National College for
Teaching & Leadership

Teachers returning to the profession

Research brief

December 2014

Contents

List of tables

Background and aim

This exploratory research aimed to gather intelligence on whether schools are using teachers returning to the profession to address issues in recruiting teachers, what issues have been experienced and what support was needed.

The survey asked questions about:

- How schools make use of the returner market to address workforce issues

- Perceptions of returning teachers

- How schools have supported returning teachers

- Any issues experienced by schools looking to attract returning teachers.

For the purposes of this research, a returning teacher was defined as a qualified teacher not currently employed as a teacher in the state sector but who was looking to return to teaching after a period away from the profession or in the independent sector.

Approach

An online survey was developed collaboratively between the National College for Teaching and Leadership (NCTL) research and returners teams. The Association for School and College Leaders (ASCL) also commented on the survey. The survey was circulated via an entry in ASCL newsletters disseminated to 11,500 ASCL members.

The survey was hosted on the education pages of gov.uk (https://www.education.gov.uk/schoolportal/feedback/returning_teachers.htm[1]) and was opened on 14 October 2014 and closed on 6 November 2014. A total of 107 responses were received which is a 1% response rate.

Limitations

The results presented here reflect the views of the 107 individuals who responded to the survey. It is not possible to judge if these responses are representative of the wider population of schools recruiting teachers.

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[1] As the survey has closed, clicking this hyperlink will now produce an error message.

The results commented on in this report are based on small base sizes which may not be representative of the wider population and the base size is too small to detect differences which may exist. This report therefore provides descriptive results only.

Due to the majority of the responses coming from the secondary phase (104 responses) and only 3 responses from all-through schools, the findings are not split by phase. Where routing was applied in the questionnaire, the base size is given under the relevant table; for all other questions are reported for all respondents.

Sample characteristics

The first part of the survey was a series of questions aimed at providing some data on the characteristics of the respondents.

The first characteristic asked for was the location of the school and although there were responses from all the areas, only 2 responses were received from the North East and 7 each in Yorkshire and London (see table 1). Most responses were from the South East (24 responses) followed by the East of England (14 responses). It is therefore not possible to analyse the data by location.

Table 1: Location of school

	Responses
North West	13
North East	2
Yorkshire	7
East Midlands	11
West Midlands	14
East of England	15
London	7
South East	24
South West	14
Total	107

Q1, base: all respondents, single response

Next respondents were asked about the phase of the school (see table 2). No responses were received from the primary phase and only 3 from all-through schools. This means that it is not possible to analyse differences between phases.

Table 2: Phase of school

	Responses
Primary	0
Secondary	104
All-through	3
Total	107

Q2, base: all respondents, single response

The majority of the respondents (47 responses) were from convertor academies with 36 responses from local authority (LA) maintained schools and 13 responses from sponsored academies (see table 3). The remainder of the responses were spread across school types with no other group being large enough to comment on.

Table 3: Type of school

	Responses
LA maintained	36
Sponsored academy	13
Convertor academy	47
Free school	0
Pupil Referral Unit	0
Special school	1
University technical college	0
Studio school	0
Community school	2
Foundation school	5
Independent	1
Voluntary-aided Church of England (VA C of E)	1
Voluntary-aided Catholic	1
Total	107

Q3, base: all respondents, multiple response

The final characteristic question related to involvement in initial teacher training (ITT). This question was open to multiple responses so a total of 201 selections were made as schools can have more than one ITT role (see table 4). The survey produced 8 other responses; of these 1 was re-classified as a school-centred initial teacher training (SCITT), 4 as Teach First and 1 as Troops to Teachers. The remaining other responses included a member of a teaching school alliance and one that works with overseas placements.

Table 4: Is your school involved in initial teacher training (ITT)?

	Responses
ITT provider	34
Teaching school	9
Teaching school alliance	32
School Direct school	41
SCITT	22
Provides placements for trainees for HEIs	56
Teach First	4
Troops to teachers	1
Other	2
Total	201

Q4, base: all respondents, multiple response

Findings

Recruiting teachers

The next section of the survey looked at how responding schools find recruiting in general. The survey found that just under half (51 responses) of respondents recruited an average of 5 – 10 full-time posts and the same number of respondents (51 responses) recruited an average of 0 – 1 part-time posts (table 5).

Table 5: Average number of full and part time posts recruited to each year?

	Full-time Responses	Part-time Responses
0-1	1	51
2-4	34	49
5-10	51	6
More than 10	21	1
Total	107	107

Q5 & Q6, base: all respondents, multiple response

Only 10 respondents stated that they were always able to fill vacant teaching posts. The majority of respondents (78) indicated that some subjects are more difficult to fill and 10 said that they do not fill all their vacant teaching posts (table 6).

Table 6: Do you fill all your vacant teaching posts?

	Responses
Always	10
Some subjects pose challenges	78
No	18
Total	106

Q7, base: all respondents, single response

A follow-up multiple response question about which subjects are the most difficult to recruit to indicates that respondents found sciences (176 responses, including physics (82 responses), chemistry (65 responses) and biology (29 responses)), maths (87 responses), and English (69 responses) are the most difficult to recruit to (table 7).

Table 7: Which subjects/key stages do you find are the most difficult to recruit to?

	Responses
Art	2
Biology	29
Business Studies	11
Chemistry	65
Computer Science	51
Design and realisation	26
English	69
Food	21
Geography	14
History	13
Languages[2]	40
Maths	87
Music	13
P.E.	1
Physics	82
Religious education (R.E.)	18
Social Studies	5
Textiles	4
Early years foundation stage (EYFS)	8
Key stage (KS) 1	0
KS2	0
Other	0
Total	559

Q8, 9 & 10, base: all respondents, multiple response

Recruiting returning teachers

The survey went on to ask whether respondents have recruited a returning teacher and which subjects they have recruited a returner to teach.

The survey data shows that two-fifths of respondents (43 responses) had employed a returning teacher in the last 3 years and of these the majority were employed to teach maths (14 responses), sciences (13 responses, including biology (6

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[2] Includes French, German, Spanish and other languages

responses), chemistry (5 responses) and physics (2 responses)) and English (9 responses) (table 8). Over half of the vacancies were full time (32 responses) with 27 responses being part time vacancies (Table 9).

Table 8: Which subjects were the returners recruited to teach?

	Responses
Art	2
Biology	6
Business Studies	5
Chemistry	5
Computer Science	4
Design and realisation	0
English	9
Food	3
Geography	2
History	3
Languages[3]	8
Maths	14
Music	1
P.E.	2
Physics	2
R.E.	2
Social Studies	1
Textiles	0
Drama	3
Media studies	1
Psychology	1
Special Needs	1
EYFS	0
KS1	0
KS2	0
Other	0
Total	75

Q12, Q13 & Q14, base: all answering yes at Q11 (43), multiple response

[3] Includes French, German, Spanish and other languages

Table 9: Please indicate the number of full time and part time vacancies that you have filled by recruiting returners.

	0	1	2	3	4	5	Total responses
Full time	3	24	2	0	0	0	32
Part time	6	12	5	1	2	1	27
Total	9	36	7	1	2	1	59

Q15, base: all answering yes at Q11 (43), multiple open text response

Support for returning teachers

The 43 respondents who said that they had recruited returning teachers in the last 3 years were asked about what support they have offered to returners.

These respondents were asked about the length of time returning teachers had been out of teaching. For this question, respondents were asked to enter the number of posts for each of the categories and they could choose to enter in multiple categories. A total of 59 entries were given and of these 19 responded 2 – 4 years, 16 responded 1-2 years, and 14 more than four years (table 10).

Table 10: How long had the returning teacher(s) been out of teaching for?

	1	2	3	4+	Total responses
0-1 years	4	1			8
1-2 years	11	4	1		16
2-4 years	13	4	1	5	19
More than 4 years	9	2	1	2	14
Unsure/don't know	2				2
Total	39	11	3	7	59

Q16, base: all answering yes at Q11 (43), multiple open text response

Of these 43 respondents who had recruited returning teachers in the last 3 years the majority said that they supported returning teachers with continuing professional development (CPD) (37 responses). Respondents also stated that they had supported returners with changes to the curriculum (22 responses) and with classroom management (25 responses) (table 11).

Table 11: What (if any) additional support have you put in place for the returner over and above what is offered to existing teachers coming to the school?

	Response
No additional support	5
Support with CPD	37
Support with changes to the curriculum	22
Support with classroom management	25
Other	2
Total	91

Q17, base: all answering yes at Q11 (43), multiple response

The majority of returners were interested in teaching English (9 responses), maths (5 responses) and sciences (4 responses) (table 12).

Table 12: Which subjects were the returners interested in teaching?

	Responses
Art	3
Business Studies	2
Computer Science	0
Design and realisation	2
English	9
Food	2
Geography	0
History	1
Languages	1
Maths	5
Music	0
P.E.	3
R.E.	1
Sciences	4
Social Studies	0
Textiles	0
Other	1
Total	34

Q20, base: Q19 = yes, multiple response

Very few respondents answered the question about how many times they had been contacted in the last 3 years (Q23, base: Q19 = yes (20), single response), however 18 of the 19 respondents to this question stated that they had been contacted in that way 0 – 3 times in the last 3 years.

The 20 respondents who said that they had been contacted by a returner asking for support or advice on how to get back into teaching were asked about what advice and support they were able to give. The top 3 types of support provided were an

opportunity to observe lessons (11 responses), voluntary work (10 responses) and support with interviews and applications (8 responses) (table 13).

Table 13: What advice or support were you able to provide?

	Response
Offered supply teaching to gain recent classroom experience	5
Offered employment as a teaching assistant to gain recent	1
Offered the opportunity to observe lessons	11
Offered voluntary work	10
Provided subject knowledge support	5
Mentoring	2
Support with applications/interviews	8
Other	1
Total	43

Q24, base: all respondents, multiple response

All respondents were offered the opportunity to give additional comments about recruiting returning teachers at the end of the survey. In these additional comments, respondents also identified issues with the need to support returning teachers and a lack of capacity in schools to provide the support.

'I do not have capacity or time to invest in Returners […] they cannot bring about rapid improvement without time investment.'

'It would be a good idea to have a programme of development for people returning to teaching so that they can catch up on new developments and gain some high quality CPD on teaching, learning and assessment, which has changed so much.'

'Support (capacity) to 'train' is needed. Teaching has changed significantly over the passed couple of years! A real task for teaching schools and ITT providers to charm them back!'

'What is desperately needed is a chance for returners to trial in a school on (say) a half term placement. Giving a contract up front is often too big a risk for teachers who may well have left the profession for reasons of stress or capability.'

The survey also asked all 107 respondents if they were supporting previously employed staff currently on career breaks. Only 15 of the respondents provide support to staff on career breaks (table 14); it should be noted that respondents were not asked if they had any staff on a career break so it is not possible to judge

whether the low percentage is related to a low number of people on career breaks or if it is linked to schools not offering support.

Table 14: Do you provide support to any staff previously employed by your school who are now on career breaks?

	Response
Yes	15
No	91
Total	106

In the general comments at the end of the survey, 2 respondents refered specifically to career breaks. One respondent seems to feel that career breaks are a positive option.

> 'It would be good if Headteachers were more open to support teachers that would like a career break. Some schools do offer sabbaticals and the teachers that advantage of these breaks from teaching come back refreshed.'

The second respondent indicates that their school uses career breaks as a technique for retaining talented staff and that they support returners in this case by using timetabling to allow returners to build up teaching over time.

> 'We do an excellent job of hanging on to our highly talented staff who have parental career breaks. Where possible I make the timetable work for them. I also allow a small amount of part timeness and still holding on to promoted posts. I then help people build up their teaching again as their children get older.'

All 107 respondents were also asked if they had been contacted by someone looking to return to teaching who were asking for advice and support. Only 20 have been contacted by a returner asking for support or advice (table 15).

Table 15: Have you been contacted by a returner asking for support or advice on how to get back into teaching?

	Response
Yes	20
No	77
Unsure/can't remember	10
Total	107

Unsuccessful applications

The survey also asked how many unsuccessful applications from returners respondents have received.

Table 16 shows that 47 respondents had received an application in the last 3 years from a returner and who was not recruited and as in the section above the main subjects applied for in the applications were English (13 responses), sciences (15 responses) and maths (19 responses) (table 17).

Table 16: In the last 3 years, have you received an application from a returner (a qualified teacher who was not at the time employed as a teacher in the state sector) who was not recruited to post?

	Responses
Yes	47
No	60
Total	107

Q25, base: all respondents, single response

Table 17: Which subjects were the applications for?

	Responses
Art	6
Business Studies	5
Computer Science	2
Design and realisation	2
English	13
Food	0
Geography	0
History	5
Languages	8
Maths	19
Music	0
P.E.	0
R.E.	2
Sciences	15
Social Studies	1
Textiles	0
EYFS	0
KS1	0
KS2	0
Other	2
Total	80

Q26/27/28, base: Q25 = yes (47), multiple response

16

For the next question about whether the applications were for full or part time positions, respondents were asked to enter the number of posts for each of the categories and they could choose to enter in both categories. A total of 57 responses were given and the majority (39 responses) of these unsuccessful applications were for full time positions (table 18).

Table 18: Were the applications for full or part time positions?

	0	1	2	3	4+	Responses
Full time		16	12	6	5	39
Part time	8	4	3		3	18
Total	8	20	15	6	8	57

Q29, base: Q25 = yes (47), multiple free text

Again respondents were asked to enter the number of posts for each of the categories for how long applicants had been out of teaching for and a total of 63 responses were given and a quarter of the applicants had been out of teaching for 1 – 2 years (table 19).

Table 19: How long had the applicants been out of teaching for?

	0	1	2	3	4	5	Responses
0-1 years		8	1	1	1		11
1-2 years	1	6	8	1			16
2-4 years	1	8	1	2	1		13
More than 4 years	1	3	3	2		2	11
Unsure/don't know		5	4	1		2	12
Total	3	30	17	7	2	4	63

Q30, base: Q25 = yes (47), multiple free text

Benefits and barriers

All 107 respondents were asked a specific question about their perceptions of the benefits and barriers of recruiting returning teachers.

The top 3 barriers to recruiting a returner are a lack of recent classroom experience (77 responses), not being up to date with the curriculum (75 responses) and looking

for flexible or part time positions that the school cannot accommodate (57 responses) (table 20).

Table 20: What (if any) barriers do you think there are to recruiting a returner?

	Responses
Returners may lack recent classroom experience	77
Returners may lack an up to date reference from a teaching post	53
Returners may require additional subject knowledge	39
Returners may not be up to date with the curriculum	75
Returners may not be up to date with classroom management policy	51
Returners may be looking for flexible or part time working that the school cannot cater for	57
Other	12
Total	364

Q31, base: all respondents, multiple response

Twelve respondents used the other free text box for this question to suggest other barriers to recruiting returners.

- Lack of awareness of the changes in expectations in marking and changes to exams and assessment.

   'Huge volume of changes to exams, assessment and curriculum - difficult enough to keep up with even from the profession'

- Lack of awareness of current standards

   'Unaware of recent standards eg monitoring and tracking students in different categories - this has developed greatly in the last few years'

But an additional barrier (3 of the 12 comments) was around the returners' commitment to teaching and the reasons for leaving and then returning.

   'unsure about reasons for gap'

   'Some of the people who haven't worked for some time are clearly not employable in a typical school and one wonders how they were ever selected for training in the first place.'

   'Not coming across as committed to teaching. They left teaching because it wasn't for them and came back because they had not been successful in other area.'

Most respondents saw the benefit of recruiting returners in that they have experience of working in other professions (78 responses) and have other experience and skills (79 responses). The fact that returners might be looking for flexible or part time employment is also seen as a potential benefit (41 responses) (table 21).

Table 21: What (if any) are the potential benefits to employing a returner?

	Responses
Returners have experience of work in other fields or settings	78
Returners have other life experience/skills	79
Returners may be looking for flexible or part time	41
Other	5
Total	203

Q32, base: all respondents, multiple response

Although 5 respondents said there were other potential benefits two commented the benefits could be all 3 of the offered alternatives. One commented that 'They might well really want it and realise that the job is great (having seen the grass isn't greener)' and the other 'Often they are experienced teachers who understand how to teach Children rather than being totally exam focused.' The final comment echoed both of these:

> 'Some returners are grounded and secure in themselves and have the wisdom that comes with maturity. They may also be so pleased to get back into the classroom that they are really efficient positive workers'

Again comments from the final any other comments question give some additional insight to the perceived barriers to both recruiting returners and also barriers for returners attempting to reentering the profession.

Several comments related to issues around the perception of the profession, the pace of change and the expectations of others which all act as barriers to returners applying.

> 'From talking to previous colleagues who have left teaching, they are put off returning by the perceived pressures facing teachers nowadays. The relentless accountability and need to adapt to constant changes puts them off. They just want to get on with teaching and can't face the bureaucracy.'

> 'The expectations and fear factor from failing in quite a public setting is not something some 'returners' feel is for them. They say the profession has changed.'

'The main problem in recruiting returners is that education is changing so fast they are out of touch with the latest Ofsted criteria, curricula etc.'

Several respondents identified a lack of returning teachers as being a barrier to recruitment.

'very few returners, once out they stay out, teaching not getting a good press'

'There are none because they left to start families or because it was too hard a job.'

'The local market is short of all teachers, and there have been no memorable applications from 'returners' - I can't remember any at all.'

More comments related to the quality of applications and in some cases the teachers themselves who may be lacking recent experience are not as strong as current teachers.

'Application forms or letters are not as strong as staff currently teaching, so maybe they lack guidance in application process.'

'The quality of applicants to these posts has been variable and some applications are poor with a lack of knowledge about working in school.'

'I find the biggest issue for people out of teaching for some time is lack of recent experience. One of the requirements during the interview process is for the candidates to teach a lesson and very often this lets them down. I have been fortunate to have a decent field for most jobs that we advertise and the strongest candidates are those with up to date pedagogy that is demonstrated in the classroom.'

Another respondent commented that '[t]here is always a question about why they left in the first place'.

Marketing to returners

Respondents were also asked about what marketing directly to returners they do. The majority of respondents (102) have not pro-actively marketed to returners. This means that only 5 respondents went on to respond to the follow-up question about the specific activities undertaken.

This question gave a number of suggested activities and respondents could select all those that applied; a total of 16 responses were given so it should be noted that the base size is too small to be able to come to any conclusions about the best way of attracting returning teachers.

The most frequently used activities were local newspaper advertising (4 responses) and advertising to parents of pupils at the school (4 responses). The other suggested activities were: ensured adverts for vacant posts reach and are attractive to returners (3 responses), keeping in touch with former employees who have taken a break from teaching (3 responses) and internet advertising (2 responses).

Conclusions

This exploratory research aimed to gather information on the issues involved in recruiting returning teachers. The research looked at 4 aspects and while it is not possible to extrapolate the findings from the survey to the wider population due to the low response rate, it offers some understanding of the issues that schools who responded have had with recruiting returning teachers.

- How schools make use of the returner market to address workforce issues

    Some of the responding schools have recruited returning teachers but from this survey, it is not apparent that they are using returners to solve any workforce issues. The respondents to the survey do not appear to be specifically targeting returning teachers.

- Perceptions of returning teachers

    Although some respondents saw the benefit of recruiting returners for their experience outside teaching they also identified a number of important issues. These include lack of recent experience, lack of awareness of changing standards and expectations and questions about the reasons for leaving the profession.

- How schools have supported returning teachers

    The most frequently offered support by the few respondents who had recruited returning teachers appeared to be around enabling returners to gain recent experience by offering opportunities to either observe lessons or do some form of work in schools.

- Any issues experienced by schools looking to attract returning teachers

    The majority of respondents did not actively market to returners so no intelligence about this was gained.

Appendix 1 – full questionnaire

Teachers returning to the profession

Returning teachers constitute an important proportion of the school workforce. NCTL wants to understand how schools are supporting qualified teachers who are looking to return to teaching after a period away from the profession or in the independent sector. We are also interested in understanding what the advantages are to schools employing returners and what, if any are the barriers.

The survey should take no more than 20 minutes to complete.

The survey will be open until midnight on 6 November 2014

All responses to the survey will be anonymised prior to analysis.

At the end of the survey you will be invited to supply contact details to be re-contacted regarding the issues in recruiting returners. This is optional and you can choose to just submit your survey responses without your details.

Your school

Before we begin the survey, we would like to collect some information about your school to help us with our analysis.

1. **Location of school**
Please select one option
- ☐ North West
- ☐ North East
- ☐ Yorkshire
- ☐ East Midlands
- ☐ West Midlands
- ☐ East of England
- ☐ London
- ☐ South East
- ☐ South West

2. **Phase of school**
Please select one option
- ☐ Primary
- ☐ Secondary
- ☐ All-through

3. **Type of school**
Please select one option
- ❏ LA maintained
- ❏ Sponsored academy
- ❏ Converter academy
- ❏ Free school
- ❏ Pupil Referral Unit
- ❏ Special school
- ❏ University Technical College
- ❏ Studio school
- ❏ Community school
- ❏ Foundation school
- ❏ Other

Other - please specify

_____

4. **Is your school involved in initial teacher training (ITT)?**
Please select all that apply.
- ❏ ITT provider
- ❏ Teaching school
- ❏ Teaching school alliance
- ❏ School Direct school
- ❏ SCITT
- ❏ Provides placements for trainees for higher education institutions
- ❏ Other

Please specify

_____

Recruiting teachers

5. **On average, how many full time teaching posts do you recruit to each year?**
If you aren't sure, please give your best estimate.
- ❏ 0-1
- ❏ 2-4
- ❏ 5-10
- ❏ More than 10

6. **On average, how many part time teaching posts do you recruit to each year?**
If you aren't sure, please give your best estimate
- ❏ 0-1
- ❏ 2-4
- ❏ 5-10
- ❏ More than 10

7. **Do you fill all your vacant teaching posts?**
Please select one option.
- ❏ Always
- ❏ Some subjects pose challenges
- ❏ No

Recruiting teachers

8. **Ask if Q2=2**
Which subjects do you find are the most difficult to recruit to?
Please select all that apply.
- ❏ Art
- ❏ Biology
- ❏ Business Studies
- ❏ Chemistry
- ❏ Computer Science
- ❏ Design and Realisation
- ❏ English
- ❏ Food
- ❏ Geography
- ❏ History
- ❏ Languages (French)
- ❏ Languages (German)
- ❏ Languages (Other)
- ❏ Languages (Spanish)
- ❏ Maths
- ❏ Music
- ❏ P.E.
- ❏ Physics
- ❏ R.E.
- ❏ Social Studies
- ❏ Textiles
- ❏ Other

Please specify

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9. **Ask if Q2=1**
Which key stages do you find are the most difficult to recruit to?
Please select all that apply.
- ❏ EYFS
- ❏ KS1
- ❏ KS2
- ❏ Other

Please specify

_____

25

10. **Ask if Q2=3**
Which subjects/key stages do you find are the most difficult to recruit to?
Please select all that apply.
- ❏ Art
- ❏ Biology
- ❏ Business Studies
- ❏ Chemistry
- ❏ Computer Science
- ❏ Design and Realisation
- ❏ English
- ❏ Food
- ❏ Geography
- ❏ History
- ❏ Languages (French)
- ❏ Languages (German)
- ❏ Languages (Other)
- ❏ Languages (Spanish)
- ❏ Maths
- ❏ Music
- ❏ P.E.
- ❏ Physics
- ❏ R.E.
- ❏ Social Studies
- ❏ Textiles
- ❏ EYFS
- ❏ KS1
- ❏ KS2
- ❏ Other

Please specify

_____

Recruiting returning teachers

11. **In the last 3 years, have you employed a returner (a qualified teacher who was not at the time employed as a teacher in the state sector)?**
- ❏ Yes – go to Q12, Q13 or Q14
- ❏ No – go to Q18

Recruiting returning teachers

12. **Ask if Q2=2 AND Q11=1**
Which subjects were the returners recruited to teach?
Please select all that apply. If you are unsure, please provide
- ❏ Art
- ❏ Biology
- ❏ Business Studies
- ❏ Chemistry
- ❏ Computer Science
- ❏ Design and Realisation
- ❏ English
- ❏ Food
- ❏ Geography
- ❏ History
- ❏ Languages (French)
- ❏ Languages (German)
- ❏ Languages (Other)
- ❏ Languages (Spanish)
- ❏ Maths
- ❏ Music
- ❏ P.E.
- ❏ Physics
- ❏ R.E.
- ❏ Social Studies
- ❏ Textiles
- ❏ Other

Please specify

_____

13. **Q2=1 AND Q11=1**
Which Key Stages were the returners recruited to teach?
Please select all that apply.
- ❏ EYFS
- ❏ KS1
- ❏ KS2
- ❏ Other

Please specify

_____

14. **Q2=3 AND Q11=1**
Which subjects/Key stages were the returners recruited to teach?
Please select all that apply.

- ❑ Art
- ❑ Biology
- ❑ Business Studies
- ❑ Chemistry
- ❑ Computer Science
- ❑ Design and Realisation
- ❑ English
- ❑ Food
- ❑ Geography
- ❑ History
- ❑ Languages (French)
- ❑ Languages (German)
- ❑ Languages (Other)
- ❑ Languages (Spanish)
- ❑ Maths
- ❑ Music
- ❑ P.E.
- ❑ Physics
- ❑ R.E.
- ❑ Social Studies
- ❑ Textiles
- ❑ EYFS
- ❑ KS1
- ❑ KS2
- ❑ Other

Please specify

_____

15. **Please indicate the number of full time and part time vacancies that you have filled by recruiting returners.**
Full time (please enter the number of posts _____ filled)

15. Part time (please enter the number of posts_____ filled)

Support for returning teachers

Thinking about any returning teachers you have recruited, we would like to know what support you have offered to returners. If you have employed more than one returning teacher, please select multiple responses as appropriate.

16. **How long had the returning teacher(s) been out of teaching for?**
Please enter the number of posts below. If you are unsure of the exact numbers, please give your best estimate.

0 - 1 years	_____
1 - 2 years	_____
2 - 4 years	_____
More than 4 years	_____
Unsure/don't know	_____

17. **What (if any) additional support have you put in place for the returner over and above what is offered to existing teachers coming to the school?**
- ❑ No additional support
- ❑ Support with CPD
- ❑ Support with changes to the curriculum
- ❑ Support with classroom management
- ❑ Other

Please specify

_____

Support for returning teachers

18. **Do you provide support to any staff previously employed by your school who are now on career breaks?**
- ❑ Yes
- ❑ No

19. **Have you been contacted by a returner asking for support or advice on how to get back into teaching?**
- ❑ Yes – go to Q20, Q21 & Q22
- ❑ No – go to Q25
- ❑ Unsure/can't remember – go to Q25

Support for returning teachers

20. **Q2=2 AND Q19=1**
Which subjects were the returners interested in teaching?
Please select all that apply.
- ❑ Art
- ❑ Biology
- ❑ Business Studies
- ❑ Chemistry
- ❑ Computer Science
- ❑ Design and Realisation
- ❑ English
- ❑ Food
- ❑ Geography
- ❑ History
- ❑ Languages (French)
- ❑ Languages (German)
- ❑ Languages (Other)
- ❑ Languages (Spanish)
- ❑ Maths
- ❑ Music
- ❑ P.E.
- ❑ Physics
- ❑ R.E.
- ❑ Social Studies
- ❑ Textiles
- ❑ Other

Please specify

_____

21. **Q2=1 AND Q19=1**
Which Key stages were the returners interested in?
Please select all that apply.
- ❑ EYFS
- ❑ KS1
- ❑ KS2
- ❑ Other

Please specify

_____

22. **Q2=3 AND Q19=1**
Which subjects/Key stages were the returners interested in?
Please select all that apply.
- ❑ Art
- ❑ Biology
- ❑ Business Studies
- ❑ Chemistry
- ❑ Computer Science
- ❑ Design and Realisation
- ❑ English
- ❑ Food
- ❑ Geography
- ❑ History
- ❑ Languages (French)
- ❑ Languages (German)
- ❑ Languages (Other)
- ❑ Languages (Spanish)
- ❑ Maths
- ❑ Music
- ❑ P.E.
- ❑ Physics
- ❑ R.E.
- ❑ Social Studies
- ❑ Textiles
- ❑ EYFS
- ❑ KS1
- ❑ KS2
- ❑ Other

Please specify

_____

23. **How many times have you been contacted in this way in the last 3 years?**
If you are unsure of the exact numbers, please give your best estimate.
- ❑ 0-1
- ❑ 2-3
- ❑ 4-5
- ❑ More than 5

24. **What advice or support were you able to provide?**
Please select all that apply
- ❑ Offered supply teaching to gain recent classroom experience
- ❑ Offered employment as a teaching assistant to gain recent classroom experience
- ❑ Offered the opportunity to observe lessons
- ❑ Offered voluntary work
- ❑ Provided subject knowledge support
- ❑ Mentoring
- ❑ Support with applications/interviews
- ❑ Other

Please specify

_____

Unsuccessful applications

25. **In the last 3 years, have you received an application from a returner (a qualified teacher who was not at the time employed as a teacher in the state sector) who was not recruited to post?**

- ❏ *Yes – go to Q26, Q27 & Q28*
- ❏ *No – go to Q31*

Unsuccessful applications

26. **Q2=2 AND Q25=1**
Which subjects were the applications for?
Please select all that apply.

- ❏ *Art*
- ❏ *Biology*
- ❏ *Business Studies*
- ❏ *Chemistry*
- ❏ *Computer Science*
- ❏ *Design and Realisation*
- ❏ *English*
- ❏ *Food*
- ❏ *Geography*
- ❏ *History*
- ❏ *Languages (French)*
- ❏ *Languages (German)*
- ❏ *Languages (Other)*
- ❏ *Languages (Spanish)*
- ❏ *Maths*
- ❏ *Music*
- ❏ *P.E.*
- ❏ *Physics*
- ❏ *R.E.*
- ❏ *Social Studies*
- ❏ *Textiles*
- ❏ *Other*

Please specify

_____

27. **Q2=1 AND Q25=1**
Which Key stages were the applications for?
Please select all that apply.

- ❏ *EYFS*
- ❏ *KS1*
- ❏ *KS2*
- ❏ *Other*

Please specify

_____

28. **Q2=3 AND Q25=1**
Which subjects/Key stages were applications for?
Please select all that apply.
- ❏ *Art*
- ❏ *Biology*
- ❏ *Business Studies*
- ❏ *Chemistry*
- ❏ *Computer Science*
- ❏ *Design and Realisation*
- ❏ *English*
- ❏ *Food*
- ❏ *Geography*
- ❏ *History*
- ❏ *Languages (French)*
- ❏ *Languages (German)*
- ❏ *Languages (Other)*
- ❏ *Languages (Spanish)*
- ❏ *Maths*
- ❏ *Music*
- ❏ *P.E.*
- ❏ *Physics*
- ❏ *R.E.*
- ❏ *Social Studies*
- ❏ *Textiles*
- ❏ *EYFS*
- ❏ *KS1*
- ❏ *KS2*
- ❏ *Other*

Please specify

_____

29. **Ask Q25=1**
Were the applications for full or part time positions?
If you are unsure of the exact numbers, please give your best estimate.

Full time (please enter the number of applications received)	_____
Part time (please enter the number of applications received)	_____

30. **Ask Q25=1**

How long had the applicants been out of teaching for?
Please enter the number of posts below. If you are unsure of the exact numbers, please give your best estimate.

0 - 1 years	_____
1 - 2 years	_____
2 - 4 years	_____
More than 4 years	_____
Unsure/don't know	_____

Benefits and barriers

31. **What (if any) barriers do you think there are to recruiting a returner?**
Please select all that apply

- ❑ Returners may lack recent classroom experience
- ❑ Returners may lack an up to date reference from a teaching post
- ❑ Returners may require additional Subject Knowledge
- ❑ Returners may not be up to date with the curriculum
- ❑ Returners may not be up to date with classroom management policy
- ❑ Returners may be looking for flexible or part time working that the school cannot cater for
- ❑ Other

Please specify

_____

32. **What (if any) are the potential benefits to employing a returner?**
Please select all that apply

- ❑ Returners have experience of work in other fields or settings
- ❑ Returners have other life experience/skills
- ❑ Returners may be looking for flexible or part time working
- ❑ Other

Please specify

_____

Marketing to returners

33. **Have you pro-actively marketed to returners in your area?**

- ❑ Yes – go to Q34
- ❑ No – go to Q36

34. **If yes, what have you done specifically to attract returners?**

- ❑ Ensured adverts for vacant posts reach and are attractive to returners
- ❑ Local newspaper advertising
- ❑ Internet advertising
- ❑ Advertising to parents of pupils at the school
- ❑ Keeping touch with former employees who have taken a break from teaching
- ❑ Other

Please specify

_____

35. **Ask if Q34=3**
You have indicated that you have used internet advertising to attract returner. Please give details of the types of sites advertised on

_____
_____

Other comments

36. **If you have any other comments about recruiting returning teachers or barriers to recruiting returners, please use the box below.**

_____
_____

Contact details

We are looking for schools who would be prepared to discuss their views and provide further feedback on recruiting returning teachers. In order to do this we would like to invite you to provide your contact details that we can pass on to the NCTL team who have commissioned this survey.

37. **If you are happy to be re-contacted, please tick the box below.**

❑ Go toQ38

38. **Ask if Q37=1**
Thank you for agreeing to provide your details. The data you provide will be passed to the ITT team and they will contact you in due course.

In order to avoid having to ask some of the same questions when you are re-contacted, we would like to supply your contact details with your responses to the survey. This data will only be used when the team contact you; it will not be passed on to any other party and it will not be used in any reporting. Any statistics or quotes used in reports will be anonymised.

If you are happy for a copy of your survey responses to be provided with your contact details to the team, please tick the box below. If you would prefer us to only supply the contact details without your responses, please click next.
❑

Contact details

Thank you for agreeing to provide your contact details. Please enter you name, email address and phone number below.

39. **Name**

_____

40. **Email address**

_____

41. **Phone number**

_____

Thank you for your time. We appreciate your responses.

When you are happy that you have finished, please click submit below and your responses will be sent to the research, evaluations and surveys team at NCTL.

If you have any queries about this survey please email college.consultations@education.gsi.gov.uk.

National College for
Teaching & Leadership