

‘Teachers – A Policy Update’

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Issues covered

- **‘Educational Excellence Everywhere’** – 8 Chapters
 - **Chapter 2** - ‘Great teachers – wherever they’re needed’
 - **Chapter 4** – ‘A school-led system with every school an academy, empowered pupils, parents and communities and a clearly defined role for local government’



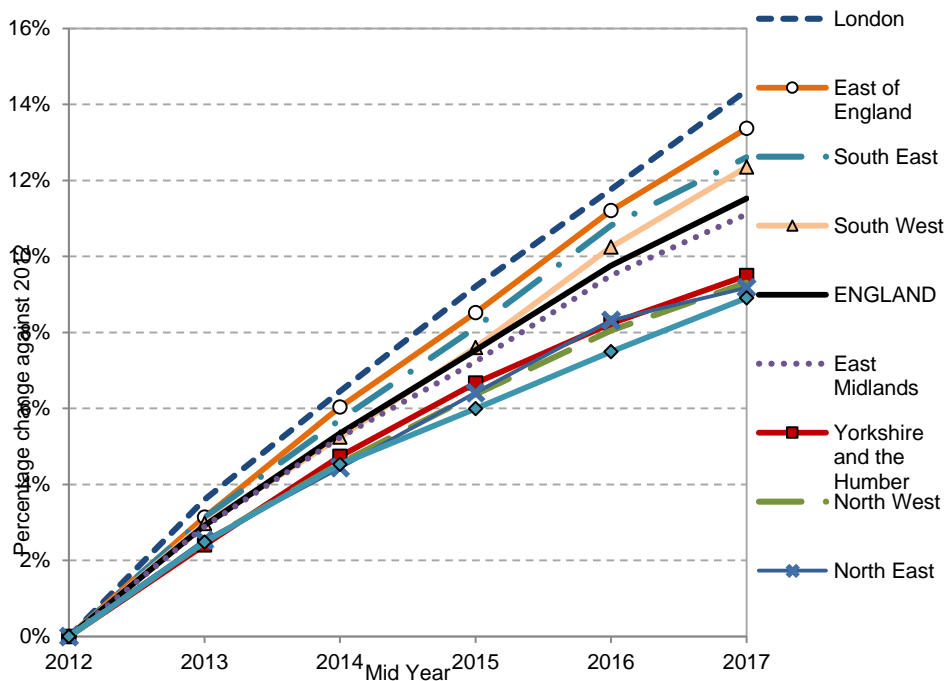
Historic Trends

	1999/2000	2004/05	2010/11	2014/15
Regular teacher FTE	405,800	434,200	441,800	454,900
Regular teacher headcount	443,780	474,700	493,400	500,800
Vacancies	2,910	2,480	380	1,030
Vacancy Rate	0.8%	0.7%	0.1%	0.3%
Pupil:Teacher Ratio (PTR)	18.6	17.4	17.8	17.9
Temporarily Filled Posts	Not available	4,520	1,790	3,210
Temporarily Filled Rate	Not available	1.2%	0.5%	0.9%
Number of schools (primary & secondary)	21,708	21,058	20,194	20,147
State-funded primary school pupils FTE	4,278,123	4,070,290	4,002,280	4,376,270
State-funded secondary school pupils FTE	3,181,813	3,348,950	3,261,785	3,183,280

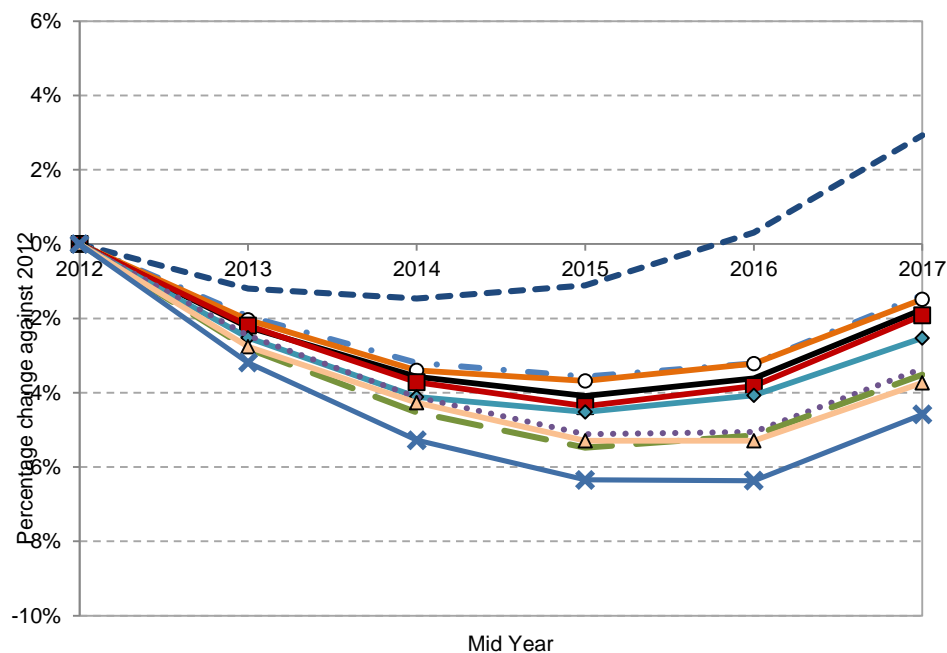


Forecast demand for teachers is growing as a result of the growth in pupil numbers

Primary



Secondary

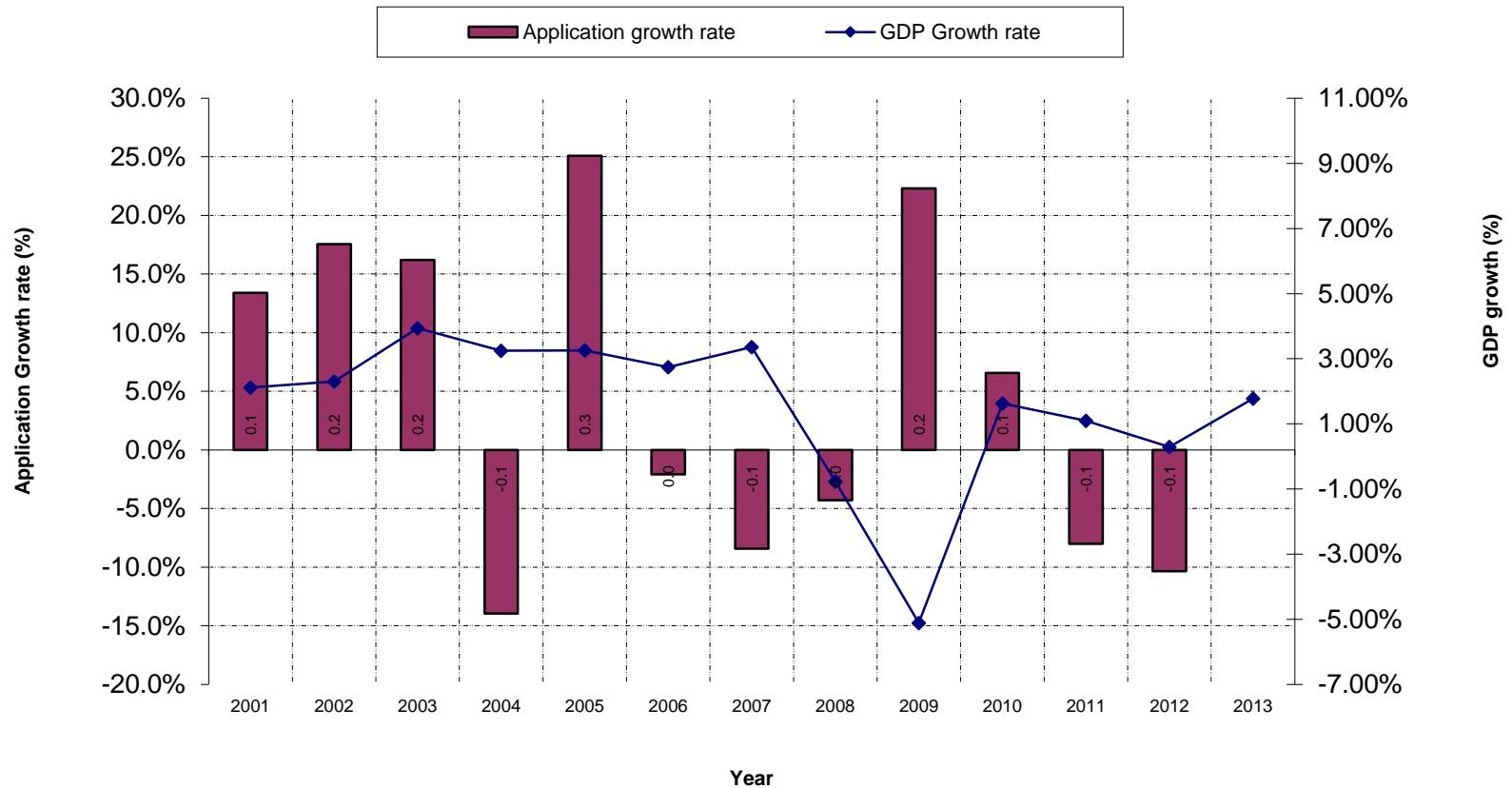


The growth in primary numbers is set to slow but the growth in secondary numbers is just starting



Impact of recessions on applications to ITT

The relationship between growth in ITT applications and GDP growth rate, 2001-2013



Teacher Retention

Year Qualified	Recorded in service by	Number of newly qualified entrants entering service	Percentage of teachers in regular service in the state-funded schools sector in England after:																	
			1 yr	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs	7 yrs	8 yrs	9 yrs	10 yrs	11 yrs	12 yrs	13 yrs	14 yrs	15 yrs	16 yrs	17 yrs	18 yrs
1996	Mar 1997	18,100	91%	84%	79%	73%	71%	68%	67%	64%	62%	60%	58%	57%	56%	55%	55%	54%	53%	52%
1997	Mar 1998	18,900	90%	83%	77%	74%	71%	69%	67%	65%	62%	60%	59%	58%	57%	57%	56%	55%	53%	
1998	Mar 1999	17,800	89%	81%	77%	74%	72%	69%	67%	64%	63%	62%	60%	59%	59%	58%	57%	55%		
1999	Mar 2000	18,300	88%	82%	77%	74%	71%	70%	67%	65%	64%	62%	60%	60%	59%	58%	56%			
2000	Mar 2001	17,600	89%	83%	78%	74%	72%	69%	67%	66%	64%	62%	62%	61%	59%	57%				
2001	Mar 2002	18,600	89%	82%	78%	75%	71%	68%	67%	66%	64%	64%	63%	61%	59%					
2002	Mar 2003	20,700	89%	83%	78%	74%	72%	70%	68%	66%	65%	64%	63%	60%						
2003	Mar 2004	23,000	90%	83%	77%	74%	71%	69%	68%	67%	65%	63%	61%							
2004	Mar 2005	25,200	89%	81%	77%	74%	71%	69%	69%	67%	65%	62%								
2005	Mar 2006	25,700	86%	81%	77%	74%	71%	71%	69%	66%	64%									
2006	Mar 2007	24,000	87%	81%	77%	74%	73%	71%	68%	66%										
2007	Mar 2008	24,400	88%	82%	78%	77%	74%	71%	68%											
2008	Mar 2009	24,400	88%	82%	80%	77%	74%	71%												
2009	Mar 2010	22,300	87%	83%	79%	76%	72%													
2010	Nov 2010	24,100	87%	82%	77%	73%														
2011	Nov 2011	20,600	88%	83%	77%															
2012	Nov 2012	23,000	88%	81%																
2013	Nov 2013	23,600	87%																	
2014	Nov 2014	24,200																		

90% +

80 – 89%

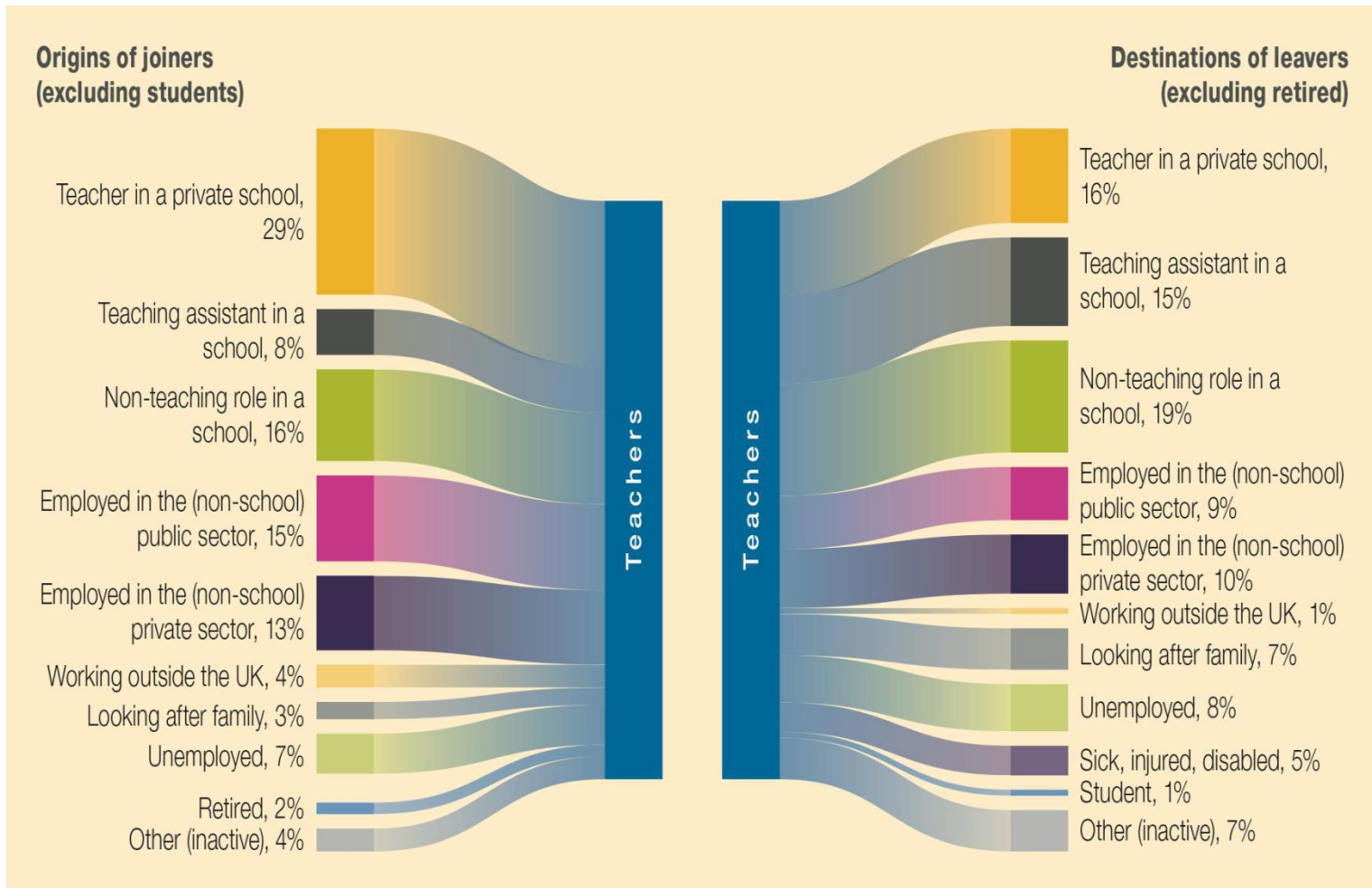
70 – 79%

60 – 69%

50 – 59%



Origins of joiners / destinations of leavers



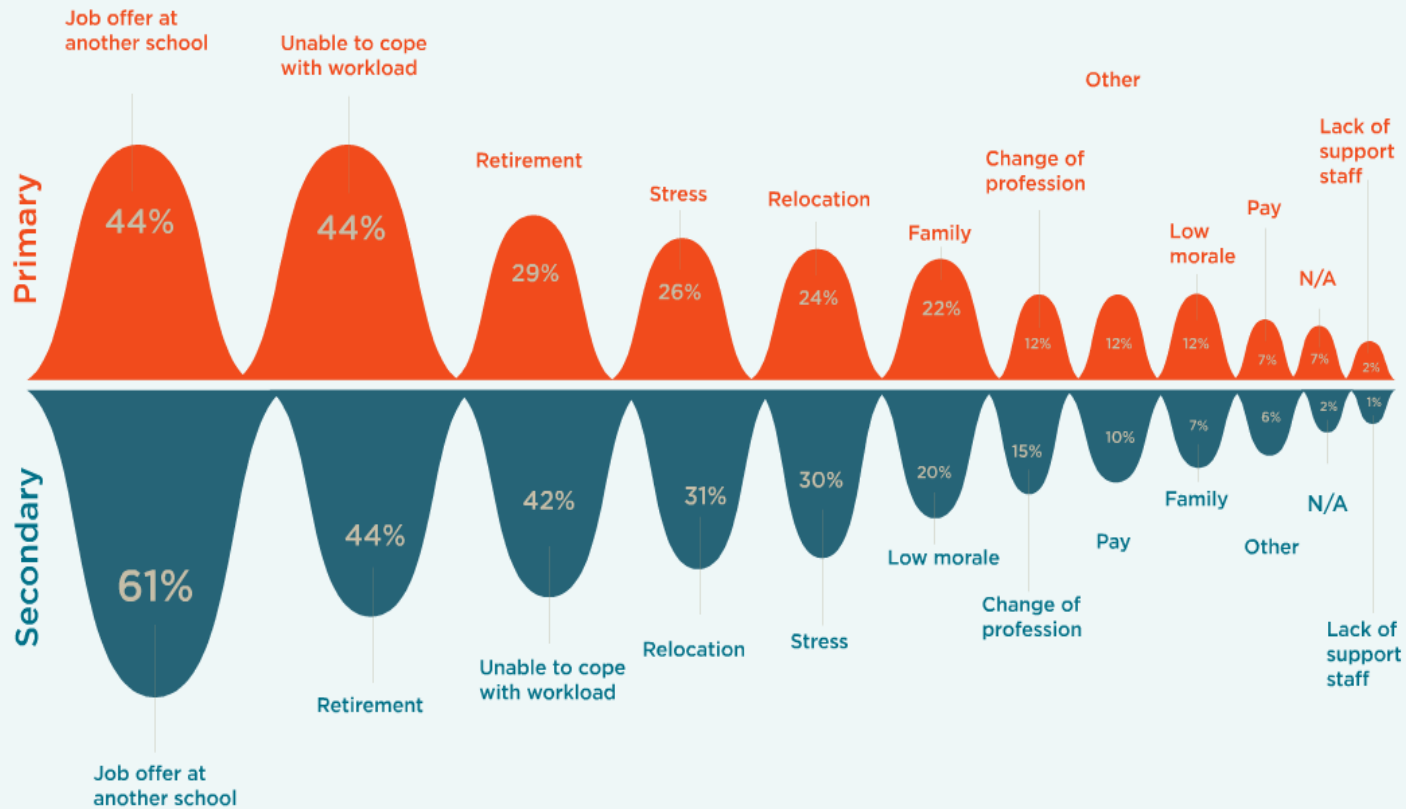
A changing labour market

- Today's graduates expect to work for their first employer for less than three years, and around 15% want to have taken a career break by the time they turn 30 - High Fliers
- The % of teachers working part-time has increased from 21.5% in 2010 to 22% in 2014, factoring gender in, percentages in teaching are still significantly lower than for the general population.
- *“Desire for portfolio careers is part of a growing trend within the modern graduate labour market– sampling a number of roles and industries across your career.” - Jonathan Simons, Policy Exchange*



Why do teachers leave?

What do you consider the three main reasons teachers leave your school to be?



Chapter 4: A school-led system - with a clearly defined role for local government

The White Paper 'Education Excellence Everywhere' said that in future, local authority education duties will be focused on three areas:

They will:

1. Ensure every child has a school place
2. Ensure the needs of vulnerable pupils are met
3. Act as champions for all parents and families



1. Ensuring every child has a school place:

- **Ensuring sufficient school, special school and alternative provision places to meet demand.**
- **Working with schools and parents in developing local school transport policies, giving schools the opportunity to provide school transport services where that makes sense locally; and**
- **Taking a lead in crisis management and emergency planning.**



2. Ensuring needs of vulnerable pupils are met

- **Identifying, assessing and making provision for children with SEND and looked after children;**
- **Promoting school attendance and tackling persistent absence; ensuring that alternative provision is available;**
- **leading on safeguarding responsibilities for all children; working with schools to ensure that they understand and discharge their safeguarding duties; and**
- **supporting vulnerable children.**



3. Acting as champions for all parents & families

- **Listening to and promoting the needs of parents, children and the local community – working alongside elected mayors;**
- **Supporting parents in navigating the system through a continuing role in admissions;**
- **Supporting children, young people and parents to navigate local SEND arrangements; and**
- **Championing high standards locally for all pupils, for example, by encouraging high performing providers to establish new school places and where necessary calling for action from the RSC to tackle underperformance.**



Questions?



Department
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