Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I would hope that I remain in some form of education related employment until I retire but I don’t think it will be in schools. As much as I love my job it is emotionally demanding and this is the part of the job I find most difficult. You never switch off, I am constantly thinking about the difficult situations in my school with young people, staff and parents. I always have several issues that I am supporting out with an educational remit such as – staff health/competence, social work issues/child protection issues, parental issues out with school, these issues take their toll on my own wellbeing and family time and I feel if I worked outside a school context I would not have these issues to deal with.

**Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?
- How well are they working?
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

**Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium

**Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teaching staff (mainly due to retirement)

**Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?
Strong middle managers will be moving on to senior manager positions e.g. PT who is an aspiring DHT. I am nurturing talent within the class teachers to encourage them to think about moving into middle management. When appointing class teacher I consider their potential to progress into management posts in the future.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
Ensuring the staff have the right skills for the job and an understanding of the demands of the job beyond the classroom.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
Recruiting quality early years staff is the most challenging.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
No

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
I have a few job share teachers who are happy to work extra days so they provide our supply when required.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
No

ANONYMOUS 12

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Head Teacher

Q4. What are the positives that keep you in the teaching profession?
Making a difference to children’s lives

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
Consider leaving early or look for alternate employment.
Reason: significant increase upon managers, huge reduction in resources – teaching staff /SfLW / Clerical / janitorial reform /cleaners - leading to increase in stress
Require to work 6am – 6pm and 2-3 hours in evenings and weekends.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
• What are they?

no

• How well are they working?

• Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

low

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teachers – increase in roll have required additional teaching staff to join school.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

none

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Increased numbers of pupils with significant additional support needs
HTs do not have the option to advertise and interview for staff that would fit the context of their school. Staff are interviewed throughout the authority and then placed in schools.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Increased support in schools where there are a high number of pupils that require support within the classroom context to support the teacher to deliver high quality learning experiences.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

There are no supply teachers available – all cover has to be provided by Senior Leadership Team including long term cover.
All support staff are supporting highest tariff pupils – in school of 320 – 4 SfLw are supporting 4 pupils – many others could do with additional support but this is not possible and has to be provide by senior leadership team. (there are of course outside agencies sourced where possible to assist with this).

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

This is collected at authority level.
SECONDARY SCHOOL – NAMED SUBMISSIONS

LOUISE MOIR

Q1. Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
I am a Head Teacher.

Q2. Whereabouts do you work?
Mackie Academy, Aberdeenshire

Q4. What are the positives that keep you in the teaching profession?
I love my job – the fact that each day is different and varied alongside that you making a difference to young people’s lives means that it is exceptionally rewarding. There is never a dull moment!

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
I consider that I will work in education until I retire. Having moved into Headship at a relatively early stage of my career I am not sure that this is the role I will do until then but I have no current plans to leave education.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
   • What are they?
   I have not had any significant changes to staffing numbers at my school currently.
   • How well are they working?
   Not applicable
   • Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
   Not applicable

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
Turnover this academic year is low but has been medium in the previous two years due to retirements and other influences.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
There has been an even spread across all areas.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?
My Senior Leadership Team is now relatively inexperienced as three out of four DHTs have moved onto Headship or other DHT posts in the last three years. Therefore, training programmes are in place to support these individuals new to post.
Elsewhere in the school programmes through organisations such as SCEL are being utilised to support staff development at all levels within the organisation.

**Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Cost of living in the area which the school is located; creating opportunities for staff progression in order to allow retention of excellent classroom practitioners i.e. they don’t exist!

**Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

- Technologies
- Home Economics
- English
- Modern Languages

**Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

- Payscale needs to be reviewed especially in terms of promoted posts and greater flexibility for schools as well as retaining excellent practitioners within the classroom.
- Teaching needs to get back its professional respect – this has been allowed to be eroded on a wide variety of fronts.
- Universities need to provide a better service in terms of training for those core subject areas in which there are significant shortages and teaching needs to be “sold” as a career to graduates that is worthwhile (linked into the need to better share and develop career progression models).

**Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

- Supply teachers are utilised on a daily basis to support learning and teaching in the school. Significant issues are associated with availability and also, in some cases, quality.
- Support staff are often required to do some of the most important work within schools yet are paid the lowest wages – this needs to be reviewed.

**Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

- This is collected by the local authority.

**Additional comments**

If you have any other comments please detail them below:

I am heartened to see that these issues are being addressed at government level. What I would like government to take on board that a “one size fits all” model for teacher recruitment and retention in Scotland is no longer fit for purpose and must give the flexibility to allow areas to recruit and retain in relation to the economic demands of the area. This is essential for the future health of the profession.
PETER NEWMAN

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Teacher with a senior management role (Faculty Head and Guidance)

Q2 Whereabouts do you work?
(Please specify the education authority area that you work in, and if you wish you can state the name of your school but this is entirely optional)
Highland Council, Ardnamurchan High School

Q4. What are the positives that keep you in the teaching profession?
- The young people are always entertaining and inspiring.
- It is a job which allows me to live in the Highlands.
- It is a job which has allowed me the opportunity to advance relatively quickly.
- Theoretically, the pension is better than that which I could get in the private sector.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
- I regularly consider leaving the profession early.
- Salary. I am a relatively well paid professional, especially for the Highlands. However, I could earn more and have better “perks” as a regional manager for Lidl and Aldi. I'm not talking theoretically, I mean literally. So, that is how much value we place on education as a nation. I am valued less than someone at the midlevel of a supermarket chain. So, yes, sometimes I think of quitting.
- The sheer quantity of bureaucracy which is expected of teachers, but especially senior managers, is exasperating. Too often, these documents appear to exist purely for the purpose of providing a raison d’etre for the document and have no impact on improving the life of pupils or staff. It means that trying to do the right things for the children – offering study classes after school, offering sports coaching, offering extra subjects which I don’t have space to deliver within my contracted hours – all of which I do, are unpaid, extras and things which do not improve the learning of my young people even as much as 1% - Department Improvement Plans, Faculty Improvement Plans, School Improvement Plans, Internal Verification, External Verification – are seen as essential whereas young people learning and succeeding is seen as "extra-curricular". That’s a black is white world.
- The single biggest thing is the Internal Verifications. I know the Scottish Government has looked at ways to address this but I would point out that you appear to have been mislead about precisely what is being asked of a young person.
At the moment, a young person who sits 6 National Subjects in S4, 5 Higher or Nat in S5 and 3 in S6 will sit an average of:

- S4 – 6 subjects with four internal components. Each of these has 3 sub-assessment outcomes. That’s 12 per subject. So, a young person in S4 will sit 72 pieces of assessment before coursework or the external exam.
- In S5 - 60, in S6 – 36. I know they can be “bundled” together and I know that the SQA no longer requires you to use their appallingly badly produced UASP packs, but for a young person to be assessed against 166 outcomes, then sit coursework and external examinations should be an infringement of their human rights.
- This is what makes me long to leave the teaching profession.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Our Headteacher has made a number of decisions and put in place strategies in order to counteract an at one time, falling roll. This means we have a huge number of staff on .7, .8 type contracts and allows him scope to be flexible now that our roll is increasing.

- How well are they working?

Very well, he has done a remarkable job.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

He has used a mixture of both to great success. Senior managers rarely get the praise they deserve for juggling such complicated and volatile issues.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)

Medium

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

We have lost a number of young staff, either those who have just finished their probation year or in the first two or three years of their careers, due to housing stock in the Highlands being prohibitively expensive and so they have had to return to the central belt. We have also lost some to moving abroad in order to take advantage of tax free salaries.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

Although I’m not really best placed to answer this question, my guess is that things are relatively settled for the next year or two, a maternity cover notwithstanding.
Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Rural isolation, housing stock and salaries. It is very hard to retain teachers – if you can persuade them to come this far north – if their salaries are too low to allow them to get a mortgage.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Support for Learning is always under the biggest threat. This is a shame as it means the most vulnerable young people will suffer most.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Not really without increasing teacher salaries, something which is very expensive and difficult to do. I would look at working on releasing some of the housing stock available and kept as holiday homes in the Highlands – some form of tax incentive like the 5% VAT rate on buildings left uninhabited for over 5 years? That might help.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

There are not that many supply teachers around and the cutting of the supply rate of pay meant that we lost, immediately, a huge swath of people who had previously been willing to help out. Coupled with our local authority putting together early retirement packages with a requirement which meant they were not allowed to do supply, we have to cover most of it internally.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Not as far as I know.

JUDITH MOHAMED

Q1  Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Head Teacher

Q2  Whereabouts do you work?

(Please specify the education authority area that you work in, and if you wish you can state the name of your school but this is entirely optional)

Aberdeen City Council

Q4. What are the positives that keep you in the teaching profession?

The belief that I am making a difference to the young people in my school and local authority.

Teaching is a great job where every day brings new rewards and challenges

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
I envisage that my entire career will be spent in education, however it is likely that in the near future my husband and I (also an ACC teacher) will seek to move out of Aberdeen City Council due the rising living costs with little or no pay increase in recent years

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- **What are they?**
  
  We have had to make a number of changes to our curriculum due to the difficulty in trying to recruit to certain subject areas. The changes have had the greatest impact on pupils in S1-S3 where their entitlement to a broad curriculum has been compromised. Pupils no longer have design and technology in S1 and S2 and this session we have had to reduce the number of periods taught by Modern Languages specialists.

  Senior Phase options have also been reduced and this has led to some pupils leaving school as we have been unable to make the curriculum offer which we would wish to make.

- **How well are they working?**
  
  Pupils are being taught but they are not receiving as rich an experience as I would wish

- **Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)**
  
  A mixture of the two. We have been unable to recruit the required number of Design and Technology teachers for the past three session so some of the compromises now seem permanent.

  Another issue which we face in Aberdeen is the lack of supply teachers which means teaching staff regularly operate at their minimum non contact time. This then begins to have an impact on their wellbeing and makes them more likely to move to neighbouring authorities which are more generously staffed

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium- a large number of staff reached retirement age last session

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

**Teachers.** The main cause of this is the extremely high cost of living in Aberdeen compared to other local authorities in Scotland. Retention of staff remains a real problem- this year I have 6 probationary teachers in the school covering six full time permanent vacancies, however three of them who I would have no hesitation in appointing to my permanent staff are moving to the central belt.. All have told me that they would love to continue in the school if it were in a different location!
Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

As a school we are keen to develop our staff and build capacity in the next generation of leaders, however some opportunities which I would have for staff to “act up” have had to be shelved as I know that there is no back fill available to cover their teaching posts.

Most of my staff in promoted positions, myself included, are teaching additional classes which cuts into their notional management time. This inevitably impacts on the capacity for school improvement which is a real concern given the number of changes to National Qualifications, the new benchmarks, standardised testing etc.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

The local economic conditions, living costs and lack of an appropriate salary increase since McCrone have served to create a perfect storm in Aberdeen and the North East. There is a certain irony with the national agenda of closing the gap and equity and excellence- these can only be achieved with quality, qualified professionals in front of our classes. The Pupil Equity Fund is only going to exacerbate the situation in the North East as the huge sums that many Central belt schools have received will allow them to recruit additional staff and I have no doubt that many of these teachers will be drawn from the North East of Scotland.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Design & Technology
HE
ML
Maths
Physics
English
Computing

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

See Q10

Also, there are huge difficulties with the systems and processes at GTCS for Those who have qualified outside of Scotland to gain registration.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

It is almost impossible to find supply staff, this has a huge impact on the staff within the school

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

This is collected at LA level
SECONDARY SCHOOL – ANONYMOUS SUBMISSIONS

ANONYMOUS 13

Q1. Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Headteacher

Q4. What are the positives that keep you in the teaching profession?

Primarily the thing that drew me to education in the first instance, working with young people. However, holidays and pension commitments keep me here.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I would consider leaving the profession early to take up alternative employment. This is due to the pace of change in all aspects of teaching. Nothing is allowed to settle and embed without further changes being made. Education has become a political hot potato with young people being used as guinea pigs while constant change is made. Tie this in with local decisions and changes, staff cannot possibly do anything to a level where they feel confident and secure in leading education. Teachers are burning out early on in their careers and many are seeing it out because they have devoted their lives to the profession. The new demands which are being made of teachers are largely falling on the shoulders of school leaders, giving them less opportunity to be strategic in their leadership. Parents who are not closely linked to education do not fully understand the implications of changes being made. And while schools try to support them it is clear that the pace is too much. Young people are coping exceptionally well despite all of this, however I do have concerns that at the moment, the education system is being negatively affected by the impact of decisions being made by people out with the school system.

The role of teacher, never mind headteacher, is not as enjoyable as it once was and many staff elect to not offer the fun stuff in schools anymore as they are so jaded and frankly exhausted, mentally and physically. The mental health of staff is at the lowest I have seen it and as a headteacher I feel powerless to hold back the relentless onslaught of change which is coming in to affect them with little consideration for timelines or the quality of life of professionals.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?
  
  Reduction in support roles eg. Clerical, pupil support. These roles are now expected to be undertaken and carried out with reduced staff but to the same if not better standard.

- How well are they working?
They’re not. People are expected to do the same with less. Staff are being asked to take on roles and responsibilities, which people of a higher grade were expected to do. There is no recognition of the level of accountability of some staff who are on a low pay grade but no one else is available to carry out the work.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Permanent.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

High

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Class teachers and senior management.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

Work shadowing.
Targeted professional learning.
Nothing can address a lack of classroom practitioners.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Job conditions – especially in rewarding the next set of school leaders. The flattening of structures has reduced the interest in promotion.
Morale – constant changes and stagnation in public sector pay. Professionals (teachers) are not valued by a significant number of parents anymore. Social change, the pressure on schools to fix it all while there is little done to challenge poor parenting or lack of cooperation with education systems. Staff often feel powerless (incl HTs) to positively impact on the behaviours they face from some young people as there are no systems/sanctions which are effective in modifying behaviour. Without the support of parents and carers schools have little effect on behaviour. The learning of too many young people is interrupted and affected by other learners. Inclusion is vital in education – but it must ensure that learners are not excluded by the behaviour of some as teachers at all levels struggle to manage with the daily negative impact of poor behaviour by some individuals. All too often teachers are being verbally abused by pupils and in some occasions parents, it seems to have become a norm that we should just expect this. Social standards have declined, this is having a definite negative influence on standards in schools too.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Almost every subject specialism. Clear issues with recruitment of Home Economics teachers, however even trying to appoint good core subject teachers in English and Mathematics is challenging.
Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Teachers coming into the profession are deluded by the idea of a 35 hour working week. The McCrone Agreement is completely out of date with the profession. Teachers need to be clear of the demands which are required and headteachers should not be held over a barrel to challenge areas of competence and capability. There are too many strings attached to challenging ineffective practice. Teachers need to be tough and resilient. The current model of NQT year with reduced timetable does not give new staff a clear idea of the real demands of the job. These new professionals are coming into the job bright and fresh with wonderful strategies for improving the classroom learning, however are often ill-equipped to deal with the social challenges which many of our young people sadly face. It can be very difficult to balance the demands of the job with the time good teachers want to give to children and young people.

- Mental health and support services for staff which are quickly accessible are vital.
- Targets identified and agreed via PRD should be the only demands on professional learning – no new “must dos” dropped in throughout a school session.
- Less bureaucracy around taking forward initiatives. Measurement doesn’t need to be on a bit of paper – surely real progress is evidenced in our children and young people? Sometimes an initiative is simply about enjoyment for young people and staff.
- Changes need to be made but they must be done in a timely manner. The quick turnaround of changes to SQA qualifications for example has most certainly added to the stress of teachers across the country. I’m not quite sure that this is what pressure by Trade Unions meant to create.
- Schools know their communities and stakeholders best. They must have the autonomy to move forward (albeit monitored) with the work that needs to be done to really make a difference. Widespread planning and decisions made from above should not determine what is best for the children and young people in our schools. Teachers, especially new ones, should be allowed to be creative with their approaches. Progress cannot be measured solely by test results.
- Give them time to do their job and grow in confidence with the system as it currently is before another major change comes. People cannot continue like this.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

On a daily basis, when we can get them, to fill teacher shortages as well as short term cover.
Good quality staff can be difficult to come by. The commitment of supply staff can be questionable and it can hold back development within your school.

Additional workload in terms of PRD and PU if a supply teacher elects to choose you as their designated school. This can be very difficult to monitor, ratify and impossible to ensure implementation. I worry that these staff don’t always feel as valued as they don’t get the same investment in CLPL.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

School doesn’t other than through informal chat if a permanent member of staff leaves.

Additional comments
The profession needs some breathing space to allow initiatives and changes to settle in. Increased confidence will lead to improved morale amongst staff. This is the single best thing that can happen for young people.

ANONYMOUS 14

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
   Headteacher

Q2 Whereabouts do you work?
   (Please specify the education authority area that you work in, and if you wish you can state the name of your school but this is entirely optional)
   Fife

Q4. What are the positives that keep you in the teaching profession?
   I love my job
   I believe that our school makes a difference
   Learning excites me
   The community I work in works well together
   Developing young people is a very satisfying profession
   While challenging at times, teaching a very rewarding profession.
   To be a part of what makes a difference to a young person’s life is a privilege.
   Achievement at all levels is a joy to see.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
   I will work in education until I retire.
Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teachers

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

There are a number of leadership opportunities within the school which give experience for those seeking promotion at a late date. Staff are encouraged to take these up and to be thinking about their Professional development. Where they identify opportunities there is a positive and supportive ethos in the school.

Challenges for some staff is that opportunities on the career path do not present themselves very often in some subjects since the disappearance of APT/Senior teacher/Chartered Teacher posts. If first stage of development is class teacher to Curriculum Leader then in some areas these do not come up often. In the case of our school we have created PT.1 posts with specific remit to give staff experience.

At different levels there are challenges. PT to DHT really requires a breadth of experience and PRD is therefore crucial. If you talk to many DHTs there is less of an interest currently about applying for HT posts. There are a number of reasons for this. For some it is better staying a DHT in a large school on the almost the same salary as an HT in a medium to small size school. The incentive is lost.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Geography plays a large factor in our recruitment. While the school is hardly remote, its position makes it a good drive in if people do not stay locally. Our applications can be affected by the perception that it is too far out of the way. We do lose young teachers who prefer to live in larger towns/cities. There is a strong positive ethos but wishing to work in larger towns with better transport certainly comes up each time.

Size of school and constrictions of the timetable and curriculum offer can at times impact. It means that sometimes we are not looking for full 1.0 fte and therefore getting staff willing to accept a pointage can be restrictive. Some have said it was not worth their time applying as it would cost them considerably for transport for a part time post.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Recruitment – computing – we have recently been to advert nationally 4 times for a 0.6 fte computing teacher with no applicants.

English/Maths are experiencing a shortage as is Chemistry and DET.

We are fortunate in that our ethos is nurturing, supportive and inclusive. In terms of support staff we do not struggle to get applications.
Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

In certain subjects we struggle as for example in the case of computing graduates have the chance to earn more in other sectors. Early identification of shortages and proactive recruitment might improve things.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

Supply staff are in use almost every week to cover shortages, long term absence etc.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

This information is not collated by the authority nor do we keep the information in an organised way. Staff are very clear about their reasons for leaving and I would say that we know why each member of staff has left over the last 10 years.

The common reasons are travel, wanting to work nearer home, young families, promotion.

ANONYMOUS 15

Q1. Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

I am a Headteacher.

Q4. What are the positives that keep you in the teaching profession?

Absolute life-long passion for education and a desire to make a positive difference to as many young Scottish lives as possible.

Personal commitment to families and the communities I work in.

Interest in professional research and the impact new knowledge and understanding has on practice.

Challenges, change, staying current, adapting to new thinking.

Personal and professional development.

Love of children and pleasure of being a meaningful part of their lives.

Being a positive role model to younger colleagues.

Opportunities for strategic leadership and shaping/leading the face of education in Scotland.

Helping to form Scotland's economic future and workforce.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
I am about to retire, after almost 40 years in the profession. If that were not the case, I may be considering alternatives such as joining Education Scotland or something linked to supporting education in Scotland.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Changes to staffing, eg losing a depute head, are always a possibility. Measures I would have to put in place to accommodate this would be significantly detrimental to the delivery of service. 1 headteacher cannot do the work of 2 people.

Having to reconfigure classes regularly to create composite classes and, worse, multi-composite classes, then reconfigure again a year or so later, is highly disruptive. This can be necessary due to being 'one child short'.

Budget cuts have ensured that support staff levels are far too low to meet the needs of all learners. This is universally true in all schools. Direct support to children is reduced as a consequence.

No availability of supply or cover teachers of any kind has been profoundly negative in every respect. Absences have had to be covered by school managers – at times for very prolonged periods. Teachers' class contact reduction time has had to be covered, sometimes long-term, by heads and deputes. Don't need to be a genius to work out that this is profoundly stressful and has a highly negative impact on schools and their continuing development.

- How well are they working?

None of the measures above has a positive impact. All resulting change is negative and lessens the quality of service. Headteachers are highly creative in finding solutions and making things work, but there are limits to this. Too few people eventually ensures that the quality of service provided is poorly impacted.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Some are permanent, some are temporary. None are positive. Support staff posts are reduced as a result of consultative processes. Allocation of too few people to schools ensures that only the highest tariff children are supported and those who require additional support but who are not so high tariff as others, go without. An increasing number of very high tariff children are coming in to schools and support is reducing all the time. Highly stressful and unsatisfactory.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

I have a steady staff. Reductions and shortages are as a result of absences in staff, teaching and non-teaching (highly stressed, therefore susceptible to illness) and reduction of allocation of support staff, or no additional staffing to support new children presenting with additional support needs. These children have to be supported from an already too small allocation of support and specialist staff time.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

Succession planning would be ensuring that the local authority is aware on any upcoming vacancies and that suitable replacements are identified in a timely manner. Succession planning for ASN and support staff is an annual review meeting to discuss levels of need and an allocation of staff is made to each school on this basis.

The challenges that need to be addressed are:

Ensuring that there are sufficient teacher numbers available to fill all vacant posts, with supply cover available for absences and maternity leave etc throughout the coming session. This has proved to be outstandingly challenging this session and an overall shortage, which has lasted the entire academic session, has put an inordinate level of additional stress on almost all head teachers. Only lucky ones escaped this!

This has been, in my view, an unforgivable state of affairs that must never be allowed to recur. Headteachers have borne the strain and stress of this all year, with no acknowledgement or appreciation and, in the last term of the session, I can see colleagues genuinely suffering the consequences on their health and wellbeing.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

The challenges are making teaching an attractive profession at a national level. Fewer people are attracted to the profession for many reasons, some of which are:

View that it is not a well paid profession with good prospects. Financial reward is unattractive.

Of those who are teachers already, some want to be Principal Teachers, fewer want to be Depute Heads and almost none want to be Head Teachers. This is very problematic for the future of Scottish Education. It is viewed by others in the profession as an impossible, highly stressful job for insufficient reward and no one wants to do it.

Lower level of pay for short term supply has had a very negative impact. People simply don’t want to do it.

Public perception of the profession has changed. Confrontational and aggressive behaviour from parents/carers with entirely unrealistic
expectations is pervasive. People don’t want to put themselves ‘in the firing line’ for this. Another reasons why teachers don’t want to be Head Teachers!

The profession need to be promoted, nationally, as a worthwhile profession and the parent forum similarly needs to be led and guided, at a national level, to shift their perception of what school is about.

**Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

To my knowledge, this has been problematic across the board this session (and before?) and many secondaries have spent a full year without a full complement of appropriately qualified subject staff. Astounding state of affairs and again, unforgivable.

**Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Raise the profile and awareness of teaching in Scotland as a worthy, important, serious job for ambitious, forward looking young people; National task – advertising, career education focus, DYW agenda

Shift public perception of the profession – subtle shift to regain public respect and present the profession as an attractive option. IT CURRENTLY IS NOT.

Review salary levels.

Review career structure and promotion prospects.

Pay head teacher well. A head teacher in a small rural school, who possibly runs 2 schools on 2 different campuses, can be paid less that a DHT in a big school. This is nonsense and ensures that absolutely no one applies for these posts when they are advertised. They are completely unattractive.

Do away with ‘shared headships’ ie 1 head teacher for 2 schools. No one wants these jobs.

**Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this

For many years now, supply teachers have been unavailable to schools. This year is the worst. No supply teachers have been available to allow school development to carry on, ie book supply staff to allow core staff to be out of class to work on school development. This option has not been available for several years. Negative impact – impossible to give teachers professional collaboration time, or to ensure that poorer/weaker teacher have time out of class to work with more driven/enthusiastic colleagues to inspire them to raise their game and update/improve their practice. School development has suffered as a consequence. Only time available for collaboration is within Working Time agreement and unions have ensured that this is massively protected and that the expectations school leaders can have of staff is severely restricted. In-service days are nothing like enough time to address a full and ambitious school improvement plan. Removes scope to ensure that reluctant/less skilled staff improve.
Support staff are deployed to support groups and individuals. There is no professional development time built into their contracts to train and develop them. Reliant on goodwill.

**Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Not collected by education authority, or done in a formal way in my school. Informal discussion takes place. No permanent staff have left my school, but I gather feedback from supply staff. I know people’s views when they leave.

**Additional comments**

This consultation is around future planning for teacher workforce. There are huge problems associated with this at the moment. Being a school leader currently is one of the most challenging jobs there is. Expectation of what head teachers can do has become unrealistic crisis point has been reached. Something is going to give, or something really bad is going to happen. Given the character and nature of school leaders, they have largely shouldered it and done what they have needed to do to keep their schools running under sometimes extreme stress. I note in many that their personal health and wellbeing has suffered. When they go ‘off sick’, what then? The situation that has come to pass this current academic session is the climax of many years of stress, and decline in available teacher numbers. The knock-on effect is serious and cannot be ignored or minimised. I have noted that it is in fact unforgivable and should never be allowed to recur. I also noted at the start that I am an enthusiastic, passionate, motivated (and very good) school leader. I have a proven track record over my full career. When people like us feel strongly motivated to note our concerns, it’s not idle moaning and complaining.

Robust, realistic, accurate future planning must be put in place to ensure that there are sufficient teacher numbers to meet the many exciting challenges that Scotland, and Scottish education faces at the moment. Wonderful things are happening in Scottish education! It’s an exciting time. Shooting ourselves in the foot and undermining our own chances of success makes no sense whatsoever. Teaching needs to be made attractive again, attracting the very best of what Scotland has to offer. Head Teacher roles must be reviewed with a view to making them realistic. An academic qualification isn’t going to do this; it goes much, much deeper and it would be missing a very valuable opportunity to not address this. No one wants to do the job. We have to ask ourselves why not?

**ANONYMOUS 16**

**Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Acting Head Teacher

**Q4.** What are the positives that keep you in the teaching profession?

Satisfaction of seeing the difference that we make to young people’s lives and life chances.

**Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
As a senior manager there is a better chance that I will remain in education until I retire. If I were still a classroom teacher, absolutely not.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they? We have had to rearrange the distribution of subjects taught in S1-3, not according to what is best for the pupils but what we can offer in terms of staffing available.
- How well are they working? Fine but it means that some aspects of curricular areas are not being taught.
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Hopefully temporary but recent round of recruitment had only 20% success rate.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)? Low

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
Senior management

Q9. What succession planning is there in your school and what upcoming challenges does it need to address? There have been numerous changes over previous years due to poor leadership in the school. Hopefully we are about to enter a period of stability – staff say that they need to be led. In terms of covering projected retirals etc. there are not enough staff coming into the profession to plan for succession.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
Business, Technology, Computing, Maths, Modern Languages – we have some very weak candidates in these subject areas who are able to pick and choose where they want to work due to the lack of numbers.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
We need to improve working conditions and pay to entice people away from industry. I think incentivising people to go to certain areas is important (although I hate the idea) but that greater incentives are needed to draw teachers to those areas where they are needed most. These incentives should be organised and controlled by national government, not by individual authorities.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
We could not run without supply and support staff – they are absolutely essential to the running of the school

**Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
Yes but information is held within the school

**ANONYMOUS 17**

**Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Head Teacher

**Q2** Whereabouts do you work?
(Please specify the education authority area that you work in, and if you wish you can state the name of your school but this is entirely optional)
Midlothian

**Q4.** What are the positives that keep you in the teaching profession?
- Working with young people,
- being able to provide opportunities for young people to succeed
- Being able to make a real difference for young people and their lives though the support I can give, curriculum knowledge and opportunities for developing skills, recognising achievements, seeing young people success and progress into a positive destination.
- preparing them for life beyond school.
- It’s a real privilege to be doing this job, the pupils and people I work with keep me in the profession.

**Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
Not sure- I love my job and currently I enjoy what I do but there are significant challenges (recruitment, resources, time, lack of support/staff) which can have a negative impact on my ability to do my job, cause immense frustration etc. The level and pace of change is at a level now that is almost unmanageable.

**Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
- What are they?
We have tried where possible to maintain teacher numbers, however this is difficult with the current context of the school experiencing a falling roll. We have been granted some degree of protection with slight overstaffing to allow us to offer an appropriate curriculum for our students.
- How well are they working?
We still have a gradual fall in staffing as budgets become tighter – this impacts on the curriculum we offer and the viability of running small classes. The expectation is we offer more opportunities for pupils causing a tension in that we have to offer more with less!

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Temporary measures

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

High

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

- Teaching staff
- Support staff

Reasons for the turnover
- Promotion to other posts,
- secondments,
- changes due to lack of stability given the falling roll and context of the school,
- re-jobsized promoted positions again due to falling roll,
- staff moving to jobs closer to home.
- Staff leaving the profession to other jobs/careers

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

- As already mentioned slight over staffing to mitigate against impact of budget restraints and falling roll,
- different approaches to recruitment,
- trying to secure talent within the authority,
- shared positions with other schools.
- Frustration in lack of support from the LA in recruitment, basic admin, support when unable to fill teaching positions

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

- Lack of available staff in certain subject areas,
- quality of available staff.
- The education profession is constantly in the press and most recently has been subjected to a lot of negative press as the focus of great political debate,
- salaries fall short and are not comparable to that of other professions, or of teachers in other countries.
- The job sizing toolkit for promoted posts was developed in 2004, this is no longer fit for purpose and doesn"t take into consideration the huge changes the profession, curriculum, GIRFEC etc has gone through in the last 10 -15 years.
• In real terms staff are earning less now given the pay freeze, changes to pensions and national insurance contributions.
• Workload of teachers in constantly debated in the press – this doesn’t encourage people into the profession.
• On a regular basis I see staff working in excess 45 hrs a week, as a HT I frequently work in excess of 65hrs a week with some weeks reaching up to 90hrs given the expectation placed on senior staff to support all school events including evening events, sports matches etc –
• Pace of change has been incredible over the past ten years this is impacting on the health and wellbeing of people in the profession as expectations are increased
• There is an increasing expectation that teachers attend training in the evenings and weekends again adding pressure to staff who are already working very hard.
• The flattening of the promotion structure in schools is a disincentive as there are fewer opportunities for promotion.
• There is very little difference in pay between a PTC post and a DHT post in the secondary sector yet the two posts are markedly different with far great responsibility as a DHT – this is not reflected in the salary scales
• Motivating a workforce is very difficult give the above, lack of resources and tightening of budgets

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

This session I have been unable to appoint in Maths and English (core subjects) Computing, physics, chemistry, Home Economics, Modern Languages, CDT.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

• Increased places on offer in PGDE courses,
• incentives for students to study in subjects where there are shortages e.g England offer a paid incentive to attend teacher training courses,
• a complete overhaul of the salary structure, job-sizing toolkit
• Make the profession desirable – negative press, workload, constant political debate between parties does not make the profession desirable

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

• Supply staff are non-existent. There is such a shortage of teaching staff in certain subject areas that supply staff who may have been available are being uses to fill gaps in schools were recruitment has been unsuccessful

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

• Yes – all the reasons outlined in Q10
ANONYMOUS 18

Q1. Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

DHT

Q4. What are the positives that keep you in the teaching profession?
The transformative power of education. A deep commitment and purpose in promoting equity. A love of my subject and learning. The complexity and never ending challenges of classroom teaching and the leadership of learning. The intellectual exhilaration of professional reading – there is so much brilliant research and evidence based work going on (most of which is not getting into schools).

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I will work in schools until I retire.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?
  Very few – we struggle massively for specialist cover or even general supply teachers.
- How well are they working?
  Very poorly.
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
  Both

Q7. Would you describe overall annual staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teachers.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

Acting roles funded by Attainment Challenge and PEF. Internal professional development opportunities (leading initiatives).

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Moderate pay and demanding / stressful conditions such as pupil behaviour and long hours.
Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention? 
Most but Food Technology and Business seem to be worst.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed? 
Better pay and more focused resourcing around behaviour management. There is reluctance at all levels (school departments; across schools; across authorities) to accept that more rigour and higher expectations are possible. It is culturally ‘old fashioned’ or a pipe dream to think that manners, respect, conduct can be dramatically improved but this is the most likely way to close the gap. It would take considerable resourcing and would certainly be made a lot easier if it was authority wide. I would also add that I have only recently turned to this way of thinking on the basis of the growing number of schools in England that are doing this very successfully. It schools were calmer and better disciplined more people would want to be teachers.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this? 
We try to use them but there are very few about. This is nearly at crisis point and means that we can’t easily use the PEF money to create time to focus on those things that the Education Endowment Foundation research shows make the biggest difference in closing the gap.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
Not that I am aware of.

ANONYMOUS 19
Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Headteacher

Q4. What are the positives that keep you in the teaching profession?
Working with pupils and improving their life chances

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
School until I retire

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
• What are they?
• How well are they working?
• Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
Low

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
Principal Teachers, Senior Management

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?
Not as big an issue as the age profile of the school is low. This would not be the same across other schools as staff tend to arrive after recruitment campaigns but also leave/retire in large number at the same time.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
The low numbers of available staff for recruitment in particular subjects

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
Home Economics, Maths, English, Computing

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
Make the profession attractive to graduates. Pay has slipped behind other graduate professions in recent years. Support for pupils in school to deal with the problems of deprivation with specialist staff should be considered.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
We use supply staff on a daily basis but they are in short supply! There are no longer the numbers of supply staff required to assist in the challenges of covering staff absence/attendance at courses etc

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
Collected at education authority

SNONYMOUS 20
Q1. Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
I am a Principal Teacher Curriculum Maths/Computing Science.

Q4. What are the positives that keep you in the teaching profession?
Sharing subject knowledge in a positive fashion with young people; working to ensure that all young people attain the best positive qualification that they can; helping young people to become functionally numerate; providing a sounding board; a listening ear and a safe haven for young people trying to find their way in an increasingly stressful world.
ANONYMOUS 21

Q1  Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Depute Headteacher

Q4.  What are the positives that keep you in the teaching profession?
I still want to make a difference to pupils and to strive to educate the young people in my school so that they each reach their potential – although at times feel we are battling against the odds and no one in government is truly listening or appreciative of what we have done, do and hopefully continue to do. I also want to change what I can change so that my daughter and her peers and generations to come are part of an excellent education system.

Q5.  Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
I may leave early if pressure / workload increases and this is not sufficiently remunerated. I have suffered a recent pay detriment due to the abandonment of the promise of lifetime conservation. Because of mortgage commitments made prior to the abandonment of conservation, things a financially tough. In addition while costs in the area have risen, my salary has not kept pace. I will also need to consider my retirement date in terms of my pension scheme and my 3 best years out of the last ten as well as the pension uplift factor.

Q6.  Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
•  What are they?
Subjects have had to be dropped and the curriculum choices for pupils has narrowed. Curriculum has been altered to fit staffing but gaps are evident.
•  How well are they working?
I think pupils are being disadvantaged as a result of the inability to staff certain subjects e.g. the lack of Design Technology in the BGE.
The abandonment of subject principal teachers and the lack of permanent quality subject advisers at the same time as the biggest change to education in Scotland took place has placed a huge burden on colleagues in school. ( I also have strong views about the lack of support for staff for those curriculum changes – even as I type the most recent changes announced by the government to the exams for N4 and N5 next session are not fully transparent yet we will start teaching those courses in 5 weeks time not knowing what the end exams will actually look like).
•  Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
Re lack of teachers – permanent until staff can be found for the vacancies
Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

The tendency has been for there to be a higher turnover – with 20% being seen. This is exacerbated by probationers who will have ticked the box to receive their extra money, spend a year in Aberdeen then move back down south because they cannot afford to stay here.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teachers

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

Succession planning is based on availability of staff – or lack thereof.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

For ACC and teachers in general:

Local conditions – despite downturn in oil industry, Aberdeen still expensive and salaries do not take that into account. This is major factor with retaining new staff / probationers

Lack of pay increase

McCrone perception that career opportunities have been limited by the slimmed down structure (loss of Senior Teacher / APT / PT Subject). Young teachers have told me that they feel the jump from class teacher to Faculty PT is too great.

Unfairness of job-sizing toolkit in terms of PT Pupil Support discourages some people from considering that as a credible career path

The lack of pay incentive for Faculty PTs to move into Senior Management and Headteacher due to the fact that some PTs earn more than DHTs in their school and the excessive amount of work needed to be done by headteachers with lack of appropriate financial reward and support.

Attracting new staff into the profession and retaining current teachers is difficult due to the unbelievable stress that secondary staff have been and are working under in terms of the implementation of Curriculum for Excellence.

In a primary context when the new reforms were introduced, staff had a year to prepare, then the following year, due to a tendency within the primary sector for staff to tend to keep the same level or stage year on year (i.e. P6 followed by another P6 or early stage every year)

In the secondary sector
• Teachers prepared for implementation of the new S1 courses, then taught it to S1 while preparing for the new S2 courses and making changes to S1.

• The next year they taught S2, prepared for the new S3 courses and revised what they could for S1 and S2.

• Year 3 they taught S3, prepared for the Nationals without really knowing what final course/exams would look like till April of that session and tried to revise the broad general education S1 – S3.

• During the first year on the National exams, changes were still being made by SQA during the year, teachers were teaching the courses and developing still developing the courses and trying to understand the new framework. There was also an expectation that they prepare for Higher the following year.

• In year 1 of the new Higher, staff were still developing the course as they taught it and preparing for Advanced Higher.

• Once Advanced Higher had been developed and taught, staff realised that major work needed to happen to the Broad General Education as well as the revisions to National and Higher courses.

• The current changes to National 4/5 for next session also create more workload for staff not just for the N4/5 courses but also for the BGE and the statement that decisions about level of presentation would be best made at the end of S3.

All this adds to huge ongoing unresolved teacher stress and workload and impacts hugely on morale and staff commitment to their vocation/profession.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

This at a time of Brexit and uncertainty about the future and perhaps a greater need for ML teaching for all and diversity of languages. In addition the prescription by some education authorities that pupils can only do a maximum of 6 subjects means certain subjects have been forced out of the curriculum – e.g. Modern Languages / Art / Music as pupils/parents feel that after English and Maths, there are only 4 choices left. This has implication for pupil choice in S5 and the planning for as full a set of qualifications by the end of S6. If a pupil does only satisfactorily in more than one subject, their choices for progression to Higher in S5 are limited as are their chances of crashing a subject in S5 or S6. We used to have a proud record of significant numbers of pupils being able to leave our school going to university at the end of S6 with a curriculum planned out since the start of S3 and reviewed at in S4 and S5 as appropriate. The new framework limits pupil choice.

Some state secondary colleagues think it extremely unfair that some authorities allow pupils to do up to 8 subjects and the independent sector persists in tending to do 8 subjects beginning National 5 work in S3. How can these structures help improve the attainment gap or promote equality of opportunity? There is also the fact that there probably would not be enough teachers left to staff/timetable a two year National 5 course from S3. A criticism of the old 2 + 2 + 2 model was that S2 could be a fallow year. How
do we ensure that a broad general education for 3 years does not make this old problem worse?

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
Pay increases for all staff – not just incentives for new staff who move to the area (and the fact that that money comes out of an individual school’s budget rather than paid out of an authority central fund)
Whole Scotland excellent resources / teaching packs ready to be delivered and adapted by each school but providing - perhaps too late – a national framework for excellence in terms of materials and pedagogy
Appreciation of the work that teachers do and the necessity to have all our young people experience and achieve their best in a world class education system
Scotland wide movement to restore aspiration, achievement and that enterprising attitude as key defining core beliefs of our society. All political parties should work together to support and achieve this. This will also need all parents and pupils to be more resilient and determined to succeed – and where aspiration and achievement have been lost by families and communities a shared vision of why it is needed and action to change beliefs so that lives will change for the better. Given the current zeitgeist of uncertain times this is needed more than ever.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
Supply used as and when it is needed and available but has meant staff – particularly Senior Staff covering class while having to displace work that still needs to be done and ends up being done at home at ridiculous o’clock.
Also when supply staff were available and schools had a budget to pay them, staff could go on CPD courses. As a result of lack of supply staff – and budget – teachers do not have the access to the range of CPD opportunities that they used to have. This impacts on professional development, staff morale and the impact on pupils.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
Exit interviews

Additional comments
If you have any other comments please detail them below:
Can I restate issues already mentioned in main questions:

Attracting new staff into the profession and retaining current teachers is difficult due to the unbelievable stress that secondary staff have been and are working under in terms of the implementation of Curriculum for Excellence.
In a primary context when the new reforms were introduced, staff had a year to prepare, then the following year, due to a tendency within the primary sector for staff to tend to keep the same level or stage year on year (i.e. P6 followed by another P6 or early stage every year)

In the secondary sector
- Teachers prepared for implantation of the new S1 courses, then taught it to S1 while preparing for the new S2 courses and making changes to S1.
- The next year they taught S2, prepared for the new S3 courses and revised what they could for S1 and S2.
- Year 3 they taught S3, prepared for the Nationals without really knowing what final course/exams would look like till April of that session and tried to revise the broad general education S1 – S3.
- During the first year on the National exams, changes were still being made by SQA during the year, teachers were teaching the courses and developing still developing the courses and trying to understand the new framework. There was also an expectation that they prepare for Higher the following year.
- In year 1 of the new Higher, staff were still developing the course as they taught it and preparing for Advanced Higher.
- Once Advanced Higher had been developed and taught, staff realised that major work needed to happen to the Broad General Education.
- The current changes to National 4/5 for next session also create more workload for staff not just for the N4/5 courses but also for the BGE and the statement that decisions about level of presentation would be best made at the end of S3.

All this adds to huge ongoing unresolved teacher stress and impacts hugely on morale and staff commitment to their vocation.

Additionally, at a time of Brexit and uncertainty about the future and perhaps a greater need for ML teaching for all and diversity of languages. In addition the prescription by some education authorities that pupils can only do a maximum of 6 subjects means certain subjects have been forced out of the curriculum – e.g. Modern Languages / Art / Music as pupils/parents feel that after English and Maths, there are only 4 choices left. This has implication for pupil choice in S5 and the planning for as full a set of qualifications by the end of S6. If a pupil does only satisfactorily in more than one subject, their choices for progression to Higher in S5 are limited as are their chances of crashing a subject in S5 or S6. We used to have a proud record of significant numbers of pupils being able to leave our school going to university at the end of S6 with a curriculum planned out since the start of S3 and reviewed at in S4 and S5 as appropriate. The new framework limits pupil choice.

Some state secondary colleagues think it extremely unfair that some authorities allow pupils to do up to 8 subjects and the independent sector persists in tending to do 8 subjects beginning National 5 work in S3. How can these structures help improve the attainment gap or promote equality of opportunity? There is also the fact that there probably would not be enough teachers left to staff/timetable a two year National 5 course from S3. A
criticism of the old $2 + 2 + 2$ model was that S2 could be a fallow year. How do we ensure that a broad general education for 3 years does not make this old problem worse?

Making things better:
Fair commensurate pay increases for all staff – not just incentives for new staff who move to the area (and the fact that that money comes out of an individual school’s budget rather than paid out of an authority central fund)
Whole Scotland excellent resources / teaching packs ready to be delivered and adapted by each school but providing - perhaps too late – a national framework for excellence in terms of materials and pedagogy
Appreciation of the work that teachers do and the necessity to have all our young people experience and achieve their best in a world class education system
Scotland wide movement to restore aspiration, achievement and that enterprising attitude as key defining core beliefs of our society. All political parties should work together to support and achieve this. This will also need all parents and pupils to be more resilient and determined to succeed – and where aspiration and achievement have been lost by families and communities a shared vision of why it is needed and action to change beliefs so that lives will change for the better. Given the current zeitgeist of uncertain times this is needed more than ever.
Equity of excellent provision in all schools in Scotland
Structures for CfE to be re-evaluated and adapted to really be a curriculum for excellence.

ADDITIONAL SUPPORTS NEEDS SCHOOL – NAMED

CATHERINE FIRESTONE

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Head of School and Sensory Service

Q2 Whereabouts do you work?
Windsor Park School, Falkirk

Q4. What are the positives that keep you in the teaching profession?
I want to make sure that there is a strategic plan to ensure all provision for hearing impaired and visually impaired children and young people is the best it can be.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
I will continue in my role until I retire.
Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)?
No.
If so:
- What are they?
- How well are they working?
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
Due to the high age profile the turnover of staff in school remains high. I have to recruit and train staff almost on an annual basis to ensure we have qualified staff to replace those who are retiring.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
Qualified Teachers of the Deaf and Teachers of the Visually Impaired.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?
I have a strategic plan for the service and the budget to recruit mainstream teachers who wish to become Teachers of the Deaf or Teachers of the Visually Impaired. The teachers remain in their substantive post while attending modules at Edinburgh University. When there is a vacancy in the school these staff can transfer into my provision. All those recruited are well supported and mentored by my more experienced staff.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
There is a national shortage of Teachers of the Deaf and Teachers of the Visually Impaired so recruiting a qualified teacher is almost impossible. Communication is also extremely important working with deaf pupils and that is another skill staff have to work on. I do have an in-house sign language tutor to support staff etc. but this can still be a lengthy process.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
Qualified Teachers of the Deaf and Qualified Teachers of the Visually Impaired.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
As the qualification for the Deaf or Visually Impaired is mandatory, Scottish Government should provide ring-fenced funding to give all local authorities the opportunity to recruit staff to train in these specialist areas to a Diploma level at least.
Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
If a teacher cannot communicate with the pupils there is little point in having them in front of pupils, therefore management staff cover classes rather than supply staff.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
Yes exit interviews are held. All staff who leave Windsor Park, other than those who reach retirement age have said they do so reluctantly. Their reasons are either driving a distance with chaotic road works etc. or they are moving too far out of the area.

ADDITIONAL SUPPORTS NEEDS – ANONYMOUS

ANONYMOUS 22

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below Faculty Head.

Q4. What are the positives that keep you in the teaching profession?
I have taught in the ASL sector for over 20 years. I am passionate about working and supporting young people with additional support needs. Within the school I am a Faculty Head, so improving learning and teaching and the outcomes and life chances of our young people is at the heart of my daily life. Having the opportunity to see pupils blossom and move forward in their lives is a great privilege.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
I find it hard to imagine doing this same job when I am 60+. I am 45 at the moment and the time and energy required to do my job is demanding and already I can feel exhausted. I would consider still working in Education, but not necessarily in a school for example, for the SQA, or in a Quality Improvement Officer type role.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
• What are they?
  Staffing has been cut within the school, as has our number of pupils. Some staff have dropped to 0.6 or 0.8 as a result.
• How well are they working?
  By cutting staff, the expertise within the school is stripped. In line with policy, the staffing changes do not at present mean a restriction on the pupil timetable, and while a primary staff member like myself can teach a range of subjects, we are not specialists with the knowledge and experience that
brings. By cutting our numbers we also lose the wider things that teachers bring to the school e.g. clubs or special interests. It will only be a matter of time before management points also have to be cut, but with the work load we have, I can’t imagine how that will be managed.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Cuts appear to be permanent. Staff are being re-located within the city. This is really affecting moral within the staff. Many staff have chosen to work here—within ASL and within this school.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

General turn over is low. We have a very small bank of retired teachers or other teachers wanting to work part time, who cover as best they can within the school. Promotion within the school is almost impossible and the prospects within other ASL schools isn’t much better. With inclusion, the picture is looking fairly bleak for ASL schools in the area.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

The current head teacher took up post in 2013, and the rest of the senior management team were all acting. Shortly after that all posts became permanent with no movement since then. Within that time frame, most staff have stayed in the school with the exception of staff cuts.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

All staff are encouraged to keep abreast of current practice and to ensure that through the GTC they are continuing their professional update. Changes or plans within the school are challenging as the numbers of pupils changes each year and often pupils can come to us as placing requests that are agreed or go through tribunal. This influx of pupils later in the year or coming with very little transition, means that planning and staffing has to be flexible to accommodate it. This can mean a lot of disruption and uncertainty for staff and pupils alike. Moral is not high at the moment and staff are finding workloads heavy.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Workload, changes to policies round behaviour management and support for pupils, mental health of staff and pupils alike, work/life balance, pace and amount of change and staff morale. Moving out of our sector is very challenging to staff because of the limited level that pupils work at e.g. secondary staff are not teaching higher or even Nat 4 or 5, and for Primary staff as they may teach a restricted range of subjects e.g. I’m a primary teacher but I teach mostly Mathematics and wider achievement. Mainstream schools want teachers who have experience of teaching the full range within their subject or specialism.
Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

I am aware that Home Economics is a specialism that is in short supply in the City.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Improve pay and conditions, more autonomy for staff, make it easier to support/remove staff who are poor teachers, minimise/streamline paperwork, continued work with the GTC on professional responsibility to ensure an ethos of lifelong learning within the staff, or stop piling more and more responsibility onto schools for wider society issues. Schools have role to play in bringing about change, but we are not the only ones. The weight of making life changing decisions for young people is a heavy one and we are only people.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We have had several instances of long term staff illness. It is very difficult to get supply for that type of cover. Short term, we have a small bank of teachers who have already worked in the school in some capacity or are aware of the school and staff. Very few staff have come here with no prior desire or knowledge. ASL schools are not everyone’s preference. Behaviour can be challenging and knowing the pupils and their needs, certainly makes it easier.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Not in school, that I am aware of.

Additional comments:

Teaching is a very difficult job. It can be rewarding, frustrating and draining. I love working with the young people and I am very passionate about learning and teaching as a way to impact lives. It is a great career choice, but staff need support to manage stress, workload, work/life balance and to ensure their own mental health is good. Demands are constantly been of teachers, from all sectors—pupils, parents, head teachers, SQA, society, the government, the council, the press. Teachers are just people, exceptionally hard-working, dedicated and committed people, but just people nonetheless.

ANONYMOUS 23

Q4. What are the positives that keep you in the teaching profession?

Seeing progress of children, developing teachers, working with families
Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)? Possibly move into an authority role around ensuring inclusive practice on a wider scale. Knowledge gained through professional learning has given me a clearer, deeper insight into the overarching principles that would increase achievement for all and build a more inclusive society.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?
  DHT not class committed as should be to cover absence, release teachers for professional learning

- How well are they working?
  Working well – Gives DHT time across classes to monitor, more informed professional dialogue as working with children, specialist area so regular supply teachers tend to struggle.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
  We have been able to do this for 3 years but is dependent on cohort and number of children.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

  Teaching staff – medium (retirement, flexible working due to new families)
  Support Staff – medium (retirement, moved for better pay opportunities)

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

  Maternity cover leading to flexible working, retirement

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

  PT and DHT are undertaking professional learning to develop leadership skills.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

  ASN sector – many feel unprepared or unwilling to work with children with our complexity of need.
  Remote location – many are unwilling to travel to our school

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

  Complex ASN
Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
Opportunities for teachers to complete NQT year in our specialism (ASN) as current requirements insist on mainstream.
More inclusion in schools to build knowledge and confidence about range of needs.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
Rarely use supply teaching staff – not available, not willing to come to our sector, not able to teach our learners with current experience anyway. Only work with supply teachers if long term absence otherwise DHT/PT cover. Supply support staff more regularly but come without necessary training – moving and handling for example so add extra pressure as we have to release them for 2 day training and this comes from our staffing budget.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
HT has recently started exit interviews.

Additional comments: If you have any other comments please detail them below:

Anecdotal but conversation I have with colleagues in ASN and mainstream – issues continue around bureaucracy.
Spotlight on education from the government is creating an excessive amount of pressure on the profession.
PEF funding is creating more pressure and bureaucracy – the type of change wanted by the government is unlikely in the timescale and the deep rooted issues resulting from poverty related differences in achievement and attainment need addressed from a wider perspective than schools can provide and earlier than schools can provide.
Speed of turnaround is also adding huge pressure as best work is done thoughtfully and in consultation with staff, families and other stakeholders.

SCHOOL UNKNOWN – ANONYMOUS SUBMISSIONS

ANONYMOUS 24

Q1. Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Depute Head Teacher

Q4. What are the positives that keep you in the teaching profession?
The children and families that need support.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
No, I cannot see that I will continue to work in schools – possibly for more than another 5 years.
The job is unmanageable, workload excessive and is has a huge impact on my ability to enjoy life outside work.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
   - What are they? Not yet
   - How well are they working?
   - Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
   High.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
   Teachers and head teacher.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?
   It has taken 5 attempts to find a head teacher that is suitable. There have only ever been a maximum of 3 candidates for each recruitment campaign. There seems to be a shortage of head teachers.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
    Workload, pressures placed on teachers by the local authority.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
    All

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
    No

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
    We regularly use supply – we have two who are ex teachers in our school and will come in if they are available. The local authority process has not yielded a supply teacher for us other than one occasion this year. Support staff on supply rarely have the skills and qualifications needed to fulfil the role in our severe and complex needs unit.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
    No, this is done at authority level.
ANONYMOUS 25

Q1  Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Head Teacher

Q4.  What are the positives that keep you in the teaching profession?
   Making a difference for children and young people
   Helping families

Q5.  Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
Consider early retirement as being a Head Teacher is a very demanding role and can be quite stressful. There is little work/life balance.

Q6.  Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
   • What are they?
   No
   • How well are they working?
   • Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Q7.  Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
Low

Q8.  Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
Support staff

Q9.  What succession planning is there in your school and what upcoming challenges does it need to address?
Supply staff is an area of major concern.

Class teachers are unwilling to put themselves forward for promoted posts as there are little incentives to do this – poor pay, work/life balance, demands from national and local government

Q10.  What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
   Workload
   Influence of parents
   Challenging children
Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Pupil Support Staff

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

There is no supply staff available which results in members of the SMT being class committed. This in turn impacts on school developments.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Collected by authority

ANONYMOUS 26

Q1. Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Headteacher

Q4. What are the positives that keep you in the teaching profession?

Making a difference to children and families
Teamwork
Variety within the job role

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why it relates to your enjoyment of your role)

Yes, unless pressure of work gets too overwhelming when I will consider early retirement.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?
- How well are they working?
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Support staff
Teachers reducing hours following maternity leave
Q9. What succession planning is there in your school and what upcoming challenges does it need to address?
Mentoring staff and encouraging leadership roles including leadership courses. Challenge of providing cover to release staff to take on additional roles due to difficulty finding supply staff.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
Our school is situated in an area of deprivation and staff need to be skilled in behaviour management. My core staff are committed and supportive of each other and we choose really carefully when appointing permanent staff. Supply staff are often unwilling to come to work here when they have opportunities to work in settings with less challenging children.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
Upper school stages.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
More importance attached to behaviour management and supporting children with SEBN during teacher training.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
See Q.9 and 10

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Additional comments: If you have any other comments please detail them below:
We urgently need a greater pool of skilled teachers available for supply cover. Currently we have 2 absences which we have struggled to get full time cover for and therefore this is having a significant impact on SMT and on the improvement work possible within the school.

ANONYMOUS 27

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Deputy Head Teacher with responsibility for ASN Classes

Q4. What are the positives that keep you in the teaching profession?
Making a difference in the lives of children with ASD and additional learning difficulties
Working with parents and helping them understand the nature of ASD and explaining the reason behind some of the strategies that could help their child cope with the world
Learning
Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

If I could afford to go, I would. I am 55 years of age and have been working with children with ASN for 22 years. My body is done! There were injuries when I was young and more able for the rough and tumble of Intensive Interactions and those have now caught up with me. The alternative of sitting in my office on a computer for large parts of the day is also putting physical strains on me.

The bewildering rate of change within IT is leaving me behind and there are not the training courses there were before. I attempted to teach myself Excel on the Council Learn-on-line platform. The version there was two or three behind that which was running on my system! I used to be the ICT co-ordinator, so I am no Luddite, but I do find it frustrating and stressful.

The amount of new initiatives that come in from all different directions. If only there were a system/filter that would allow perhaps only one or two to come though per session

I’d prefer to work directly with children with ASD and their families without all the bureaucracy that gets in the way.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Support staff hours have been cut

An increase in the number of children per ASN class has been imposed in SLC and that will start in August 2017. No extra staff, teaching or support, will be made available.

No supply or cover staff available

- How well are they working?

Not at all

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

A mixture of both

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Unknown to me

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Support staff and this is hardly surprising when they realise that their peers who work in ASN schools are paid at a higher rate although they perform exactly the same roles. They are paid at a lower rate because they work in an ASN Base within a mainstream school.
Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

A new head teacher in the near future, hopefully. Being able to inspire and motivate staff to work closely together and share common goals. To support staff in these hard times. To keep parents informed and get them involved more in their children’s learning.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Lack of ASN/ASD training in ITE.
Lack of training opportunities once on the job.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

ASN.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Cut bureaucracy and unnecessary paperwork. (Much of it feels as if it’s only there for checking up on staff. I have completed stuff on SEEMIS and HQ will still phone me for the info. Report cards on SEEMIS are time-consuming and plagued with problems. Parents neither need nor want that level of information.)

Put more responsibility on parents rather than teachers. Every new initiative that comes through – whether it be tooth brushing, playing outside or PHSE are all now the responsibility of teachers rather than parents. Any ills in society are laid at teachers’ doors rather than parents. Very demoralising.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We submit Appendix 1 requests for supply cover… but there is none. I was in class from Sep 2015 until Jun 2016 due to a stress-related, staff absence. In addition to being in class, I also had to attempt to run the department dealing with parents, staff queries and all the myriad administrative tasks. There was no one available in the whole authority to cover. I’ll be back in class at the same time as trying to organise Induction programmes for new children, wrapping up this session and preparing for the next. My summer holidays will be spent in school or in recuperating!

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Unknown to me.

ANONYMOUS 28

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Deputy Headteacher
Q4. What are the positives that keep you in the teaching profession?

The joy of seeing the reaction of children when they achieve.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role).

I currently do not intend to leave the profession but did seriously consider it when I was teaching a class full time.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

There is a significant problem getting supply staff to cover absences and maternity/adoption leave. This has resulted in cover regularly being done by support for learning teachers, myself or the HT. On a few occasions, we have had to split classes to join other classes.

- How well are they working?

Using support for learning to cover is detrimental to pupils who miss out on vital extra support.

Using senior management to cover means the day to day running of the school is effected greatly leaving no time to work on developing the school and the curriculum.

Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Temporary to cover for the periods of absence

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low/Medium

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Support staff

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

I am not aware of any planning of this kind at school level.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

The numbers applying for teaching jobs in the area is very low. For the last few jobs at my school there have been between 0 and 4 applicants.

The issues are not specific to my school but the job of a teacher is just not appealing. This is due to the huge workload, the over cluttered curriculum,
initiative overload, challenging behaviour of pupils and being unfairly ‘challenged/verbally attacked’ by some parents. One of the reasons the workload is so huge is the range of abilities and additional needs a class can have. For example, one of our classes consists of a pupil with ADHD, a pupil with dyslexia and ADHD, a pupil with dyspraxia, a pupil thought to be on the autistic spectrum, a pupil with challenging behaviour/mental health issue as well as pupils at different levels of the curriculum who either need support or to be extended/challenged. Planning, resourcing and managing a class even for one day for all these individuals is time consuming and exhausting.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
Class teachers, support for learning/ASN teachers and senior management.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
Reduce workload by decluttering the curriculum with a focus on core skills. More support staff in that I would have a trained, full time classroom assistant for every class. That would be on top of any support staff who work with pupils with exceptional needs.
I would also increase the capacity for promoted posts and provide the funding schools need to have senior management teams that match the needs of the pupils in the school. This is so the school can decide how many deputy head/principal teachers it needs but is not constrained by the budget they have. This is also so that deputy heads can be non-teaching and can take more of a remit to relieve head teachers of some of their massive workload. This will allow the day to day running of the school to be done efficiently and effectively and also give capacity to improve and develop the school without the staff being exhausted and on their knees.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
See response to Q6
Support staff are used to work with pupils with exceptional needs.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
I am not aware of this being done.

ANONYMOUS 29

Q1. Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Yes; Depute Head teacher

Q4. What are the positives that keep you in the teaching profession?
Making a difference to children’s lives, working with a strong senior leadership team, decent holidays, reasonable pay (I am at on the highest DHT salary). I am quite passionate about education and enjoy learning new things all the time.
Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I have no choice but to keep working until the bitter end as I came late to employment after staying at home to look after children. My pension forecast is abysmal and I will struggle to stay afloat financially.

I would consider leaving for alternative employment, but I don’t think I would find alternatives, being 50.

The reason for this is because of the stress of the job – I am dog tired by the end of the working day and wiped out by the end of the week. I do not look forward to feeling this way until I am nearly 70. I am employed for 35 hours a week but that is unrealistic – I do a minimum of 50 hours every week and often considerably more.

I worry a lot about the lack of staff within schools, and the lack of support for children with mental health issues or ASN. If my school were fully staffed and there were supply staff, and additional PSAs the job would be less worrying, although no less demanding.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?
  All targeted support teachers are now in front of classes.
  We have employed a full time specialist PE teacher to cover ncct and a part time music specialist.

- How well are they working?
  The targeted support teachers teaching full time is not good – there is little or no support for children who are struggling, beyond the Universal support provided in the classrooms. My school has a very wide range of abilities, due to historical reasons, and also due to the deprivation/social and emotional problems of children – many have parents with drug and alcohol problems. The lack of additionality has a profound effect not just on the children who require support but on all the other pupils who get less attention in class.
  The specialist teachers are working well.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
  Temporary measure – the number of posts will probably be increasing next session, however, of our (at least) 4 vacancies, two will be filled by probationers and the other two have been assigned by the City – one has already withdrawn and the other is proving unlikely to achieve the SFR. I do not know what will happen with these vacancies.
  The specialist teachers are permanent.
Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
This session we had a teacher off on maternity leave, two left and one is going to leave before the end of session, (out of 13) so medium/high.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
There has been a huge turnover in teachers over the past 5 years although this is improving. We are a relatively new SLT, having been together for 1.5 years.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?
We rely on the bulk interview process for new staff. And as reported above, we have been allocated staff who will not be coming after all.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
My area is very expensive compared to other areas, but is underfunded, especially in areas such as the one where my school is. This means that behaviour is often seen to be a problem as there is not sufficient staff/support, and so teachers are reluctant to work here. We have at least two teachers who are being supported – they should be heavily supported but we lack the man power.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
ASN

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?
Pay teachers more to address the inequities of living expenses, and to make doing the job in challenging areas more attractive.
Train more teachers so that there is a choice of candidates for each post. At the moment borderline incompetent teachers seem to be in line for employment.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
There are no supply staff available in the area whatsoever. We have 8 PSAs, and they are deployed to provide additional support to groups of pupils who are at risk of falling behind – this is not the best teaching provision for these children, who should be given the highest quality teaching inputs, but we have no alternative.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
I don’t know.