

Education, Children and Families Committee

10.00am, Tuesday, 22 May 2018

Teacher Recruitment Update

Item number	7.5
Report number	
Executive/routine	
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Executive Summary

This report will state what progress has been made in general recruitment approaches since the last committee meeting on 6 March 2018, and will incorporate the response to the Conservative Group addendum (as adjusted), namely the request for officers to bring a report back to a future meeting of the Committee on the successful opt-in Supply Teacher talent pool for longer-term vacancies; allowing the Council the opportunity to make sure all qualified participants were being made aware of vacancies.

Teacher Recruitment

1. Recommendations

- 1.1 It is recommended that committee note the contents of this report as follow-up to the previous reports, submitted at the meetings on 12 December 2017 and 6 March 2018, indicating progress on the medium- to longer-term strategic approaches to tackling teacher recruitment issues.

2. Background

- 2.1 Issues in teacher recruitment have come into sharp focus, in session 2017-18, across the country. Within the City of Edinburgh, there were initially specific problems in secondary mathematics where there was media coverage relating to recruitment difficulties. Steps taken, to address this and wider issues, have included advertising opportunities beyond *Myjobscotland* and the setting up of a working group made up of Communities & Families and HR-related staff to initiate a more strategic approach to teacher recruitment campaign planning which has now had four distinct phases across the last six months.

3. Main report

- 3.1 In specific reference to the request to investigate the opt-in supply talent pool for longer term vacancies, the following can be reported:
- 3.1.1 Teachers registered on the current supply teaching pool could be encouraged to 'opt in' to the *Myjobscotland* alert scheme and receive regular updates on vacancies beyond the demands of supply that they might potentially wish to apply for. As stated previously the supply pool can, and do, apply for any longer-term vacancies and permanent vacancies as they arise. This proposed approach would be a more proactive way of engaging with them.
- 3.2 To create and maintain a wider talent pool, beyond the supply pool, would require to be supported by the service as it is currently resourced and that would prove problematic. As it would be in addition to the *Myjobscotland* alert service, for which any potential applicant can register, it would represent a duplication.
- 3.3 The *Myjobscotland* system alert allows prospective applicants to drill down by Council, type of role, sub type (primary/secondary, etc). It also allows them to

select if it is a permanent or fixed-term role they want. For teachers the functionality around salary would potentially be relevant if people are looking at a promoted post. The functionality also allows people to receive updates daily or weekly (to suit their individual preference).

- 3.4 While this represents a 'pool' to which the Council has no direct access, it is a system which, as it develops and as prospective applicants are encouraged through recruitment campaigns to register for it, will represent a growing reservoir of potential talent that can be ultimately recruited into our schools.
- 3.5 The most recent recruitment campaign – Tranche 2 – was launched on 23 February 2018 and advertisements ran until 11 March 2018. The vacancies in question were some left unfilled from Tranche 1 in specific shortage subject areas (eg mathematics, business education and CDT) and other posts which were deemed not appropriate to be included in this year's bid for probationers under the National Induction scheme. Most vacancies were for an August 2018 start although some were more immediate.
- 3.6 The accompanying social media campaign targeted teachers Scotland-wide, using Facebook, Twitter, Instagram, Google Display Network and LinkedIn. Two creatives were used – one of Sam Laydon, an English teacher at Tynecastle High School and one of Amy Liggett, a mathematics teacher at Firrhill High School. These linked people through to the Council's website where they could find more information on teaching in Edinburgh and how to apply, including video interviews with five of Edinburgh's teachers, the two referred to above plus Katy Robertson, a science teacher at the Royal High School; Paul McCarthy, a teacher at St Ninian's Primary School; and Justine Fialka, a teacher at Woodlands School.
- 3.7 During the campaign we received over 152,000 impressions (the number of times the posts were viewed) and almost 3,000 people clicked through to the website. Those who clicked through were then encouraged to link through to *Myjobscotland* to apply. Our website analytics support the social media data showing that, throughout the campaign, we saw between 150 and 250 people viewing the /teachinginedinburgh pages every day.
- 3.8 There was a total of 557 applications for the 34 posts highlighted in the campaign, 26 of which were 1.0 FTE permanent, with interviews being scheduled from 19th March onwards.
- 3.9 There remain some issues with particular STEM subjects where the number of applications has remained few in areas such as Business Education, CDT, Computing and Home Economics even after a relatively high-profile national campaign. There is, however, more time than was available previously for further action to be taken to address persisting vacancies in advance of the new academic session.
- 3.10 The commitment to developing Gaelic education, both secondary Gaelic Medium Education (GME) and Gaelic for Learners Education (GLE) referred to in the previous reports led to the advertisement and re-advertisement of a CEC citywide

post to develop Gaelic education, both GLE and GME across Edinburgh schools. These recruitment rounds resulted in a limited number of applicants and no appointment. Following the retirement/resignation of the Council's Development Officer for Gaelic, it was decided to advertise a more promoted centrally-based role of Service Manager (Gaelic Education) which is currently in the initial stages of the recruitment and selection process. Increased GLE oversight will now sit within the City's provision for the national 1+2 languages initiative.

- 3.11 Recruitment to primary vacancies saw 155 candidates interviewed as part of a centralised procedure. Of those 45 have been categorised as a 'yes' and a further 42 as a 'maybe'. These staff will now be matched to existing vacancies and will be given preference in future vacancies that are declared in the Summer Term.
- 3.12 In terms of probationer allocations for 2018-19, the Council submitted bids for 122 primary teachers and 113 secondary teachers (including GME teachers). In reality, 115 primary and 80 secondary probationers were allocated, as of 4 May 2018. Vacancies, where there is no probationer to fill them, will go forward for advertisement. There was a particular shortfall in some STEM subjects, in GME (where none were allocated in the secondary sector) and in the number of probationers for the denominational primary sector. This will require a flexible approach to the placing of those probationers who have been allocated, along similar lines to previous years, and another recruitment campaign to fill those vacancies that had been held back in anticipation of probationer allocation
- 3.13 Work has been ongoing with colleagues at Moray House Institute of Education at the University of Edinburgh to give access to representatives from the Council to current Third Year and Fourth Year undergraduates, as well as post-graduates, in STEM subject areas in order to discuss with them the option of teaching as a career and, in the case of Fourth Year undergraduates, to encourage them to consider applying for PGDE courses in 2018-19 where there are still places available. A session took place at the university on 2 May, the immediate upshot of which was 41 undergraduates/post-graduates indicating an interest in a school-based observation to help inform their decisions. Secondary headteachers have indicated their willingness to provide the necessary opportunities and a matching process will take place shortly.

4. Measures of success

- 4.1 The major measure of success continues to be addressing the shortfall in teacher recruitment in the next few months. While there is a strategic approach to longer-term recruitment, and staff have now been recruited to many posts for August 2018, there remain issues with particular STEM subjects (see 3.10).
- 4.2 The timeline and strategy for the teacher recruitment planning campaign was intended, as intimated in the previous reports, to improve procedures and result in earlier confirmation of appointments, going forward into session 2018-19. This has, again as previously stated, already borne fruit in the timing and success of the first

centralised tranche of secondary appointments and continued into the recent second tranche, both of which were substantially earlier in the year than has previously been the case.

5. Financial impact

- 5.1 There has been a cost implication of between £1,500 and £2,000 which was spent on the social media campaign. A further £5,500 has been spent on the production of the recruitment video as part of that campaign, to which latter cost primary, secondary and special schools contributed.

6. Risk, policy, compliance and governance impact

- 6.1 As this report is an update, rather than containing any recommendations *per se*, there are no risk, compliance or governance impacts arising.

7. Equalities impact

- 7.1 As this report is an update, rather than containing any recommendations *per se*, there are no equalities impacts arising.

8. Sustainability impact

- 8.1 As this report is an update, rather than containing any recommendations *per se*, there are no sustainability impacts arising.

9. Consultation and engagement

- 9.1 Secondary headteachers, in whose sector there have been particular issues, have been consulted and will continue to be consulted through their regular meetings. Other headteachers have also been involved, especially in relation to the timeline for the longer-term recruitment strategy. Schools have also been asked to contribute statements and photographs to the landing page as part of the recruitment process as well as to provide volunteer staff to take part in the recruitment video. The overall engagement has been very positive.

10. Background reading/external references

- 10.1 None.

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11. Appendices

11.1 None.