Your insight into the process for recruiting the right number of teachers to satisfy the demand for teachers in Scotland’s schools (including the availability of up to date information such as on supply and demand)

The long term projection for teacher demand does do not deliver against the current shortages – particularly in hard to fill subjects such as Home Ec, Technical etc. We do not appear to focus the efforts in the right areas. There is also the geographical issue that teachers do not move across Scotland – the subject need needs to be reviewed geographically as well as nationally.

What is the impact of teacher shortages in certain parts of Scotland or in specific disciplines (and the extent of these shortages in your area)?

In our area we have a shortage in Technical subjects, maths and English and some sciences. The impact of these shortages means that resources have to be utilised from other subject areas in the school to cover classes, permanent contracts filled by temporary staff, and in one secondary school the Head Teacher teaching the subject. Parents also voice concerns when there appears to be a variety of teachers taking the class.

Due to the national shortage general supply is problematic, in all sectors. We are experiencing particular recruitment shortages in the denominational primary schools, and in 2 schools we had difficulty recruiting to permanent full-time posts.

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

While staff shortages can be covered locally – this effects development of projects, teacher workload. To date we have not had to close a school but this is due to the commitment of Head Teacher, management posts covering classes and this limits the longer term strategic projects we can deliver.

What can be done to improve recruitment and retention

Being able to convert qualifications to GTCs standards – attract Teachers from other countries (without compromising the standards) Not restrict teachers to their subject (in the secondary sector) particularly in BGE. This approach should also consider the transition from Primary to Secondary – allowing primary teachers to teach in the secondary sector, and FE qualifications to teach in our secondary sector.

How well is the process for allocating students to work placements functioning?
This is working well in WDC and we have not experienced any difficulty in this area.

- Whether information is collected at education authority level as to why some teachers choose to leave the profession early?
  No.

- What succession planning takes place at education authority level?
  Through the workforce plan we review the age profile, schools structures/staffing allocations to enable us to predict future needs for middle leaders and head teachers. Our leadership framework assists in early identification and fast tracking of those who wish to move into senior management (principal teachers, depute head teacher and head teacher) posts. The framework offers a range of activities including leadership training programmes, coaching programmes, acting up opportunities, and teacher-exchange.