Request from Education and Skills Committee for Information about Impact of Teacher Shortages

ADES Response

Background

In a letter of 28 September 2017 addressed to all Directors of Education, James Dornan MSP, Convener of the Scottish Parliament’s Education and Skills Committee requested a response from each local authority to 5 questions (plus a supplementary query) about the impact of teacher shortages. These questions are listed below.

The Committee requests that each education authority provides any data it holds on the impacts of teacher shortages or reductions in FTE on:

a) existing vacancies in all schools and the likelihood they will be filled in the short, medium or longer term;
b) the reduction in teaching posts and other support staff in schools and the reasons for these reductions;
c) the extent that subjects or services that were previously offered are not being offered as a direct result of teacher shortages (including an inability to find supply teachers);
d) the use of planned new measures such as joint headships and composite classes; and
e) the incidence of ad-hoc cover including the number of lessons that are either cancelled or provided by another member of staff from senior management or a teacher where the subject is not their specialism.

The Committee also requests that each education authority provides an assessment of the impact of teacher shortages or re-organisation (including responding to budget pressures) on the quality of education in their area.

In response to this request, the ADES President raised concerns with the Committee Clerk about the workload implications for local authority staff and the risk of duplication of effort, given that the system is currently in the middle of the annual census exercise. Consequently, it was agreed that individual local authorities would not be required to respond to the request; instead, ADES would collate a more general response by 1 November to the questions, a response which would attempt to reflect the various positions across the country.
ADES Response

ADES is very concerned about the current teacher shortage. It first raised concerns over 3 years ago when it became clear that teacher shortages were having a detrimental effect on educational provision, especially, although not exclusively, in the north and north-east of the country and in the island authorities. Indeed, the Northern Alliance was established as the first Regional Collaborative specifically in response to this issue.

For several years, there has been a significant tension between the Scottish Government’s expectation that teacher numbers across the country would be maintained and the extreme difficulties being experienced by local authorities in filling vacancies.

It has also been particularly frustrating that the shortage of teachers has coincided with the injection of significant additional sums of money into the system through initiatives such as the Scottish Attainment Challenge (SAC) and Pupil Equity Funding (PEF). Many local authorities and schools would have chosen to spend a proportion of their SAC and PEF funding on the recruitment of additional teachers but were unable to do so because these teachers simply did not exist or were only available in very small numbers.

Some local authorities report that the increasing demand for flexible working arrangements and the legislative and cultural drive towards more family-friendly work patterns (while admirable in principle) are further exacerbating the teacher shortage problem. If five teachers request a reduction in hours from 1.0 to 0.5 FTE, then ten teachers are required to fill those 5 FTE posts. Some authorities, despite supporting the principle of flexible working, are therefore being forced to refuse requests for a reduction in hours in order to ensure that there are sufficient teachers for all classes.

A further worrying aspect of the current situation is that there is also a growing recruitment crisis in relation to head teacher posts, especially in the primary sector. ADES has taken the lead on this issue by undertaking research on the scale and causes of the head teacher recruitment issue and has been working with the Scottish Government, COSLA, SCEL and others to attempt to address the problem.

It should be noted that, while all local authorities are experiencing recruitment and retention difficulties in relation to both teachers and head teachers, the problems are more pronounced in certain parts of the country, most noticeably across the Northern Alliance and in authorities with a largely rural demographic. Also, in some parts of the country, the recruitment issues for both teachers and head teachers are greater in denominational (Catholic) schools than in non-denominational schools.

Many reasons have been postulated for these shortages. The teacher unions have argued strongly that the main causes are: reductions in salaries in real terms over a number of years; teacher workload; excessive bureaucracy; and (in relation to head teacher vacancies) a perception that the job is simply too difficult and very small pay differentials (especially in the primary sector) between the posts of Depute Head Teacher and Head Teacher.
Local authorities from outside the central belt have also argued that there is a structural reason for the fact that some areas of the country are experiencing more severe shortages. Because the majority of student teachers train in universities in the central belt, they tend also to seek permanent employment there. Consequently, local authorities in rural areas and the north-east have tried for the last 4 years to implement a “Grow your Own” scheme by working with universities to encourage teachers to stay in the area in which they were educated themselves. This has had some success, although numbers remain low in relation to need.

It is perhaps worth noting that this is far from the first time that there has been a teacher shortage in Scotland. The first significant post-war shortage occurred in the late 1960s and early 1970s and led the Scottish Office and local authorities to introduce a number of emergency measures. These included the creation of “Designated Schools” offering enhanced salaries to attract teachers to schools in areas of deprivation; the introduction of the Teachers’ Special Recruitment Scheme, offering enhanced grants to mature students to re-train as teachers; and housing incentives, including the offer of council houses at reduced rents.

Since then, there have been other issues with teacher workforce planning in Scotland, with further periods of shortage (albeit less severe than the shortage in the ’60’s and 70’s) alternating with periods of significant teacher surplus, e.g. in the early1980s, when many newly qualified teachers who had been trained in Scotland had to go elsewhere in the UK or abroad to secure teaching positions.

In relation to the specific questions posed by the committee’s Convener (see above), ADES would offer the following observations.

a) The numbers of vacancies will vary from school to school and authority to authority, with the highest proportion of vacancies likely to be in the Northern Alliance (Aberdeenshire, Aberdeen City, Highland, Moray, Orkney, Shetland and Western Isles) and in rural authorities. National and local figures for vacancies should be clear from the annual census returns. However, response to recent FOI requests suggest that there were around 600 vacancies nationally at the start of school session 2017/18, although it is unclear whether these were full time vacancies with no teacher in place; some may have been part-time vacancies and some were almost certainly being covered by temporary supply teachers.

Again, there will be significant variations across the country as to how long a post remains vacant. Recruitment to difficult-to-fill posts, especially in remote areas is often a matter of chance (e.g. a qualified teacher moving into a particular locality). It is therefore extremely difficult to predict how long a vacancy will remain unfilled. Directors report some positions being advertised 3 or 4 times but still attracting no applicants.

The issue of quality also arises. In many ways, it is preferable to leave a vacancy unfilled and to cover the classes affected by other means rather than appointing a teacher of poor quality to a permanent post simply because he/she is the only applicant. However, leaving a vacancy unfilled can make it difficult for schools to offer the full range of subjects.
Some local authorities also report concerns about quality in relation to student and probationer teachers, with an increase in the number of requests from Universities for local authorities to accept “retrieval” students and probationers who, in the opinion of their host school supporter and mentor, do not meet the required standards.

b) Committee will be aware of the significant savings which all local authorities have been required to make every year since 2008. Throughout this period, councils have endeavoured to protect schools and nurseries from the worst effects of such cuts, generally choosing to reduce central services rather than school budgets. Consequently, most councils now have extremely lean central teams. However, Education spending constitutes by far the largest proportion of a council’s budget, and many councils have had to look at school budgets over recent years simply to balance their books.

Nevertheless, the requirement to maintain teacher numbers, and the threat of financial penalties if councils fail to do so, have been powerful incentives to councils to avoid cutting the numbers of teachers wherever possible. Where councils have cut teacher numbers as a budgetary measure, this has been as a last resort. It should also be remembered that teacher numbers are sometimes reduced for reasons other than a simple requirement to make a saving. Such reasons include: falling school rolls; school estate rationalisation and modernisation; and a restructuring of promoted posts. It should also be stressed that the inability to recruit teachers is the predominant reason for any reductions in teacher numbers.

An interesting side effect of the shortage of subject teachers in secondary schools is that some schools struggle to offer places to student teachers and probationers, since there is a shortage of experienced teachers to mentor them.

It is perhaps surprising to find a reference to support staff within this question, given that the Convener’s letter concerns teacher shortages and difficulties in recruitment. While it is true that many councils have reduced the number of support staff in schools (partly because the requirement to maintain teacher numbers necessitates the achievement of savings elsewhere), it is worth noting that in most parts of the country there are no significant issues with the recruitment of school support staff and numbers of applicants for such posts remain high.

c) Again, the answer to this question will vary from school to school and from area to area. However, it is well documented that there are particular problems in relation to some STEM subjects in the secondary sector.

Where there are shortages of teachers in specific subject areas, head teachers will do everything they can to maintain as high a level of provision as possible, especially in relation to courses leading to qualifications in the Senior Phase. To do so, they adopt a range of measures, including: highly efficient timetabling; the timetabling of S4-S6 as a single cohort (it should be
noted that this approach is taken by some schools who do not have vacancies, since it is an arrangement which can also have educational advantages for students); use of consortium arrangements in the Senior Phase; an increase in bi-level or multi-level teaching in the Senior Phase; use of technology to enable distance learning; and a reduction in the number of direct teaching periods for Advanced Higher courses, where students are expected to undertake significant amounts of self-directed study. While some of these measures are introduced reluctantly, they are preferable to the alternative of courses not being offered.

Similarly, local authorities work with schools to mitigate the effects of shortages in certain subjects, by, for instance: deploying specialist teachers across a number of schools; developing agreements with local Further Education Colleges for College staff to deliver certain courses, either at College or in school; and developing arrangements with Higher Education Institutions to deliver Advanced Higher courses at a central location. Some local authorities have also used recruitment agencies to address the problem of teacher shortages; however, this is an expensive option and has resulted in very limited success.

However, notwithstanding all of these measures, it is certainly the case that some schools have been forced to reduce the provision of certain subjects within the Broad General Education and to place more stringent restrictions on the minimum class size required before running a course in the Senior Phase.

d) Joint headships of primary schools have been a feature of rural authorities for many years. However, they have become more common in urban, semi-urban and central belt authorities in recent times, often in response to the head teacher recruitment issue mentioned previously. In some cases, the creation of a shared headship is the only solution when repeated advertisements have failed to attract any applicants to a post. In some cases, the increased salary level which a joint headship post attracts mitigates the disincentivising effect of the small salary differential between a Depute Head post in a medium sized school and a Head Teacher post in a small school.

It is worth noting that joint head teacher posts are not generally created for budgetary reasons. In many cases, it is more expensive to create a joint headship than to run small schools with their own head teachers, given the fact that it is frequently necessary to boost the staffing levels in schools which are led on a joint headship basis. It should also be noted that joint headship arrangements are often seen to work well and can offer advantages to pupils and staff in small schools by, for instance, creating greater opportunities for collaborative working.

With regard to composite classes, it should be noted that composite classes have been a feature of primary schools in all local authority areas for many years and there is no evidence that they are detrimental to the education of children who are placed in such classes. The maximum class size for a composite class is 25 pupils, smaller than the maximum for single stage
classes in middle and upper primary. It is therefore unlikely that teacher shortages have led directly to the creation of more composite classes.

However, as previously stated, it is likely that teacher shortages in specific subjects have led to there being a larger number of bi-level and multi-level classes (e.g. N4/N5; N4/N5/Higher and Higher/Advanced Higher) in the Senior Phase in secondary schools.

e) It is certainly the case that members of school senior management teams increasingly find themselves having to provide cover for classes, either because of teacher absence and a shortage of supply teachers or because it has not been possible to fill a vacancy. Specifically, those primary head teachers who should not routinely be class committed report that they are required to spend a greatly increased amount of time covering classes, to the detriment of their key roles as leaders of learning and as providers of quality assurance. Indeed, this trend is almost certainly a further disincentive for teachers who may be considering applying for a head teacher post.

Classes have always been covered in secondary schools on an ad hoc basis by teachers who are not subject specialists in the subject being delivered in the classroom. This is not a problem in instances of short term absence or, for example, to cover attendance by teachers at an in-service course, where appropriate work can be provided for the class by the Principal Teacher of by the class teacher her/himself. However, it becomes a genuine problem where there is a long-term absence and a qualified supply teacher cannot be found or where there is a long-term unfilled vacancy.

Again, head teachers use a range of measures to ensure that classes are not disadvantaged in these circumstances, including the temporary re-timetabling of classes so that no class is left without the services of a specialist teacher for a significant length of time.

With regard to the final question posed in the Convener’s letter, on “the impact of teacher shortages…on the quality of education within their area”, this will also vary across the country and from school to school. At a national level, however, there is continuing evidence of a slow but steady improvement in performance in National Qualifications and a growing evidence base of increased achievement by young people in wider achievement awards and “vocational” qualifications. Evidence also shows continuing high satisfaction rates by pupils and parents with the quality of education provided by their schools. These facts could be seen as evidence of the effectiveness of the efforts of schools and local authorities to mitigate the negative effects of teacher shortages.

Local authorities and the Scottish Government have also been taking action to address the issue. Efforts have been made to recruit teachers from the rest of the United Kingdom and from abroad; some local authorities have offered incentives to teachers to come to work in their area. However, the scope for offering incentives is limited by the existence of national agreements on teachers’ salaries and conditions, agreements which ADES supports. In addition, alternative routes into teaching are
Currently being explored, with Higher Education Institutions and the GTCS playing prominent roles in this work.

However, there is certainly no room for complacency and there are significant ongoing reasons for concern. If this issue cannot be effectively addressed, teacher shortages are almost certain to have a negative effect on teacher and head teacher morale and on head teacher recruitment. Unless solutions can be found as a matter of urgency, it is difficult to see how a negative impact on the quality of education in Scottish schools can be avoided.

ADES is ready and willing to work with the Scottish Government, SCEL, the GTCS and other partners to help to address this very important issue.

Association of Directors of Education in Scotland
October 2017
Case studies

Glasgow City Council

See attached workforce planning document which was presented to the Children and Families Policy Development Committee in November 2016.

This paper provides information on a point in time. We do not routinely create these reports as with a large workforce they are challenging to collate instead we look for patterns in terms of the workforce and work closely with our headteachers.

Headteachers are senior officers of the council and therefore, we all work together to deliver the best for children and young people. In terms of whether a school is delivering physics this year or not is a matter for headteachers to decide. Staffing is very much a partnership between the school and the local authority. In best practice, the curriculum is designed in response to demand and within available resources. We do not routinely gather information from headteachers on what subjects are on offer and what are not on offer with the reasons behind that.

In Glasgow, every year, in January/February our HR team meet with each secondary and primary headteacher to discuss their staffing requirements for the following year. This discussion uses predictions of pupil rolls and the curriculum to be offered, in the case of secondary schools. Headteachers draw on their local knowledge and the curriculum plans which have been developed in their schools.

That data is not summarised for reporting purposes because it is fluid, i.e. it is responsive and flexible to change. At these meetings, headteachers may declare staff surplus and may specify a recruitment need. For example, they may know that there is a need for more practical sets in physics rather than biology and this may need a move in staff. We have supported staff to become dual-qualified through gaining additional qualifications and through accreditation with GTCS. For example, languages staff being able to teach two languages, social subjects and science teachers able to deliver two subjects as this provides the school with more flexibility to be responsive to young people’s choices.

We are currently experiencing difficulties with access to short term supply staff. We have difficulties with home economics, but these are very long standing, and challenges in STEM subjects similar to other parts of the country. This year we have also had difficulties with business education which was not the position a few years ago when we had a surplus.

Aberdeen City Council, Orkney Islands Council, East Ayrshire Council

See their separate submissions

ADES would be happy to arrange for representation to attend the Committee should this be thought to be helpful.
TEACHER WORKFORCE PLANNING

Purpose of Report:
This report provides an update on progress made in respect of Teacher Workforce Planning since it was last considered by Committee in February 2015.

Recommendations:
It is recommended that the Policy Development Committee consider the progress being made to address teacher workforce planning needs, the key challenges facing the Council and the actions being taken to meet these challenges.

Ward No(s):  Citywide: ✓
Local member(s) advised: Yes □ No □  consulted: Yes □ No □

PLEASE NOTE THE FOLLOWING:
Any Ordnance Survey mapping included within this Report is provided by Glasgow City Council under licence from the Ordnance Survey in order to fulfil its public function to make available Council-held public domain information. Persons viewing this mapping should contact Ordnance Survey Copyright for advice where they wish to licence Ordnance Survey mapping/map data for their own use. The OS web site can be found at <http://www.ordnancesurvey.co.uk>.

If accessing this Report via the Internet, please note that any mapping is for illustrative purposes only and is not true to any marked scale.
1 BACKGROUND

1.1 On 5 February 2015 the Children and Families Policy Development Committee considered the teacher workforce plan covering the period 2012 to 2015.

1.2 This plan focused on teacher recruitment and retention challenges and the actions taken over the previous two school sessions.

2 PUPIL NUMBERS

2.1 Teacher staffing requirements are driven by the number of pupils enrolled in each establishment, deprivation indicators, the statutory maximum class sizes are set by the Scottish Government and, within the secondary sector, the demand for curriculum choice.

2.2 In Glasgow, our primary pupil roll has continued to rise and will continue to do so over the coming decade. Since 2014 the pupil increase in the primary sector has been as follows:-

2.3 Primary Pupil Rolls

<table>
<thead>
<tr>
<th>School Session</th>
<th>Pupil Change from Previous Session</th>
<th>% Change from previous session</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>937</td>
<td>3%</td>
</tr>
<tr>
<td>2015/16</td>
<td>386</td>
<td>1.1%</td>
</tr>
<tr>
<td>2016/17</td>
<td>1053</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

The above increase in pupil rolls equates to approximately 25 additional primary teachers.

2.4 From session 2016/17 the increases in the primary pupil roll has begun to flow through into secondary sector.

2.5 Between 2011 and 2015 the secondary pupil roll had reduced by 644 (-2.37%). In teacher staffing terms this required a reduction of 48 full-time equivalent (FTE). However in August 2016 the secondary roll increased by 731 pupils (2.9%)
3 TEACHER STAFFING NUMBERS

3.1.1 Glasgow City Council has continued to improve retention rates of teachers on permanent contracts to ensure that our retention is not adversely affected by over use of temporary contracts.

3.1.2 The profile of Primary Teachers employment since 2013/14 is as follows

<table>
<thead>
<tr>
<th></th>
<th>Permanent</th>
<th>Permanent %</th>
<th>Fixed Term</th>
<th>Fixed Term %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>2276</td>
<td>90.7%</td>
<td>236</td>
<td>9.3%</td>
</tr>
<tr>
<td>2014/15</td>
<td>2315</td>
<td>90.3%</td>
<td>246</td>
<td>9.7%</td>
</tr>
<tr>
<td>2015/16</td>
<td>2413</td>
<td>91.6%</td>
<td>219</td>
<td>8.4%</td>
</tr>
<tr>
<td>2016/17</td>
<td>2607</td>
<td>95.3%</td>
<td>127</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

3.1.3 In addition to maximising permanent appointments, annually the service requires to take a quota of probationer teachers who will undertake their training year in order to secure full General Teaching Council Scotland (GTCS) registration. This means that it is not possible to fill all vacancies on a permanent basis as vacancies are required to provide probationer places. Glasgow City Council has continued to bid for the target set for probationer places by the Scottish Government.

3.1.4 Since 2014/15 the quota of probationer teachers employed in Glasgow City Council has been significantly less than the target set by Scottish Government. This is as a result of a range of factors and Universities not achieving the required intake in specific subjects.

<table>
<thead>
<tr>
<th>Probationers Primary &amp; Secondary Bid</th>
<th>Probationers Received Primary and Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>2014</td>
</tr>
<tr>
<td>2015</td>
<td>2015</td>
</tr>
<tr>
<td>2016</td>
<td>2016</td>
</tr>
<tr>
<td>291</td>
<td>242</td>
</tr>
<tr>
<td>314</td>
<td>234</td>
</tr>
<tr>
<td>322</td>
<td>238</td>
</tr>
</tbody>
</table>

3.1.5 In recent years there has been significant commentary on the shortage of teachers being available to take up permanent offers of employment. This is not unique to Glasgow and is a key concern across the country. In Glasgow, the main challenge has been filling posts in our denominationals primaries and key subject areas in secondary schools.

Of particular concern, are continued shortages in Drama, Sciences, Maths, English and Home Economics in secondary schools.

We are working in partnership with Strathclyde University to support 10 of our current secondary teachers to achieve an additional teaching qualification (ATQ) to address the shortage of Drama teachers.
3.1.6 Since 2014 the Council has introduced an early recruitment process (now in February of each year) to ensure that we retain as many of the probationers who have selected Glasgow for their probation year as permanent teachers. All appointments are subject to achieving the GTCS standards for registration and an appropriate recruitment process.

We have also brought forward our external advert to March of each year to attract teachers from other local authority areas.

3.1.7 Since 2014 Education Services have recruited the following number of probationers in the primary and secondary sector:

<table>
<thead>
<tr>
<th>Probationers who secured jobs</th>
<th>Probationers received</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 probationers secured job in 2014</td>
<td>192</td>
<td>242</td>
</tr>
<tr>
<td>2014 probationers secured job in 2015</td>
<td>258</td>
<td>234</td>
</tr>
<tr>
<td>2015 probationers secured job in 2016</td>
<td>323</td>
<td>238</td>
</tr>
</tbody>
</table>

The above recruitment figures include probationers recruited from other authority areas.

3.1.8 Despite the above efforts, there have been ongoing difficulties securing long and short term supply cover teachers during the school year. A national supply teacher working group have made a number of recommendations via the Scottish Negotiating Committee for Teachers (SNCT) including the implementation of a shared database across neighbouring local authorities.

3.1.9 In Glasgow City Council the permanent supply pool in primary has been increased over the past four years to ensure, as far as possible, an adequate level of supply staff throughout the session to cover absence, maternity leave etc.

<table>
<thead>
<tr>
<th>Year</th>
<th>No. Perm Supply</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>42.5</td>
</tr>
<tr>
<td>2014</td>
<td>38.8</td>
</tr>
<tr>
<td>2015</td>
<td>93.9</td>
</tr>
<tr>
<td>2016</td>
<td>145.3</td>
</tr>
</tbody>
</table>
3.1.10 There are particular challenges in securing primary teachers for the
denominational sector. However, from 2016 Strathclyde and Edinburgh
Universities are able to offer their students the option of completing the
Catholic Teaching Certificate. Previously this was only available to students
at Glasgow University and, therefore, limited the number of teachers
qualifying with this certificate. This certificate is normally required for
teaching in the denominational primary sector.

3.2 Since 2014/15 Glasgow City Council has continued to maintain its target of
90+% of secondary teachers on permanent contracts

<table>
<thead>
<tr>
<th>Year</th>
<th>No. Perm Supply (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>45.7</td>
</tr>
<tr>
<td>2014</td>
<td>50.5</td>
</tr>
<tr>
<td>2015</td>
<td>59.1</td>
</tr>
<tr>
<td>2016</td>
<td>89.3</td>
</tr>
</tbody>
</table>

3.2.1 Unfortunately, due to national subject shortages, it has not been possible to
increase to any significant degree the Secondary Permanent Supply pool.

To highlight shortage subjects, Glasgow received the following quota of
Secondary probationers in recent years.

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bid</td>
<td>Bid</td>
<td>Bid</td>
<td>Bid</td>
</tr>
<tr>
<td>Received</td>
<td>Received</td>
<td>Received</td>
<td>Received</td>
</tr>
<tr>
<td>Science</td>
<td>25</td>
<td>25</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>English</td>
<td>29</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Maths</td>
<td>17</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

3.2.2 The National Teacher Workforce Planning Group comprising of
representatives from the Higher Education Institutes (HEIs) and Local
Authorities and led by Scottish Government are funding a media campaign
to try and attract, in particular, Maths and Science graduates into the
teaching profession. The campaign will commence early 2017.
3.2.3 Glasgow City Council have offered to support current graduate employees into a teaching career as part of the “Transforming Glasgow” programme. We are working in partnership with Strathclyde University to secure a cohort of 20 employees who will commence the Post Graduate Diploma in Education (PGDE) course at Strathclyde University from August 2017 and if successful commence their probationer year in Glasgow in June 2018.

Twenty five current employees commenced a school placement for one day per week from November 2016 to support their application.

3.2.4 Although the Scottish Funding Council in 2014 set specific targets for Universities to address subject shortages this has not resulted in the required number of students coming forward in the shortage subjects.

4 SUCCESSION PLANNING: MANAGEMENT POSTS

4.1 Glasgow City Council continues to run and support a range of programmes for Aspiring Middle Managers and Head Teachers.

4.2 From August 2018, it will be mandatory for any new Head Teacher to have a formal qualification. This qualification is at Masters Level and is available from a range of Universities. The Scottish Government has provided Local authorities with some funding to support the introduction of the qualification.

4.3 The Council currently has 30 employees undertaking Headship training session 16/17.

5 STAFF DEVELOPMENT/CONTINUING PROFESSIONAL DEVELOPMENT

5.1 From 2014 the GTCS formally introduced professional update for all registered teaching staff.

5.2 This means that all teachers required to demonstrate their professional learning every five years.

5.3 The Council invested heavily in supporting teachers to embrace the concept of professional update, and worked closely with the EIS and other teacher trade unions to ensure that all teachers achieved their professional update.

5.4 The General Teaching Council for Scotland (GTCS) conducted audits of Professional update across the country and commended the support provided by Glasgow to its teaching workforce.
Under the auspices of “Glasgow's Improvement Challenge (GIC)” a range of bespoke training has been delivered since session 2015/16.

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy focus</td>
<td>540</td>
</tr>
<tr>
<td>Numeracy focus</td>
<td>804</td>
</tr>
</tbody>
</table>

In addition to the above 950 Support for Learning Workers have attended sessions.

6 ONGOING ACTIONS

Education Services continue to build on improvements made to stabilise the teacher workforce with as many teachers as possible on permanent contracts to Glasgow City Council. In addition to contractual status, the service are currently focusing on the following key priorities.

- Sustaining and developing the permanent supply pool to ensure shortages are minimised during the school year
- Early recruitment from current 2016/17 cohort of probationers
- Representation on the National Teachers Workforce Planning Group and SNCT to ensure that Glasgow position is adequately represented in National Forums
- Developing opportunities for current teachers to study for an Additional Teaching Qualification (ATQ)
- Supporting Modern Language teachers to achieve a qualification in a second language.
- Working with other Services and ALEOs to support current graduate employees on to the PGDE

7 POLICY AND RESOURCE IMPLICATIONS

Resource Implications:

Financial: Within existing resources.
Legal: In line with national conditions of service.
Personnel: As noted in the body of the report.
Procurement: N/A

Council Strategic Plan: A Learning City

Equality Impacts:

EQIA carried out: yes/no
Outcome: (no significant impact, positive impact or negative impact)
Sustainability Impacts:

Environmental: N/A
Social: N/A
Economic: N/A

8 RECOMMENDATIONS

It is recommended that the Policy Development Committee consider the progress being made to address teacher workforce planning needs, the key challenges facing the Council and the actions being taken to meet these challenges.