



Skills for Learning Professionals

**FURTHER EDUCATION
WORKFORCE DATA FOR ENGLAND**
AN ANALYSIS OF STAFF INDIVIDUALISED RECORD (SIR) DATA
2004/2005

Table of Contents

Foreword	2	Section 5. Age Profile	25
Introduction	3	5.1 Introduction	25
		5.2 Age Profile by Gender and Region	25
		5.3 Summary of Findings and Main Points	27
Section 1. FE Teaching Contracts and Qualified Teacher Status (QTS)	4	Section 6. Teachers Pay 2004-2005	28
1.1 Introduction	4	6.1 Introduction	28
1.2 Definitions	4	6.2 Part-time Teaching Salaries	29
		6.3 Full-time Teaching Salaries	30
		6.4 Full-time Teaching Salaries by Gender	31
		6.5 Full-time Teaching Salaries by Age	31
		6.6 Full-time Teaching Salaries by Region	32
		6.7 Full-time Teaching Salaries by Ethnicity	33
		6.8 Full-time Teaching Salaries by Main Subject Taught	33
		6.9 Full-time Teaching Salaries by Subject Area of Highest Qualification	34
		6.10 Full-time Teaching Salaries by Highest Qualification	34
		6.11 Full-time Teaching Salaries by Highest Teaching Qualification	35
		6.12 Summary of Findings and Main Points	36
Section 2. Teaching Contracts and the Success for All Targets	6	Appendix 1 – FE Institutions returning SIR Data 2004/2005	37
2.1 National Overview of Teaching Contracts Meeting SFA Targets	6		
2.2 Regional Overview of Teaching Contracts Meeting SFA Targets	8	Appendix 2 – Local Learning and Skills Councils involved in the 2004/2005 SIR Data Collection	41
2.3 Regional Profiles	8		
2.4 Summary of Findings and Main Points	13	Appendix 3 – Detailed Categories of Work Provided	42
		Appendix 4 – Detailed Ethnic Categories	43
Section 3. Gender Profile	14		
3.1 Introduction	14		
3.2 General Work Category by Gender	14		
3.3 Gender of Teaching Staff by Region	15		
3.4 Gender of Teaching Staff by Age Band	16		
3.5 Area of Learning of Main Subject Taught by Gender	17		
3.6 Summary of Findings and Main Points	19		
Section 4. Diversity Profile	20		
4.1 Introduction	20		
4.2 BAME Teaching Staff	21		
4.3 Regional distribution of BAME Teaching Staff	22		
4.4 Breakdown of BAME Staff by Age Band	22		
4.5 Disability	23		
4.6 Summary of Findings and Main Points	24		

Foreword

This report presents the findings of an analysis of the Staff Individualised Record (SIR) 2004/2005 dataset performed by Lifelong Learning UK (LLUK). It is the second in a series of annual reports based on the SIR dataset and provides an annual 'snapshot' of the Further Education (FE) workforce. The report makes comprehensive use of the SIR data, collected from English FE colleges by the Learning and Skills Council, to provide a detailed analysis of the characteristics of the staff employed within General Further Education Colleges, Sixth Form Colleges and the Specialist Designated Institutions. Further education is one of the sub-sectors that fall within the LLUK 'footprint' and this report supplies information on the FE workforce employed during 2004/2005.

The findings of the report focus on aspects of the general FE workforce such as age, gender, ethnicity and pay and also provide more specific information on the level of qualifications held by the teaching workforce; identifying progress towards meeting the Government's 'Success for All' targets for full and part-time FE teachers. The report also provides useful information on teaching salaries during 2004/2005 and cross-references this information to qualifications levels, gender, age and ethnicity.

This report provides useful benchmark data on the FE workforce which can be used by colleges and other relevant stakeholders for the following purposes.

- To allow the sector to make the case for adequate funding for the full professionalisation of its workforce
- To identify clearly where there are skills gaps and shortages in the sector
- To provide evidence to support stakeholders in demonstrating how they are meeting their statutory responsibilities regarding race, equality and diversity
- To set benchmarks for providers against which they can compare their institutional performance at local, regional and national level, thereby aiding in their development planning

LLUK is happy to consult with individual colleges on the production of tailored analysis reports that they may require for their own workforces at institutional level.

At the request of the Department for Education and Skills (DfES) LLUK will be assuming responsibility for the SIR data collection (including primary data collection; data cleansing; collation and analysis and reporting) from 2007. Providers will receive further information on these impending changes from both LLUK and LSC from the beginning of 2008.



David Hunter
Chief Executive, Lifelong Learning UK

Introduction

This report provides an analysis of workforce data for the Further Education (FE) sector in England, and is based on the analysis of the 2004/2005 Staff Individualised Record (SIR) dataset. SIR is based on an annual collection of data, undertaken by the Learning and Skills Council (LSC) about staff currently working in FE institutions in England.

2004/2005 SIR Dataset

For the purpose of this report we have conducted our analysis using the SIR data collection for the years 2004-2005 which, at the time of writing, is the most recently available data.

Coverage

The LSC collects SIR data from five types of FE institution:

- General FE college
- Sixth Form college
- Special college – agriculture and horticulture
- Special college – art, design and performance
- Specialist designated college

The 2004/2005 SIR data have been gathered from a minimum number of 386 FE institutions. The coverage of FE Institutions (FEIs) in the SIR dataset, with a breakdown of the number of these in England and the number making SIR returns, can be seen below.

FE college type	SIR		
	Number	(number)	SIR (%)
General FE colleges (including Tertiary)	267	253	95%
Sixth Form colleges	104	101	97%
Special college – Agriculture and Horticulture	19	19	100%
Special college – Art, Design and Performance	5	5	100%
Specialist Designated college	14	8	57%
Total	409	386	94%

The colleges that returned data are based in 47 Local Learning and Skills Councils (LLSCs). A full list of returning colleges can be seen in Appendix 1 and a list of the LLSCs for which data was collected appears in Appendix 2.

The SIR 2004/2005 dataset comprises 246,005 records, each relating to an individual person/contract (see the description of contract numbers in the following section). FE colleges are required to return data about all staff including details about staff qualifications – including highest qualification, highest teaching qualification obtained. Personal details of each staff member are also collected and include gender, date of birth, category of work and ethnicity. Whilst information such as date of birth and ethnicity are included in the dataset, the data remains anonymous insofar as it contains no personal identification details pertaining to the individual staff member such as name, address or National Insurance number.

Data Issues – a note on double counting

There is a risk of double-counting due to the possibility that a person could be working for more than one FEI. The LSC guidance on completing the SIR return instructs colleges that they can define what constitutes full-time hours for a person depending on their category of work. This is the number of weekly hours worked multiplied by the number of weeks per working year. These figures could be very different depending on whether the person employed is a teacher (lecturing for 15 hours a week, 40 weeks a year) or a member of the admin staff (37 hours a week by 52 weeks a year). Both these members of staff could be listed as ‘full-time’ on one contract, but the teacher would have time to do the same hours at another FEI. This is most unlikely, therefore, for the purpose of this report, when percentages are given (e.g. percentage of fully-qualified, part-time teaching staff) these are of the number of contracts and not actual numbers of people and, whilst it is possible to make the case that they are a broad estimate of the actual workforce (given the 5.74% margin of error described above) this is probably more true in the FEIs that have not returned any multiple contract holders than for those that have.

How to use this report

This report presents the findings from a statistical analysis of the SIR dataset. The analysis conducted by Lifelong Learning UK (LLUK) provides an overall picture of the workforce in the FE college sector with regard to qualifications held by teaching staff, work categories and general details such as gender, full-time/part-time contractual status and geographical region. The results of the analysis are presented in tabular format with accompanying charts and histograms.

The report is divided into six sections. The first two provide a description of the way in which the contracts are presented and the ‘qualified’ status of teaching staff is calculated, with regard to the success for all targets. The following four sections are analyses of various data from the SIR 2004/2005 broken down by the following:

- Gender profiles
- Diversity
- Age Group
- Salary

Each section contains statistical tables and charts, mainly of cross-tabulations of the subject of the section against other relevant information. Examples include analysis of part-time/full-time work by gender and highest qualification by age-group. The statistical information is accompanied by a narrative drawing attention to any figures and findings considered to be of interest. At the end of each section is a summary which draws out the main points and findings from the detailed analyses and, where appropriate, draws a comparison to findings from the previous years’ analysis.

Section 1

FE Teaching Contracts and Qualified Teacher Status (QTS)

1.1 Introduction

The Staff Individualised Record (SIR) dataset contains information on 246,005 staffing contracts held at 386 FE institutions (FEIs) in England. This information includes details pertaining to the contract such as:

- Category of work (teaching staff, librarians, administration staff etc.)
- Mode of employment (full-time or part-time)
- Terms of employment
- Level of qualification (highest qualification, highest teaching qualification, highest teaching qualification on which currently enrolled)
- Personal details (gender, age, ethnicity, disability)
- Details of the college at which the contract holder is employed (college name, local LSC, English region)

1.2 Definitions

1.2.1 Multiple Contracts

Despite the title 'Staff Individualised Record', it is more accurate to describe the SIR data as the number of contracts held in English FE institutions between 2004/2005 than the number of actual staff employed by the institutions. So, despite the dataset containing nearly quarter of a million records, it is not the case that this is the number of people currently employed by FE institutions in England. The same person could be employed by the same institution but on two different contracts, perhaps to reflect the fact that they are employed in two different roles; management and teaching for example.

However, an indicator exists in the data to flag these cases, essentially a contract count. According to LSC guidelines to colleges on completing their SIR return, the contract count field should be filled out as a value between 1 and 9 (9 is the maximum allowed number of contracts per person, per institution). 164 (42%) of the FEIs had no multiple contracts. The figures for the number of multiple contracts across all 386 providers can be seen in table 1.1 below.

Table 1:1 Multiple Contracts

Contract number	1	2	3	4	5	6	7	8	9	Total
Number	231,890	11,621	1,790	450	143	48	31	21	11	246,005
% of total contracts	94.26	4.72	0.73	0.18	0.06	0.02	0.01	0.01	0.00	100

The fact that a person can effectively be counted twice at the same FEI if they have more than one contract means that the SIR dataset does not constitute a perfectly accurate 'headcount'. This is because if the data on number of contracts is accurate then table 1 shows us that 5.74% of the people listed in the dataset have already been counted at least once. If we allow for this in using the SIR 2004/2005 dataset as an assessment of the English FE sector workforce, then this gives us an estimated 231,884 people working in FEIs.

1.2.2 Teaching Staff

Aside from the sections on 'category of work', this report is mainly concerned with teaching staff in FEIs. A large part of the analysis is based on the DfES 'Success For All' (SFA) initiative which contains the interim target of having 90% of full-time and 60% of part-time staff fully qualified by 2006. For the purposes of this report it is important to define the terms 'teaching staff', 'full-time and part-time' and 'fully qualified'.

The SIR 2004/2005 dataset contains a field labelled 'category of work' which contains a list of detailed role titles (e.g. 'college administrator/manager', 'learning support technician') which then fall under five broader role definitions (e.g. 'managers', 'teaching staff'). These categories are discussed in more detail in section 3 of this report. However, despite there being a detailed and general category for 'teaching staff', the variable used to determine which contracts count as 'teaching staff' is the Primary Role field. The field is the aggregation of three data points. FEIs are asked to complete in which they apportion a percentage of the hours employed to one of three roles:

- Providing teaching and promoting learning
- Supporting teaching and learning
- Other support

LSC guidance on completing this field states that the three fields combined must be completed to the nearest 10% and total 100%.

- Providing teaching and promoting learning is classified as time spent lecturing and teaching or preparing to lecture and teach, for example – preparing teaching material, and marking and assessing learner's work.
- Supporting teaching and learning is defined as time spent directly supporting teaching and learning in an environment where students are situated, for example – undertaking care assistance, providing technical assistance in a workshop or laboratory or supervising WBL learners.

- Other support is defined as time spent on any other work which has not been included in the previous descriptions. This work is support that is not related to individual learners nor directly related to learning, for example – undertaking building maintenance, administration, cleaning or catering.

According to these definitions, a lecturing contract where the only role is lecturing would be returned as '100' against the first category and a cleaning contract where the only role is cleaning would be returned as 100 against the third. Where the contract has its role split across the definitions, the proportion as a percentage would be entered in each relevant field; e.g. a head of teaching department contract may be returned as 70, 10, 20 in order to reflect the teaching role, administration role and resource management role. The primary role is determined as that with the maximum value across the three variables. In cases where time was split equally between two or more roles, the primary role was taken to be 'teaching' if this was one of the equal roles, or 'support' if it was not. This in the example above, the head of the teaching department would be classified as 'providing teaching and promoting learning', in other words, teaching staff.

For the purpose of this report, particularly when discussing the SFA targets, this is the definition of teaching staff used. Using this definition, the SIR dataset contains data on 132,486 teaching staff/contracts.

1.2.3 Part-time and Full-time contracts

The field 'mode of attendance' in the SIR dataset is used to determine if a contract is full or part-time. This is derived from the 'Fraction of full-time' (FTE) data that FEIs are asked to return 'the proportion of full-time hours that the member of staff is contracted to work over the year, expressed as a

percentage of the standard full-time hours over a year'. Full-time staff are recorded as 100%. Full-time staff with an additional contract may be shown as greater than 100%. This affects 1,443 teaching contracts across the entire dataset. Any FTE value less than 100% returns a mode of attendance as 'part-time'. This means that contracts that are returned as 99% of full-time (155 contracts) are classed as being just as 'part-time' as those that are 1% of full-time (4,323 contracts). According to the mode of attendance variable there are 82,626 part-time and 49,860 full-time teaching contracts across all the FEIs. 62.4% and 37.6% respectively.

1.2.4 Qualified Teachers

The SIR dataset contains fields on both the highest teaching qualification of the contract holder and the highest teaching qualification on which they were enrolled at the time the information was gathered. There is also a field called 'Qualified Teacher Status' (QTS), however this field is not used to determine whether or not the person holding the contract is fully qualified here. The teaching qualifications either currently held or currently enrolled on by the contract holder are used as the basis for calculating the percentage of fully qualified full and part-time teachers against the SFA targets.

According to the LSC guidance notes on filling out these fields, full-time teachers are fully qualified if they are listed as currently holding, or currently enrolled on, one of the following teaching qualifications:

- Bed/BA/BSc with concurrent qualified teacher status
- Certificate of Education
- PGCE
- Level 4 FE teaching qualification – stage 3
- Part-time teachers holding any of the above qualifications are considered to be fully-qualified. In the case of part-time teachers however, the Level 4 Stages 2 and 1 are also in the list of awards considered to denote 'fully qualified'

Table 1.2 Contracts, Teaching Contracts and Qualified Teachers

Statistic	Contracts per FEI	Teaching contracts per FEI	Part-time teaching contracts per FEI	Full-time teaching contracts per FEI	Fully-qualified teachers per FEI		Non fully-qualified teachers per FEI	
					Part-time	Full-time	Part-time	Full-time
Mean ¹	639	344	215	130	128	103	87	26
Median ²	560	292	174	103	103	84	59	15
Standard Deviation ³	450	256	190	94	110	74	99	35
Minimum	27	17	1	0	0	0	0	0
Maximum	2,666	1,958	1,461	548	596	427	966	378
N ⁴	385 ⁵							

¹ Arithmetic average (i.e. the sum of all values divided by the number of values)

² Mid-point value

³ Measure of variability within the data and its distribution around the mean

⁴ Number of cases/values

⁵ Sixth Form College Colchester returned no information on contracts and has been excluded from the analysis.

This table shows that the lowest number of teaching contracts at provider level is 17 (Fircroft College of Adult Education) and that the highest is 1,958 (Manchester City College). Also, that the average number of full-time teaching contracts held by teachers qualified to the SFA targets is 103 and the average number of part-time teaching contracts held by staff qualified to SFA target standard is slightly higher at 128.

Section 2

Teaching Contracts and the Success for All Targets

2.1 National Overview of Teaching Contracts Meeting SFA Targets

The Governments Success for All Delivery Target 9 (Workforce Qualifications) states:

'We intend that 90% of full-time and 60% of part time Further Education college teaching staff are qualified or enrolled on appropriate courses by 2006. This is a milestone towards the target that all teachers will be qualified or working towards a qualification by 2010.'

The average percentage of full-time (FT) and part-time (PT) teaching contracts that meet this target per FEI have been calculated and are displayed below.

Table 2.1: Percentage Teaching Contracts held by staff meeting SFA targets per FEI

	Full-time	Part-time
Mean	80.0	65.0
Median	84.8	64.8
Standard Deviation	19.7	18.2
Minimum	0	0
Maximum	100	100
N	386	

The 2004/2005 data show that, on average, FEIs have met and exceeded the 60% target for part-time (PT) staff. For full-time (FT) staff, the average 80% is 10% lower than the 2006 target. The figure for full-time staff shows a drop of 15% against the reported figure of 95.1% from the 2003/2004 SIR analysis. However, the method for calculating the percentage of fully-qualified staff has changed as detailed in the initial section of this report. A detailed description of how these figures were calculated for the previous year's analysis appears in the LLUK report 'Further Education Workforce Data for England – An analysis of Staff Individualised Record (SIR) data 2003/2004'.

There were 12 FEIs with no fully qualified FT teaching contracts and 3 with no PT qualified teaching contracts. The number of FEIs meeting or exceeding the targets during 2004/2005 is displayed below alongside the percentage of FEIs that met or exceeded both the FT and PT target.

Table 2.2: Teaching Contracts meeting or exceeding SFA targets during 2004/2005

Full-time		Part-time		Full-time/Part-time		Neither target met	
n	%	n	%	n	%	n	%
132	34.2	243	63.0	119	30.8	130	33.7

This shows that as of 2004/2005, the majority (63%) of FEIs had either met or exceeded the SFA target for PT teaching contracts. Figures 2.1 and 2.2 show the frequency distributions for FT and PT teaching contracts held by staff qualified to SFA target level across all providers. However, only 34% of FEIs had met the 2006 target of having 90% of their full-time teaching contract holders fully qualified. 34% of colleges had not met either the FT or PT targets during 2004/2005.

Figure 2.2 shows that the data for PT teaching contracts is more normally distributed than for FT contracts – that is positively skewed. The histograms also show that for the PT data, the national average is above the SFA target whilst the average for FT contracts is below the target.

Figure 2.1: Percentage FT Teaching Contracts held by staff meeting SFA targets per FEI – All England

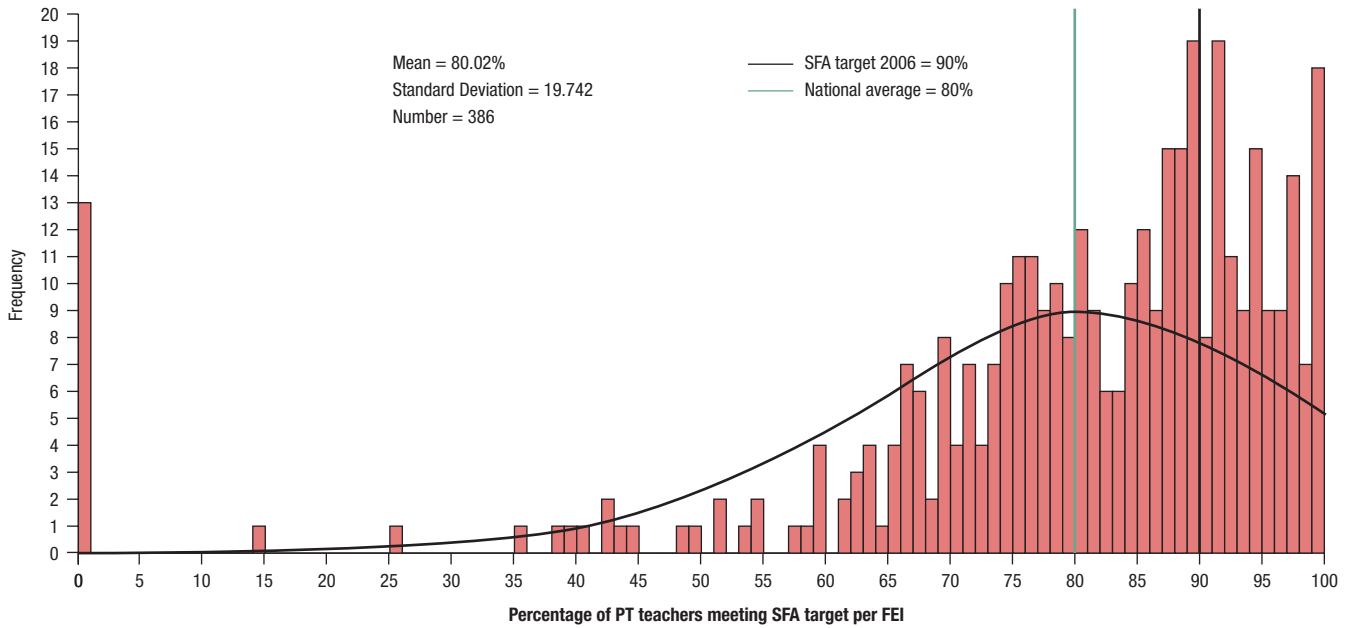
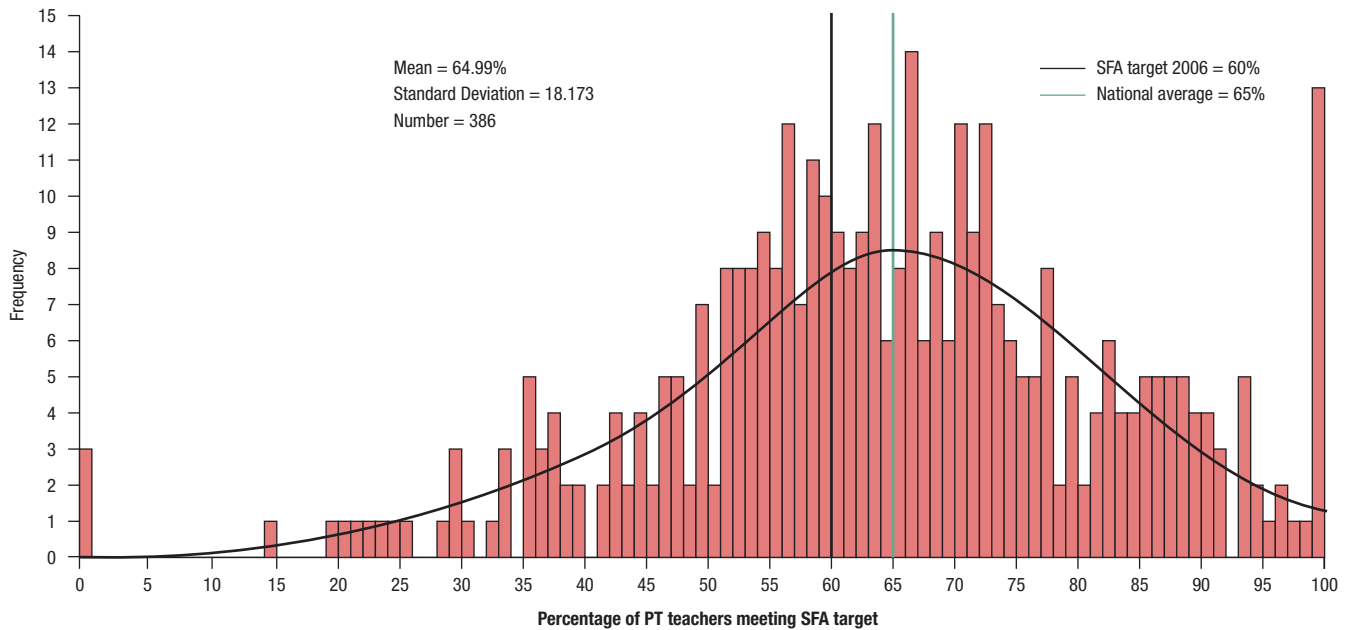


Figure 2.2: Percentage PT Teaching Contracts held by staff meeting SFA targets per FEI – All England



Section 2 continued

2.2 Regional overview of Teaching Contracts meeting SFA targets

The numbers of FEIs per region that have attained the FT target, attained the PT target, attained both targets, and attained neither target are displayed in the table below.

Table 2.3: Number of FEIs per region meeting SFA targets

Region	Number of FEIs	% of total English FEIs	Number (%) of FEIs meeting SFA Targets		Number (%) of FEIs meeting both SFA targets	Number (%) of meeting neither target
			Full-time	Part-time		
EE	33	8.5	8 (24.2)	12 (36.4)	5 (15.2)	18 (54.5)
EM	27	7.0	9 (33.3)	17 (63)	8 (29.6)	9 (33.3)
GL	52	13.5	10 (19.2)	29 (55.8)	10 (19.2)	23 (44.2)
NE	23	6.0	12 (52.2)	17 (73.9)	11 (47.8)	5 (21.7)
NW	62	16.1	33 (53.2)	47 (75.8)	32 (51.6)	14 (22.6)
SE	66	17.1	21 (31.8)	37 (56.1)	17 (25.8)	25 (37.9)
SW	34	8.8	4 (11.8)	25 (73.5)	4 (11.8)	9 (26.5)
WM	49	12.7	18 (36.7)	31 (63.3)	16 (32.7)	16 (32.7)
YH	40	10.4	17 (42.5)	28 (70)	16 (40)	11 (27.5)

EE=East England NE=North East SW=South West
EM=East Midlands NW=North West WM=West Midlands
GL=Greater London SE=South East YH=Yorkshire and the Humber

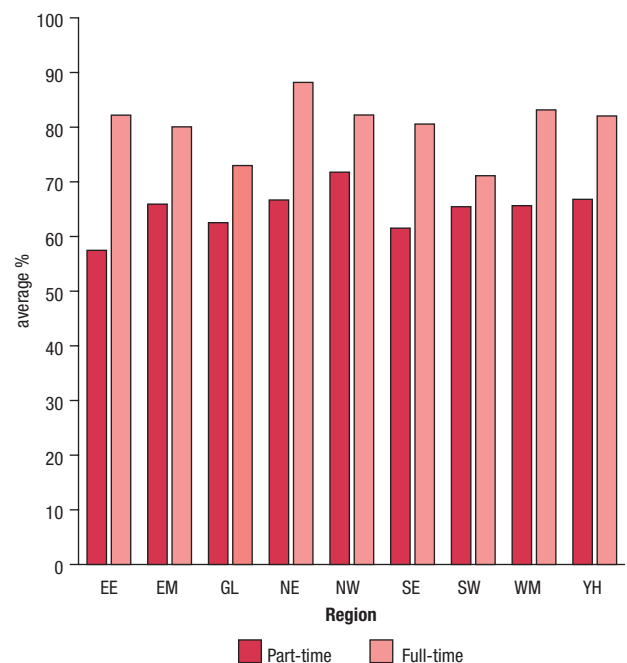
The North West region has the highest number and percentage of FEIs currently at or above the SFA targets levels for both FT and PT teaching contracts. It is also the only region in which the majority of FEIs (51.6%) have already met both PT and FT targets. The North East region, the smallest in terms of number of FEIs (23), is next with 52.2% of FEIs meeting the target for FT, 73.9% of FEIs meeting the PT target, and nearly half (47.8%) of FEIs having attained both targets. East of England is the only region in which the majority of FEIs (54.5%) have not yet reached either target. The South West region has the lowest number and percentage (11.8%) of FEIs having attained the FT target.

For the purpose of this analysis, the percentage of teaching contracts that have reached the SFA targets has been calculated for each individual FEI. For example, where a FEI has a total of 100 FT teaching contracts and 50 of these have attained the standard of qualification necessary to be considered 'fully qualified' in terms of the SFA targets, then the provider has a percentage FT SFA of 50%. If region 'X' contains three FEIs with average FT SFA percentages of 50%, 75% and 95% respectively, then the average FT SFA across

the region will be 73.3% and the region as a whole will fall short of the SFA target of 90% by 16.7%.

Figure 2.3 shows the average percentage of FT and PT SFA qualified teaching contracts across each of the nine regions in order to demonstrate which meet the 90% FT and 60% PT targets for 2006. This shows us that there are no regions in which the average percentage of FT staff qualified to SFA standard meets the target of 90%. However, eight of the regions currently meet the PT SFA target of having 60% of teaching contracts held by staff qualified to SFA standard – the exception being East England where the average number of PT fully qualified teaching contracts per FEI is just below the target at approximately 57.5%

Figure 2.3: Average Percentage of PT and FT Teaching Contracts meeting SFA targets per region



2.3 Regional Profiles

This section illustrates the regional variation by displaying information at individual regional level on the part-time and full-time SFA targets.

2.3.1 East England

Figures 2.4 and 2.5 below display the percentage of PT and FT teaching contracts for each provider in the East England region with the regional average, the national average and the SFA target for 2006. Similar figures for the other 8 regions are displayed subsequently. Each bar on the regional charts represents an FEI in the region, the college names have been removed in the interests of anonymity. This provides a snapshot of the region with the SFA targets measured against each college.

Figure 2.4: Percentage of PT Teaching Contracts per Provider meeting the SFA target for 2006 – East England

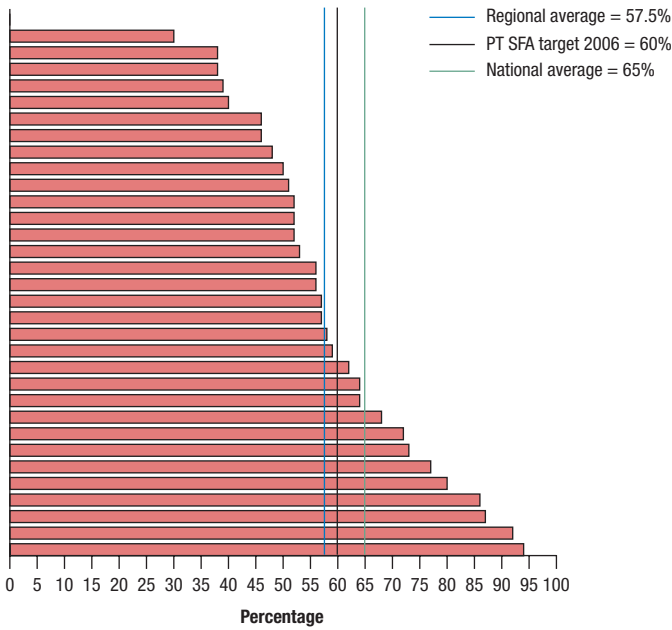
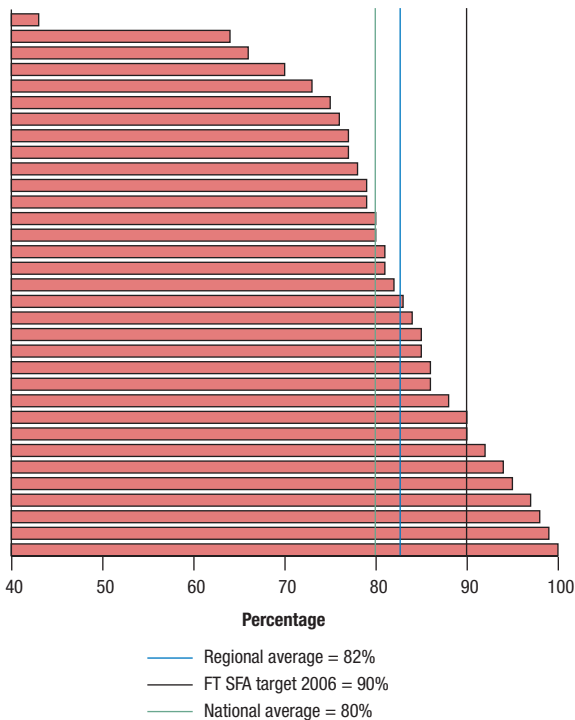


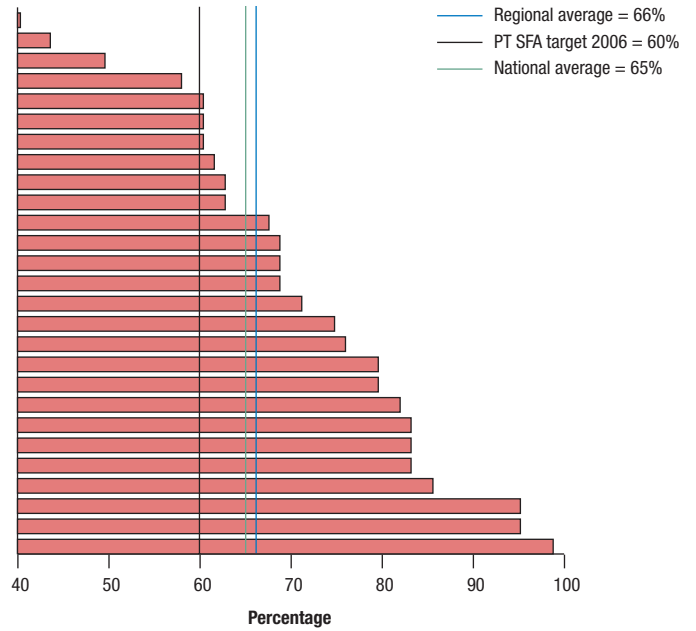
Figure 2.5: Percentage of FT Teaching Contracts per Provider meeting the SFA target for 2006 – East England



On average, the East of England region is below both the national average and below the 2006 target for PT SFA. However, the regional average for FT is higher than the national average (82%).

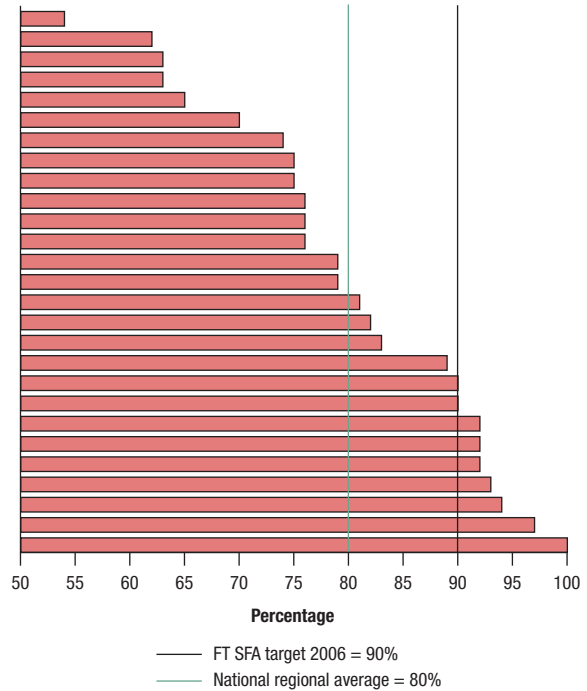
2.3.2 East Midlands

Figure 2.6: Percentage of PT Teaching Contracts per Provider meeting the SFA target for 2006 – East Midlands



The regional average for PT SFA in the East Midlands exceeds the 2006 target and the national average (66%).

Figure 2.7: Percentage of FT Teaching Contracts per Provider meeting the SFA target for 2006 – East Midlands

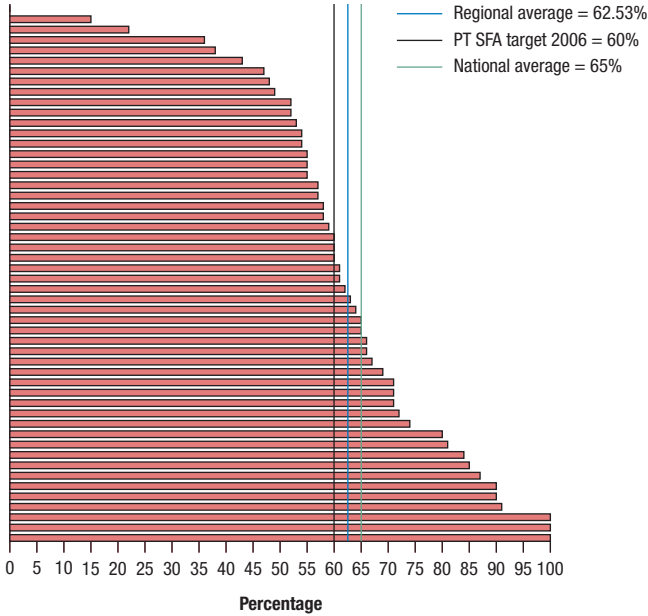


The regional average for FT SFA is the same as the national average at 80%, but does not meet the 90% target for 2006. Nine of the colleges in the region (33%) meet or exceed the target.

Section 2 *continued*

2.3.3 Greater London

Figure 2.8: Percentage of PT Teaching Contracts per Provider meeting the SFA target for 2006 – Greater London



2.3.4 North East

Figure 2.10: Percentage of PT Teaching Contracts per Provider meeting the SFA target for 2006 – North East

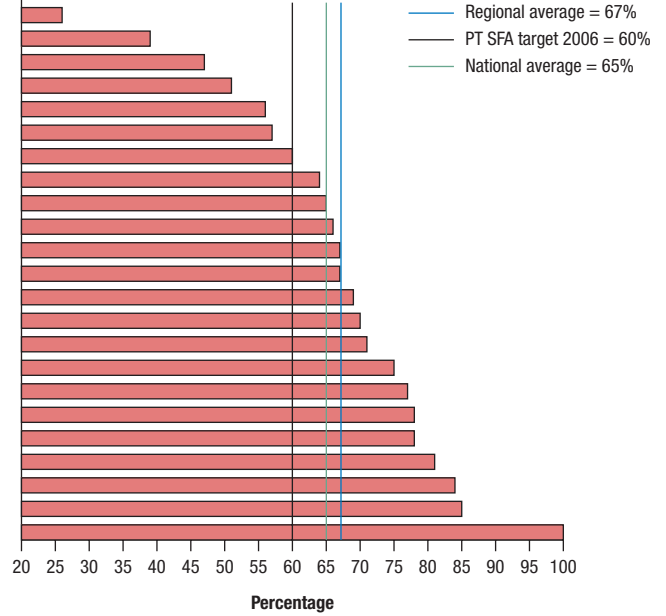


Figure 2.9: Percentage of FT Teaching Contracts per Provider meeting the SFA target for 2006 – Greater London

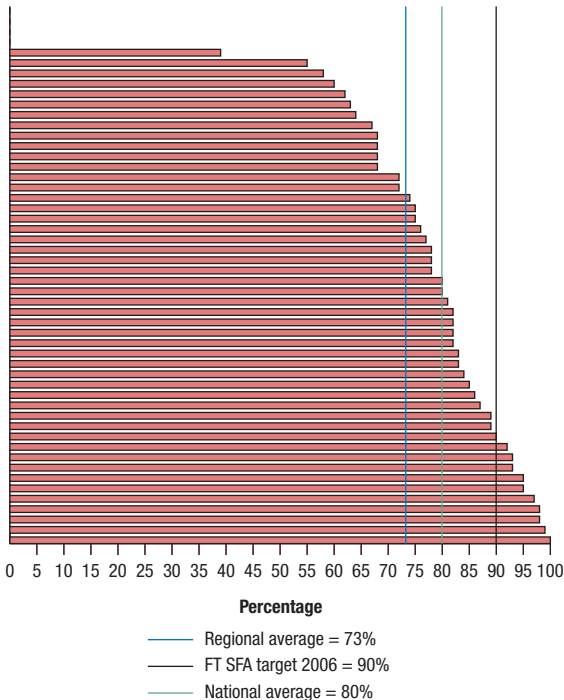
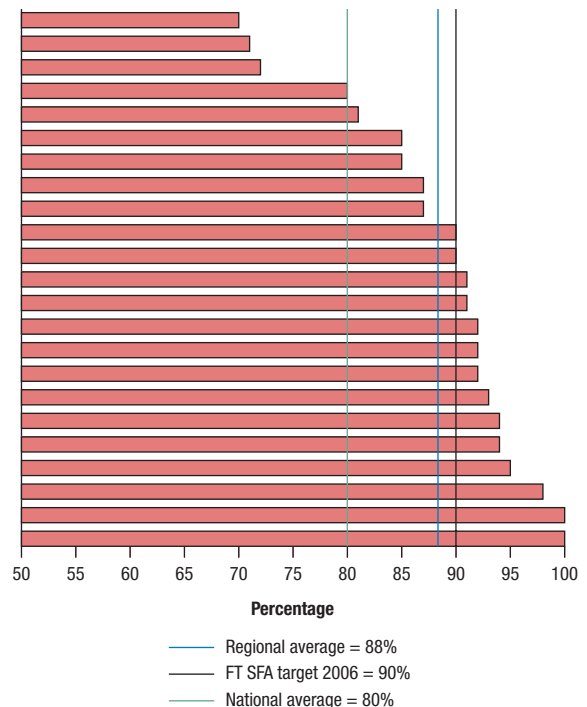


Figure 2.11: Percentage of FT Teaching Contracts per Provider meeting the SFA target for 2006 – North East

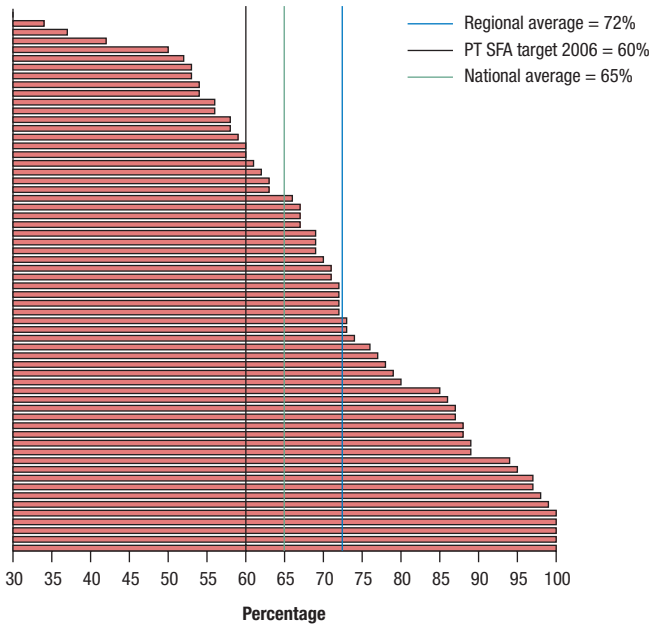


On average, the colleges in Greater London exceed the PT SFA target of 60%, but fall below the FT target with a regional average at FT of 73%. 10 colleges in the region (19%) meet or exceed the 2006 FT target.

On average, colleges in the North East exceed the 60% target for PT staff but fall slightly short of the FT target with 88%. Despite the majority of colleges in the region meeting or exceeding the FT target (52%) the percentages of the colleges at the lower end of the range bring the regional average down below 90%.

2.3.5 North West

Figure 2.12: Percentage of PT Teaching Contracts per Provider meeting the SFA target for 2006 – North West



2.3.6 South East

Figure 2.14: Percentage of PT Teaching Contracts per Provider meeting the SFA target for 2006 – South East

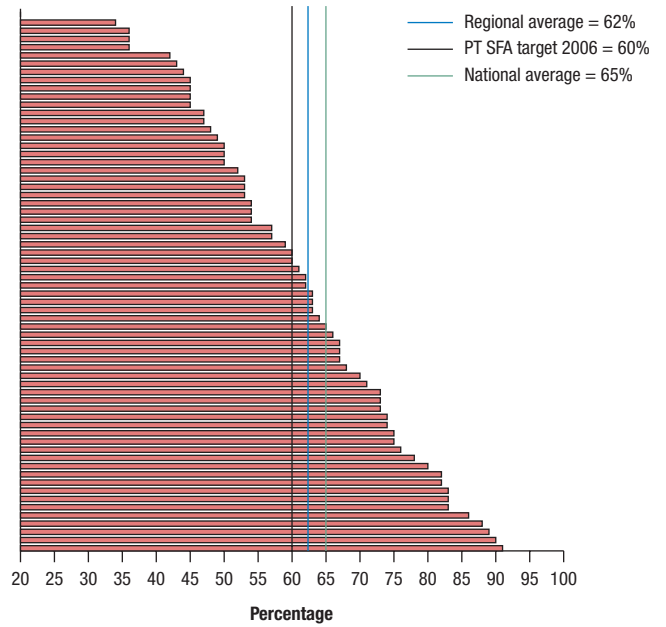


Figure 2.13: Percentage of FT Teaching Contracts per Provider meeting the SFA target for 2006 – North West

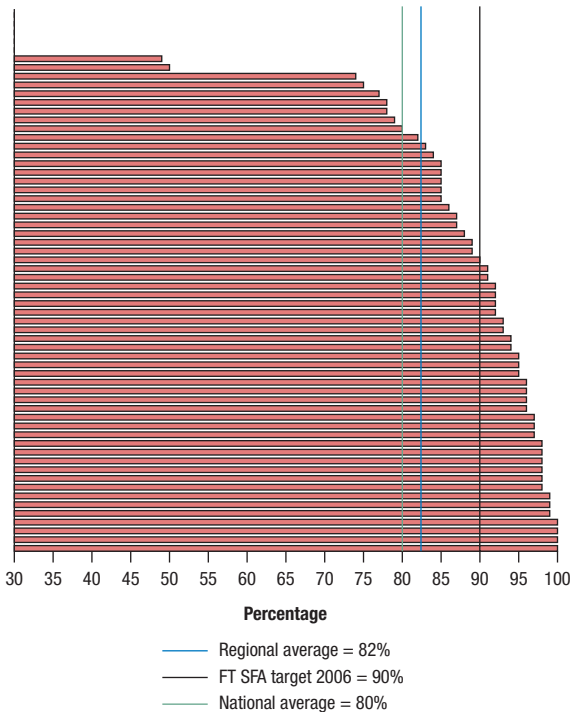
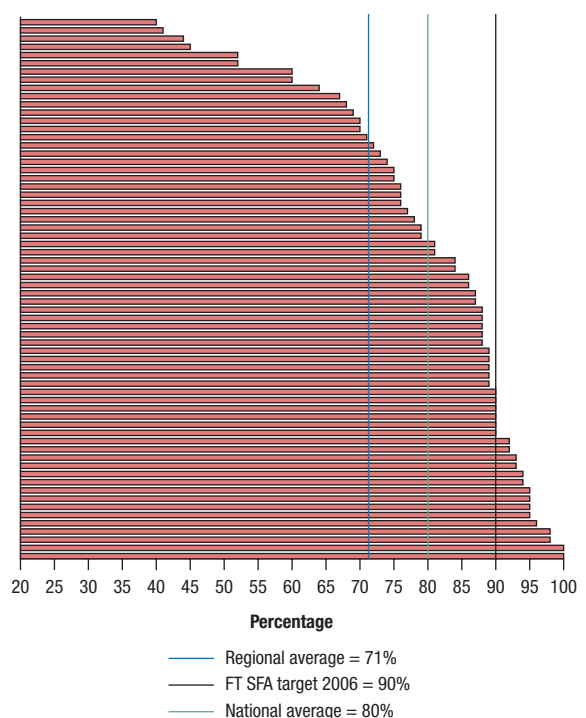


Figure 2.15: Percentage of FT Teaching Contracts per Provider meeting the SFA target for 2006 – South East



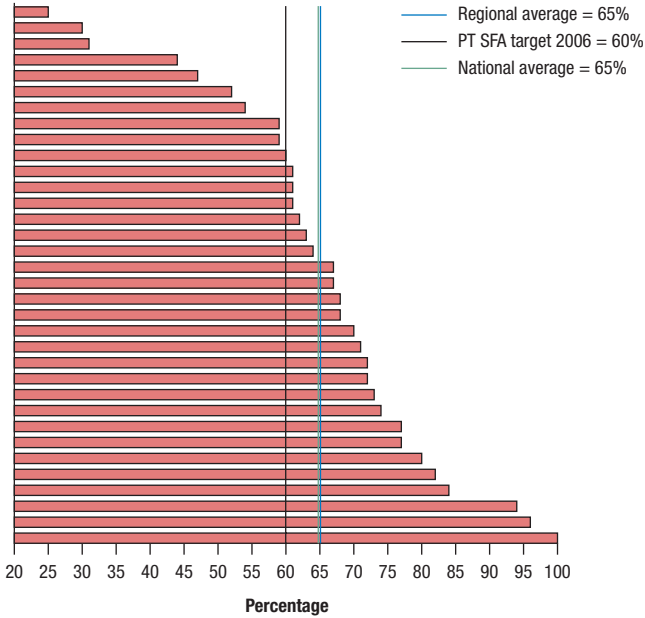
Average percentages of PT SFA in the North West region exceed the 2006 target by 12% (72%). The regional average for FT is below the target despite the majority of colleges meeting or exceeding the 90% figure. This is due to the lower scoring colleges bringing the regional average down.

On average, colleges in the South East exceed the PT target of 60%, but are below the national average of 65% with 62%. The regional average for FT teachers reaching the SFA target is 72% – 18% below the 2006 target.

Section 2 *continued*

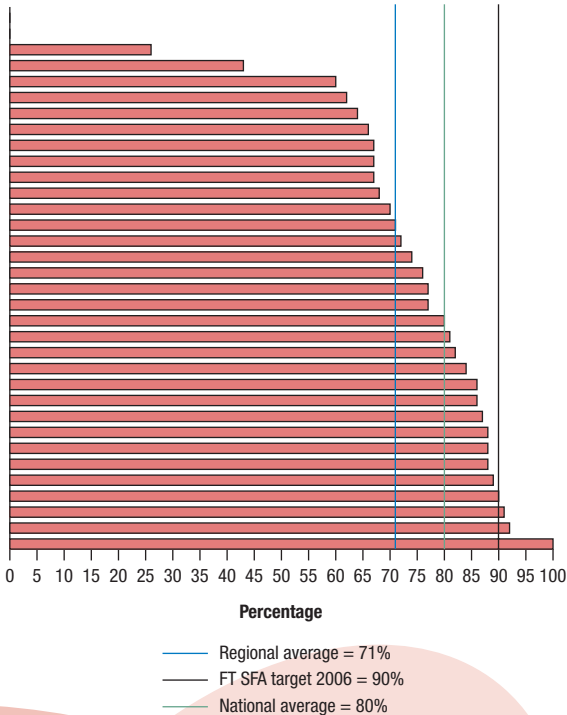
2.3.7 South West

Figure 2.16: Percentage of PT Teaching Contracts per Provider meeting the SFA target for 2006 – South West



On average, the region is exceeding the 2006 PT SFA targets by 5%, and is on the national average of 65%.

Figure 2.17: Percentage of FT Teaching Contracts per Provider meeting the SFA target for 2006 – South West



Regional average is 19% below the 2006 SFA target for FT teaching staff. Only four colleges in the region meet or exceed the 90% target.

2.3.8 West Midlands

Figure 2.18: Percentage of PT Teaching Contracts per Provider meeting the SFA target for 2006 – West Midlands

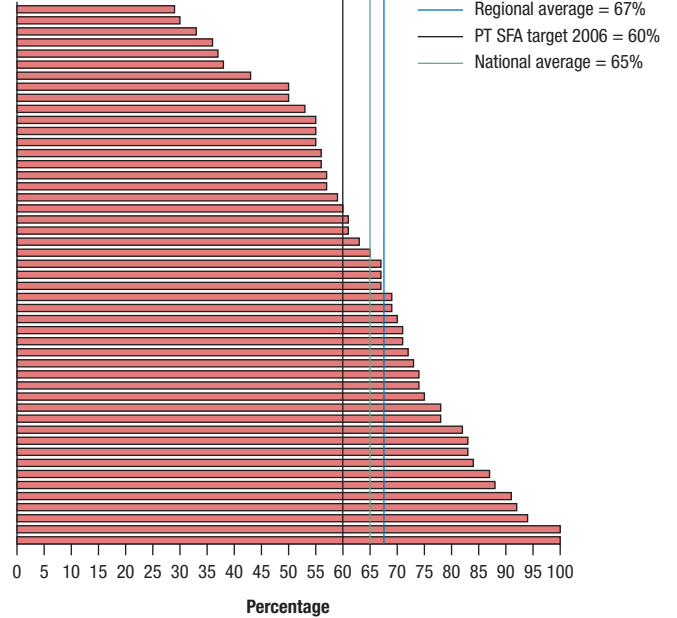
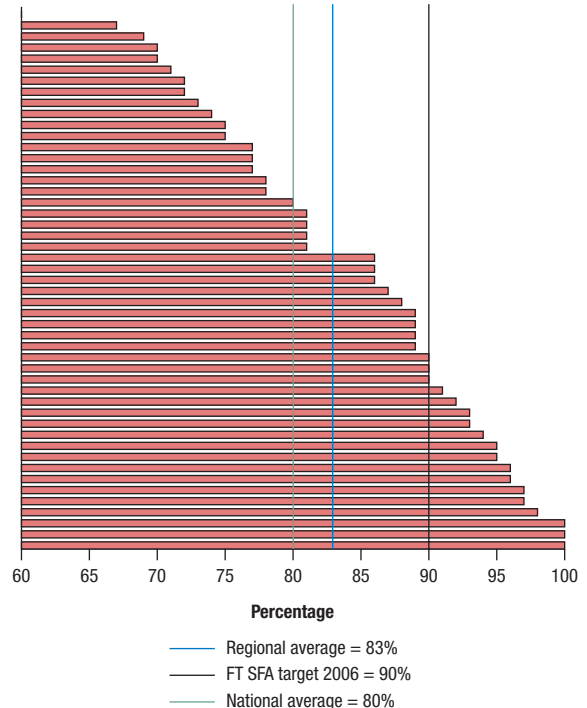


Figure 2.19: Percentage of FT Teaching Contracts per Provider meeting the SFA target for 2006 – West Midlands



The region as a whole exceeds the 60% PT SFA target and also the national average (65%) with 67%. 18 of the 49 colleges in the region meet or exceed the 90% FT SFA target for 2006.

2.3.9 Yorkshire and Humberside

Figure 2.20: Percentage of PT Teaching Contracts per Provider meeting the SFA target for 2006

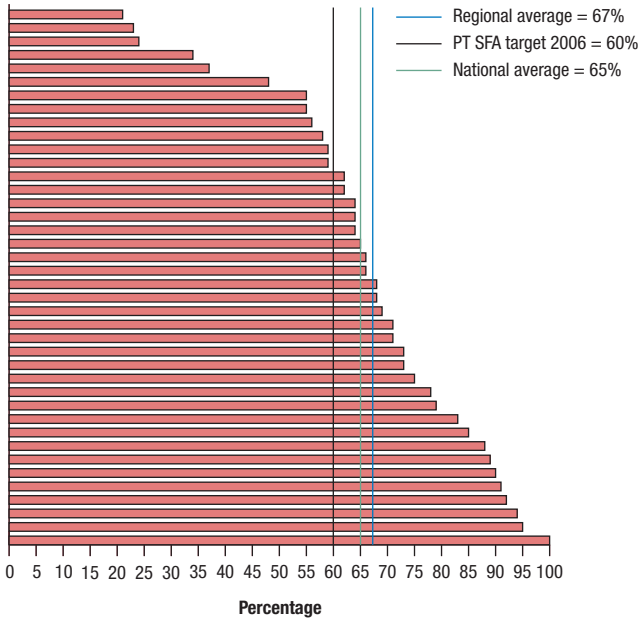
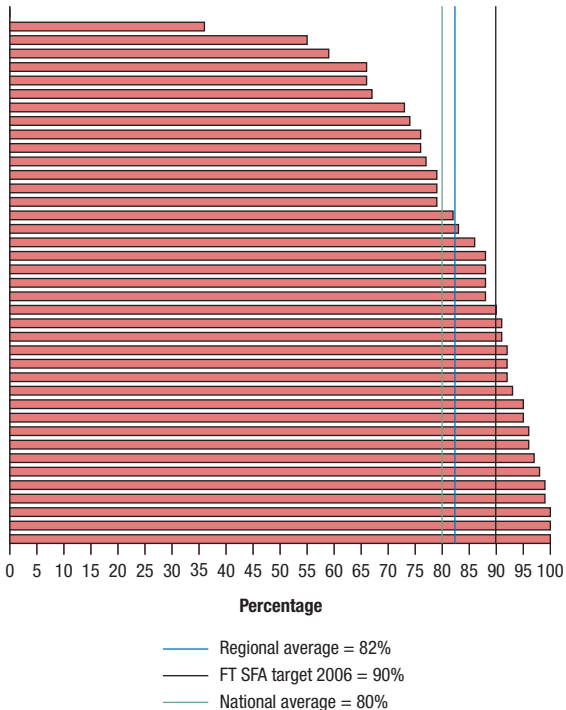


Figure 2.21: Percentage of FT Teaching Contracts per Provider meeting the SFA target for 2006



On average, the Yorkshire and Humberside region as a whole exceeds the PT SFA target with an average of 67% of PT staff meeting the 60% requirement. The regional average figure for staff meeting the FT SFA target of 82% is below the 90% requirement but above the national average of 80%.

2.4 Summary of Findings and Main Points

- The total number of staff contracts held in English further education providers in 2004/2005 is 246,005.
- The average number of full-time teaching contracts held by teachers qualified to the SFA targets, per further education provider, is 103. The average number of part-time teaching contracts held by staff qualified to SFA target standard is slightly higher at 128.
- On average, FEIs across England have met and exceeded the 60% SFA target for PT staff. 63% of FEIs had either met or exceeded the SFA target for PT teaching contracts. For FT staff, the national average 80% is 10% lower than the 2006 target. 34% of FEIs had met the 2006 target of having 90% of their full-time teaching contract holders fully qualified. 34% of colleges had not met either the FT or PT targets during 2004/2005.
- The North West region has the highest number and percentage of its FEIs currently at or above the SFA target levels for both FT and PT teaching contracts (53.2% FT and 75.8% PT). It is also the only region in which the majority of FEIs (51.6%) have already met both PT and FT targets. East of England is the only region in which the majority of FEIs (54.5%) have not yet reached either target. The South West region has the lowest number and percentage (11.8%) of FEIs having attained the FT target.
- Across all the nine regions the pattern is of the regional average meeting/exceeding the PT SFA target of 60% while falling short at the FT target. This discussion is already covered in the initial section of this report.

Section 3

Gender Profile

3.1 Introduction

This section is focused on the distinction between male and female FE staff. Gender differences are referred to in other subsequent sections of the report, particularly Section 6 – teachers pay. However this section is concerned with:

- Work categories by gender
- Regional breakdown of teaching staff by gender
- Age groups of teaching staff by gender
- Subject areas taught by male and female FE teaching staff

The purpose of this section is to reveal and highlight differences between male and female FE staff/teachers across selected other variables within the SIR dataset.

3.2 General Work Category by Gender

As a part of the annual data collection for the SIR, colleges are asked to classify each of the contracts they return in terms of category of work they perform. There are 53 categories in total and these are grouped into the 6 more general categories of:

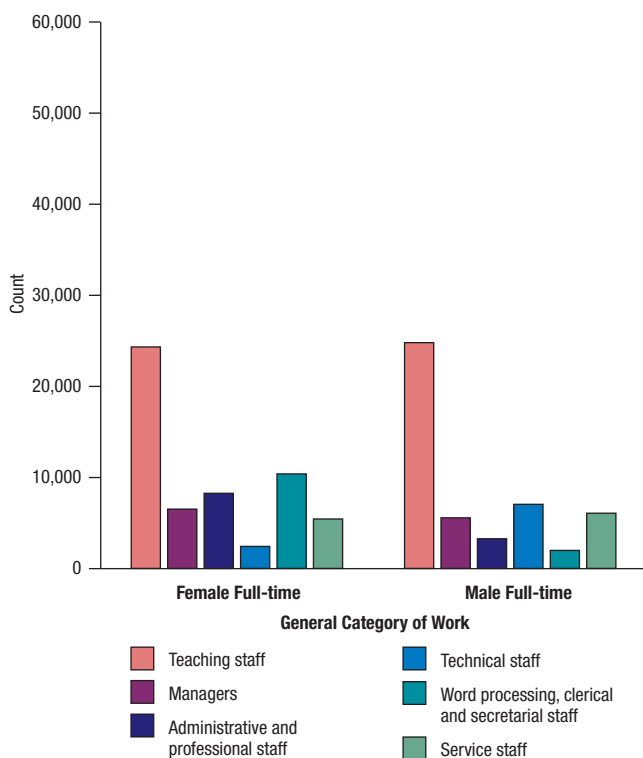
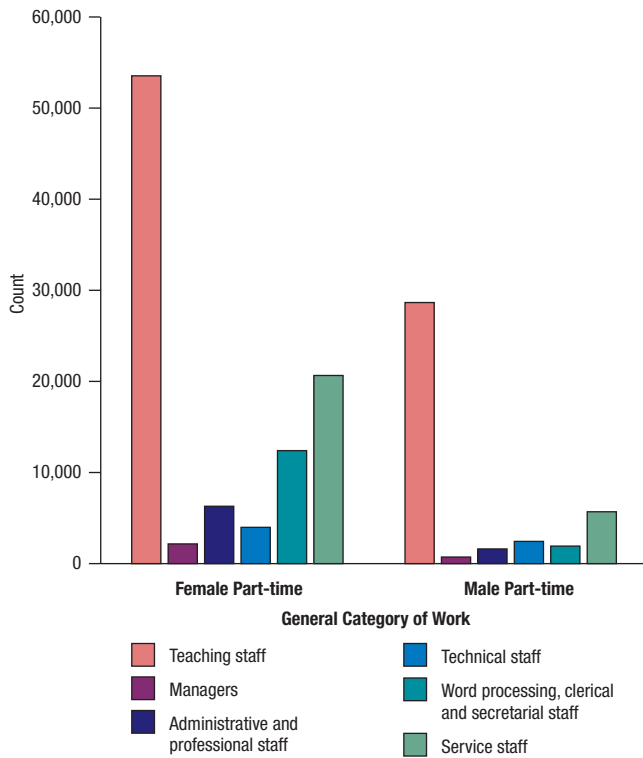
- managers
- administrative and professional staff
- technical staff
- word processing, clerical and secretarial staff
- service staff
- teaching staff

A full list of the detailed job categories can be seen in Appendix 3. The breakdown of male and female staff in each job category can be seen in the table below. Details on the difference between the definition of teaching staff as defined in the 'category of work' field and in the 'primary role' field are discussed in section 1 of this report.

Table 3.1 General Work Categories by Gender

Gender	Category of work		Part-time	Full-time	Total
Female	Teaching staff	number	53,541	24,308	77,849
		%	69%	31%	100%
	Managers	number	2,164	6,506	8,670
		%	25%	75%	100%
	Administrative and professional staff	number	6,294	8,244	14,538
		%	43%	57%	100%
	Technical staff	number	3,983	2,414	6,397
		%	62%	38%	100%
	Word processing, clerical and secretarial staff	number	12,402	10,374	22,776
		%	55%	46%	100%
	Service staff	number	20,650	5,425	26,075
		%	79%	21%	100%
Total	number	99,034	57,271	156,305	
	%	63%	37%	100%	
Male	Teaching staff	number	28,656	24,779	53,435
		%	54%	46%	100%
	Managers	number	721	5,554	6,275
		%	12%	89%	100%
	Administrative and professional staff	number	1,613	3,256	4,869
		%	33%	67%	100%
	Technical staff	number	2,439	7,034	9,473
		%	26%	74%	100%
	Word processing, clerical and secretarial staff	number	1,922	1,976	3,898
		%	49%	51%	100%
	Service staff	number	5,692	6,058	11,750
		%	48%	52%	100%
Total	number	41,043	48,657	89,700	
	%	46%	54%	100%	

Figure 3.1: Breakdown of General Category of Work by Gender



The total number of female managers of 8,670 is an increase on last year's reported figure of 7,862. The number of male managers has also increased slightly on last year from 6,042 to 6,275. Numbers of female teaching staff have risen from 74,223 in 2003/2004 to 77,849 in 2004/2005, while male teaching staff has increased from 52,022 to 53,435.

3.3 Gender of Teaching Staff by Region

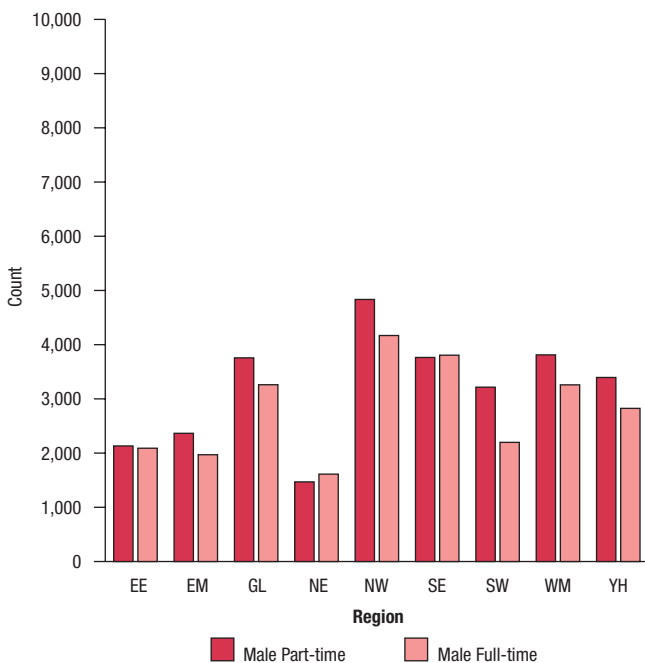
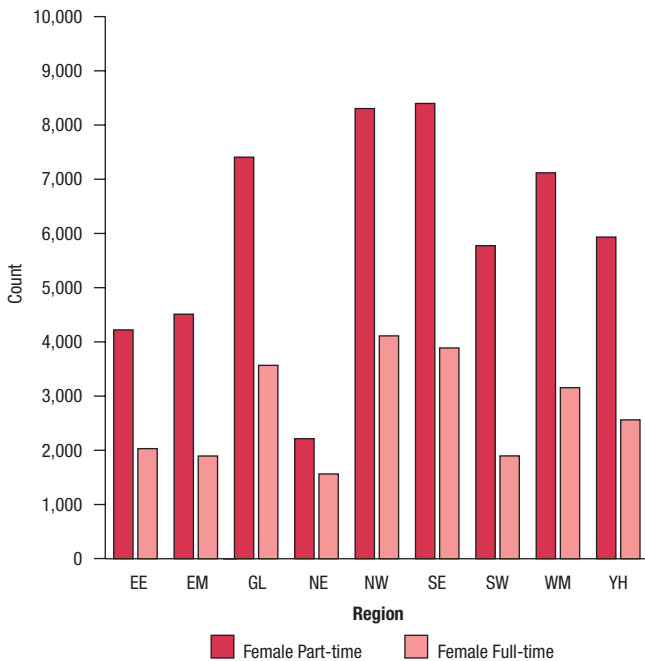
Using the definition of teaching staff as determined by the 'primary role' field, as opposed to the 'general category of work' field – the following breakdown reveals the distribution of male and female teaching staff across the English regions.

Table 3.2: Gender of Teaching Staff by Region

Gender	Region		Part-time teacher	Full-time teacher	Total
Female	East England	number	4,221	2,031	6,252
		%	67%	33%	100%
	East Midlands	number	4,511	1,895	6,406
		%	70%	30%	100%
	Greater London	number	7,407	3,567	10,974
		%	68%	33%	100%
	North East	number	2,215	1,564	3,779
		%	59%	41%	100%
	North West	number	8,304	4,111	12,415
		%	67%	33%	100%
South East	number	8,398	3,888	12,286	
	%	68%	32%	100%	
South West	number	5,774	1,897	7,671	
	%	75%	25%	100%	
West Midlands	number	7,119	3,155	10,274	
	%	69%	31%	100%	
Yorkshire & Humber	number	5,933	2,562	8,495	
	%	70%	30%	100%	
Total	number	53,882	24,670	78,552	
	%	69%	31%	100%	
Male	East England	number	2,132	2,090	4,222
		%	50%	50%	100%
	East Midlands	number	2,365	1,970	4,335
		%	55%	45%	100%
	Greater London	number	3,757	3,261	7,018
		%	53%	47%	100%
	North East	number	1,469	1,612	3,081
		%	48%	52%	100%
	North West	number	4,834	4,169	9,003
		%	54%	46%	100%
South East	number	3,764	3,806	7,570	
	%	50%	50%	100%	
South West	number	3,216	2,198	5,414	
	%	59%	41%	100%	
West Midlands	number	3,812	3,259	7,071	
	%	54%	46%	100%	
Yorkshire & Humber	number	3,395	2,825	6,220	
	%	55%	45%	100%	
Total	number	28,744	25,190	53,934	
	%	53%	47%	100%	

Section 3 continued

Figure 3.2: Breakdown of Gender of Teaching Staff by Region



Compared with figures from the previous year, these findings are broadly similar with the South East and North West regions still reporting the highest numbers of teaching staff across all the regions (although the 2004/2005 figures are broken down by FT/PT in addition to male/female).

Part-time teaching staff out-number full-time teaching staff with the exceptions of male teachers in the South East and North East.

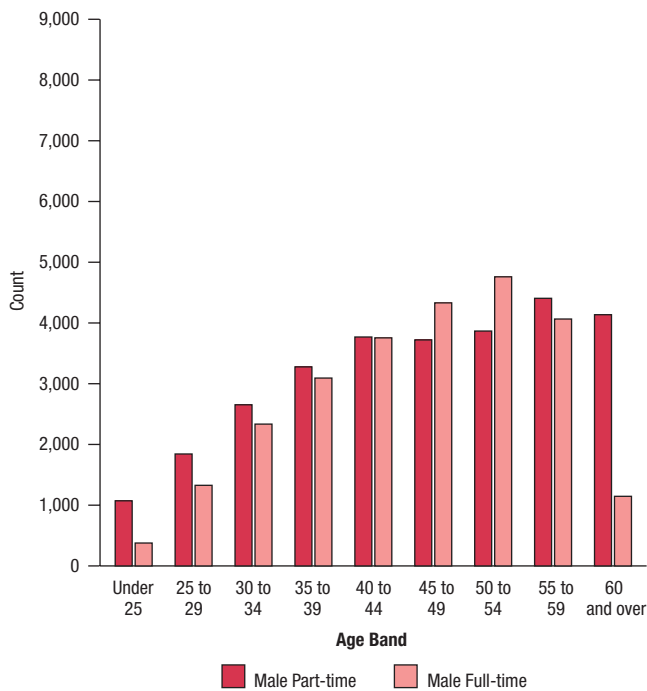
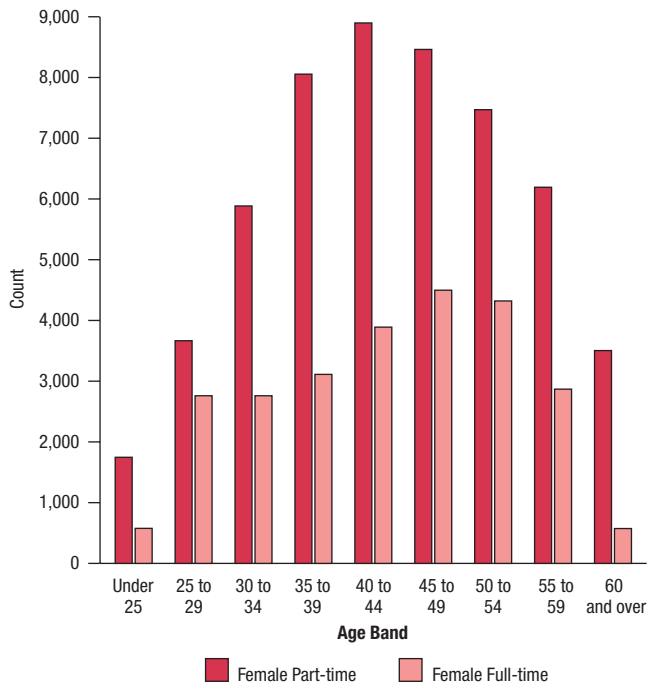
3.4 Gender of Teaching Staff by Age Band

A detailed description of the age band categories appears in Section 5 of this report. The tabulation here is included to demonstrate the split between male and female teaching contracts at each age band.

Table 3.3: Gender of Teaching Staff by Age Band

Gender	Age Band		Part-time teacher	Full-time teacher	Total
Female	under 25	number	1,747	577	2,324
		%	75%	25%	100%
	25 to 29	number	3,666	2,069	5,735
		%	64%	36%	100%
	30 to 34	number	5,885	2,760	8,645
		%	68%	32%	100%
	35 to 39	number	8,055	3,112	11,167
		%	72%	28%	100%
	40 to 44	number	8,898	3,890	12,788
		%	70%	30%	100%
	45 to 49	number	8,462	4,498	12,960
		%	65%	35%	100%
	50 to 54	number	7,470	4,321	11,791
%		63%	37%	100%	
55 to 59	number	6,193	2,869	9,062	
	%	68%	32%	100%	
60 and over	number	3,504	574	4,078	
	%	86%	14%	100%	
Total	number	53,880	24,670	78,550	
	%	69%	31%	100%	
Male	under 25	number	1,072	377	1,449
		%	74%	26%	100%
	25 to 29	number	1,843	1,327	3,170
		%	58%	42%	100%
	30 to 34	number	2,653	2,335	4,988
		%	53%	47%	100%
	35 to 39	number	3,277	3,093	6,370
		%	51%	49%	100%
	40 to 44	number	3,769	3,755	7,524
		%	50%	50%	100%
	45 to 49	number	3,721	4,331	8,052
		%	46%	54%	100%
	50 to 54	number	3,867	4,760	8,627
%		45%	55%	100%	
55 to 59	number	4,406	4,065	8,471	
	%	52%	48%	100%	
60 and over	number	4,136	1,146	5,282	
	%	78%	22%	100%	
Total	number	28,744	25,189	53,933	
	%	53%	47%	100%	

Figure 3.3: Breakdown of Gender of Teaching Staff by Age Band



Among female teaching staff, part-time staff out-number full-time across all age groups. Among male staff, the profile is more skewed toward older teaching staff with the effect that full-time teaching staff out-number part-time teaching staff between the ages of 45-54.

3.5 Area of learning of main subject taught by Gender

The numbers of male and female teaching contracts across the 15 taught subject area classifications in the SIR data are displayed in the following table and chart.

Table 3.4: Main subject taught by Gender

Female teaching staff				
Area of Learning of Main Subject Taught		Part-time teacher	Full-time teacher	Total
Health, Social Care and Public Services	number	8,269	3,829	12,098
	%	68%	32%	100%
Foundation Programmes	number	7,489	3,252	10,741
	%	70%	30%	100%
English, Languages and Communication	number	6,450	2,069	8,519
	%	76%	24%	100%
Visual and Performing Arts and Media	number	6,444	1,912	8,356
	%	77%	23%	100%
Business Administration, Management and Professional	number	5,588	3,087	8,675
	%	64%	36%	100%
Hairdressing and Beauty Therapy	number	4,287	1,804	6,091
	%	70%	30%	100%
Hospitality, Sports, Leisure and Travel	number	3,902	1,615	5,517
	%	71%	29%	100%
Humanities	number	3,237	1,857	5,094
	%	63%	37%	100%
Information and Communication Technology	number	2,797	1,517	4,314
	%	65%	35%	100%
Science and Mathematics	number	2,379	2,074	4,453
	%	53%	47%	100%
Retailing, Customer Service and Transportation	number	1,503	788	2,291
	%	66%	34%	100%
Land Based Provision	number	925	479	1,404
	%	66%	34%	100%
Engineering, Technology and Manufacturing	number	265	218	483
	%	55%	45%	100%
Construction	number	221	95	316
	%	70%	30%	100%
Total	number	53,756	24,596	78,352
	%	69%	31%	100%

Section 3 *continued*

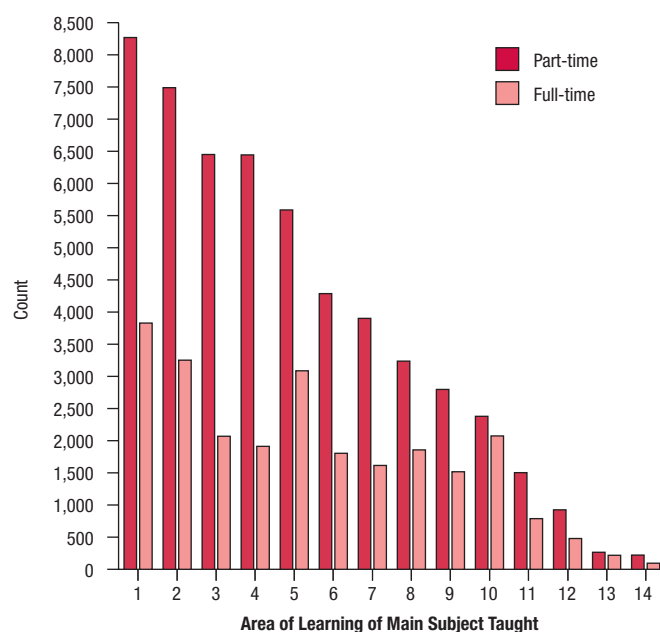
Male teaching staff				
Area of Learning of Main Subject Taught		Part-time teacher	Full-time teacher	Total
Visual and Performing Arts and Media	number	4,643	2,435	7,078
	%	66%	34%	100%
Business Administration, Management and Professional	number	3,253	2,774	6,027
	%	54%	46%	100%
Hospitality, Sports, Leisure and Travel	number	2,769	2,096	4,865
	%	57%	43%	100%
Engineering, Technology and Manufacturing	number	2,652	4,024	6,676
	%	40%	60%	100%
Foundation Programmes	number	2,371	1,395	3,766
	%	63%	37%	100%
Health, Social Care and Public Services	number	2,339	1,152	3,491
	%	67%	33%	100%
Construction	number	2,107	2,834	4,941
	%	43%	57%	100%
Information and Communication Technology	number	1,990	1,820	3,810
	%	52%	48%	100%
English, Languages and Communication	number	1,769	906	2,675
	%	66%	34%	100%
Science and Mathematics	number	1,792	2,648	4,440
	%	40%	60%	100%
Humanities	number	1,433	1,591	3,024
	%	47%	53%	100%
Land Based Provision	number	628	618	1,246
	%	50%	50%	100%
Hairdressing and Beauty Therapy	number	549	524	1,073
	%	51%	49%	100%
Retailing, Customer Service and Transportation	number	410	276	686
	%	60%	40%	100%
Total	number	28,705	25,093	53,798
	%	53%	47%	100%

These tables show that the most popular areas of learning for teaching among female staff are: health, social care and public services; Foundation programmes and English, languages and communication.

Among male teaching staff, the most popular subject areas are: Visual and Performing Arts and Media; Business Administration, Management and Professional and Hospitality, Sports, Leisure and Travel. This is similar to the findings from 2003/2004 when the two most popular subjects among female staff were Health, Social Care and Public Services and Foundation programmes and the three most popular subject areas for male teachers were as this year.

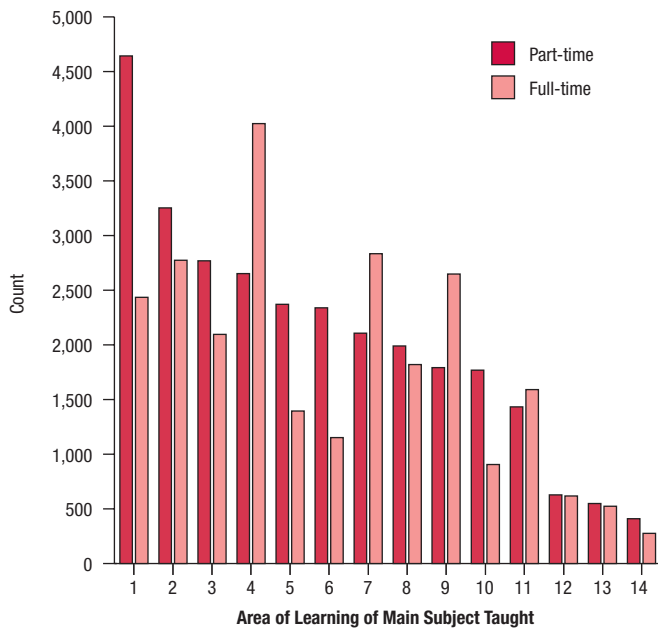
Among female teaching staff, the proportion of part-time to full-time at each subject remains broadly similar among the popular subject areas at around 70% PT to 30% FT. This is not the case among the male teaching staff with FT staff out-numbering PT staff in the areas of: Engineering, Technology and Manufacturing; Construction; Science and Mathematics and Humanities while Land Based Provision is split 50/50.

Figure 3.4: Area of learning of main subject taught – Female Teaching Staff



- 1 Health, Social Care and Public Services
- 2 Foundation Programmes
- 3 English, Languages and Communication
- 4 Visual and Performing Arts and Media
- 5 Business Administration, Management and Professional
- 6 Hairdressing and Beauty Therapy
- 7 Hospitality, Sports, Leisure and Travel
- 8 Humanities
- 9 Information and Communication Technology
- 10 Science and Mathematics
- 11 Retailing, Customer Service and Transportation
- 12 Land Based Provision
- 13 Engineering, Technology and Manufacturing
- 14 Construction

Figure 3.5: Area of learning of main subject taught – Male Teaching Staff



- 1 Visual and Performing Arts and Media
- 2 Business Administration, Management and Professional
- 3 Hospitality, Sports, Leisure and Travel
- 4 Engineering, Technology and Manufacturing
- 5 Foundation Programmes
- 6 Health, Social Care and Public Services
- 7 Construction
- 8 Information and Communication Technology
- 9 Science and Mathematics
- 10 English, Languages and Communication
- 11 Humanities
- 12 Land Based Provision
- 13 Hairdressing and Beauty Therapy
- 14 Retailing, Customer Service and Transportation

3.6 Summary of Findings and Main Points

- During 2004/2005, the FE teaching workforce was split 41% male to 59% female. These figures are the same as for the previous year.
- The part-time/full-time split among female teaching staff during 2004/2005 is 69% to 31% respectively. This is the same as for the previous year. Among male teaching staff, the split is 57% to 43% which represents a 3% drop in full-time from 2003/2004 and a corresponding rise in part-time from 54% in 2003/2004.
- Across the regions, part-time teaching staff out-number full-time teaching staff with the exception of male teachers in the South West and North East.
- During 2004/2005, the most popular areas of learning for teaching among female staff are: Health, social care and public services; Foundation programmes and English, languages and communication. Among male teaching staff, the most popular subject areas are: Visual and Performing Arts and Media; Business Administration, Management and Professional and Hospitality, Sports, Leisure and Travel.

Section 4

Diversity Profile

4.1 Introduction

This section details the ethnic diversity and disability statistics of FE staff during 2004/2005. Particular focus is given to those staff in ethnic categories that are included in the Black, Asian and Minority Ethnic (BAME) description. Tables and charts are provided detailing aspects of the FE BAME workforce including:

- General category of work
- Regional distribution of BAME teaching staff across the 9 English regions
- Age group of BAME teaching staff

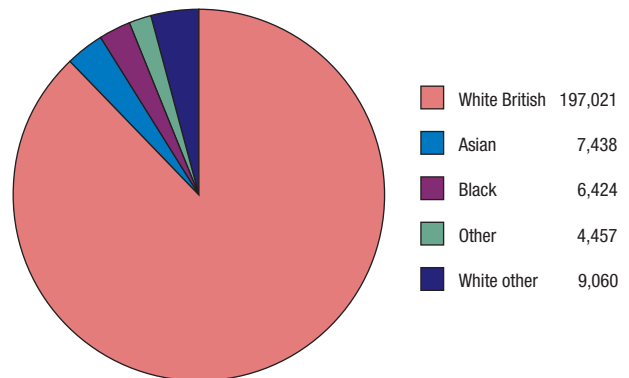
The SIR data collection requires that information on the ethnicity of the contract holder is returned. There are 17 categories within the ethnicity field – for a full list of these see Appendix 4. For the purpose of this analysis, these 17 groups have been re-classified into the following six more general descriptions:

- White British
- Asian
- Black
- Other
- White other
- Not known/not provided

Table 4.1: Breakdown of FE Workforce by Ethnicity

Ethnicity	Frequency	Percent
White British	197,021	87.8
Asian	7,438	3.3
Black	6,424	2.9
Other	4,457	2.0
White other	9,060	4.0
Total	224,400	100.0

Figure 4.1: Breakdown of FE Workforce by Ethnicity



Similar figures for 2003/2004 show an increase in numbers of staff in all categories with the exception of 'other' (2003/2004 figure = 4,553)

The remainder of this analysis is focused on the Black, Asian and Minority Ethnic (BAME) staff in the FE workforce. This means that returns for White British staff and 'not known/not provided' are filtered out of the dataset.

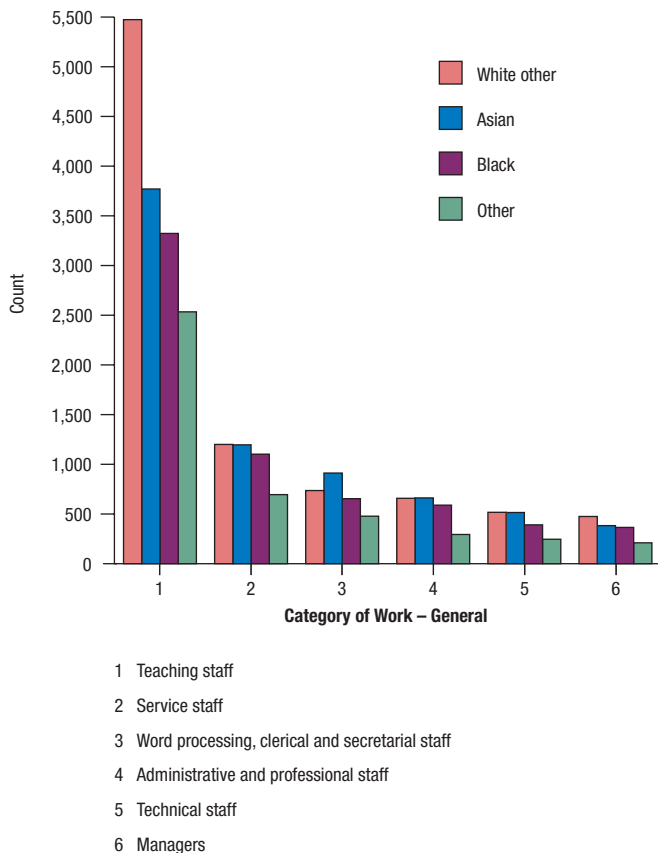
Table 4.2: BAME Breakdown

Ethnicity		Part-time	Full-time	Total
Asian	number	4,067	3,371	7,438
	%	55%	45%	100%
Black	number	3,203	3,221	6,424
	%	50%	50%	100%
Other	number	2,726	1,731	4,457
	%	61%	39%	100%
White other	number	5,562	3,498	9,060
	%	61%	39%	100%
Total	number	15,558	11,821	27,379
	%	57%	43%	100%

Table 4.3: General Category of Work of Black and Minority Ethnicity FE workforce

Category of work – general		Ethnicity				Total
		Asian	Black	Other	White other	
Teaching staff	number	3,770	3,323	2,534	5,474	15,101
	%	25.0%	22.0%	16.8%	36.2%	100.0%
Managers	number	383	365	210	475	1,433
	%	26.7%	25.5%	14.7%	33.1%	100.0%
Administrative and professional staff	number	662	589	294	658	2,203
	%	30.0%	26.7%	13.3%	29.9%	100.0%
Technical staff	number	515	391	246	517	1,669
	%	30.9%	23.4%	14.7%	31.0%	100.0%
Word processing, clerical and secretarial staff	number	912	654	478	736	2,780
	%	32.8%	23.5%	17.2%	26.5%	100.0%
Service staff	number	1,196	1,102	695	1,200	4,193
	%	28.5%	26.3%	16.6%	28.6%	100.0%
Total	number	7,438	6,424	4,457	9,060	27,379
	%	27.2%	23.5%	16.3%	33.1%	100.0%

Figure 4.2: Breakdown of General Category of Work of BAME FE staff



The number of BAME managers of 1,433 shows a slight increase from the 2003/2004 data (1,284). Numbers of teaching staff are also up slightly at 15,101 from 14,332 in 2003/2004.

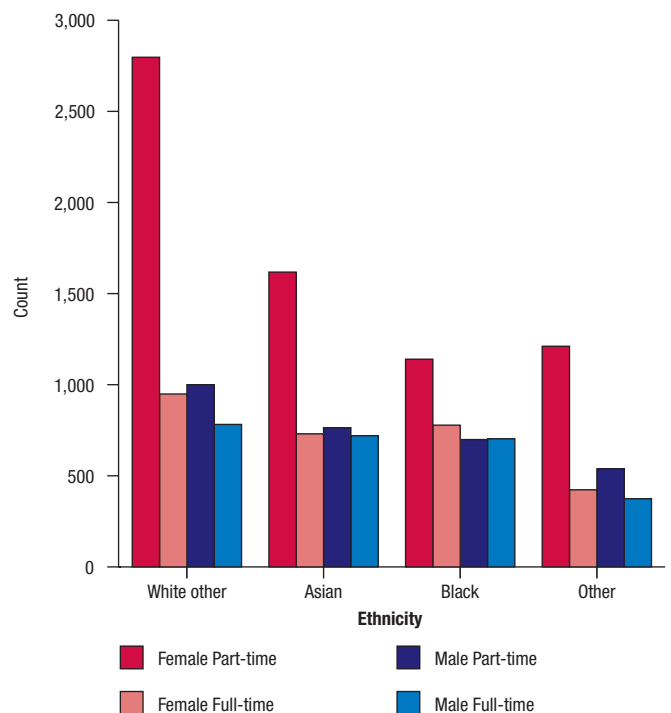
4.2 BAME Teaching Staff

Where teaching staff are defined by the primary role indicator, the breakdown in each of these categories is as follows:

Table 4.4: BAME Teaching Staff

Gender		Ethnicity				Total		
		Asian	Black	Other	White other			
Female	Part-time teacher	number	1,618	1,140	1,211	2,797	6,766	
		%	23.9%	16.8%	17.9%	41.3%	100.0%	
	Full-time teacher	number	730	778	423	949	2,880	
		%	25.3%	27.0%	14.7%	33.0%	100.0%	
Total		number	2,348	1,918	1,634	3,746	9,646	
		%	24.3%	19.9%	16.9%	38.8%	100.0%	
	Male	Part-time teacher	number	764	699	538	1,000	3,001
		%	25.5%	23.3%	17.9%	33.3%	100.0%	
	Full-time teacher	number	720	703	374	782	2,579	
	%	27.9%	27.3%	14.5%	30.3%	100.0%		
Total	number	1,484	1,402	912	1,782	5,580		
	%	26.6%	25.1%	16.3%	31.9%	100.0%		

Figure 4.3: Breakdown of BAME FE Teaching Staff



This shows that the highest concentrations overall of BAME teaching staff are in the PT female categories with white other and Asian having the highest numbers. The smallest BAME groupings among teaching staff are in the FT 'other' category, both male and female staff.

Section 4 continued

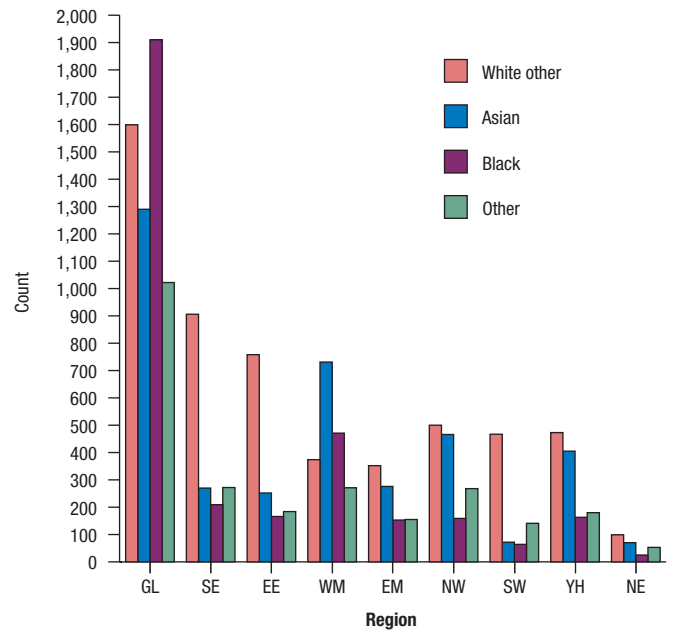
4.3 Regional distribution of BAME Teaching Staff

The distribution of BAME staff across the country by region is displayed in the table and chart below.

Table 4.5: BAME Teaching Staff by Region

Region		Ethnicity				Total
		Asian	Black	Other	White other	
East England	number	252	166	184	758	1,360
	%	18.5%	12.2%	13.5%	55.7%	100.0%
East Midlands	number	276	153	155	352	936
	%	29.5%	16.3%	16.6%	37.6%	100.0%
Greater London	number	1,290	1,910	1,022	1,599	5,821
	%	22.2%	32.8%	17.6%	27.5%	100.0%
North East	number	70	25	53	99	247
	%	28.3%	10.1%	21.5%	40.1%	100.0%
North West	number	466	159	268	500	1,393
	%	33.5%	11.4%	19.2%	35.9%	100.0%
South East	number	270	209	272	906	1,657
	%	16.3%	12.6%	16.4%	54.7%	100.0%
South West	number	72	64	141	467	744
	%	9.7%	8.6%	19.0%	62.8%	100.0%
West Midlands	number	731	471	271	374	1,847
	%	39.6%	25.5%	14.7%	20.2%	100.0%
Yorkshire & Humber	number	405	163	180	473	1,221
	%	33.2%	13.3%	14.7%	38.7%	100.0%
Total	number	3,832	3,320	2,546	5,528	15,226
	%	25.2%	21.8%	16.7%	36.3%	100.0%

Figure 4.4: Breakdown of BAME FE Teaching Staff by Region



This shows that the profile for BAME teaching staff is markedly different in each region. In greater London there are more black teachers than any of the other categories. However, with the exception of the West Midlands, the other regions have less black teachers than any other BAME category. White other is the largest BAME category in most regions. The West Midlands is the only region in which the Asian and Black category is the largest.

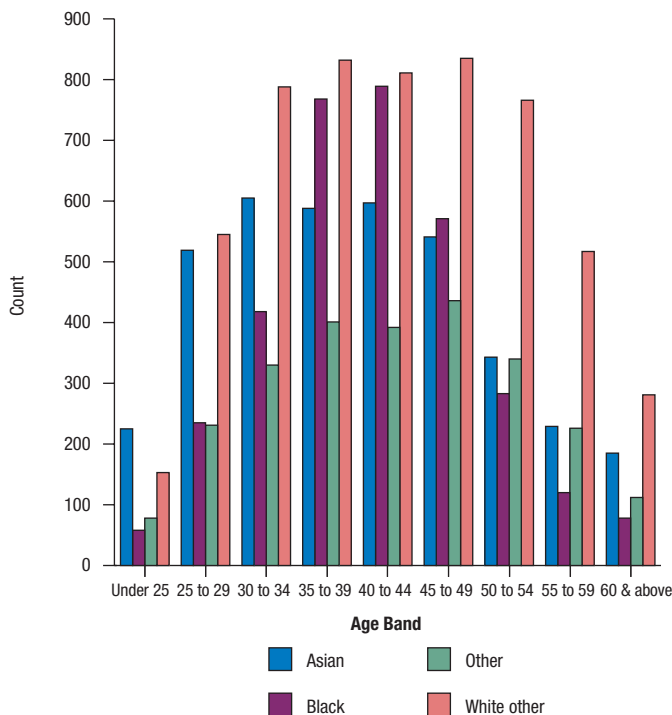
4.4 Breakdown of BAME Staff by Age Band

A full description of how the age classifications are derived from the SIR data is provided in the following section of the report. The following table and chart provide the figures for BAME teaching staff in each of the age groups.

Table 4.6: BAME Teaching Staff by Age Group

Staff Age Band		Ethnicity				Total
		White other	Asian	Black	Other	
under 25	number	153	225	58	78	514
	%	29.8%	43.8%	11.3%	15.2%	100.0%
25 to 29	number	545	519	235	231	1,530
	%	35.6%	33.9%	15.4%	15.1%	100.0%
30 to 34	number	788	605	418	330	2,141
	%	36.8%	28.3%	19.5%	15.4%	100.0%
35 to 39	number	832	588	768	401	2,589
	%	32.1%	22.7%	29.7%	15.5%	100.0%
40 to 44	number	811	597	789	392	2,589
	%	31.3%	23.1%	30.5%	15.1%	100.0%
45 to 49	number	835	541	571	436	2,383
	%	35.0%	22.7%	24.0%	18.3%	100.0%
50 to 54	number	766	343	283	340	1,732
	%	44.2%	19.8%	16.3%	19.6%	100.0%
55 to 59	number	517	229	120	226	1,092
	%	47.3%	21.0%	11.0%	20.7%	100.0%
60 and over	number	281	185	78	112	656
	%	42.8%	28.2%	11.9%	17.1%	100.0%
Total	number	5,528	3,832	3,320	2,546	15,226
	%	36.3%	25.2%	21.8%	16.7%	100.0%

Figure 4.5: Breakdown of BAME FE Teaching Staff by Age Band



The distribution for Asian teaching staff looks slightly negatively skewed with the other BAME categories being relatively normally distributed around the 35-49 age groups.

4.5 Disability

The SIR data contains information on whether the member of staff has a disability. The LSC guidelines state that this is defined by the member of staff, as opposed to being registered disabled. The categories that can be returned under this data point are; yes, no, not known, not required – reduced record (blank return) The figures across the whole country of FE staff in each category are displayed below.

Table 4.7: FE staff in each disability category

Disability	Frequency	Percent
Field Not Required – Reduced Record	1,043	0.4
Yes	5,064	2.1
No	218,793	88.9
Not Known	21,105	8.6
Total	246,005	100

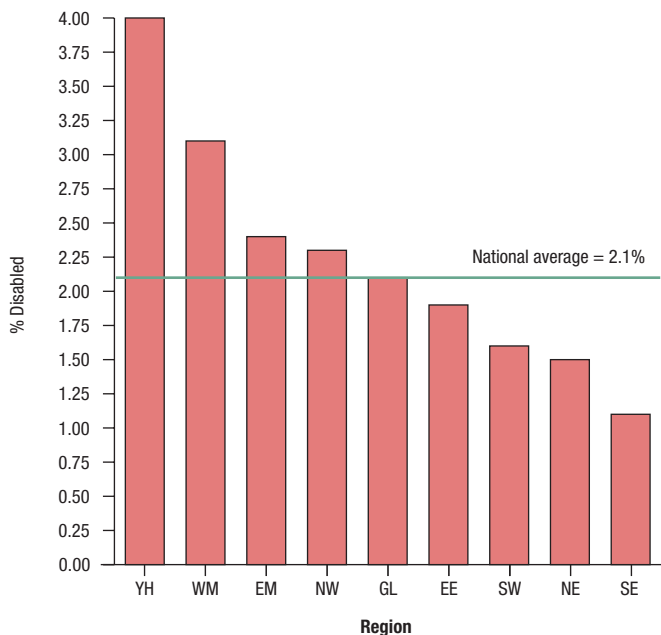
The following table and chart show regional profile of staff that have been defined as disabled.

Table 4.8: Disabled staff in each region

Region	Disability	
East England	number	364
	%	1.9
East Midlands	number	437
	%	2.4
Greater London	number	627
	%	2.1
North East	number	184
	%	1.5
North West	number	781
	%	2.3
South East	number	399
	%	1.1
South West	number	328
	%	1.6
West Midlands	number	907
	%	3.1
Yorkshire & Humber	number	1,037
	%	4.0
Total	number	5,064
	%	2.3

Section 4 *continued*

Figure 4.6: Disabled FE staff by region



This shows that four regions are above the national average in terms of percentage of disabled staff and four are below, with Greater London having exactly the same figure as all of England (2.1%). The Yorkshire and Humberside region has the highest percentage of disabled staff, 4% being almost double the national average and the South East has the smallest percentage of disabled staff at 1.1%, just over half the national average.

4.6 Summary of Findings and Main Points

- As at 2004/2005, 87.8% of the FE workforce falls within the 'White British' ethnic category. This is exactly the same figure as for 2003/2004.
- Among BAME staff, the largest category is 'White – Other', followed by 'Asian', 'Black' and 'Other'.
- There has been an increase in BAME teaching staff between 2003/2004 and 2004/2005 from 14,332 to 15,101 and the number of BAME managers has increased slightly to 1,433 from 1,284.
- The highest concentrations overall of BAME teaching staff are in the part-time female categories with white other and Asian having the highest numbers. The smallest BAME groupings among teaching staff are in the full-time 'other' category.
- The profile for BAME teaching staff is markedly different in each region with Greater London having more BAME teachers in the 'Black' category than any other category. The West Midlands has more BAME teachers in the 'Asian' category, and the East of England has more 'White Other' BAME teachers than any other BAME grouping.
- London has more black teachers than any other BAME category. White other is the largest BAME category in most regions.
- The average percentage of staff defined as disabled is 2.1% nationally. The Yorkshire and Humberside region has nearly double this figure (4%) and the South East region has roughly half (1.1%).

Section 5

Age Profile

5.1 Introduction

The SIR dataset contains the date of birth for each of the contracts returned by colleges. From this the age of each member of staff at the time of the data collection is derived. Staff are then further categorised into 5-year age bandings, e.g. 30-34 (with the exceptions of 'under 25' and 'over 60'). This section focuses on the age group of FE teaching staff during 2004/2005 and the differences between age groups in terms of gender and English region.

5.2 Age profile by Gender and Region

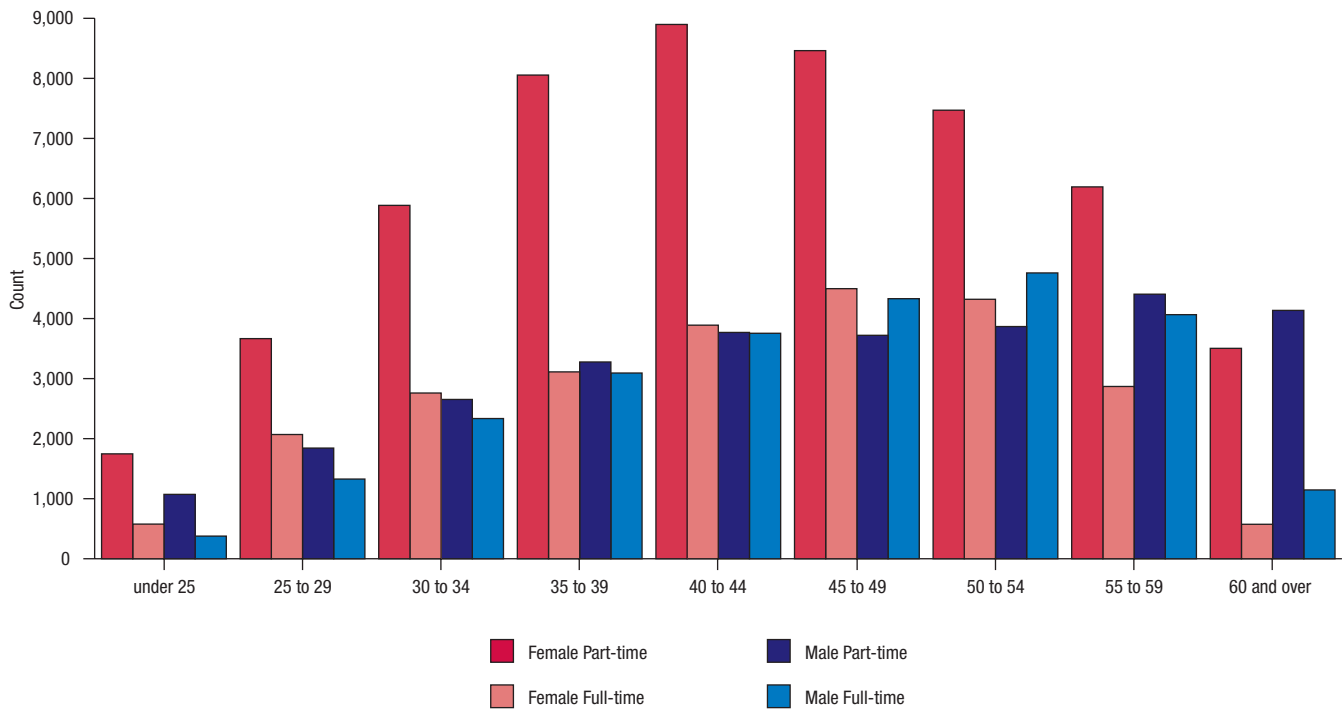
The age distribution for FE teaching staff, cross-tabulated by gender and PT/FT can be seen below.

Table 5.1: FE Teaching Staff by Age Group

Gender			Part-time	Full-time	Total
Female	under 25	number	1,747	577	2,324
		%	75.2%	24.8%	100.0%
	25 to 29	number	3,666	2,069	5,735
		%	63.9%	36.1%	100.0%
	30 to 34	number	5,885	2,760	8,645
		%	68.1%	31.9%	100.0%
	35 to 39	number	8,055	3,112	11,167
		%	72.1%	27.9%	100.0%
	40 to 44	number	8,898	3,890	12,788
		%	69.6%	30.4%	100.0%
	45 to 49	number	8,462	4,498	12,960
		%	65.3%	34.7%	100.0%
	50 to 54	number	7,470	4,321	11,791
		%	63.4%	36.6%	100.0%
	55 to 59	number	6,193	2,869	9,062
		%	68.3%	31.7%	100.0%
	60 and over	number	3,504	574	4,078
		%	85.9%	14.1%	100.0%
Total	number	53,880	24,670	78,550	
	%	68.6%	31.4%	100.0%	
Male	under 25	number	1,072	377	1,449
		%	74.0%	26.0%	100.0%
	25 to 29	number	1,843	1,327	3,170
		%	58.1%	41.9%	100.0%
	30 to 34	number	2,653	2,335	4,988
		%	53.2%	46.8%	100.0%
	35 to 39	number	3,277	3,093	6,370
		%	51.4%	48.6%	100.0%
	40 to 44	number	3,769	3,755	7,524
		%	50.1%	49.9%	100.0%
	45 to 49	number	3,721	4,331	8,052
		%	46.2%	53.8%	100.0%
	50 to 54	number	3,867	4,760	8,627
		%	44.8%	55.2%	100.0%
	55 to 59	number	4,406	4,065	8,471
		%	52.0%	48.0%	100.0%
	60 and over	number	4,136	1,146	5,282
		%	78.3%	21.7%	100.0%
Total	number	28,744	25,189	53,933	
	%	53.3%	46.7%	100.0%	

Section 5 *continued*

Figure 5.1: Teaching Staff by Age Band, Gender and FT/PT



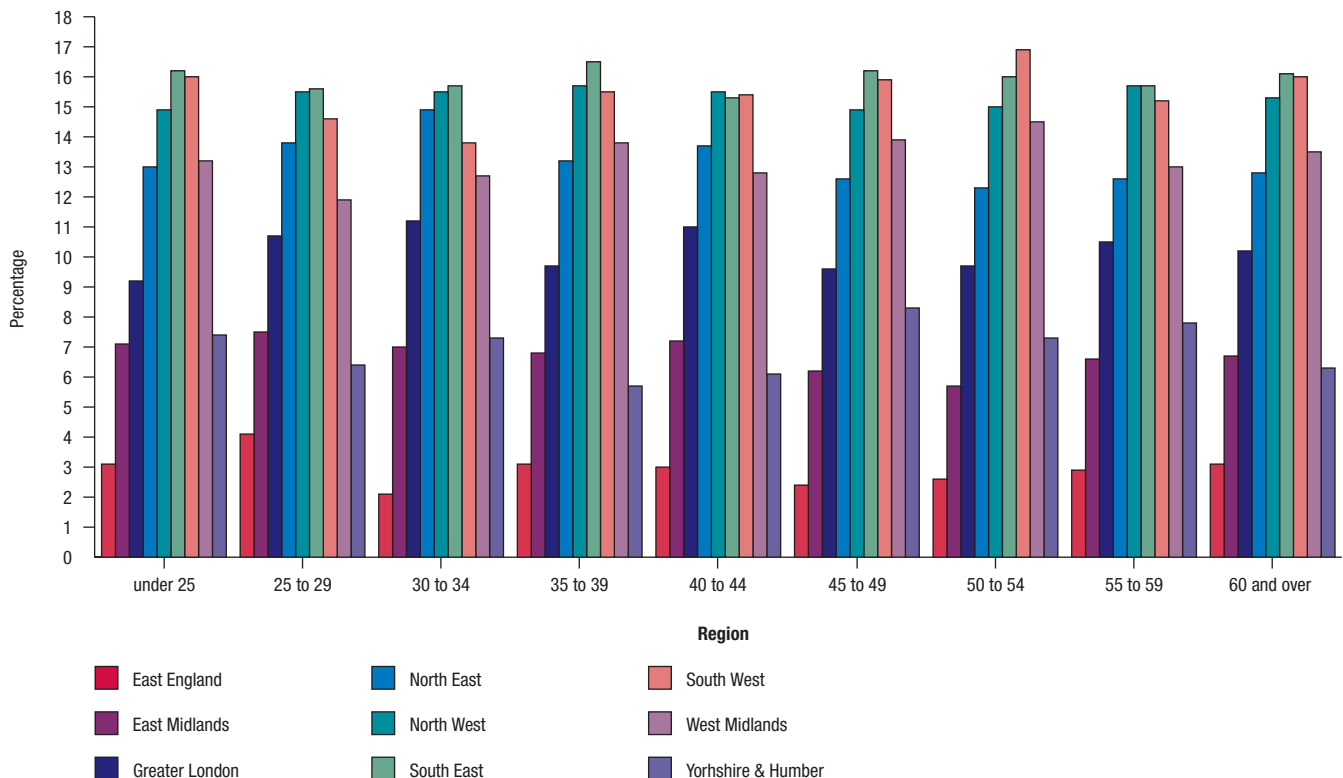
This shows that both full and part-time male teaching staff tend to be concentrated toward the upper end of the age-range. The majority of female part-time teaching staff are grouped in the mid range of the age groupings with the majority falling within the 35-49 age group. The smallest number of both male and female teaching staff are in the under 25 category (377 male and 577 female). However, there are also relatively few full-time female teaching staff over the age of 60 – 574, 50% of the number of male full-time teachers in this age group.

The pattern of full-time staff tending toward the higher age range, while part-time staff are more normally distributed, mirrors the findings from 2003/2004. However, the further cross-tabulation of gender for the 2004/2005 data shows that this is more the case among female teaching staff. Male part-time teaching staff are also concentrated in the higher age bracket, with the 2nd highest number of male part-time staff falling in the 60 and over age group.

Table 5.2: Age Band of Teaching Staff by Region

Region		under 25	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 and over	Total
East England	Count	322	742	965	1,360	1,565	1,694	1,671	1,385	770	10,474
	% within Region	3.1	7.1	9.2	13.0	14.9	16.2	16.0	13.2	7.4	100
East Midlands	Count	444	803	1,150	1,477	1,665	1,676	1,563	1,274	689	10,741
	% within Region	4.1	7.5	10.7	13.8	15.5	15.6	14.6	11.9	6.4	100
Greater London	Count	374	1,254	2,007	2,688	2,780	2,829	2,474	2,281	1,305	17,992
	% within Region	2.1	7.0	11.2	14.9	15.5	15.7	13.8	12.7	7.3	100
North East	Count	213	469	666	907	1,074	1,129	1,060	947	394	6,859
	% within Region	3.1	6.8	9.7	13.2	15.7	16.5	15.5	13.8	5.7	100
North West	Count	641	1,535	2,353	2,934	3,325	3,272	3,298	2,750	1,310	21,418
	% within Region	3.0	7.2	11.0	13.7	15.5	15.3	15.4	12.8	6.1	100
South East	Count	486	1,227	1,907	2,495	2,954	3,223	3,153	2,762	1,648	19,855
	% within Region	2.4	6.2	9.6	12.6	14.9	16.2	15.9	13.9	8.3	100
South West	Count	337	747	1,263	1,607	1,965	2,098	2,213	1,901	954	13,085
	% within Region	2.6	5.7	9.7	12.3	15.0	16.0	16.9	14.5	7.3	100
West Midlands	Count	507	1,142	1,818	2,190	2,727	2,716	2,635	2,253	1,356	17,344
	% within Region	2.9	6.6	10.5	12.6	15.7	15.7	15.2	13.0	7.8	100
Yorkshire & Humber	Count	449	986	1,504	1,879	2,257	2,375	2,351	1,980	934	14,715
	% within Region	3.1	6.7	10.2	12.8	15.3	16.1	16.0	13.5	6.3	100
Total	Count	3,773	8,905	13,633	17,537	20,312	21,012	20,418	17,533	9,360	132,483
	% within Region	2.8	6.7	10.3	13.2	15.3	15.9	15.4	13.2	7.1	100

Figure 5.2: Age Band of Teaching Staff by Region



These figures show that across all regions, the distribution is slightly positively skewed suggesting an ageing workforce. The East Midlands region has the highest percentage of teachers under 25 (4.1%) and the South East has the highest percentage at 60 or above (8.3%).

5.3 Summary of Findings and Main Points

- With the exception of female part-time teaching staff, there are more teaching staff in the higher age ranges.
- This pattern occurs across all 9 English regions, suggesting an ageing workforce across all of England.

Section 6

Teachers Pay 2004-2005

6.1 Introduction

This section examines the salaries of FE teaching staff during 2004/2005. The section mostly contains information on full-time teaching contracts as the pay of part-time teachers will obviously largely depend on the number of hours worked. The salaries of full-time teaching staff are cross-tabulated against other aspects of the information provided in SIR such as:

- Gender
- Age group
- English Region
- Ethnicity
- Main subject taught
- Highest qualification
- Highest teaching qualification

The SIR contains a variable on teachers' salaries which are returned as values corresponding to pay bands which, with the exception of the lowest pay bracket, rise by increments of £1,000. For example: the value '01' = £0 to £1,999; '02' = £2,000 to £2,999; '03' = £3,000 to £3,999 etc up to a maximum of '75' = £75,000 or above. For the purpose of this analysis, it was necessary to make this an actual numeric value as opposed to a band. This was achieved by assigning each category to the mid-point of the band. This means that '£0 to £1,999' becomes £1,000, '£2,000 to £2,999' becomes £2,500, '£8,000 to £8,999' becomes £8,500 etc.

This shows that there is a large spike at the '£0 to £1,999' pay band. It seems likely that in the large majority of these cases, the information was simply not returned and the value defaulted to zero. For this reason, the records where salary has been returned as 0 have been filtered out of the dataset and the remainder of this analysis will be applicable only where a value of £2,500 or above has been returned. This requires that 36,862 records are removed from the analysis. However, as the distribution below shows, the data becomes more normally distributed as a result of this cleaning exercise.

Figure 6.1: Frequency Distribution of Teaching Staff Salaries – All Teaching Staff

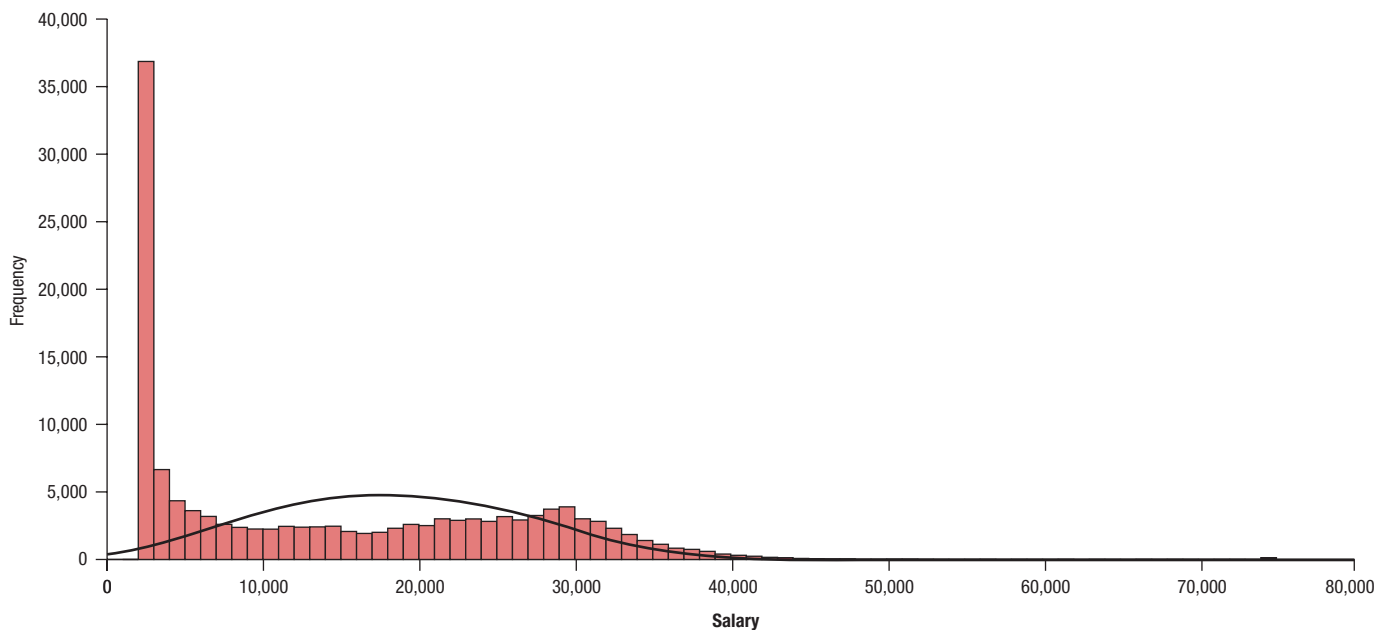
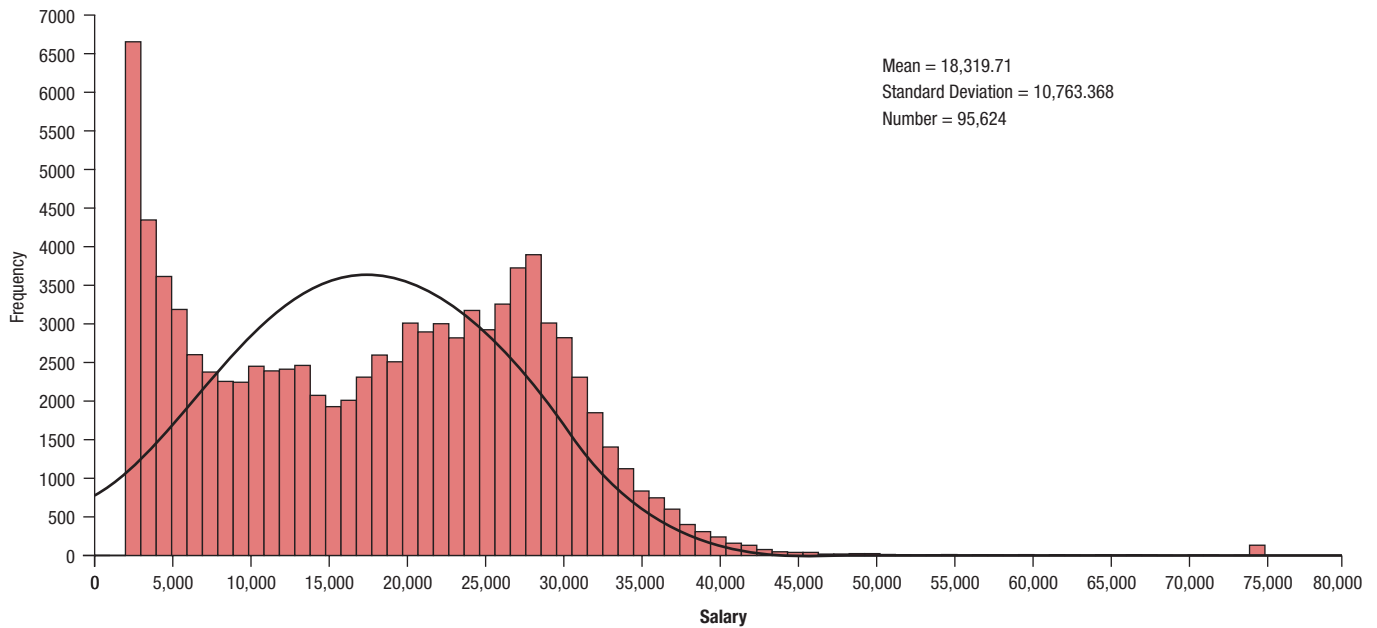


Figure 6.2: Frequency Distribution of Teaching Staff Salaries – filtered

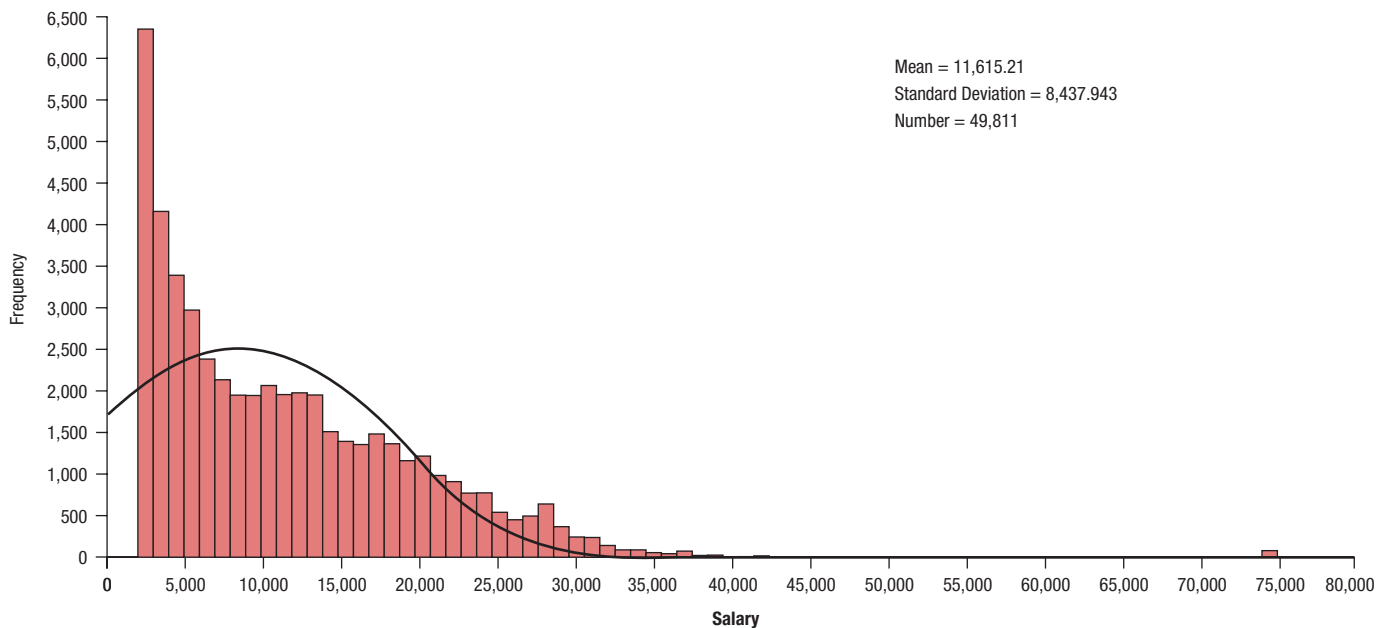


There remains a spike at the lower end of the pay scale – but this distribution shows the salaries of part-time staff along with those of full-time staff.

6.2 Part-Time Teaching Salaries

The separate distribution for part-time teaching salaries is shown below.

Figure 6.3: Frequency Distribution of Part-time Teaching Staff Salaries – filtered



This shows that the salary distribution for PT teaching staff is negatively skewed. This is due to larger numbers of part-time workers working lower fractions of full-time and consequently

earning less. The percentage of the full-time working hours have been assigned to 10% bands and can be seen below.

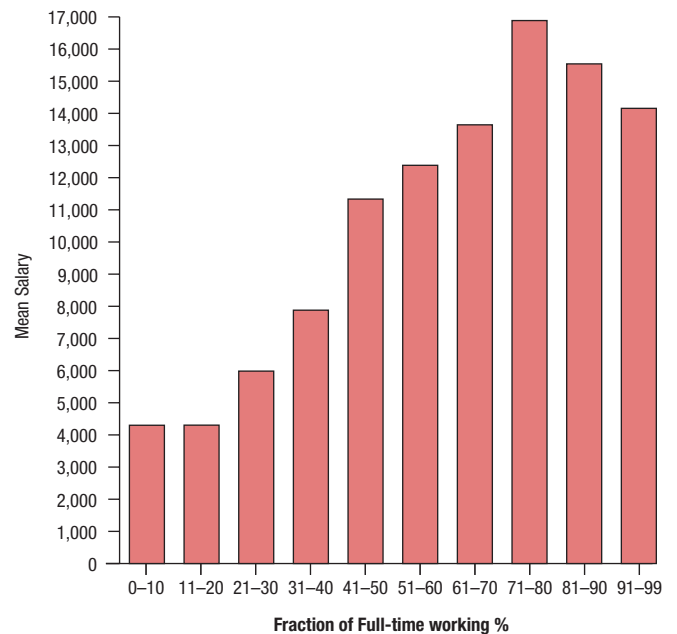
Section 6 *continued*

Table 6.1: Part-time Teaching Staff by FTE Band

Fraction of Full-time band	Frequency	Percent
0 – 10%	34,671	42
11 – 20%	11,246	13.6
21 – 30%	6,752	8.2
31 – 40%	5,011	6.1
41 – 50%	8,442	10.2
51 – 60%	5,037	6.1
61 – 70%	3,456	4.2
71 – 80%	4,539	5.5
81 – 90%	2,157	2.6
91 – 99%	1,315	1.6
Total	82,626	100

Table 6.1 shows that the larger numbers of part-time staff are working less hours, and the smallest number of PT staff can be found in the 91-99% FTE band (1.6%). The effect of FTE % on salary can be seen more clearly in Figure 6.4, with the highest average salaries occurring at or above 71% FTE.

Figure 6.4: Average salary against fraction of full-time band – part-time teachers

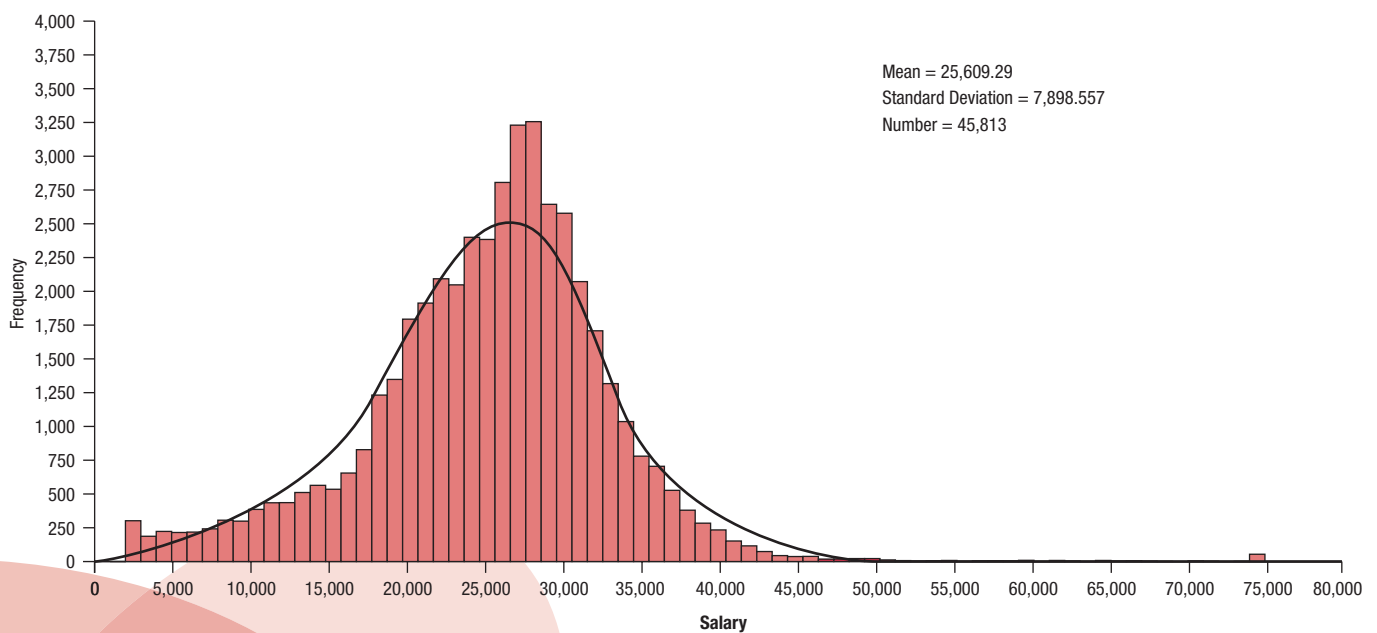


This shows that the average salary does rise, as expected with the number of hours worked for part-time staff. It drops off after 70%, but this may be due to the lower numbers of records in the higher bands.

6.3 Full-time Teaching Salaries

The data for full-time teaching salaries is normally distributed, as shown in the figure below.

Figure 6.3: Frequency Distribution of Full-time Teaching Staff Salaries – filtered



Descriptive statistics for the data are shown below. This shows that the average (mean) salary for full-time teaching contracts in FE colleges between 2004/2005 was £25,609.

Table 6.2: Full-time Teaching salaries 2004/2005 – Descriptive Statistics

Number		45,813.00
Mean		25,609.29
Median		26,500.00
Standard Deviation		7,898.557
Range		72,500
Minimum		2,500
Maximum		75,000
Percentiles	25	21,500.00
	50	26,500.00
	75	30,500.00

6.4 Full-time teaching salaries by Gender

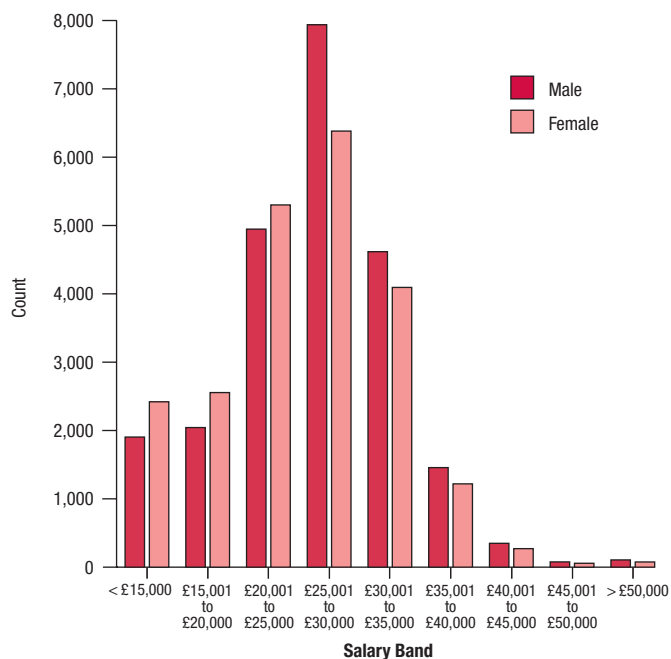
Descriptive statistics for the salaries of full-time teaching contracts for both male and female staff are shown below.

Statistic	Female	Male
Mean	25,013.39	26,178.17
Median	25,500	27,500
Standard Deviation	8,014.603	7,743.662
Minimum	2,500	2,500
Maximum	75,000	75,000
Number	22,375	23,438

This shows that there are 1,063 more male teachers than female and that the average salary for male teachers is £1,164.78 higher than that of females. Although this is a

relatively small difference, T-Test⁶ results show that it is statistically significant at the <.005 level ($t = 15.821$, $df = 45.811$, $p < 0.005$). The chart below shows the distribution of salaries by gender more clearly.

Figure 6.6: Full-time Teaching Staff Salaries by Gender



6.5 Full-time teaching Salaries by Age

Descriptive statistics for teaching salaries across the age bands are displayed below.

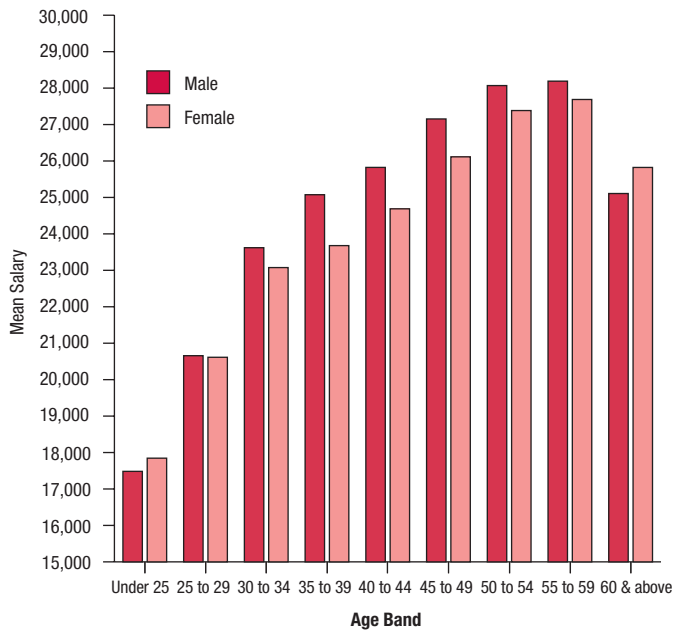
Table 6.4: Full-time Teaching Salaries by Age Group

Statistic	under 25	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 and over
Mean	17,708.7	20,630.96	23,327.47	24,383.96	25,252.43	26,630.56	27,748.48	27,985.56	25,328.63
Median	18,500	21,500	23,500	24,500	26,500	27,500	28,500	28,500	27,500
Standard Deviation	5,787.804	6,531.105	7,475.317	7,827.344	7,673.645	7,789.351	7,457.288	7,562.684	8,180.653
Minimum	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Maximum	44,500	75,000	75,000	75,000	75,000	75,000	75,000	75,000	67,500
Range	42,000	72,500	72,500	72,500	72,500	72,500	72,500	72,500	65,000
Inter-quartile Range	7,000	7,000	8,000	9,000	8,000	8,000	7,000	6,000	9,000
Number	805	3,081	4,608	5,653	6,994	8,188	8,554	6,476	1,453

⁶ A statistical test designed to establish whether a difference between two population means could be due merely to chance.

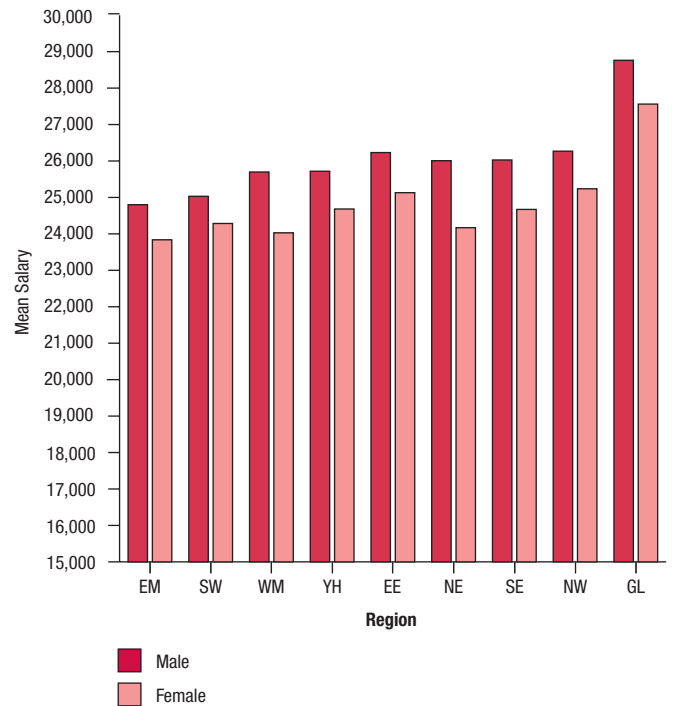
Section 6 *continued*

Figure 6.7: Full-time Teaching Staff Salaries by age



This shows the average salary rising with age group for both female and male teachers up until the 60 and over category. Male teachers are, on average, paid more than female teachers with the exceptions of the under 25 and over 60 age groups.

Figure 6.8: Full-time Teaching Staff Salaries by Region



This shows that average salaries for both male and female teaching staff are highest in the Greater London region and lowest in the East Midlands.

6.6 Full-time teaching Salaries by Region

Teaching salaries by English region are displayed in the table and chart below.

Table 6.5: Full-time Teaching Salaries by Region

Statistic	East England	East Midlands	Greater London	North East	North West	South East	South West	West Midlands	Yorkshire & Humber
Mean	25,696.22	24,340.74	28,142.75	25,100.13	25,758.45	25,368.77	24,690.81	24,877.09	25,228.81
Median	26,500	25,500	29,500	25,500	26,500	26,500	25,500	25,500	26,500
Std. Deviation	7,556.559	7,765.745	8,200.859	7,047.463	8,541.294	8,188.792	7,550.317	7,131.196	7,377.177
Minimum	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Maximum	75,000	75,000	75,000	67,500	75,000	75,000	75,000	75,000	75,000
Range	72,500	72,500	72,500	65,000	72,500	72,500	72,500	72,500	72,500
Inter-quartile Range	9,000	9,000	8,000	9,000	8,000	9,000	9,000	9,000	8,000
Number	3,886	3,488	6,252	3,036	7,777	6,576	3,645	6,220	4,932

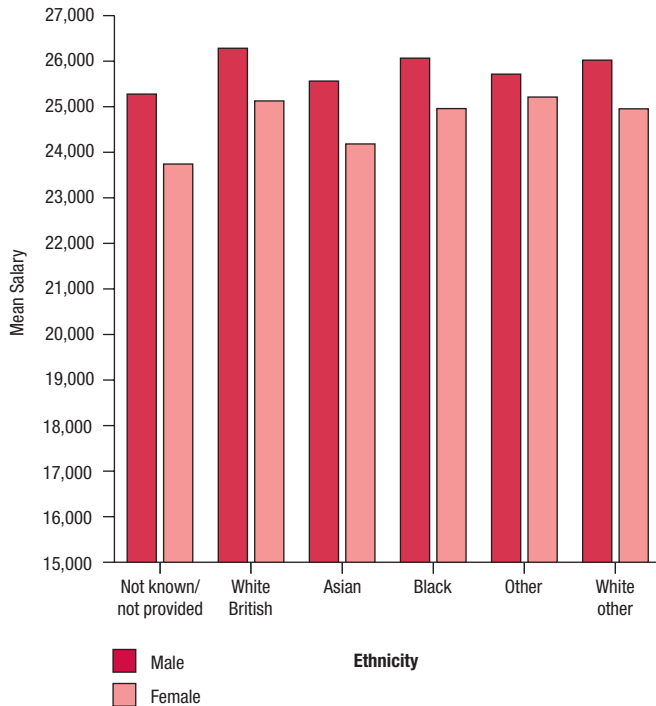
6.7 Full-time teaching Salaries by Ethnicity

Descriptive statistics on the teaching salaries across each ethnic category are provided below.

Table 6.6: Full-time Teaching Salaries by Ethnicity

Statistic	not known/ not provided	White British	Asian	Black	Other	White other
Mean	24,578.56	25,720.99	24,872.98	25,487.65	25,450.76	25,450.22
Median	25,500	26,500	25,500	26,500	26,500	26,500
Standard Deviation	8,603.787	7,885.582	7,530.127	7,075.221	7,623.566	7,944.74
Minimum	2,500	2,500	2,500	2,500	2,500	2,500
Maximum	75,000	75,000	71,500	65,500	75,000	75,000
Range	72,500	72,500	69,000	63,000	72,500	72,500
Inter-quartile Range	10,000	9,000	9,000	9,000	9,000	9,000
Number	2,635	38,131	1,362	1,376	721	1,587

Figure 6.9: Full-time Teaching Staff Salaries by Ethnicity

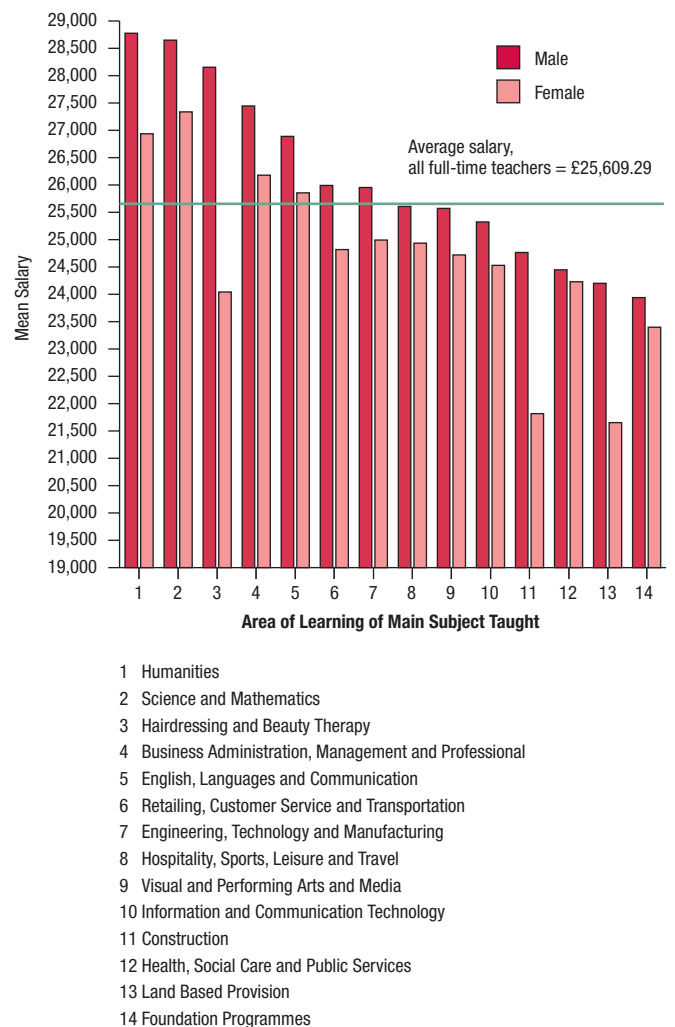


This shows that there is very little difference in the average salaries across the various groupings of ethnicity. Where no data is returned on ethnicity (i.e. not 'not known/provided') Asian female teachers are paid, on average, the least and white British male teachers receive the highest salaries.

6.8 Full-time Teaching Salaries by Main Subject Taught

Information on teaching salaries by area of main taught subject is provided below.

Figure 6.10: Full-time Teaching Salaries by Taught Subject Area



This shows that there is no taught subject area in which female teachers, on average, earn more than male teachers. Male full-time teachers teaching in the subject areas of Humanities, Science and Mathematics, Hairdressing and Beauty Therapy, Business Administration, Management and Professional and English, Languages and Communication are all paid above the national average for all subjects. Similarly, female teachers teaching in Humanities, Science and Mathematics, Business Administration, Management and Professional and English, Languages and Communication earn more than the national average.

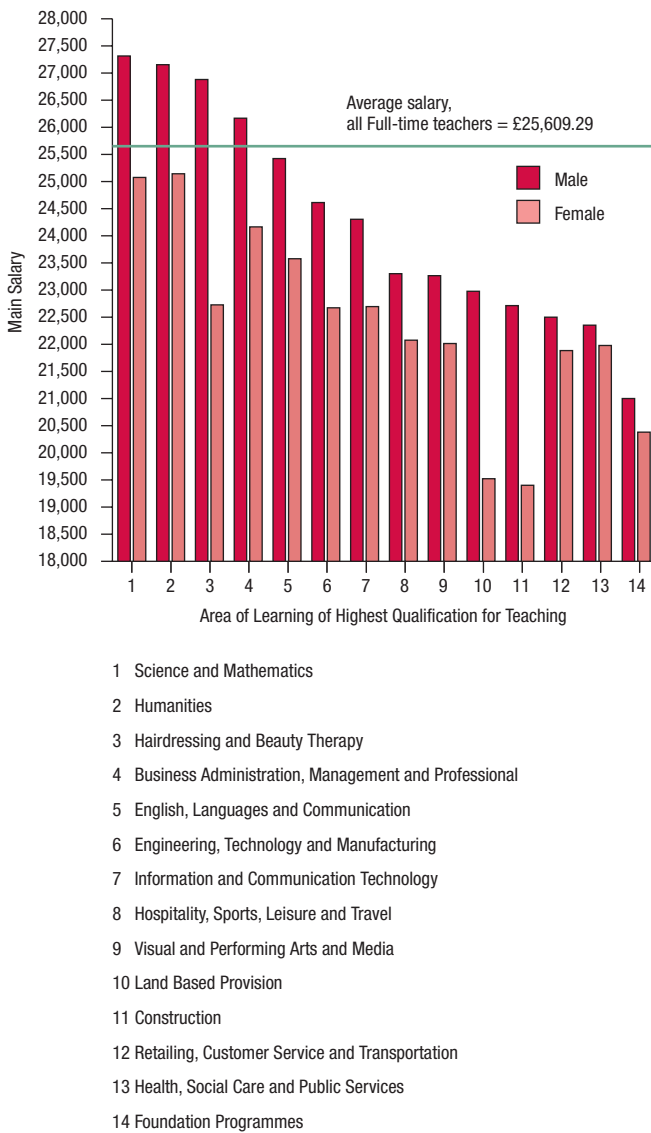
However, the marked difference is between male and female teachers in Hairdressing and Beauty Therapy. Female teachers in this subject area earn well below the national average FE teaching salary while male teachers in the same subject earn well above the national average.

Section 6 *continued*

6.9 Full-time Teaching Salaries by Subject Area of Highest Qualification

Information on teaching salaries by area of highest qualification held is provided below.

Figure 6.11: Full-time Teaching Salaries by Subject in which Highest Qualification Held



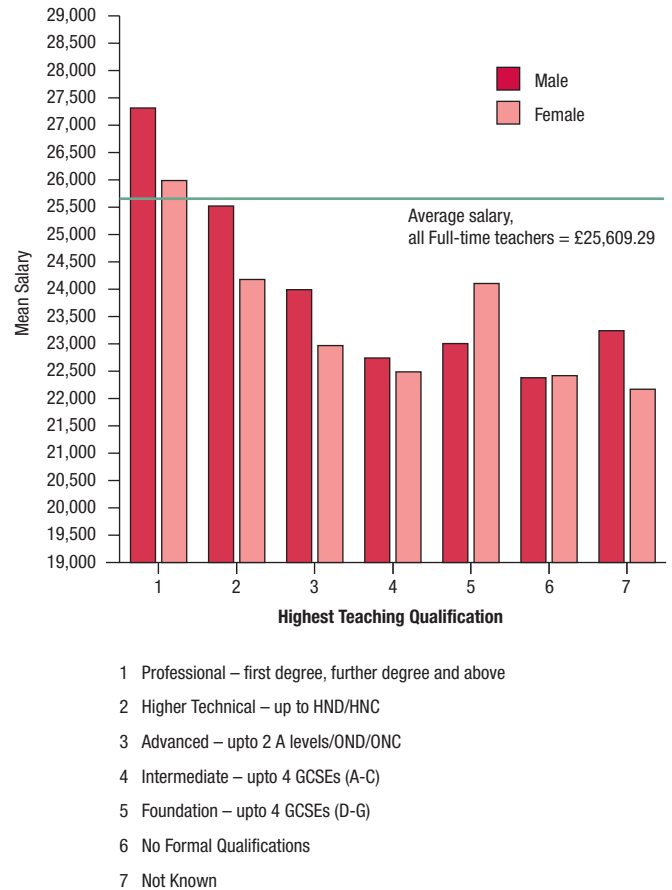
Again, male teaching staff earn more than female teaching staff across all subject areas of highest qualification. The difference between subject area of highest qualification and main subject taught is that here, female staff do not earn

above the national average in any of the groupings. Male staff earning above the national average are those that hold qualifications in Humanities and Science and Maths, followed by Hairdressing and Beauty Therapy. In short, male teachers that are most highly qualified in, or teach in these three subject areas, tend to earn above the national average. The same is not true of female teachers. The subject in which there is the closest to parity of pay between male and female teachers is Health, Social Care and Public Services.

6.10 Full-time Teaching Salaries by Highest Qualification

Information on teaching salaries by area of highest academic qualification is provided below.

Figure 6.12: Full-time teaching salaries by highest qualification



Female teachers, whose highest qualification is at foundation level, on average earn more than male teachers qualified to the same level. This is also true, but the difference is less pronounced, among teachers with no formal qualifications. Male teachers, on average, earn more than female at all other levels of qualification.

Table 6.7: Teaching Salaries by Highest Academic Qualification

Salary band		Highest Qualification							Total
		Professional – first degree, further degree and above	Higher technical – up to HND/HNC	Advanced – up to 2 A levels/ OND/ONC	Intermediate – up to 4 GCSEs (A-C)	Foundation – up to 4 GCSEs (D-G)	No Formal qualifications	Not known	
< £15,000	Count	2,378	402	432	193	46	93	780	4,324
	% within Salary band	55%	9%	10%	5%	1%	2%	18%	100%
£15,000 – £20,000	Count	2,438	557	543	274	48	95	643	4,598
	% within Salary band	53%	12%	12%	6%	1%	2%	14%	100%
£20,001 – £25,000	Count	5,886	1,465	1,074	462	115	165	1,081	10,248
	% within Salary band	57%	14%	11%	5%	1%	2%	11%	100%
£25,001 – £30,000	Count	9,550	1,921	1,062	371	99	169	1,148	14,320
	% within Salary band	67%	13%	7%	3%	1%	1%	8%	100%
£30,001 – £35,000	Count	6,631	772	419	156	45	55	633	8,711
	% within Salary band	76%	9%	5%	2%	1%	1%	7%	100%
£35,001 – £40,000	Count	2,182	214	108	32	18	10	112	2,676
	% within Salary band	82%	8%	4%	1%	1%	0%	4%	100%
£40,001 – £45,000	Count	548	24	24	3	0	1	20	620
	% within Salary band	88%	4%	4%	1%	0%	0%	3%	100%
£45,001 – £50,000	Count	113	3	8	1	1	0	8	134
	% within Salary band	84%	2%	6%	1%	1%	0%	6%	100%
> £50,000	Count	165	6	4	0	0	0	7	182
	% within Salary band	91%	3%	2%	0%	0%	0%	4%	100%
Total	Count	29,891	5,364	3,674	1,492	372	588	4,432	45,813
	% within Salary band	65%	12%	8%	3%	1%	1%	10%	100%

6.11 Full-time teaching salaries by highest teaching qualification

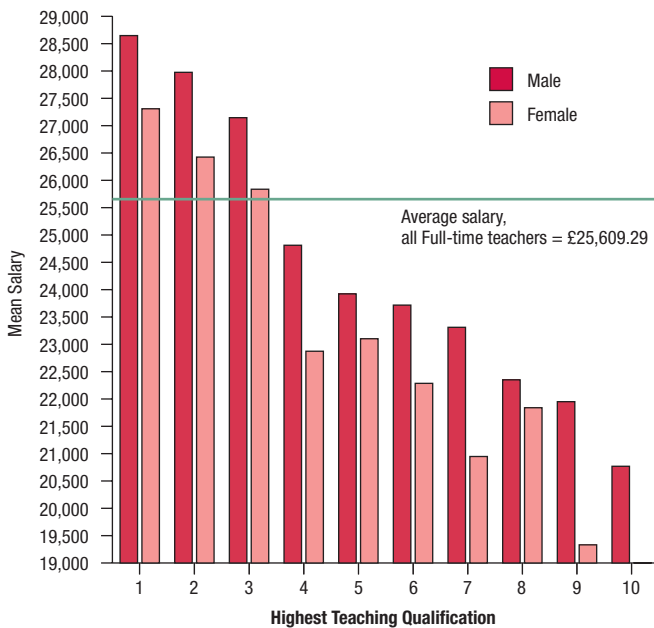
Information on teaching salaries by area of highest teaching qualification is provided below.

Table 6.8: Teaching Salaries by Highest Teaching Qualification

Salary band		Highest Teaching Qualification										Total
		BEd/BA/BSc with Concurrent QTS	Certificate of Education	Level 3 Teaching Qualification (e.g. CG 7303)	PGCE	Learning and Development Awards	Level 4 FE Teaching Qualification Stage 1	Level 4 FE Teaching Qualification Stage 2	Level 4 FE Teaching Qualification Stage 3	Qualification at NVQ Level 3	Professional Qualification at NVQ Level 4 or above	
< £15,000	Count	364	851	505	825	121	123	81	27	56	49	3,002
	%	12%	28%	17%	28%	4%	4%	3%	1%	2%	2%	100%
£15,000 – £20,000	Count	335	1,005	645	848	185	112	163	48	71	51	3,463
	%	10%	29%	19%	25%	5%	3%	5%	1%	2%	2%	100%
£20,001 – £25,000	Count	913	2,729	1,134	2,389	335	202	265	96	91	88	8,242
	%	11%	33%	14%	29%	4%	3%	3%	1%	1%	1%	100%
£25,001 – £30,000	Count	2,006	4,930	1,049	3,779	335	131	177	98	45	65	12,615
	%	16%	39%	8%	30%	3%	1%	1%	1%	0%	1%	100%
£30,001 – £35,000	Count	1,595	2,785	426	2,791	143	28	57	36	13	30	7,904
	%	20%	35%	5%	35%	2%	0%	1%	1%	0%	0%	100%
£35,001 – £40,000	Count	553	733	85	1,007	47	3	13	3	0	11	2,455
	%	23%	30%	4%	41%	2%	0%	1%	0%	0%	0%	100%
£40,001 – £45,000	Count	133	140	31	243	13	0	0	1	0	3	564
	%	24%	25%	6%	43%	2%	0%	0%	0%	0%	1%	100%
£45,001 – £50,000	Count	28	34	3	54	1	1	0	0	0	0	121
	%	23%	28%	3%	45%	1%	1%	0%	0%	0%	0%	100%
> £50,000	Count	33	39	4	82	5	0	0	0	0	0	163
	%	20%	24%	3%	50%	3%	0%	0%	0%	0%	0%	100%
Total	Count	5,960	13,246	3,882	12,018	1,185	600	756	309	276	297	38,529
	%	16%	34%	10%	31%	3%	2%	2%	1%	1%	1%	100%

Section 6 *continued*

Figure 6.13: Full-time teaching salaries by highest teaching qualification



- 1 BEd/BA/ BSc with Concurrent Qualified Teacher Status
- 2 PGCE
- 3 Certificate of Education
- 4 Learning and Development Awards (including predecessor TD)
- 5 Level 4 FE Teaching Qualification – Stage 3
- 6 Level 3 Teaching Qualification (e.g. CG 7303)
- 7 Level 4 FE Teaching Qualification – Stage 2
- 8 Professional Qualification at NVQ Level 4 or above
- 9 Level 4 FE Teaching Qualification – Stage 1
- 10 Qualification at NVQ Level 3

Male teachers earn more than female teachers across the board when it comes to highest teaching qualification held. However, both male and female teachers holding either a BEd/BSc with concurrent teaching QTS, PGCE or CertEd earn more than the national average.

6.12 Summary of Findings and Main Points

- Among full-time teaching staff, the average salary during 2004/2005 was £25,609.29. The average for male teaching staff was £26,178.17 and the average for female teaching staff was slightly lower at £25,013.39. This difference was found to be statistically significant.
- Female teachers below 25 years old and above 60 years old, on average, earned more than male teachers in the same age group. Male teachers earn more than female teachers at all other age groups.
- Salaries for both male and female teachers are highest in Greater London and lowest in the East Midlands.
- Male and female teachers that teach in the subject areas: Humanities; Science and Mathematics; Business Administration, Management and Professional tend to earn above the average national FE teaching salary.
- Male and female teachers holding either a BEd/BSc with concurrent teaching QTS, PGCE or CertEd as their highest teaching qualification tend to earn more than the national average.

Appendix 1

FE Institutions returning SIR Data 2004/2005

#	College Name	Staff	Percent
1	Abingdon and Witney College	706	0.3
2	Accrington and Rossendale College	742	0.3
3	Alton College	335	0.1
4	Amersham and Wycombe College	825	0.3
5	Aylesbury College	489	0.2
6	Barking College	565	0.2
7	Barnet College	1,450	0.6
8	Barnfield College	1,128	0.5
9	Barnsley College	950	0.4
10	Basingstoke College of Technology	801	0.3
11	Bedford College	755	0.3
12	Bexley College	648	0.3
13	Bishop Auckland College	563	0.2
14	Blackburn College	1,417	0.6
15	Blackpool and The Fylde College	1,243	0.5
16	Bolton Community College	957	0.4
17	Boston College	729	0.3
18	Bournemouth & Poole College	1,280	0.5
19	Bournville College of Further Education	428	0.2
20	Bracknell and Wokingham College	633	0.3
21	Bradford College	2,363	1.0
22	Braintree College	388	0.2
23	Bridgwater College	956	0.4
24	Brockenhurst College	925	0.4
25	Bromley College of Further and Higher Education	662	0.3
26	Brooklands College	860	0.3
27	Broxtowe College, Nottingham	991	0.4
28	Burnley College	603	0.2
29	Burton College	660	0.3
30	Bury College	683	0.3
31	Calderdale College	775	0.3
32	Cambridge Regional College	1,047	0.4
33	Cannock Chase Technical College	477	0.2
34	Canterbury College	982	0.4
35	Cariisle College	434	0.2
36	Carshalton College	435	0.2
37	Chelmsford College	301	0.1
38	Chesterfield College	969	0.4
39	Chichester College	1,599	0.6
40	Cirencester College	513	0.2
41	City and Islington College	1,264	0.5
42	City College Brighton and Hove	1,060	0.4
43	City College Coventry	882	0.4
44	City College, Birmingham	1,314	0.5
45	City College, Manchester	2,666	1.1
46	City of Bath College	646	0.3
47	City of Bristol College	2,028	0.8
48	City of Sunderland College	1,209	0.5
49	City of Westminster College	733	0.3
50	City of Wolverhampton College	1,227	0.5
51	Colchester Institute	809	0.3
52	College of North East London	1,060	0.4
53	College of North West London	945	0.4
54	College of West Anglia	740	0.3
55	Cornwall College	2,522	1.0
56	Craven College	719	0.3
57	Crawley College	821	0.3
58	Cricklade College	238	0.1
59	Croydon College	1,294	0.5
60	Darlington College of Technology	682	0.3

#	College Name	Staff	Percent
61	Daventry Tertiary College	261	0.1
62	Dearne Valley College	470	0.2
63	Derby College	1,462	0.6
64	Derwentside College	378	0.2
65	Dewsbury College	831	0.3
66	Doncaster College	1,635	0.7
67	Dudley College of Technology	1,649	0.7
68	Dunstable College	513	0.2
69	Ealing, Hammersmith and West London College	1,315	0.5
70	East Berkshire College	938	0.4
71	East Devon College	395	0.2
72	East Durham & Houghall Community College	830	0.3
73	East Riding College	561	0.2
74	East Surrey College	686	0.3
75	Eastleigh College	643	0.3
76	Enfield College	491	0.2
77	Epping Forest College	488	0.2
78	Evesham and Malvern Hills College	599	0.2
79	Exeter College	937	0.4
80	Fareham College	319	0.1
81	Farnborough College of Technology	1,095	0.4
82	Filton College	878	0.4
83	Furness College	323	0.1
84	Gateshead College	927	0.4
85	Gloucestershire College of Arts and Technology	1,180	0.5
86	Grantham College	629	0.3
87	Great Yarmouth College of Further Education	566	0.2
88	Greenwich Community College	812	0.3
89	Grimsby Institute of Further & Higher Education	1,057	0.4
90	Guildford College of Further and Higher Education	909	0.4
91	Hackney Community College	530	0.2
92	Halesowen College	622	0.3
93	Halton College	517	0.2
94	Harlow College	631	0.3
95	Harrow College	839	0.3
96	Hartlepool College of Further Education	522	0.2
97	Hastings College of Arts and Technology	965	0.4
98	Havering College of Further and Higher Education	1,068	0.4
99	Henley College Coventry	439	0.2
100	Herefordshire College of Technology	630	0.3
101	Hereward College of Further Education	373	0.2
102	Hertford Regional College	895	0.4
103	Highbury College, Portsmouth	927	0.4
104	Hopwood Hall College	602	0.2
105	Huddersfield Technical College	1,360	0.6
106	Hugh Baird College	761	0.3
107	Hull College	1,562	0.6
108	Huntingdonshire Regional College	525	0.2
109	Isle College FE Corporation	362	0.1
110	Isle of Wight College	610	0.2
111	Joseph Priestley College	473	0.2
112	Kendal College	381	0.2
113	Kensington and Chelsea College	555	0.2
114	Kidderminster College	451	0.2
115	Kingston College	827	0.3
116	Knowsley Community College	726	0.3
117	Lakes College, West Cumbria	322	0.1
118	Lambeth College	952	0.4
119	Lancaster and Morecambe College	1,033	0.4
120	Leeds College of Building	331	0.1

Appendix 1 *continued*

#	College Name	Staff	Percent
121	Leeds College of Technology	413	0.2
122	Leek College of Further Education and School of Art	348	0.1
123	Leicester College	1,479	0.6
124	Lewisham College	1,021	0.4
125	Lincoln College	905	0.4
126	Liverpool Community College	1,235	0.5
127	Loughborough College	1,005	0.4
128	Lowestoft College	560	0.2
129	Macclesfield College	371	0.2
130	Manchester College of Arts and Technology	1,636	0.7
131	Matthew Boulton College of Further and Higher Education	278	0.1
132	Merton College	400	0.2
133	Mid-Cheshire College of Further Education	552	0.2
134	Mid-Kent College	1,035	0.4
135	Middlesbrough College	990	0.4
136	Milton Keynes College	938	0.4
137	Nelson and Colne College	600	0.2
138	New College, Durham	1,181	0.5
139	New College, Nottingham	2,032	0.8
140	New College, Swindon	433	0.2
141	Newark and Sherwood College	295	0.1
142	Newbury College	581	0.2
143	Newcastle-under-Lyme College	978	0.4
144	Newcastle College	1,359	0.6
145	Newham College of Further Education	1,115	0.5
146	North Devon College	1,261	0.5
147	North East Surrey College of Technology	822	0.3
148	North East Worcestershire College	857	0.3
149	North Hertfordshire College	1,006	0.4
150	North Lindsey College	689	0.3
151	North Nottinghamshire College	631	0.3
152	North Trafford College of Further Education	541	0.2
153	North Tyneside College	698	0.3
154	North Warwickshire & Hinckley College	1,384	0.6
155	North West Kent College of Technology	853	0.3
156	Northampton College	1,434	0.6
157	Northumberland College	556	0.2
158	Norton Radstock College	196	0.1
159	Norwich City College of Further and Higher Education	1,250	0.5
160	Oaklands College	914	0.4
161	Orpington College	453	0.2
162	Oxford and Cherwell College	1,053	0.4
163	Park Lane College	1,473	0.6
164	Penwith College	278	0.1
165	People's College, Nottingham	885	0.4
166	Peterborough Regional College	832	0.3
167	Plymouth College of Further Education	981	0.4
168	Preston College	1,723	0.7
169	Redbridge College	243	0.1
170	Redcar and Cleveland College	464	0.2

#	College Name	Staff	Percent
171	Richmond Adult and Community College	790	0.3
172	Richmond upon Thames College	613	0.2
173	Rother Valley College	464	0.2
174	Rotherham College of Arts and Technology	921	0.4
175	Royal Forest of Dean College	314	0.1
176	Runshaw College	1,016	0.4
177	Salford College	527	0.2
178	Salisbury College	542	0.2
179	Sandwell College	664	0.3
180	Selby College	432	0.2
181	Sheffield College	2,271	0.9
182	ShIPLEY College	247	0.1
183	Shrewsbury College of Arts and Technology	687	0.3
184	Skelmersdale College	445	0.2
185	Solihull College	1,600	0.7
186	Somerset College of Arts and Technology	574	0.2
187	South Birmingham College	836	0.3
188	South Cheshire College	653	0.3
189	South Devon College	519	0.2
190	South Downs College	1,288	0.5
191	South East Derbyshire College	483	0.2
192	South East Essex College of Arts and Technology	923	0.4
193	South Kent College	905	0.4
194	South Leicestershire College	388	0.2
195	South Nottingham College	833	0.3
196	South Thames College	1,020	0.4
197	South Trafford College	604	0.2
198	South Tyneside College	804	0.3
199	Southampton City College	433	0.2
200	Southgate College	605	0.2
201	Southport College	691	0.3
202	Southwark College	542	0.2
203	St Helens College	1,051	0.4
204	Stafford College	1,022	0.4
205	Stamford College	451	0.2
206	Stanmore College	490	0.2
207	Stephenson College	600	0.2
208	Stockport College of Further and Higher Education	987	0.4
209	Stockton Riverside College	653	0.3
210	Stoke-on-Trent College	1,655	0.7
211	Stourbridge College	674	0.3
212	Stratford upon Avon College	455	0.2
213	Strode College	787	0.3
214	Stroud College of Further Education	630	0.3
215	Suffolk College	1,049	0.4
216	Sussex Downs College	2,176	0.9
217	Sutton Coldfield College	934	0.4
218	Swindon College	826	0.3
219	Tameside College	781	0.3
220	Tamworth and Lichfield College	1,034	0.4
221	Telford College of Arts and Technology	827	0.3
222	Thames Valley University	962	0.4
223	Thanet College	602	0.2
224	The Henley College	373	0.2
225	The Oldham College	843	0.3
226	Thomas Danby College	1,094	0.4
227	Thurrock and Basildon College	704	0.3
228	Tower Hamlets College	868	0.4
229	Tresham Institute	1,088	0.4
230	Truro College	1,047	0.4

#	College Name	Staff	Percent
231	Uxbridge College	836	0.3
232	Wakefield College	886	0.4
233	Walford and North Shropshire College	634	0.3
234	Walsall College of Arts and Technology	1,152	0.5
235	Waltham Forest College	676	0.3
236	Warrington Collegiate	906	0.4
237	Warwickshire College, Royal Leamington Spa, Rugby and Moreton	1,717	0.7
238	West Cheshire College	1,270	0.5
239	West Herts College	930	0.4
240	West Kent College	621	0.3
241	West Nottinghamshire College	1,291	0.5
242	West Suffolk College	885	0.4
243	West Thames College	638	0.3
244	Westminster Kingsway College	1,039	0.4
245	Weston College	792	0.3
246	Weymouth College	619	0.3
247	Wigan and Leigh College	1,681	0.7
248	Wiltshire College	985	0.4
249	Wirral Metropolitan College	1,122	0.5
250	Worcester College of Technology	968	0.4
251	Yeovil College	534	0.2
252	York College	1,239	0.5
253	Yorkshire Coast College of Further and Higher Education	360	0.1
254	Aquinas College	224	0.1
255	Ashton-under-Lyne Sixth Form College	170	0.1
256	Barrow-in-Furness Sixth Form College	109	0.0
257	Barton Peveril College	298	0.1
258	Bede College	86	0.0
259	Bexhill College	189	0.1
260	Bilborough College	219	0.1
261	Birkenhead Sixth Form College	169	0.1
262	Blackpool Sixth Form College	190	0.1
263	Bolton Sixth Form College	125	0.1
264	Brighton, Hove and Sussex Sixth Form College	244	0.1
265	Cadbury Sixth Form College	167	0.1
266	Cardinal Newman College	226	0.1
267	Carmel College	169	0.1
268	Cheadle and Marple Sixth Form College	473	0.2
269	Christ the King Sixth Form College	119	0.0
270	City of Stoke-on-Trent Sixth Form College	264	0.1
271	College of Richard Collyer in Horsham	292	0.1
272	Coulsdon College	136	0.1
273	East Norfolk Sixth Form College	147	0.1
274	Eccles College	251	0.1
275	Esher College	156	0.1
276	Farnham College	135	0.1
277	Franklin College	227	0.1
278	Gateway Sixth Form College	157	0.1
279	Godalming College	286	0.1
280	Greenhead College	195	0.1
281	Hartlepool Sixth Form College	106	0.0
282	Havant College	290	0.1
283	Havering Sixth Form College	230	0.1
284	Haywards Heath College	161	0.1
285	Hereford Sixth Form College	160	0.1
286	Hills Road Sixth Form College	399	0.2
287	Holy Cross College	200	0.1
288	Huddersfield New College	186	0.1
289	Itchen College	273	0.1
290	John Leggott Sixth Form College	292	0.1

#	College Name	Staff	Percent
291	John Ruskin College	155	0.1
292	Joseph Chamberlain Sixth Form College	200	0.1
293	Josiah Mason Sixth Form College	258	0.1
294	King Edward VI College	110	0.0
295	King Edward VI College, Stourbridge	204	0.1
296	King George V College	237	0.1
297	Leyton Sixth Form College	318	0.1
298	Long Road Sixth Form College	372	0.2
299	Loreto College	197	0.1
300	Ludlow College	80	0.0
301	Luton Sixth Form College	389	0.2
302	NEW College, Pontefract	186	0.1
303	New College, Telford	241	0.1
304	Newham Sixth Form College	354	0.1
305	North Area College	178	0.1
306	Notre Dame Sixth Form College	114	0.0
307	Oldham Sixth Form College	226	0.1
308	Park College, Eastbourne	122	0.0
309	Paston College	192	0.1
310	Pendleton College	413	0.2
311	Peter Symonds' College	711	0.3
312	Portsmouth College	299	0.1
313	Priestley College	261	0.1
314	Prior Pursglove College	184	0.1
315	Queen Elizabeth Sixth Form College	241	0.1
316	Queen Mary's College	461	0.2
317	Regent College	198	0.1
318	Reigate College	189	0.1
319	Richard Huish College	205	0.1
320	Scarborough Sixth Form College	156	0.1
321	Seevic College	365	0.1
322	Shrewsbury Sixth Form College	163	0.1
323	Sir George Monoux College	116	0.0
324	Sir John Deane's College	135	0.1
325	Sixth Form College, Colchester	1	0.0
326	Spelthorne College	156	0.1
327	St Brendan's Sixth Form College	159	0.1
328	St Charles Catholic Sixth Form College	111	0.0
329	St Dominic's Sixth Form College	100	0.0
330	St Francis Xavier Sixth Form College	173	0.1
331	St John Rigby College	114	0.0
332	St Mary's College	92	0.0
333	St Mary's College, Blackburn	250	0.1
334	St Vincent College	269	0.1
335	Stockton Sixth Form College	95	0.0
336	Strode's College	132	0.1
337	Tauntons College	231	0.1
338	The Sixth Form College Brooke House	178	0.1
339	The Sixth Form College, Farnborough	392	0.2
340	The Sixth Form College, Solihull	291	0.1
341	Thomas Rotherham College	176	0.1
342	Totton College	498	0.2
343	Tynemouth College	158	0.1
344	Varndean College	246	0.1
345	Widnes and Runcorn Sixth Form College	159	0.1
346	Wilberforce College	212	0.1
347	Winstanley College	230	0.1
348	Woking College	129	0.1
349	Woodhouse College	92	0.0
350	Worcester Sixth Form College	287	0.1

Appendix 1 *continued*

#	College Name	Staff	Percent
351	Worthing College	190	0.1
352	Wygeston and Queen Elizabeth I College	241	0.1
353	Wyke Sixth Form College	173	0.1
354	Xaverian College	208	0.1
355	Askham Bryan College	386	0.2
356	Berkshire College of Agriculture	268	0.1
357	Bicton College	318	0.1
358	Bishop Burton College	573	0.2
359	Brooksby Melton College	850	0.3
360	Cannington College	294	0.1
361	Capel Manor College	227	0.1
362	Easton College	179	0.1
363	Hadlow College	202	0.1
364	Hartpury College	643	0.3
365	Kingston Maurward College	243	0.1
366	Moulton College F.E.C	540	0.2
367	Myerscough College	800	0.3
368	Otley College of Agriculture and Horticulture	293	0.1

#	College Name	Staff	Percent
369	Pershore Group of Colleges	420	0.2
370	Plumpton College	332	0.1
371	Reaseheath College	434	0.2
372	Rodbaston College	144	0.1
373	Sparsholt College, Hampshire	460	0.2
374	Cleveland College of Art and Design	289	0.1
375	Herefordshire College of Art and Design	178	0.1
376	Leeds College of Art and Design	126	0.1
377	Leeds College of Music	299	0.1
378	Plymouth College of Art and Design	266	0.1
379	City Literary Institute (The)	278	0.1
380	Fircroft College of Adult Education	27	0.0
381	Mary Ward Centre	192	0.1
382	Morley College	556	0.2
383	Northern College for Residential Adult Education	192	0.1
384	Plater College	49	0.0
385	Ruskin College	103	0.0
386	Working Men's College Corporation	162	0.1

Appendix 2

Local Learning and Skills Councils involved in the 2004/2005 SIR Data Collection

#	LLSC	Number of responses	Percentage total
1	Bedfordshire and Luton	2,785	1.1
2	Berkshire	3,382	1.4
3	Birmingham and Solihull	6,333	2.6
4	Black Country	6,192	2.5
5	Bournemouth, Dorset and Poole	2,142	0.9
6	Cambridgeshire	3,537	1.4
7	Cheshire and Warrington	4,582	1.9
8	County Durham	2,952	1.2
9	Coventry and Warwickshire	5,360	2.2
10	Cumbria	1,569	0.6
11	Derbyshire	2,914	1.2
12	Devon and Cornwall	8,524	3.5
13	Essex	4,610	1.9
14	Gloucestershire	3,280	1.3
15	Greater Manchester	15,517	6.3
16	Greater Merseyside	6,837	2.8
17	Hampshire and Isle of Wight	11,796	4.8
18	Herefordshire and Worcestershire	4,550	1.8
19	Hertfordshire	3,745	1.5
20	Humberside	5,346	2.2
21	Kent and Medway	5,200	2.1
22	Lancashire	10,288	4.2
23	Leicestershire	4,918	2.0
24	Lincolnshire and Rutland	2,714	1.1

#	LLSC	Number of responses	Percentage total
25	London Central	7,577	3.1
26	London East	7,751	3.2
27	London North	5,035	2.0
28	London South	5,765	2.3
29	London West	5,163	2.1
30	Milton Keynes, Oxfordshire and Buckinghamshire	4,536	1.8
31	Norfolk	3,074	1.2
32	North Yorkshire	3,292	1.3
33	Northamptonshire	3,323	1.4
34	Northumberland	556	0.2
35	Nottinghamshire	7,177	2.9
36	Shropshire	2,632	1.1
37	Somerset	3,350	1.4
38	South Yorkshire	7,079	2.9
39	Staffordshire	6,582	2.7
40	Suffolk	2,787	1.1
41	Surrey	4,460	1.8
42	Sussex	8,397	3.4
43	Tees Valley	4,404	1.8
44	Tyne and Wear	5,155	2.1
45	West of England	4,699	1.9
46	West Yorkshire	11,352	4.6
47	Wiltshire and Swindon	2,786	1.1

Appendix 3

Detailed Categories of Work Provided

General Work Category	Detailed Work Category	Gender		Total	% of workforce
		F	M		
Managers	college administrator/manager	2,665	2,207	4,872	1.98
	centre (sub-college) administrator	519	289	808	0.33
	finance administration/manager (bursar)	411	381	792	0.32
	librarian	588	141	729	0.30
	marketing administrator/manager	600	231	831	0.34
	computer/database manager	182	633	815	0.33
	estate/site manager	113	563	676	0.27
	other administrator/manager	3,592	1,830	5,422	2.20
Administrative and professional staff	careers officer	523	159	682	0.28
	student co-ordinator	1,567	545	2,112	0.86
	admissions co-ordinator	486	69	555	0.23
	examinations co-ordinator	531	135	666	0.27
	sports centre manager	51	92	143	0.06
	finance officer	662	246	908	0.37
	personnel officer	600	74	674	0.27
	adult education administrator	429	101	530	0.22
	assistant librarian	469	96	565	0.23
	office manager	426	126	552	0.22
	principals secretary/personnel assistant	579	7	586	0.24
other administrative/professional staff	8,215	3,219	11,434	4.65	
Technical staff	computer/database officer	373	751	1,124	0.46
	computer technician	323	2,176	2,499	1.02
	reprographics manager	70	89	159	0.06
	senior laboratory/workshop technician	211	461	672	0.27
	laboratory/workshop technician	945	1,823	2,768	1.13
	arts technician	443	571	1,014	0.41
	audio/video technician	67	425	492	0.20
	other technical staff	1,806	2,038	3,844	1.56
	learning support technician	2,159	1,139	3,298	1.34
Word processing, clerical and secretarial staff	word processor operator/clerical assistant	1,098	125	1,223	0.50
	administrative assistant	8,563	1,146	9,709	3.95
	secretary	1,113	8	1,121	0.46
	receptionist/telephonist	2,122	111	2,233	0.91
	finance assistant	1,409	236	1,645	0.67
	personnel assistant	632	41	673	0.27
	library assistant	1,766	314	2,080	0.85
	exams assistant	1,698	764	2,462	1.00
	admissions assistant	1,186	207	1,393	0.57
	reprographics assistant	357	208	565	0.23
	other clerical/secretarial staff	2,832	738	3,570	1.45
Service staff	caretaker	77	1,575	1,652	0.67
	site assistant	124	855	979	0.40
	security officer	69	714	783	0.32
	maintenance staff e.g. electrician, plumber	30	895	925	0.38
	learning support assistant	8,801	2,108	10,909	4.43
	nurse (including nursery nurse)	1,308	14	1,322	0.54
	nursery/creche assistant	2,911	57	2,968	1.21
	catering manager	241	90	331	0.13
	catering assistant	3,193	466	3,659	1.49
	gardener/groundperson	70	292	362	0.15
	cleaner	3,791	1,211	5,002	2.03
	other service staff	5,460	3,473	8,933	3.63
Teaching staff	member of teaching staff (no categorisation)	77,849	53,435	131,284	53.37

Appendix 4

Detailed Ethnic Categories

Ethnicity	Frequency	Percent
Asian or Asian British – Bangladeshi	789	0.3
Asian or Asian British – Indian	3,570	1.5
Asian or Asian British – Pakistani	1,696	0.7
Asian or Asian British – any other Asian background	1,383	0.6
Black or Black British – African	2,159	0.9
Black or Black British – Caribbean	3,368	1.4
Black or Black British – any other Black background	897	0.4
Chinese	657	0.3
Mixed – White and Asian	289	0.1
Mixed – White and Black African	167	0.1
Mixed – White and Black Caribbean	340	0.1
Mixed – any other Mixed background	650	0.3
White – British	197,021	80.1
White – Irish	1,567	0.6
White – any other White background	7,493	3
Any other	2,354	1
Not known/not provided	21,605	8.8
Total	246,005	100

Lifelong Learning UK is the Sector Skills Council for lifelong learning. It is responsible for workforce planning and for leading professional development in a workforce of more than 1 million. It supports employers and their workforce in Community Learning and Development; Further Education; Higher Education; Libraries, Archives and Information Services; and Work-Based Learning.

Lifelong Learning UK

5th Floor St Andrews House
18-20 St Andrew Street
London EC4A 3AY

Telephone: 0870 757 7890
Fax: 0870 757 7889
LLUK Helpline: 020 7936 5798
SVUK: 0870 757 7892

enquiries@lifelonglearninguk.org
www.lifelonglearninguk.org



Skills for Learning Professionals