College staff survey 2018

Research report

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Executive Summary

Introduction and background

Kantar Public, working with RCU, was commissioned by the Department for Education to deliver the College Staff Survey 2018. All General Further Education (GFE) and FE specialist colleges in England were in-scope for the research. The research contained three components: a principals' survey; a teachers and leaders survey; and a staff return questionnaire, which asked colleges to return administrative data.

The research was commissioned to improve the workforce data available to DfE and the wider sector on teachers and leaders in FE colleges in England; provide insights into the experience, qualifications and expectations of teachers and leaders in general and specialist FE colleges; and provide insights into churn within the sector.

The teachers and leaders and principals' surveys were conducted online, with a telephone option for principals and paper option for the staff return. Fieldwork began with a soft launch of the research in February 2018. The main stage began in April 2018 and fieldwork finished in June 2018. In total, 140 principal surveys; 9,603 teacher and leader surveys; and 117 staff return questionnaires were completed. Data have been weighted to account for non-response amongst different types of college and staff characteristics (where relevant).

This report contains findings amongst principals, teachers and leaders within general and specialist FE colleges. Teachers were defined as anyone who said their main role was Advanced Practitioner or teacher, lecturer or tutor; or whose role involved regular teaching. Leaders were defined by anyone who said their main role was a governor; part of the Senior Leadership Team; middle or junior manager; or who were a staff-governor. Respondents were classed as both a teacher and a leader if their survey responses met both these criteria.

Composition and background of college teaching and leadership staff

Population estimates from the staff return estimated there were 66,970 teachers and leaders within FE colleges. Nearly nine in ten (88%) were teachers and the remaining 12% were leaders.

The age and gender profiles for teachers and leaders showed that the workforce was skewed towards women and those aged 45-59. Teachers tended to be younger than leaders with 16% of teachers aged 35 or younger compared with only nine per cent of leaders. The majority of teachers and leaders were white British. Over nine in ten

teachers and leaders said this was the case (95% for both teachers and leaders in response to being white and British).

Income varied quite substantially by role, as would be expected. Nearly seven in ten leaders (67%) earned more than £35,000 compared with 11% of teachers. More than half of principals (57%) earned between £100,000 and £149,000.

Support and opportunities for staff in the FE sector

Teachers and leaders were asked how satisfied they were with opportunities to develop their career in FE. Less than half of teachers (41%) said they were satisfied with the opportunities available. This compared with 64% of leaders who were satisfied with opportunities to develop their career. This may reflect that leaders had already experienced some career development to get to their current role.

More than one in seven teachers (15%) and leaders (16%) had accessed financial support during their time working in FE. The FE training bursary was the most common form of financial support accessed.[1] One in ten teachers (9%) and leaders (10%) had accessed the bursary, which was available until 2012.

The best and most challenging parts of working in FE

Working with learners was most often cited as the best part of working in FE for teachers (90%) and leaders (85%). Teachers said that learner achievement (30%) and learner progression (40%) were the best parts of working in FE. However, 30% of teachers also said working with learners was the main challenge of working in FE.

Workload was the most commonly cited challenge or difficulty of working in FE by teachers (48%). Teachers gave a wide range of responses to the main difficulty of working in FE. This likely reflects the varied and complex role of teachers in FE colleges.

Leaders were more likely than teachers to cite funding (62% compared with 31% of teachers) and government policy (23% compared with 8% of teachers) as the main difficulties of working in FE. More than a third of leaders said that workload was the main difficulty (37%).

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[1] This bursary was offered through the Department for Business, Innovation and Skills (BIS)

Composition of workforce

The proportions of teaching staff across vocational subject(s) taught were consistent across all regions. The exceptions to this were a higher concentration of agriculture teachers in the North West (which corresponds to a higher number of land-based colleges in the region); a concentration of construction teachers in Yorkshire and the Humber; and engineering and manufacturing teachers in the North East.

A large proportion of teachers taught only vocational provision (72%). Less than one in five (17%) teachers only taught academic provision.[2] The majority of teachers felt that they were qualified to teach to at least level 3 (see appendix table 26).

Construction, and engineering and manufacturing had some of the highest volumes of staff and teaching hours. Creative and design had the highest proportion of teachers of vocational qualifications (10%). English and maths had the highest volumes of teachers for academic qualifications (4% in each).

Qualifications and previous experience in industry

Teachers were asked what teaching qualifications and status they held. Teachers, leaders and principals were also asked about any experience they had in industry.

Almost all teachers (93%) held a teaching qualification. The most commonly held qualification was a level 7 qualification, for example a Postgraduate Certificate in Education (PGCE), which 45% of all teachers held.

Around four in ten teachers (41%) held a teaching related professional status. The most commonly held were Qualified Teacher Status (QTS – 23%) and Qualified Teacher Learning and Skills status (QTLS – 16%).

The vast majority of principals (82%) and leaders (73%) had worked in industry before becoming a leader. This compared with 64% of teachers who had worked in industry. Teachers were asked whether they had ever worked in industry related to any of the vocational subjects they taught. Industry experience was most common amongst teachers of sales, marketing and procurement (88%); hair and beauty (87%); and agriculture (86%).

Teachers were also asked whether they currently worked in industry (not necessarily related to subjects they taught in). More than one in six teachers (17%) worked in

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[2] Primarily GCSEs or A-levels delivered within a college setting

industry at the time of interview. This was most common among teachers of hair and beauty (31%); creative and design (30%); and agriculture (29%).

Nearly three-quarters (73%) of leaders and 68% of principals had worked as a teacher, tutor or lecturer before becoming a leader. This suggests the vast majority of leaders in FE colleges had worked their way up to a leadership role after starting out as a teacher.

Recruitment and retention

Principals were asked which subjects their college found it most difficult to recruit in. The staff return also asked colleges to provide the number of vacancies they held at time of interview. This data, combined with teachers and leaders data which asked whether staff were likely to leave FE in the next twelve months, provides an understanding of recruitment and retention challenges in the sector.

Construction, engineering and manufacturing, and digital/IT had some of the highest vacancy rates (4% or higher) and were identified by principals as the most difficult vocational subjects to recruit in. Construction (22%), and engineering and manufacturing staff (20%) were also more likely to say they were 'very likely' to leave FE in the next twelve months or already had a job outside FE. This suggests there were particular challenges in these subjects. Construction and digital/IT are among the first T Level routes, planned to launch in 2020.

Three quarters (75%) of principals identified maths as the most difficult academic subject to recruit teachers compared with 42% who identified English as the most difficult academic subject to recruit in. Numeracy and literacy also held some of the highest vacancy rates and were the most difficult 'other' (non-vocational and non-academic) provision to recruit in. This chimes with issues in the school sector recruiting and retaining maths teachers in particular.[3]

Principals were asked what challenges they faced in recruitment and retention. The most common responses were competition from higher salaries in industry (22%) and schools (17%). A lack of qualified staff (18%) was also given as a challenge in recruitment.

One in seven (14%) teachers said they were very likely to leave FE and two per cent said they already had a job outside FE. Nearly six in ten teachers (58%) said they were unlikely to leave the FE sector in the next twelve months.

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[3] https://royalsociety.org/~/media/policy/Publications/2018/14-03-2018-maths-snapshot-teaching.pdf

Nearly half of teachers who already had a job offer outside FE said they were leaving either because of perceived poor college management (44%) or pay (42%).

Similarly, teachers who said they were likely to leave FE in the next twelve months were asked why they were considering leaving. The most common responses were workload (40%), perceived poor college management (39%) and pay (35%). This suggests perceived college management and pay are important tipping factors to teachers leaving FE.

Next steps

Kantar Public will be conducting a follow-up survey in 2019 with teachers and leaders. The follow-up survey will focus on staff who have moved role or have a job outside FE and explore reasons why they have moved. This will provide further evidence on reasons for churn within FE colleges.

1.   Introduction

This report draws together findings from the College Staff Survey 2018, conducted by Kantar Public and RCU on behalf of the Department for Education. The College Staff Survey comprised three separate surveys which were issued via the principal's office in all in-scope General FE and Specialist FE Colleges (excluding sixth form colleges). Principals, leaders[4] and teachers within their colleges were invited to take part in online surveys. All colleges were also asked to complete a staff return, providing administrative data on the composition of their teaching and leadership staff for Kantar Public to create population estimates.

There will be a follow up survey in 2019 focusing on the reasons why teachers and leaders move role within and outside of the FE sector. This will provide further evidence on reasons for churn in FE colleges.

A small number of colleges and college groups (20 in total) were invited to take part in a soft launch of the research from 19th February 2018. This was to test the approach and estimate the likely response rate for the research. The main stage of the research was launched on 16th April and fieldwork closed on 6th June 2018. In total, 140 college principals took part; 9,603 teachers and leaders took part, including 8,123 staff with teaching responsibilities; and 117 staff return questionnaires were provided.

The FE sector is complex and covers a wide range of providers, including FE colleges, Independent Training Providers (ITPs), local authorities (LAs) and charitable or voluntary training providers. The FE sector is vast and diverse, the College Staff Survey only provides insight into general and specialist FE colleges. Further research is expected to follow that will cover wider parts of the FE sector, As such, the findings in this report reflect teachers and leaders within general and specialist FE colleges only. The report may make reference to the FE sector more widely where this wording was used in the questionnaire, however findings still only represent the views of teachers and leaders within general and specialist FE colleges.

Background

The UK economy faces many critical challenges[5]: advances in technology and the changing nature of work suggest that an estimated 10-35% of UK jobs are at high risk of replacement in the next 20 years; an ageing population is increasing the need for adults

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[4] Including governors
[5] *Foresight Review into the Future of Skills and Lifelong Learning*
https://www.gov.uk/government/collections/future-of-skills-and-lifelong-learning

to reskill throughout their extended working lives; the UK economy has an entrenched productivity gap relative to other advanced economies; and social mobility is low by international standards and does not appear to be improving[6].

As outlined in the government's recent Industrial Strategy[7], if these issues are to be successfully addressed, improving both productivity and social mobility, then adults will need to upskill and retrain throughout their working lives. In this context, FE and apprenticeships, are strategically important – they have a central role in developing and maintaining an internationally competitive skills base. FE and apprenticeships are key to DfE's current strategic priority to ensure that all 19-year-olds are able to access high-quality work or study options. In the Department's single departmental plan,[8] a pledge to 'transform professional and technical education' and raise the status of the FE teaching profession is made to ensure FE is a high-quality alternative to academic post-16 study. To this end, FE is undergoing significant reform, aiming to simplify qualifications, and improve standards. The Post-16 Skills Plan, expresses an ambition that learners are presented with two choices: academic or technical (covering college-based and employment-based – apprenticeship – education). The centrepiece of this reform will be the introduction of T Levels in 2020 with 20,000 courses replaced with 15 high-quality routes.

T Levels will sit alongside apprenticeships within a reformed skills system, with the Government having pledged to enable three million apprenticeship starts by 2020. The Government's 2013 implementation plan, informed by the Richard Review into the Future of Apprenticeships,[9] focused on a new approach. This was based on standards designed by employers to meet their needs, those of the sector and the wider economy, while also introducing vigorous new criteria that apprentices need to meet to ensure that the apprenticeship has value to them as they progress through their career. The introduction of a new apprenticeship levy in April 2017 is a key policy to drive growth in apprentice numbers and, with it, the productivity of the UK economy. The levy places a greater emphasis on employer ownership, aiming to increase employer interest in apprenticeships and at the same time secure new funds to further support and build apprenticeships as a high-quality training route for the long term. Following the

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[6] *7 key truths about social mobility, the interim report of the APPG on social mobility*
https://www.raeng.org.uk/publications/other/7-key-truths-about-social-mobility
[7] *Industrial Strategy White Paper*
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664563/industrial-strategy-white-paper-web-ready-version.pdf
[8] https://www.gov.uk/government/publications/department-for-education-single-departmental-plan/may-2018-department-for-education-single-departmental-plan
[9]
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/253073/bis-13-1175-future-of-apprenticeships-in-england-implementation-plan.pdf

introduction of the apprenticeship levy, the Government published the English Apprenticeship 2020 vision which sets out plans for apprenticeships over the next five years.[10]

A thriving FE sector with a strong workforce is fundamental to delivering these reforms and supporting the government's social mobility agenda. The 'State of the Nation' report[11] highlighted a geographical divide in social mobility which is impacting young people from lower-income families and causing their mobility to slow or stop. Fundamental changes to the FE sector are considered important in kick-starting social mobility for millions of families[12], and encouraging social change.

We should also acknowledge that FE is continuing to restructure following the completion of the Area Review of the post-16 education and training sector in March 2017. In a drive for larger, more resilient and efficient providers, the Review recommended a total of 52 mergers. While not all are expected to take place, the changes have led to higher than usual levels of interim principals and other temporary leaders in the sector, and staff turnover is typically higher than the UK average across all sectors and types of employment (18% compared with 16% average in 2015[13])[14]. There is also an expectation that the changes will lead to higher levels of specialisation in the sector.

Prior to the current research, there was relatively limited data on the skills and experience of teachers and leaders in general and specialist FE colleges and how that matches the requirements of the posts they fill. The survey findings complement and add to existing FE workforce data including the Education and Training Foundation's Staff Individualised Record (SIR) data.[15]

Aims and objectives

DfE commissioned the 2018 College Staff Survey to improve the data it holds on teachers and leaders in FE colleges, including experience and background, qualifications and satisfaction of working in FE. The College Staff Survey sits within a wider programme of research commissioned by DfE to provide a richer evidence base for the FE sector, which will help DfE develop effective and supportive policy which maximises the benefits

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[10] https://www.gov.uk/government/publications/apprenticeships-in-england-vision-for-2020

[11] Social Mobility Commission: State of the Nation 2016: social mobility in Great Britain https://www.gov.uk/government/publications/state-of-the-nation-2016

[12] 'Left behind Britain' narrowing the social mobility divide https://www.gov.uk/government/news/left-behind-britain-narrowing-the-social-mobility-divide

[13] AoC college workforce survey https://www.aoc.co.uk/sites/default/files/AoC%20College%20Workforce%20Survey%202016%20-%20summary%20of%20findings%20March%202017%20-%20FINAL_0.pdf

[14] EEF Labour Turnover Report https://www.eef.org.uk/resources-and-knowledge/research-and-intelligence/industry-reports/labour-turnover-report

[15] SIR provides robust estimates for workforce demographics, staffing numbers and pay across all FE and training. The SIR website (https://www.sirdatainsights.org.uk/) and latest reports (https://www.sirdatainsights.org.uk/datainsight) provides more information.

for providers and learners. The research will also be used to better understand the challenges faced in general and specialist FE colleges and raise the profile and prestige of the sector. The research was developed to address the following aims:

- Improve data and understanding on teachers and leaders in general and specialist FE colleges in England.

- Provide vital insights into the experiences, qualifications and expectations of teachers and leaders in FE colleges.

- Provide insights into the churn of staff within FE colleges.

A fourth initial objective – to measure how staff in colleges were supported in their professional development – was not pursued, as this was covered by research on the training needs of the sector carried out by the Education and Training Foundation (ETF) in 2017.[16]

Methodology

Kantar Public was commissioned to design and delivery of the research. The College Staff Survey included three separate surveys which were sent to colleges:

- **Principals' questionnaire**: principals were asked to complete an online survey about their background and experience; perception of recruitment and retention in their college(s); and demographic measures. Principals were given the option to complete the survey by telephone.

- **Teachers and leaders' questionnaire**: teachers and leaders (including governors) in colleges were invited to take part in an online survey via their principal's office. The survey covered their background and experience in FE; teaching qualifications held; a series of measures about their satisfaction working in FE; and a number of demographic measures.

- **Staff return questionnaire**: colleges were sent a paper questionnaire which asked for administrative data on the number and type of staff employed at their institution. Colleges were offered the chance to complete the survey online.

Colleges received advance notification of the research request from DfE in the form of a ministerial letter, co-signed by the FE Commissioner. Around one week later, the Department issued formal invite emails to all colleges to notify them the research was being launched. Colleges were also sent a postal pack just before the research launched. These packs included an advance letter, explaining the purpose of the research; a paper

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[16] Training Needs Analysis study (2017-2018) https://www.et-foundation.co.uk/research/training-needs-analysis/

copy of the staff return questionnaire; and a guidance sheet to help with completion of the staff return questionnaire.

All invitations to take part in the research were sent to college principals and/or chief executive officers. The emails contained a link to the principals' survey for principals to complete. Principals were asked to distribute the teachers and leaders survey to staff internally using existing email distribution lists. An email attachment contained a link to the teachers and leaders' survey and text which principals could amend if preferred. This aided the distribution of the teachers and leaders survey and minimised the burden placed on principals' offices. Emails also contained a 'flyer' which colleges could use to promote the research internally. Finally, a set of summary instructions was included, summarising how the three surveys should be administered. Table 1 below summarises response rates across the three surveys.

Table 1: Survey response rates

Survey	Number issued	Number of responses achieved	Response rate
Principals' survey	199	140	70%
Survey of teachers and leaders: all respondents	N/A	9,603	14%
Survey of teachers and leaders: All leaders	N/A	2,486	32%
Survey of teachers and leaders: Governors only[17]	N/A	124	3%
Survey of teachers and leaders: Teachers only	N/A	8,123	14%
Staff return survey	199	117	59%
Institutional co-operation rate	*199*	*184*	*92%*

Response rates to the teachers and leaders survey were calculated using population estimates from the staff return data and as such should be treated as indicative.

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[17] Figures do not include staff-governors

The institutional co-operation rate represents the number and proportion of colleges who took part in at least one element of the research.

As shown in table 1, there was a lower response rate amongst governors. As a result, governors' responses have been included within the analysis of 'leaders' as a whole unless otherwise stated (some questions were not asked of governors as they were not appropriate) [18]. Findings for governors specifically should be viewed as indicative and not fully representative of the wider population of college governors.[19]

Questionnaire development

The three survey instruments went through extensive testing in advance of the main stage:

- Cognitive testing in four colleges between December 2017 and January 2018.
- Soft launch in February 2018.
- Usability testing in March 2018.

Kantar Public conducted an initial round of cognitive testing in four colleges before the soft launch. Cognitive testing was conducted between December 2017 and January 2018. Members of the Kantar Public research team went to colleges to discuss the survey content with principals and to get their views on the challenges they felt the sector faced; as well as specific feedback on how feasible the staff return would be for colleges to complete. Cognitive interviews were also carried out with a range of teachers and leaders in each college, to test the content of teachers and leaders survey.

Revisions were made to the questionnaires following cognitive testing.[20] The soft launch provided a field test of the pre-final questionnaires. Some minor refinements were made to the questionnaires between the soft launch and main stage.[21] Finally, RCU conducted usability testing with a further four colleges in March 2018. This was to specifically test the online survey interface and to ensure there were no accessibility issues.

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[18] For example, income from college which would not be appropriate given governors are unpaid.
[19] For more information, please see the technical report
[20] The technical report contains more information on what these changes were and why they were made.
[21] These are also summarised in the technical report.

Sampling

DfE provided a database of FE Colleges which included 283 colleges ('ESFA financial management: college accounts'). The database included the provider's address, email address, telephone number and the principal's name. This database was cleaned to remove sixth form colleges which were out of scope for the survey. All remaining colleges were regarded as 'in-scope'.

Following discussions with DfE and colleges themselves, college groups were treated as a single entity for the research (given staff are employed by the group rather than each component college). Our sample included 17 college groups made up of 49 colleges. The only exception to this was Newcastle College Group (NCG), where colleges within the group were contacted directly to take part in the research following a discussion with NCG on how best to administer the research.

Kantar Public and RCU reviewed the database shortly before fieldwork began to ensure that the contact information was up to date. This involved:

- Updating the list to account for colleges merging

- Checking that contact details were valid and updating them where necessary

- Where a change in leadership had occurred, updating the name and contact details of the principal

- In total, there were 199 eligible colleges or college groups within the sample.

A random, representative sample of colleges was selected to take part in the soft launch. Colleges were selected based on:

- Region

- Ofsted rating (Outstanding; Good; Requires Improvement / Inadequate)

- Size of college (by financial turnover)

- Whether the institution was a land-based college

- Whether the institution was part of a college group

A fuller outline of our sampling approach is included in the technical report.[22]

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[22] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/757383/College_Staff_Survey_technical_report.pdf

Weighting

A full description of the weighting a4pproach can be found in the technical report which accompanies this research report.[23] A summary of the weighting approach for each survey can be found below.

Principals' survey data weighting

Weights were required to compensate for non-response at the institution level. A logistic regression model[24] with known characteristics (sourced from 'Get Information About Schools'[25] and the ESFA financial benchmarking tool)[26] as predictor variables was used to estimate each respondent's probability of response. .

Multiple combinations of variables were tested to achieve a good fit to the survey data without an excess of predictor variables. The variables which were tested in the non-response model were:

- Index of Multiple Deprivation (IMD) decile
- Region
- ONS rural / urban
- College group / not a college group
- Land-based
- 2015/16 income (6 bands)
- 2015/16 Ofsted grade (for new groups this will be coded as N/A)

The final non-response model used the following predictors:

- Region
- Land-based

The final non-response weight was calculated by inverting the response probability of each respondent. The design effect resulting from the non-response weighting was 1.03 (Kish estimator), meaning that the overall effective sample size was estimated as c.138. The complex samples package of SPSS (or the survey package of Stata or R) should be

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/757383/College_Staff_Survey_technical_report.pdf

[24] A logistic regression model calculates the relationship between multiple variables. A logistic regression was used here to understand if likelihood of response differed significantly by the variables tested.

[25] https://get-information-schools.service.gov.uk/

[26] https://www.gov.uk/government/publications/financial-benchmarking-tool-for-colleges

used to calculate accurate effective sample sizes and margins of error for survey estimates.

Staff return data weighting

Weights were required to compensate for non-response at the institution level. A logistic regression model with known characteristics (sourced from 'Get Information About Schools' and the ESFA financial benchmarking tool) as predictor variables estimated each institution's probability of response. Multiple combinations of variables were tested to achieve a good fit to the survey data without an excess of predictor variables. The variables which were tested in the non-response model:

- Index of Multiple Deprivation (IMD) decile
- Region
- ONS rural / urban
- College group / not a college group
- Land-based
- 2015/16 income (6 bands)
- 2015/16 Ofsted grade (for new groups this will be coded as N/A)

The final non-response model used the following predictors:

- ONS rural / urban
- Group / not a group
- Land-based
- 2015/16 income (6 bands)

The final non-response weight was calculated by inverting the response probability of each respondent.

The design effect resulting from the non-response weighting was 1.08 (Kish estimator), meaning that the overall effective sample size was estimated as c.107. The complex samples package of SPSS (or the survey package of Stata or R) should be used to calculate accurate effective sample sizes and margins of error for survey estimates.

Cleaning staff return data

The staff return form completed by each College was checked for consistency. We attempted to re-contact colleges to obtain more accurate information where there were large discrepancies in the data returned. The staff data was also cleaned to ensure that

the data for each college was consistent. Details of this cleaning are provided in the technical report.[27]

Teachers and leaders' survey data weighting

Teachers

Weights were required to compensate for differential non-response. Estimates of the population size and profile were obtained from the weighted staff return survey. Response probabilities were then estimated by comparing the sample profile with the estimated population profile (from the weighted staff return data). Calibration weights were produced to ensure the sample matched the population estimates at the margins.

The design effect resulting from the non-response weighting was 1.70 (Kish estimator), meaning that the overall effective sample size was estimated as c.4,787. The complex samples package of SPSS (or the survey package of Stata or R) should be used to calculate accurate effective sample sizes and margins of error for survey estimates, taking into account the non-response weighting and the clustered nature of the data collection.

Leaders (excluding governors)

Weights were required to compensate for differential non-response. Estimates of the population size and profile were obtained from the weighted staff return survey. Response probabilities were then estimated by comparing the sample profile with the estimated population profile (from the weighted staff return data). Calibration weights were produced to ensure the sample matched the population estimates at the margins.

The design effect resulting from the non-response weighting was 1.15 (Kish estimator), meaning that the overall effective sample size was estimated as c.1,970. The complex samples package of SPSS (or the survey package of Stata or R) should be used to calculate accurate effective sample sizes and margins of error for survey estimates, taking into account the non-response weighting and the clustered nature of the data collection.

Leaders (including governors)

The governors and leaders weights were also used to construct a combined leaders weight. The separate weights (outlined above) were scaled according to the estimated

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[27]https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/757383/College_Staff_Survey_technical_report.pdf

population of each group; this ensures that governors and senior staff members are represented in correct proportion to their population size.

The design effect resulting from the non-response weighting was 2.51 (Kish estimator), meaning that the overall effective sample size was estimated as c.991. The complex samples package of SPSS (or the survey package of Stata or R) should be used to calculate accurate effective sample sizes and margins of error for survey estimates, taking into account the non-response weighting and the clustered nature of the data collection.

Analysis and reporting

The report covers findings from all three questionnaires. The report analyses teachers and leaders as two separate populations, although there was overlap between the two groups. Staff were included in both populations if they met the definitions for both groups. The definitions for teachers and leaders are as follows:

- **Teachers** were defined as any staff who described their role as a Lecturer, Teacher, Tutor, or Advanced Practitioner, or indicated that their role regularly involved teaching or lecturing.

- **Leaders** were defined as staff who described their role as a governor, members of the Senior Management Team (including vice-principals, working directors and CEOs, middle and junior managers (including managers of departments, divisions, units or teams or functions), and staff-governors.

The report looks at teachers of vocational qualifications, academic qualifications and other types of qualification (such as basic adult English and maths skills, English for Speakers of Other Languages (ESOL), supported learning, Special Educational Needs learning, Life skills and preparation for work). English and maths teaching was collected within academic and 'other' provision. The distinction captured academic qualifications in English and maths (typically GCSE or A Levels taught in a college setting) and separately basic literacy and numeracy qualifications which did not fall within academic provision (e.g. functional skills qualifications) within 'other' provision. The analysis of teachers of vocational qualifications is mapped to the 15 planned T Level routes:

- Agriculture, Environmental and Animal Care
- Business and Administrative
- Catering and Hospitality
- Childcare and Education
- Construction
- Creative and Design
- Digital / IT

- Engineering and Manufacturing
- Hair and Beauty
- Health and Science
- Legal, Finance and Accounting
- Protective Services
- Sales, Marketing and Procurement
- Social Care
- Transport and Logistics

Differences between subgroups are reported only when they are both statistically significant and relevant to the research objectives. Additional analytical conventions include:

- Statistical significance judged at the 95% confidence interval;

- Results with a base size of fewer than 100 respondents are not generally included as they are statistically unreliable and should be treated as indicative. Where they are, they should be interpreted with caution - the finding should be viewed as only indicative;

- Percentages for single-response questions may not always add up to exactly 100% because of rounding;

- Where respondents have given multiple responses to a question, the sum of the individual responses may be greater than 100%;

- Asterisks (*) are used in tables and figures where a response was given by more than one respondent but the proportion is less than one per cent of all responses.

- Population estimates have been rounded to the nearest 10. Associated confidence intervals have not been rounded.

- Colleges were asked to report head-count in the staff return rather than Full Time Equivalent (FTE).

Structure of report

The main body of the report is divided into six chapters:

- A **profile of teachers and leaders in FE colleges** looking at the composition of the workforce for teachers and leaders;

- How staff **are supported by their colleges** with a focus on financial support accessed and how staff perceive opportunities to develop their career in FE;

- The **best parts and main difficulties of working in FE** reported by teachers and leaders;

- The **composition of teaching and leadership staff** across provision and different contract types;

- The **qualifications and teaching status** teachers hold and their **experience in industry;**

- **Recruitment and retention challenges** amongst teaching staff looking at reported vacancy rates and feedback from college principals.

2. Composition and background of college teachers and leaders

Summary

- Population estimates show that there are approximately 66,970 teachers and leaders in FE colleges. Teachers make up 88% of the population, and leaders around 12% of the population.[28]

- The age and gender profiles for teachers and leaders were skewed towards women and those aged between 45 and 59. Teachers tended to be younger, with 16% of teachers aged under 35 compared with nine per cent of leaders. The gender split for principals was more balanced, but principals were older, with only one in ten aged under 45.

- The majority of the teachers and leaders in colleges were white, with only small proportions of BAME staff (6% teachers, 4% of leaders, 9% principals). ONS estimates 14% of the general population were BAME.[29] The vast majority of those working described themselves as British (95% of teachers and leaders, 93% of principals).

- Three quarters (76%) of teachers were employed on a permanent contract with their college, with two in ten on a sessional or flexible hours contract. More than one in ten teachers (14%) held multiple contracts for different roles within the same college.

- The incomes of teachers and leaders were understandably varied. Six in ten leaders[30] earned more than £35,000 per year, compared with one in ten teachers. Principals typically earned between £100,000 and £149,999.

This chapter presents a detailed profile of the teachers and leaders in FE colleges. It explores staff population estimates and the demographic background of teachers and leaders working in the sector. The population for all teachers and leaders working in

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[28] All figures are based on head counts rather than full-time equivalent staff (FTE)

[29] https://www.ethnicity-facts-figures.service.gov.uk/british-population/national-and-regional-populations/population-of-england-and-wales/latest

[30] This does not include college principals' incomes which are presented separately later in this section. College governors were not asked their income unless they worked for the college in another capacity. Leaders includes members of the senior management team and middle and junior managers.

colleges was estimated at 66,970 based on the staff return. All figures are presented in terms of headcount rather than Full-Time Equivalent (FTE).

Population estimates from staff return

Teaching staff made up 88% of the college workforce, with an estimated 58,980 teaching staff. Around one in ten staff were leaders (12%), with an estimated population of 7,990 (see table 2).

Table 2: Population estimates of the teachers and leaders in FE colleges

Category	Population estimate (n)	Confidence interval (n)	Proportion of all teachers and leaders (%)
All teachers and leaders	**66,970**	**+/- 4,348**	**100%**
All leaders	**7,990**	**+/- 310**	**12%**
Principals	199	*	*
Governors	2,900	+/- 86	4%
Heads of faculty / subject	3,020	+/- 251	5%
Other members of the senior leadership	1,840	+/- 164	3%
All teachers	**58,980**	**+/- 4,038**	**88%**
Supply staff (at time of interview)	3,070	+/- 862	5%

Base: Staff return, Q1: 'How many staff currently work for your college in the following leadership roles?'; Q2: 'How many teaching, training or lecturing staff currently work for your college?'; Q4: 'How many supply staff currently teach in your college?'; All colleges (117)

Types of contract held by teachers

The majority of teachers were employed on a permanent contract with the college (75%), with two in ten (21%) employed on a zero, minimal or flexible hours contract, as shown in table 3. The staff return asked colleges to record total headcount in each contract type, so staff could be recorded across multiple contract types. It was already known from cognitive testing that some staff were employed on multiple contracts with a college to cover different subjects taught. Survey evidence supported this. One in seven teaching staff (14%) said they had more than one contract with their college. This may account, in part, for the relatively high number of staff recorded on a flexible hours contract.

Table 3: How teachers are employed

How employed/contracted*	Population estimate (n)	Confidence interval (n)	Proportion of teaching population (%)
Permanent contract with college	44,450	+/- 3,193	76%
Temporary contract with college	4,520	+/- 829	8%
Zero/ minimal/ flexible hours contract	12,230	+/- 1,840	21%
Employed through an agency	2,660	+/- 726	5%
Self-employed / freelancer	260	+/- 111	*

Base: Staff return, Q5: 'And how many teaching, training or lecturing staff currently…?'; All colleges (117)

Note: percentages do not sum to 100% as staff could have multiple contracts
Percentages are of estimated total number of teachers from the staff return (58,980)

Based on data from the staff return, fewer than half of all teachers (45%) were contracted to work full-time, defined as 35 hours or more per week. Around a third (32%) were contracted to work part-time, defined as less than 35 hours per week. A quarter (23%) were contracted to work sessional or flexible hours. The staff return asked colleges to report head count, therefore these figures may include staff holding multiple contracts with the college. Staff Return data is not structured by individual staff members so cannot infer what contract(s) staff held.

Table 4: Teacher contracted hours

Contracted hours	Population estimate (n)	Confidence interval (n)	Proportion of teaching population (%)
Full-time (35 hours or more per week)	26,740	+/- 1,966	45%
Part-time (less than 35 hours per week)	18,650	+/- 1,612	32%
Sessional / flexible hours	13,590	+/- 1,839	23%

Base: staff return, Q3: 'How many of these teaching staff work…'; All colleges (117)
Percentages are of estimated total number of teachers from the staff return (58,980)

Contract status of teachers

As discussed above, three quarters (76%) of teaching staff were employed on a permanent contract with the college, 21% on a zero, minimal or flexible hours contract and eight per cent on a temporary contract. Small proportions (5%) were employed through an agency. The following measures are from the teacher and leader survey and look in more depth at the types of contract staff held and how many contracts they held.

Male teachers were more likely than female teachers to be employed on a permanent contract (79% of men, 74% of women). Women were more likely to be on a sessional or flexible hours contract (23% of women compared with 14% of men).

Number of contracted teaching hours

Teachers were asked how many hours they were contracted to teach in a normal week at their college. The highest proportion (37%) were contracted to teach between 11 and 20 hours a week, followed by 21 to 30 hours a week (28%). Teachers reported a mean of 18 contracted teaching hours per week.[31] Around one in ten (11%) said that it varied too much to say. Figure 1 shows responses in full.

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[31] Excluding teachers who said they didn't know or that it varied too much to say.

Figure 1: Number of contracted teaching hours
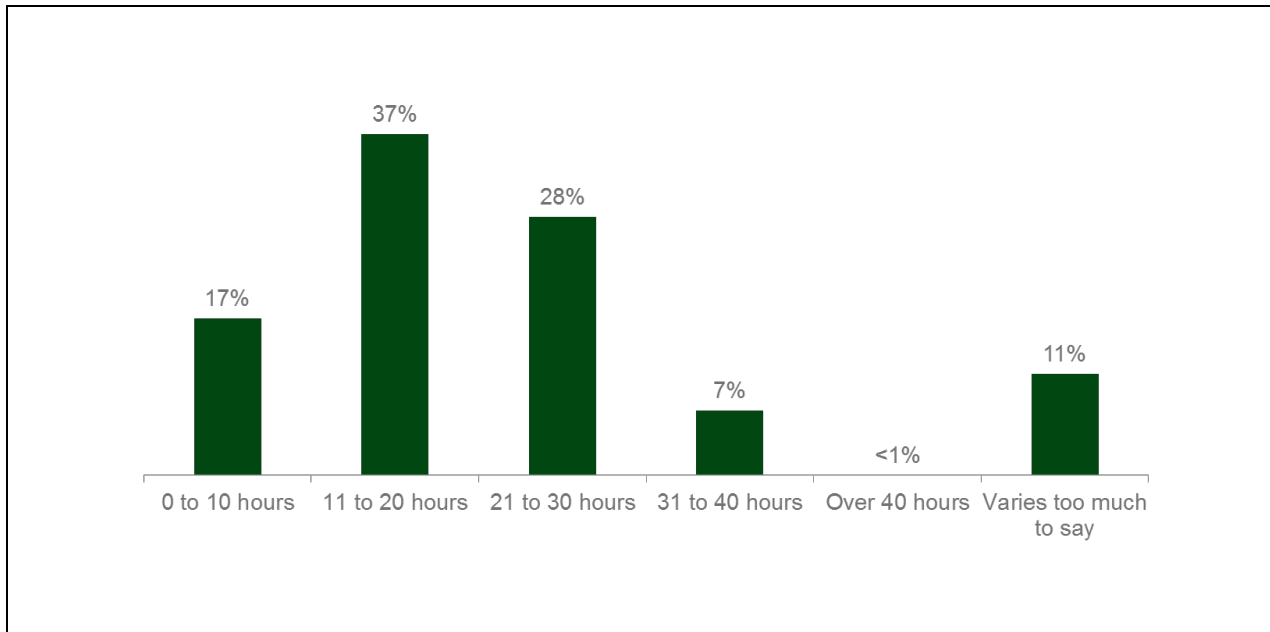
Base: Teachers and leaders survey, Q_hours: 'In a normal week where you are working at {insert name of college}, how many hours are you contracted to teach?' All teachers (8,123)

As might be expected, teachers whose main role was 'teacher, tutor or lecturer' were more likely to report contracted teaching hours ranging from 21 to 30 hours (32%) compared with those in all other roles (15%). Other teachers whose main role was not 'teacher, tutor or lecturer' were more likely to have contracted teaching hours between zero and ten hours (26% compared with 14% of teachers). There was also variation by the subject taught. This is explored in more detail in Chapter 5.

Number of contracts held with college

Teachers and leaders who had a direct contract with the college were asked whether they held a single contract for all the work they did at the college. Almost all leaders (97%) said they were on a single contract, compared with 86% of teachers.

Around one in seven teachers (14%) held different contracts for different roles at the same college. One in ten teachers (11%) held two different contracts with the college and two per cent held three different contracts. A small proportion (less than 1%) held four or more contracts. Teachers who were employed on sessional, flexible or zero hours contracts or temporary contracts were more likely than those employed on permanent contracts to have more than one contract with the college (39% on sessional, flexible or zero hours contracts and 36% on temporary contracts, compared with 13% on permanent contracts). FE colleges may use multiple contracts to cover staff teaching a range of subjects or a mix of responsibilities within college (e.g. teaching and administrative duties).

Teachers' experience of other college or education training providers

More than one in ten (13%) teachers were also working for other colleges or education and training providers in addition to the FE college they were sampled at. This was most common amongst teachers who taught qualifications in legal, finance and accounting (24% worked for other colleges or education and training providers), social care (19%) and health and science (16%).

Of those teachers who worked for multiple providers, 71% worked for just one other provider. Fewer than two in ten (17%) worked for two other providers. A small proportion (5%) worked for three or more other providers. A General Further Education College was the most common additional provider teachers worked for (Figure 2).

Figure 2: Other types of provider teachers work for

A general further education college — 27%
Exam board / Awarding body — 19%
Personal tutoring or other private arrangement — 17%
An independent private training company — 15%
The education service within a local authority — 10%
University — 7%
A charitable or voluntary training provider — 7%
Schools — 4%
A specialist further education college — 4%
Higher Education — 2%
A training division or unit of an employer — 2%
A Sixth Form college — 2%
Other — 7%
None of these — 8%

Base: Teachers and leaders survey, Q_IndCurrent2: 'Which of the following types of provider do you currently work for?' All teachers who work for other colleges or education and training providers (778)

Profile of teachers and leaders within general and specialist FE colleges

Age and gender profile

This section looks at the age and gender profile of teachers and leaders in colleges. Profiles for both teachers and leaders showed there were more female than male staff with a large proportion aged between 45 and 59.

Age and gender profile: teachers

The teaching workforce was predominantly female. Six in ten teachers were female (61%) and 36% were male. A small proportion (3%) preferred not to indicate their gender, as shown in Figure 3.

Figure 3: Age and gender profiles for teachers
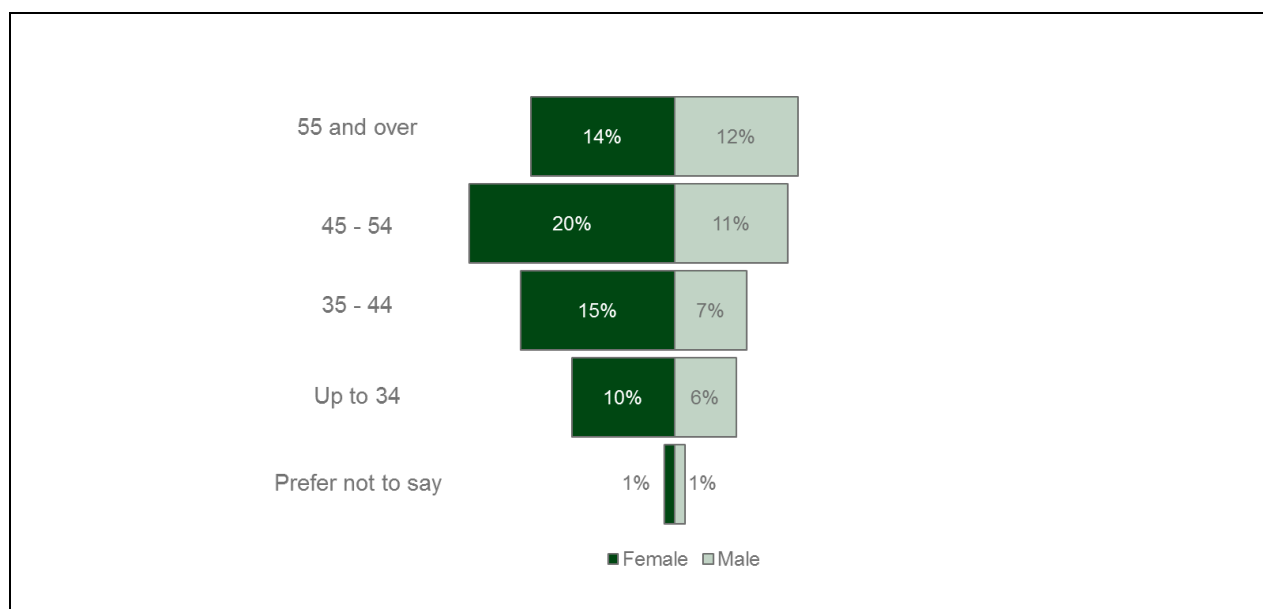
Base: Teachers and leaders survey, Q1 (Gender): 'Which of the following describes how you think of yourself?'; Q2 (Age): 'How old are you?', All teachers excluding those who said 'prefer not to say' or 'in another way' at Q1 (7,856)[32]

As demonstrated in Table 5, the gender profile of teachers varied by subject(s) taught. Some vocational provision was heavily skewed towards male teachers: subjects such as construction (91%), engineering and manufacturing (86%), and protective services (62%) were mainly taught by men. Conversely, subjects including hair and beauty (95%),

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[32] Chart excludes those who answered, 'prefer not to say' (249) or 'In another way' (17) at Q1 (Gender).

childcare and education (92%), social care (89%), sales, marketing and procurement (82%), and ESOL (81%) were mainly taught by women.

Table 5: Vocational teaching split by gender amongst teachers

Vocational subject	Base (n)	Male (%)	Female (%)
Agriculture, Environmental and Animal Care	470	30%	70%
Business and Administrative	538	30%	70%
Catering and Hospitality	247	36%	64%
Childcare and Education	526	8%	92%
Construction	689	91%	9%
Creative and Design	781	40%	60%
Digital / IT	515	56%	44%
Engineering and Manufacturing	717	86%	14%
Hair and Beauty	318	5%	95%
Health and Science	1,010	33%	67%
Legal, Finance and Accounting	160	34%	66%
Protective Services	193	62%	38%
Sales, Marketing and Procurement	122	18%	82%
Social Care	306	11%	89%
Transport and Logistics*	84	73%	27%

*Note: low base size, the finding should be viewed as only indicative. Base: Teachers and leaders survey, Q1 (Gender) Which of the following describes how you think of yourself? Q_AreaTeachTLevel What subject(s)/area(s) do you teach? Bases exclude those who said 'Prefer not to say' and 'In another way' at Q1 Gender

The age profile of teachers was much younger compared with leaders. Almost twice as many teachers were younger than 35 (16%) compared with leaders (9%). As detailed in Table 22 in Appendix 1, teachers of agriculture, environmental and animal care (28%

aged under 35), creative and design (26%), health and science (25%) and protective services (25%) were particularly likely to be under 35 compared with childcare and education (10% aged under 35), construction (8%), engineering and manufacturing (8%), business and administrative (7%) and catering and hospitality (5%). Teachers of construction (56%) and engineering and manufacturing (55%) were more likely to be 50 or older compared with all other teachers (42%). The age profile of teachers in construction and engineering and manufacturing is particularly pertinent, as these subjects were most difficult to recruit in and held some of the highest vacancy rates (discussed further in Chapters 4 and 6).

Age and gender profile: leaders

Over half of leaders working in general and specialist FE colleges were female (55%) and 44% were male. In total, more than half of leaders were aged between 45 and 59 years old (54%), 24% were aged between 35 and 44 and less than one in ten (9%) were aged under 35 (Figure 4).

Figure 4: Age and gender profiles for leaders
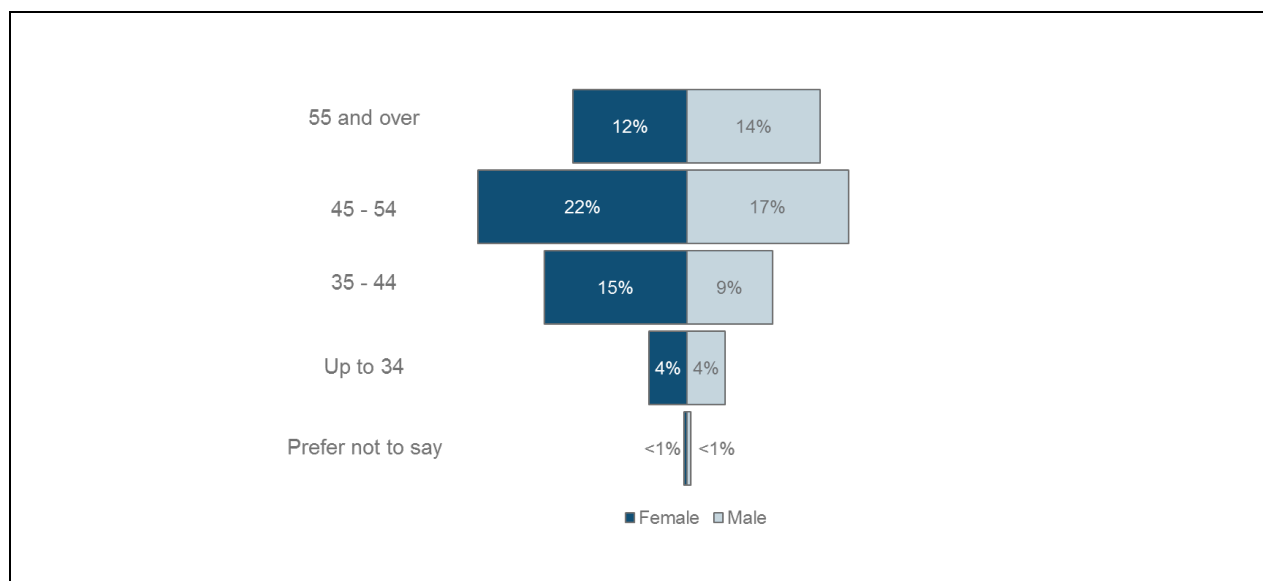
Base: Teachers and leaders survey, Q1 (Gender): 'Which of the following describes how you think of yourself?'; Q2 (Age): 'How old are you?' All leaders who provided their gender (2,486[33])

Ethnicity and nationality

The ethnicity and nationality profiles for teachers and leaders were broadly similar. The majority of both groups were White British (see Figure 5).

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[33] Chart excludes those who answered 'prefer not to say' at Q1 (Gender).

Nearly nine in ten (87%) teachers were White, and six per cent were from a Black Asian and Minority Ethnic (BAME) background. A similar proportion of leaders were White (91%), with four per cent from a BAME background. All responses from teachers and leaders are shown in Figure 5.

Figure 5: Ethnicity and nationality profile of teachers and leaders
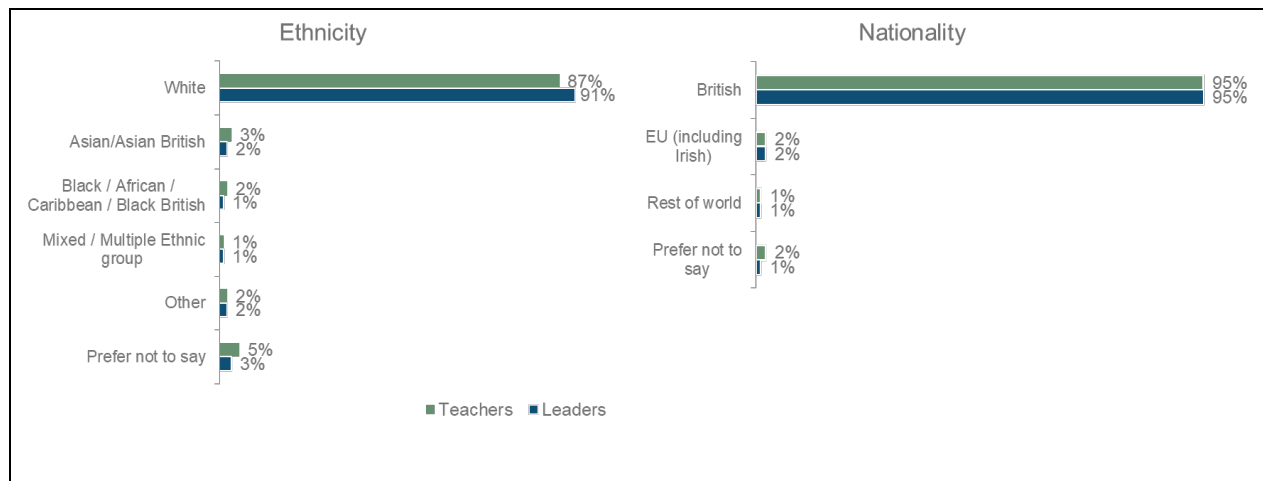
Base: Teachers and leaders survey, Q7 (Ethnicity): 'What is your ethnic group?'; Q5 (Nation): 'What is your nationality?'; Q_Nation2: 'How would you best describe your nationality?' All teachers (8,123), all leaders (2,486)

BAME teachers were more prominent in certain areas of college provision, including areas such as legal, finance and accounting (15% BAME), ESOL (15%) and digital/IT (11%). In contrast, there were relatively few BAME teachers in subjects such as catering and hospitality (2%), creative and design (2%), and agriculture, environmental and animal care (<1%). As might be expected, BAME teachers were also more prominent in London-based colleges (making up 19% of the capital's general and specialist FE college teacher workforce) compared with all other regions (5% of all teachers outside London).

The vast majority of both teachers and leaders (95%) described their nationality as British. Very small proportions described their nationality as non-UK EU nationals (2%), and just one per cent of both teachers and leaders described themselves as a non-EU national. Teachers based in London were less likely to be British (86%) compared with teachers in all other regions (95% outside London).

Disabilities and health problems

Teachers and leaders were asked whether they had any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more.[34]

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[34] This is the definition ONS recommend for defining someone with a disability.

Around one in seven (15%) teachers and 14% of leaders said that they had a disability. A higher proportion of teachers in certain subjects reported having a disability, including teachers of protective services (22%), social care (21%) and digital/IT (20%).

Length of time at college

Teachers and leaders were asked how long they had worked at their college (in any capacity). Unsurprisingly, leaders tended to have worked at the college for longer than teachers, although many in both groups had considerable experience (see Figure 6).

Figure 6: Length of time at college for teachers and leaders
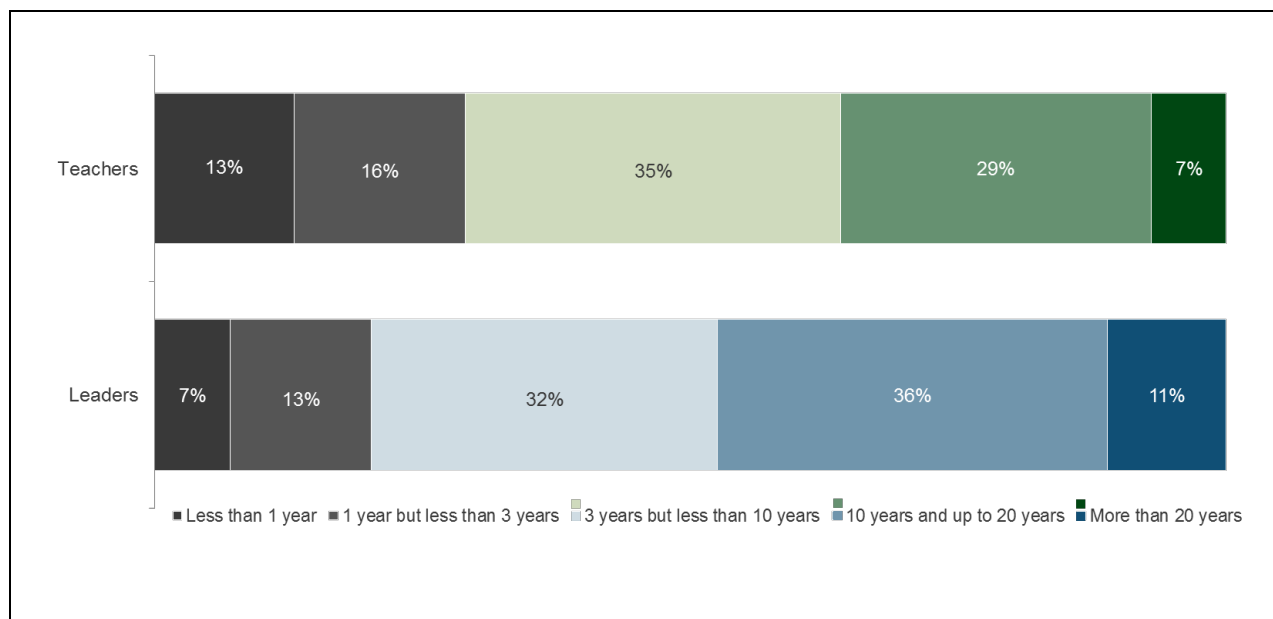
Base: Teachers and leaders survey, Q_longColl: 'How long have you been working for [this] college?' All teachers (8,123), all leaders excluding governors (2,402)

Around half (47%) of leaders had worked for their college for ten or more years, compared with 36% of teachers. Conversely, a higher proportion of teachers had worked for their college for less than three years (29% of teachers, compared with 20% of leaders). These differences probably reflect natural career progression within colleges, with many leaders having started as teachers before developing their career as a leader at the college. This is discussed further in Chapter 6.

Leaders who reported that their main role was part of the senior leadership team were more likely to have been at the college for less than three years (31%) compared with 18% of all other leaders. This suggests that there is a higher degree of turnover at the senior leadership team level.

Length of time in FE sector

Teachers and leaders were also asked how long they had worked in FE more generally, for any institution in any role (see figure 7). The findings point to a highly experienced workforce, with it being the norm for staff to have 10 or more years' experience in the FE sector. Teachers tended to have spent slightly less time working in the sector compared with leaders. Around half (52%) of teachers had worked in the sector for ten or more years compared with three quarters of leaders (69%).

Regionally, there was limited variation in experience of college staff. However, teaching staff in London tended to be more experienced in working in the FE sector than elsewhere in England. Around two thirds of teachers based in London had worked in the FE sector for at least ten years (65%) compared with around a half in all other regions (52% outside London). Related to this, teachers in London did tend to be older. Over half of teachers in London (53%) were aged 50 or older compared with 42% of all other teachers.

Figure 7: Length of time spent in the FE sector for teachers and leaders
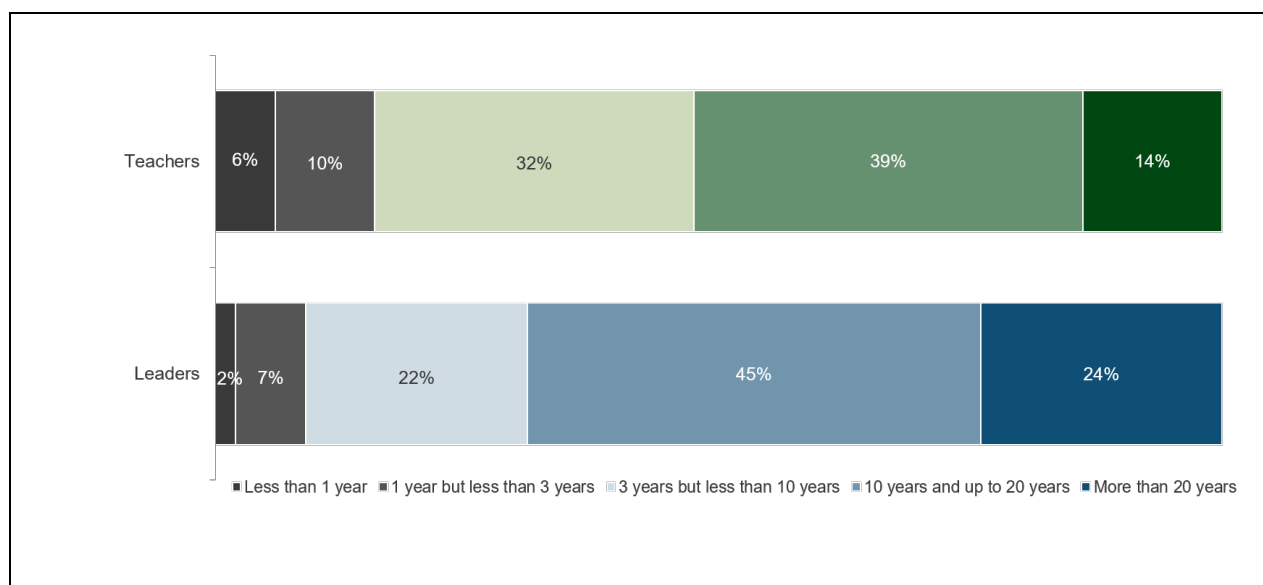
Base: Teachers and leaders survey, Q_longFE: 'In total, how long have you been working in the further education sector?' All teachers (8,123), all leaders (2,486)

Length of time in leadership roles

Leaders (including governors) were also asked specifically how long they had been a leader at their college and more generally within FE. The findings show that many college leaders held leadership roles elsewhere in FE before joining their current college. 16% of leaders had worked in the college as a leader for ten or more years whereas nearly

double (31%) had worked as a leader in the FE sector for ten or more years. Conversely, around a third (35%) had worked as a leader in FE for less than three years, compared with half (49%) who had worked at the college for less than three years. These findings suggest that many leaders have experience of working as a leader in a variety of FE institutions, possibly as a result of taking leadership roles where they arise at other settings rather than remaining at the same college throughout their career. Responses are shown in full in Figure 8.

Figure 8: Length of time as a leader at college vs leader in FE
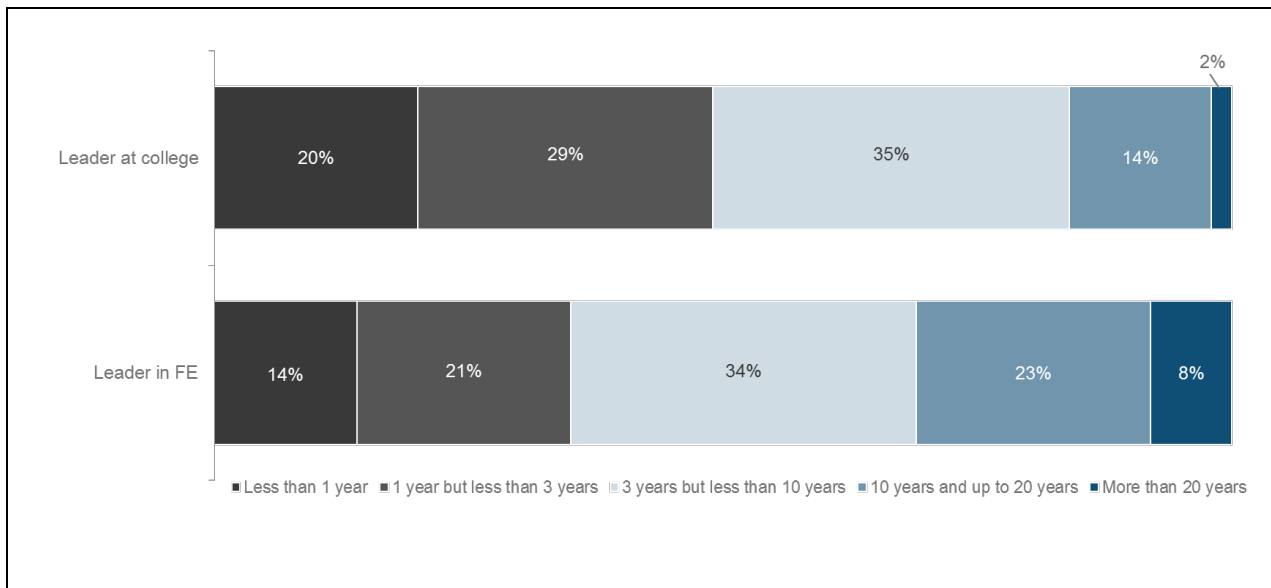
Base: Teachers and leaders survey, Q_LlongLeader: 'How long have you worked as a governor or leader at college?'; Q_longLeader: 'In total, how long have you been working as a governor or leader in FE – including time working for colleges, sixth form colleges or other Further Education providers?' All leaders at mainstage (2,470)

Incomes of teachers and leaders

Teachers and leaders were asked about their income from their college contract(s). Those who worked for other organisations were also asked their total income across all teaching or training they delivered. The total income of those who worked for multiple colleges was comparable to the income of those who worked for a single college.

Teachers' incomes

The figures in Table 6 represent teachers' total income from all teaching activities, including from the college they were sampled at and any other education or training

institutions they worked for.[35] Disaggregation based on Full Time Equivalent (FTE) was not possible as the survey did not collect total contracted hours.[36] As such, the income reported represents pay across a range of contracted hours.

Over a third of teachers (35%) were earning up to £20,000. Three in ten (31%) were earning between £20,000 to £29,999 and another quarter (25%) were earning between £30,000 to £39,999. Small proportions of teachers were earning less than £10,000 (11%) or £40,000 or more (3%). Direct comparisons between the incomes of college and school-based teachers are not straightforward – with different proportions of full- and part-time staff and different levels of teaching hours in the two sectors. However, in 2017, most classroom teachers in state-funded schools (71%) earned £30,000 or more. This suggests college teachers are paid significantly less on average.[37]

The incomes of male teachers were slightly higher than female teachers on average. A higher proportion of male teachers reported earning more than £30,000 (38%) compared with 21% of female teachers, as demonstrated in Table 6. This, at least in part, relates to a higher proportion of female teachers who worked part-time (27% compared with 9% of male teachers) and the predominance of male teachers in subjects which tend to command higher incomes as shown earlier in Table 5. These include construction, and engineering and manufacturing where 47% and 50% earned more than £30,000 per year (95% of construction teachers and 90% of engineering and manufacturing teachers were male). Chapter 6 outlines the recruitment challenges in these subjects, which may account for the higher wage potential (as colleges compete with industry and other education providers for teachers in these subjects).

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[35] 67 respondents gave a lower response for total income than income from college. In these cases the income from college was used.
[36] The survey did collect contracted teaching hours.
[37] https://www.gov.uk/government/statistics/school-workforce-in-england-november-2017

Table 6: Total annual income of teachers

Income	% of teachers
Up to £2,500	2%
£2,500 to £4,999	2%
£5,000 to £9,999	6%
£10,000 to £15,999	14%
£16,000 to £19,999	10%
£20,000 to £24,999	15%
£25,000 to £29,999	16%
£30,000 to £34,999	16%
£35,000 to £39,999	9%
£40,000 or above	3%
Don't know / Prefer not to say	7%
Banded income	
NET: Income up to £20,000	**35%**
NET: Income £20,000 to £29,999	**31%**
NET: Income £30,000 to £39,999	**25%**
NET: Income £40,000 or more	**3%**

Base: Teachers and leaders survey, Q3 (Income1) 'Thinking just about your role at {insert name of college}. Which of the following best describes your income just from this college?' All teachers (8,123); Q4 (Income2): 'And thinking about all of your teaching roles across all colleges / education and training providers. Which of the following best describes your total income from teaching / training?' Teachers who work for other colleges or training providers (778).

Table 7: Income from college amongst teachers shown by gender

Income	Male (%)	Female (%)
Up to £2,500	2%	3%
£2,500 to £4,999	2%	4%
£5,000 to £9,999	5%	8%
£10,000 to £15,999	9%	17%
£16,000 to £19,999	7%	12%
£20,000 to £24,999	13%	15%
£25,000 to £29,999	18%	15%
£30,000 to £34,999	23%	12%
£35,000 to £39,999	12%	7%
£40,000 or above	3%	2%
Don't know	1%	1%
Prefer not to say	4%	4%

Base: Teachers and leaders survey, Q1 (Gender) Which of the following describes how you think of yourself? Q3 (Income) Which of the following best describes your income just from this college? Male: 3,436; female: 4,419

Leaders' incomes

Four in ten leaders[38] (43%) reported earning £40,000 or more compared with only three per cent of teachers. Full responses are shown in Table 8.

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[38] This does not include college principals' incomes which are presented separately later in this section. College governors were not asked their income unless they worked for the college in another capacity. These findings include members of the Senior Management Team and middle and junior managers.

Table 8: Annual income from college for leaders

Income	% of leaders
Up to £2,500	*
£2,500 to £4,999	*
£5,000 to £9,999	*
£10,000 to £15,999	1%
£16,000 to £19,999	1%
£20,000 to £24,999	3%
£25,000 to £29,999	7%
£30,000 to £34,999	16%
£35,000 to £39,999	24%
£40,000 or above	43%
Don't know / Prefer not to say	5%
Banded income	
NET: Income up to £20,000	**2%**
NET: Income £20,000 to £29,999	**11%**
NET: Income £30,000 to £39,999	**40%**
NET: Income £40,000 or more	**43%**

Base: Teachers and Leaders survey, Q3 (Income1) 'Thinking just about your role at {insert name of college}. Which of the following best describes your income just from this college?' All leaders excluding governors (2,402); Q4 (Income2): 'And thinking about all of your teaching roles across all colleges / education and training providers. Which of the following best describes your total income from teaching / training?' All leaders who work for other colleges or training providers (102)

Leaders who were part of the senior leadership team (excluding principals) were more likely to be earning £40,000 or more (90%) compared with c.30% of other leaders. Leaders at colleges in London were also more likely to be earning £40,000 or more (63%) compared with those based in any other region (42% outside of London), which most likely reflects London weighting in salaries.

On average male leaders were likely to earn more than female leaders. A higher proportion of male leaders reported earning more than £35,000 (72%) compared with 63% of female leaders, demonstrated in Table 9. Similarly with teachers, this is in part related to the higher proportion of women leaders who worked part-time (12% of women, compared to 3% of men).

Table 9: Income from college amongst leaders shown by gender

Income	Male (%)	Female (%)
Up to £2,500	*	-
£2,500 to £4,999	*	*
£5,000 to £9,999	0%	*
£10,000 to £15,999	*	1%
£16,000 to £19,999	*	2%
£20,000 to £24,999	2%	5%
£25,000 to £29,999	6%	9%
£30,000 to £34,999	15%	17%
£35,000 to £39,999	27%	22%
£40,000 or above	45%	42%
Don't know	0%	*
Prefer not to say	4%	4%

Base: Teachers and leaders survey, Q1 (Gender) Which of the following describes how you think of yourself? Q3 (Income) Which of the following best describes your income just from this college? Male: 929; female: 1,297

Profile of principals

This section presents a profile of principals working in FE colleges. The findings are highly robust given a large majority of all invited principals took part in the principals' survey.

Age and gender of principals

There was an even split of male principals (49%) and female principals (49%). A small proportion of principals (two per cent) did not give a response.

As might be expected, principals tended to be older than the rest of teachers and leaders in FE colleges. Half (51%) were aged between 45 and 54 and 34% were 55 or older. Only around one in ten (11%) were under the age of 45. This profile is shown in Figure 9 below.

Figure 9: Age and gender profile of principals
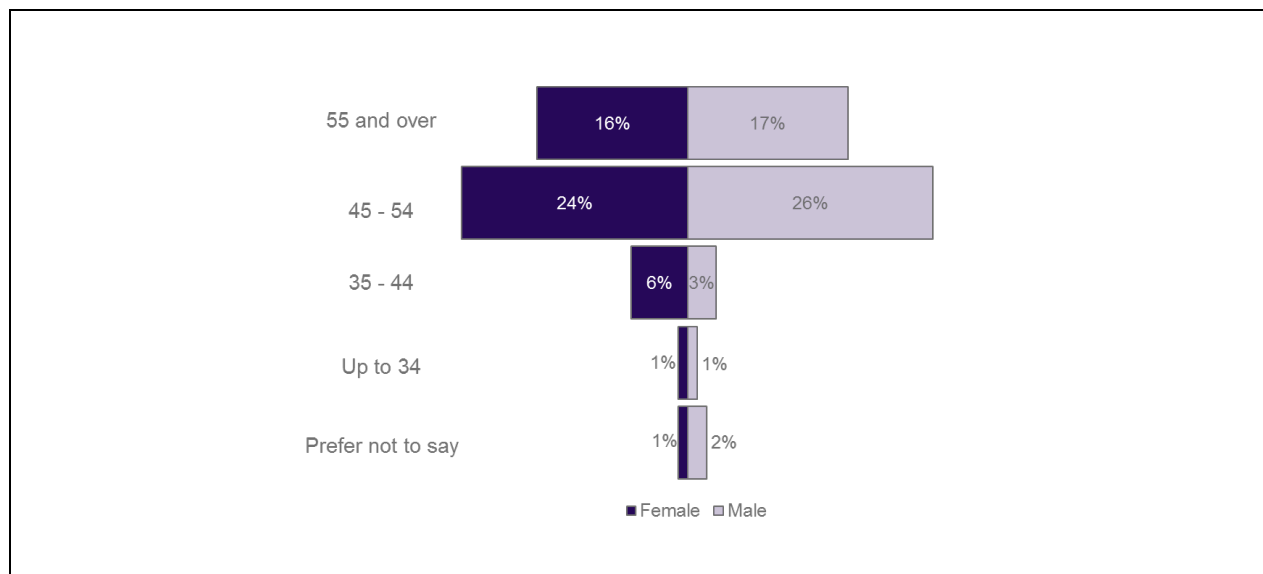
Base: Principal survey, Q_Gender: 'Which of the following describes how you think of yourself?'; Q_Age: 'How old are you?' All principals who specified gender (137[39])

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[39] Three principals did not give an answer to Q1 Which of the following describes how you think of yourself?[40] http://www.et-foundation.co.uk/wp-content/uploads/2018/04/1331_Training-Needs-Analysis-Final-.pdf ETF figures for colleges include sixth form colleges as well as FE colleges, so comparisons should be treated as indicative.

Ethnicity and nationality

Principals working in FE colleges were predominantly White British, as shown in Figure 10. This reflects earlier findings amongst teachers and leaders. Almost nine in ten (87%) principals were White, whereas less than one in ten (9%) principals came from a BAME background.

More than nine in ten principals (93%) described their nationality as British. Only three per cent said they were a non-UK EU national, with just one per cent describing themselves as a non-EU national.

Figure 10: Principals' ethnicity and nationality profile
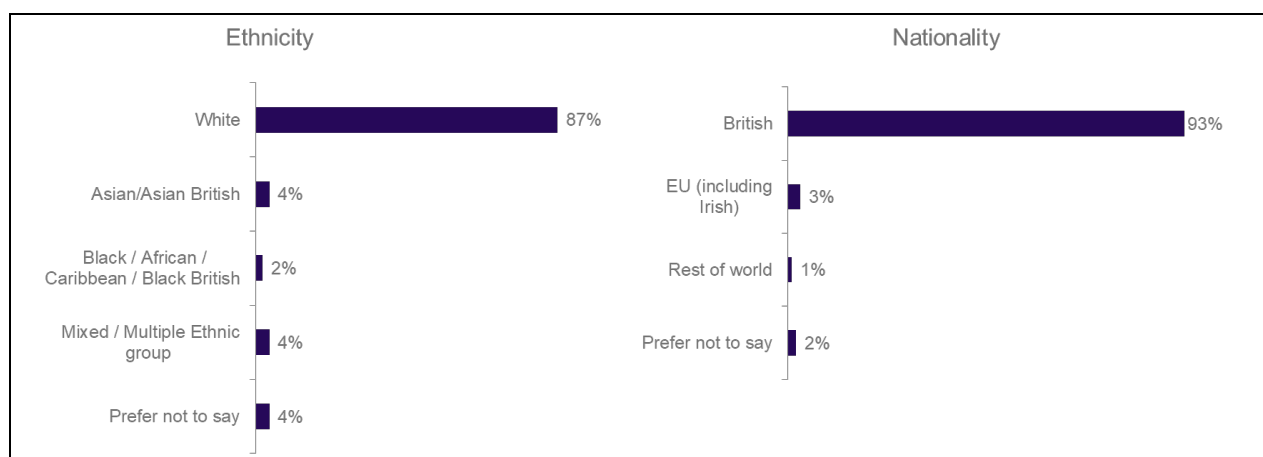
Base: Principal survey, Q_Ethnicity: 'What is your ethnic group?' All principals (140); Q5 (Nation): 'What is your nationality?' All principals (140); Q_Nation2: 'How would you best describe your nationality?' All principals who gave another nationality (2)

Disabilities and health problems

A small proportion of principals (6%) reported having a physical or mental health condition or illness lasting or expected to last 12 months or more.

Principal salary

Principals were asked about their salary at time of interview. Around two in ten (19%) earned less than £100,000, and more than half (57%) earned between £100,000 and £149,999. A small proportion (2%) earned more than £200,000 (figure 11).

Figure 11: Principals' income from college
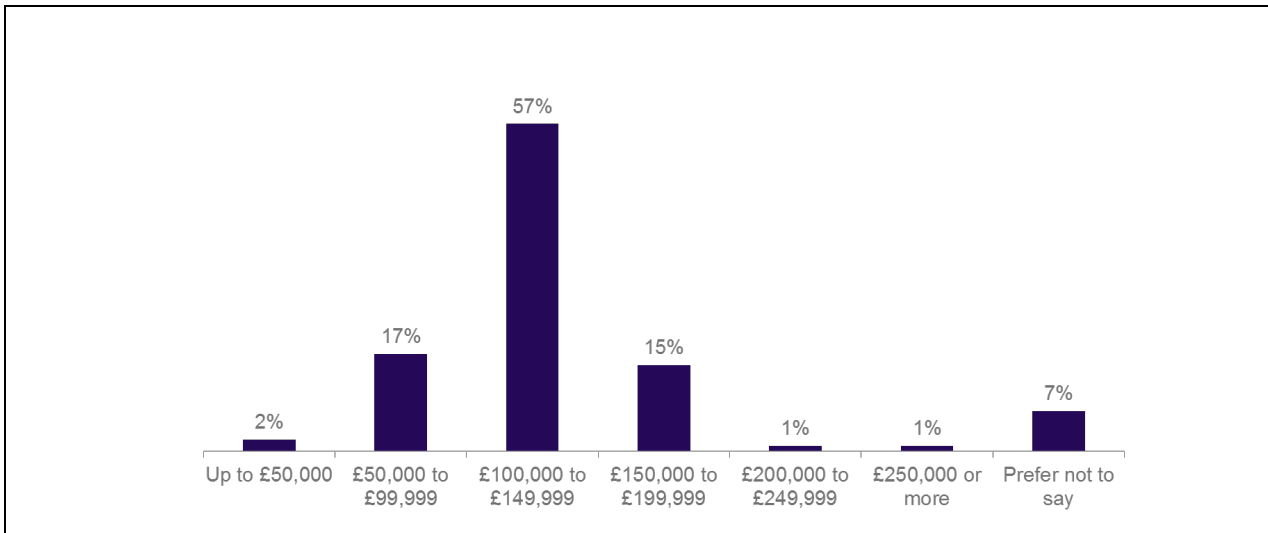
Base: Principal survey, Q_PrincSalary:'Please indicate which band your current salary' All principals (140)

Length of time principals have spent as leaders in FE

As shown in figure 12, three quarters (78%) of principals had worked as a leader in FE for ten years or more (including time spent working for colleges, sixth form colleges or any other FE providers). By comparison a quarter (26%) had worked at the sampled college for ten or more years. In contrast, four per cent of principals had worked as a leader in FE for less than three years and a third (34%) had worked in the senior leadership team at the sampled college for less than three years.

Figure 12: Length of time principals have spent in leadership in FE
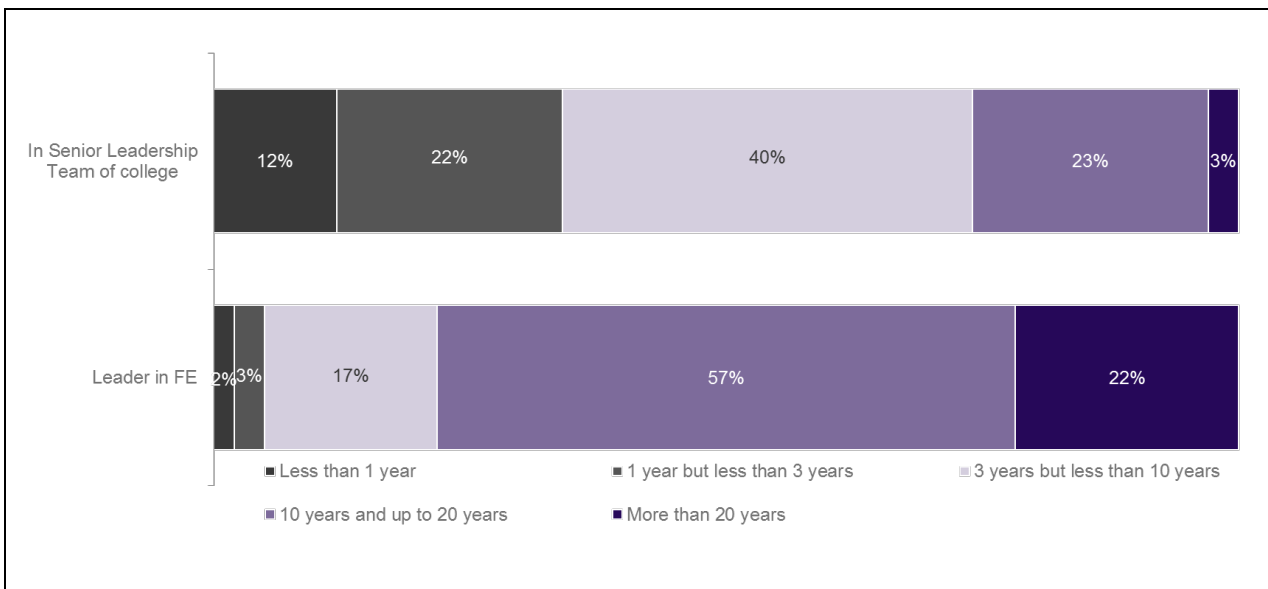
Base: Principal survey, Q_longPrincipal: 'How long have you worked as part of the senior leadership team at college?' All principals (140); Q_longLeader: 'In total, how long have you been working as a leader in FE – including time working for colleges, sixth form colleges or any other Further Education providers?' All principals (140)

3.   Support and opportunities for staff in general and specialist FE colleges

Summary

- Around four in ten teachers (41%) said they were satisfied with the opportunities available to develop their career in FE. Conversely, around six in ten teachers (59%) were *not* satisfied with the opportunities they had to develop their career in FE.

- A higher proportion of leaders (64%) were satisfied with opportunities to develop their career in FE. This suggests some inherent differences in how teachers and leaders perceive career development opportunities in FE, possibly as a result of leaders already having progressed to a more senior role.

- A minority of teachers (15%) and leaders (16%) had received some form of bursary during their time in FE.

- The most commonly accessed form of funding was the FE Training Bursary, which was available up to 2012 (9% of teachers and 10% of leaders had accessed the bursary).

This chapter explores how teachers and leaders within general and specialist FE colleges are supported by their institutions in their professional development.

The original brief for the College Staff Survey included greater scope for exploring how staff are supported in their professional development. It was decided to reduce the focus on this objective following related work by the Education and Training Foundation (ETF), which included a range of measures to explore the training needs of the FE sector more broadly. It was decided therefore to remove related questions from the teachers and leaders survey to avoid the unnecessary burden of asking the same or similar questions twice.

ETF conducted a Training Needs Analysis study (2017-2018) which involved interviews with FE learning providers (including colleges, independent training providers, local authorities and charitable or voluntary providers) and staff.[40] Key findings from the Training Needs Analysis related to how staff felt they were supported in their professional development:

- 91% of staff in colleges (including sixth from colleges) reported that they received any training or development activity in the past academic year (2017/18);

- Staff in colleges reported that they received a mean 38 hours of training, across a mean of ten separate episodes;

- Middle and junior managers in colleges reported the highest mean number of training hours (49 hours). Members of the Senior Management Team reported a mean of 44 hours and teachers, tutors or lecturers 40 hours;

- Colleges believed the training and development they provided in the past year met all the significant needs of the college (21%) or most of the significant needs of the college (69%);

The ETF report goes into more depth to explore these findings, but in the context of the College Staff Survey it suggests that most staff were satisfied with training available to them.

This chapter will focus on findings from the College Staff Survey and how staff felt about the opportunities they have to develop their career within the FE sector and financial support available for them to do so.

Satisfaction with opportunities to develop career amongst teachers

Teachers and leaders were asked how satisfied they were with the opportunities they have to develop their career within FE. Six in ten teachers (59%) were not satisfied with the opportunities they had to develop their career in FE, including 34% who were dissatisfied with the opportunities available. Teachers were less likely to be satisfied with opportunities to develop a career in FE (41%) compared with leaders (64%). This could reflect, to an extent, that leaders had already experienced some career development in FE in order to achieve their leadership role. Responses are shown in Figure 13. A discussion of satisfaction among leaders follows below.

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[40] http://www.et-foundation.co.uk/wp-content/uploads/2018/04/1331_Training-Needs-Analysis-Final-.pdf
ETF figures for colleges include sixth form colleges as well as FE colleges, so comparisons should be treated as indicative.

Figure 13: Satisfaction with opportunities to develop career in FE: teachers
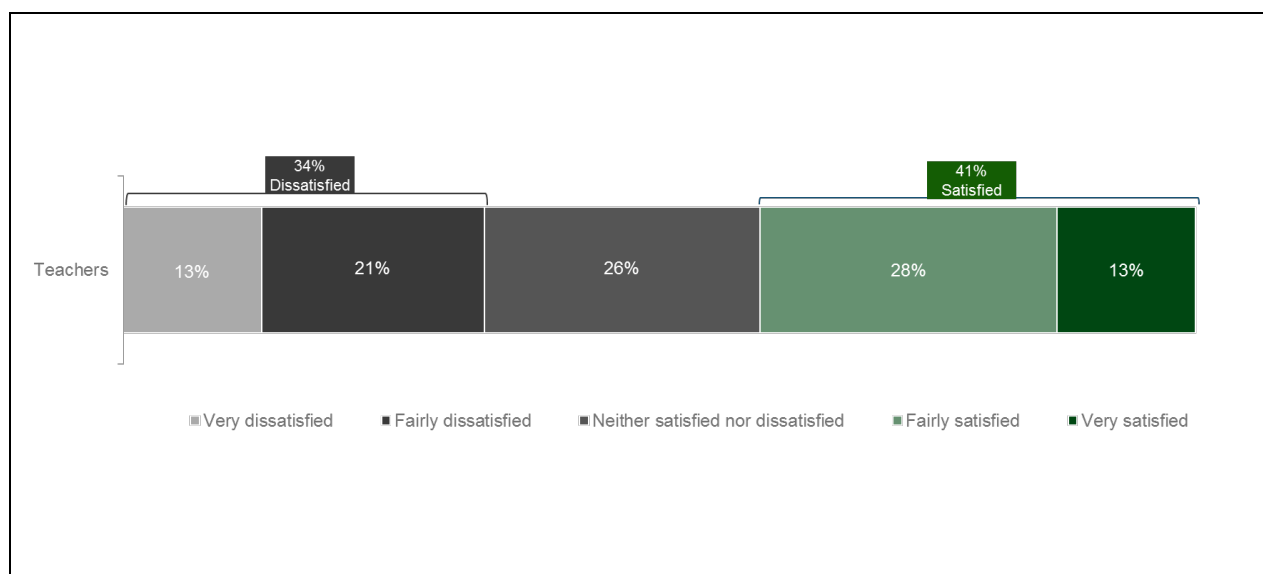
Base: Teachers and leaders survey, Q_Oppo: 'How satisfied are you with the opportunities you have to develop your career within Further Education?' All teachers (8,123)

Teachers who had been at their college for less than a year were more likely to say they were satisfied with the opportunities they have to develop their career within FE (54% compared with 38% of those who had been at the college longer than one year). There are numerous studies exploring the correlation between tenure and satisfaction in role, with mixed conclusions. One study suggests when controlling for age, that satisfaction in role peaks in the first year in role then declines with time, which supports the findings here.[41]

Teachers who teach stand-alone numeracy / adult maths skills were more likely to be dissatisfied with the opportunities available for career development (39%) compared with a third of other staff (33%). This is particularly pertinent, as maths teachers are one of the most difficult groups to recruit (see Chapter 6). There are recognised issues with recruitment and retention of maths teachers across education, and FE colleges face competition from schools and other education providers.

Teachers who taught academic provision in colleges were more likely to be dissatisfied with opportunities to develop their career in FE (40% compared with 30% of teachers who did not teach any academic provision).[42] Teachers in the following academic subjects reported particularly high levels of dissatisfaction: media, film and TV studies

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41
http://eprints.lse.ac.uk/64664/1/__lse.ac.uk_storage_LIBRARY_Secondary_libfile_shared_repository_Content_Dobrow%20Riza,%20S_Time%20and%20job%20satisfaction_Riza_Time%20and%20job%20satisfaction_2015.pdf
42 This mainly comprises teachers delivering GCSEs or A-levels within a college setting.

(52%); art and design (46%) and psychology (45%) compared with 34% of other teachers (shown fully in Table 20).

Teachers at colleges rated 'Outstanding' or 'Good' by Ofsted were more likely to be satisfied with opportunities available in the sector (44%) than those who taught at a college rated 'Requires Improvement' or 'Inadequate' (35%). This mirrors findings amongst leaders (see below) and may reflect the challenging circumstances staff face in colleges rated 'Requires Improvement' or 'Inadequate', and the impact this may have on perceived career development options amongst staff.

Satisfaction with opportunities to develop career amongst leaders

Nearly two thirds of leaders (64%) said they were satisfied with the opportunities available to develop their career in FE, although 31% were 'very satisfied'. There were low levels of dissatisfaction with the opportunities available amongst leaders (16% said they were dissatisfied). Around two in ten (20%) leaders said they were neither satisfied nor dissatisfied. Figure 14 shows all responses from leaders.

Figure 14: Satisfaction with opportunities to develop career in FE: leaders
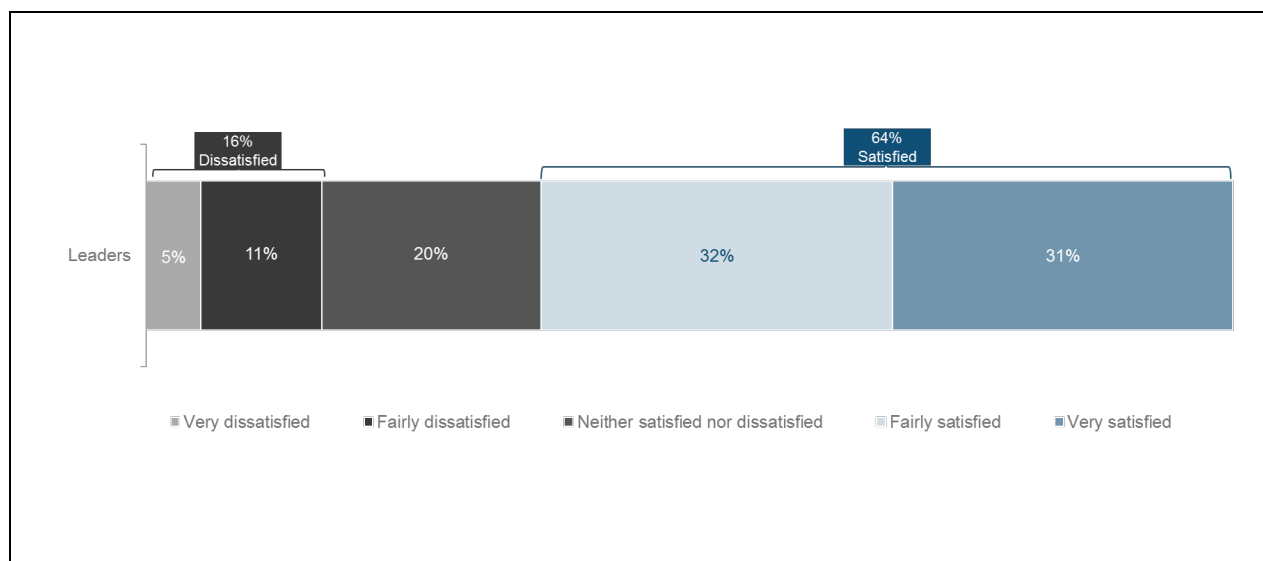
Base: Teachers and leaders survey, Q_Oppo: 'How satisfied are you with the opportunities you have to develop your career within Further Education?' All leaders (2,486)

As with teachers, leaders who said they had been working at the college for less than a year were more likely to say they were satisfied with the opportunities available (74%) compared with those who had been at the college for longer than one year (64% satisfied).

Leaders at colleges with higher Ofsted ratings ('Outstanding' or 'Good') were also more likely to be satisfied with opportunities to develop their career in FE. Seven in ten leaders at 'Outstanding' colleges (70%) said they were satisfied compared with 64% at 'Good' colleges and 57% at colleges rated 'Requires Improvement' or 'Inadequate'.

Training bursaries and financial support

The survey of teachers and leaders asked respondents if they had received various types of financial support whilst they had been working in FE. Financial support for FE teachers and leaders (excluding governors) can include:

- FE Training bursary (this was available for Diploma in Teaching in the Lifelong Learning Sector (DTLLS) and Preparing to Teach in the Lifelong Learning Sector (PTLLS) qualifications up to 2012)

- Subject Knowledge Enhancement bursary

- English bursary (available from 2013)

- Maths bursary (available from 2013)

- SEN bursary (available from 2013 until 2016/17)

- Initial Teacher Education (ITE) bursary (available from 2013)

- Mathematics Graduate Recruitment Incentive Award (for in-service Initial Teacher Education)

- Mathematics Golden Hello scheme (available from 2013)

Of these, the following financial support is available for pre-service training and as such, staff may not have been working in FE when they accessed the support:

- English bursary (available from 2013)

- Maths bursary (available from 2013)

- SEN bursary (available from 2013 until 2016/17)

- Initial Teacher Education (ITE) bursary (available from 2013)

The following section looks at whether teachers and leaders in FE colleges had accessed these or any other form of financial support during their time in FE.[43]

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[43] Respondents had the option to enter any additional financial support in a free text box

Financial support accessed amongst teachers

Figure 15 below shows which financial support, if any, teachers accessed whilst working in FE. Only one in seven teachers (15%) had accessed any financial support. The vast majority (81%) said they had not accessed any financial support.

Figure 15: Financial support accessed by teachers
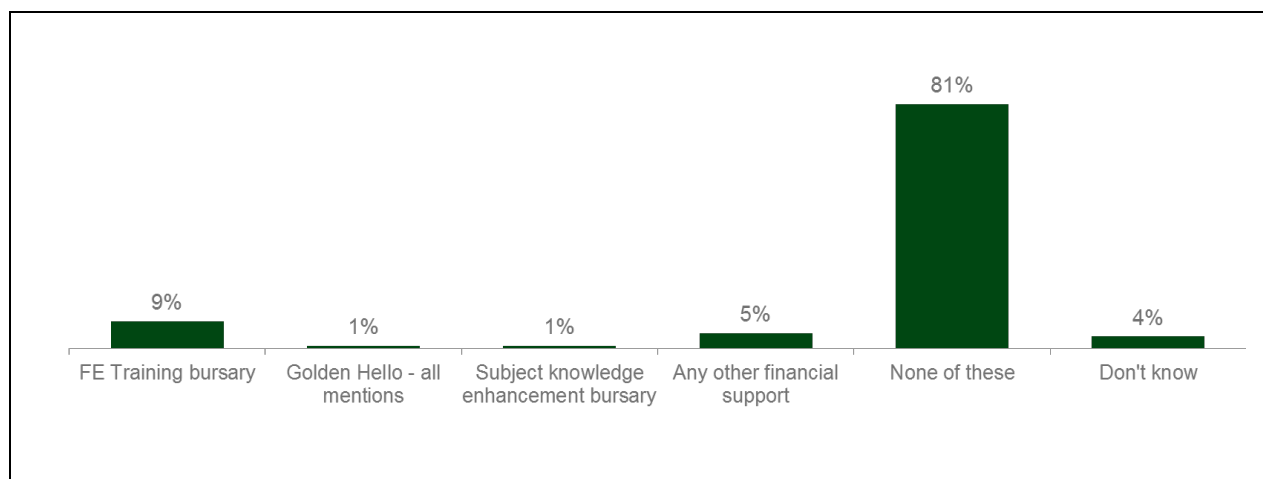
Base: Teachers and leaders survey, Q_FinSupport: 'Have you ever received any of following types of financial support during your time working in FE colleges?' All teachers (8,123)

Teachers who had working in the FE sector for three years or more were more likely to have accessed any funding (17%) compared with those who had been in FE for less than three years (9%). This probably reflects that the FE Training Bursary, which was the most commonly accessed form of funding (9%), ended in 2012. Only staff who had been in FE for six years or more would, therefore, have been able to access the FE Training Bursary. Teachers who had Qualified Teacher Learning and Skills (QTLS) status were more likely to have accessed the FE training bursary (17% against 8% of other teachers). QTLS status was funded until 2010/11.

ESOL teachers were substantially more likely to have accessed any financial support (27% compared with 14% of all other teachers), particularly the FE training bursary (16% compared with 9% of other teachers). It could be that ESOL teachers were more likely to access funding to access courses to qualify as an ESOL teacher.[44] Teachers who taught stand-alone English or adult literacy (18%) and stand-alone maths or adult numeracy (19%) were also more likely to have accessed financial support, against 16% of other

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[44] Courses to qualify as an ESOL teacher include: including Teaching English as a Foreign Language (TEFL), Teaching English to Speakers of Other Languages (TESOL), Teaching English as a Second Language (TESL), and Certificate in Teaching English to Speakers of Other Languages (CELTA) and Diploma in Teaching English to Speakers of Other Languages (DELTA).

teachers. There has been a range of funding available to English and maths teachers which may have driven the higher levels of these teachers who had accessed any funding.

Financial support accessed amongst leaders

Consistent with the findings for teachers, only a small fraction of leaders[45] (16%) had accessed some form of financial support during their time in FE. The vast majority of leaders (82%) had accessed no financial support. The most commonly accessed type of financial support among leaders was the FE Training bursary (10%). Figure 16 below shows responses to financial support accessed.

Figure 16: Financial support accessed by leaders
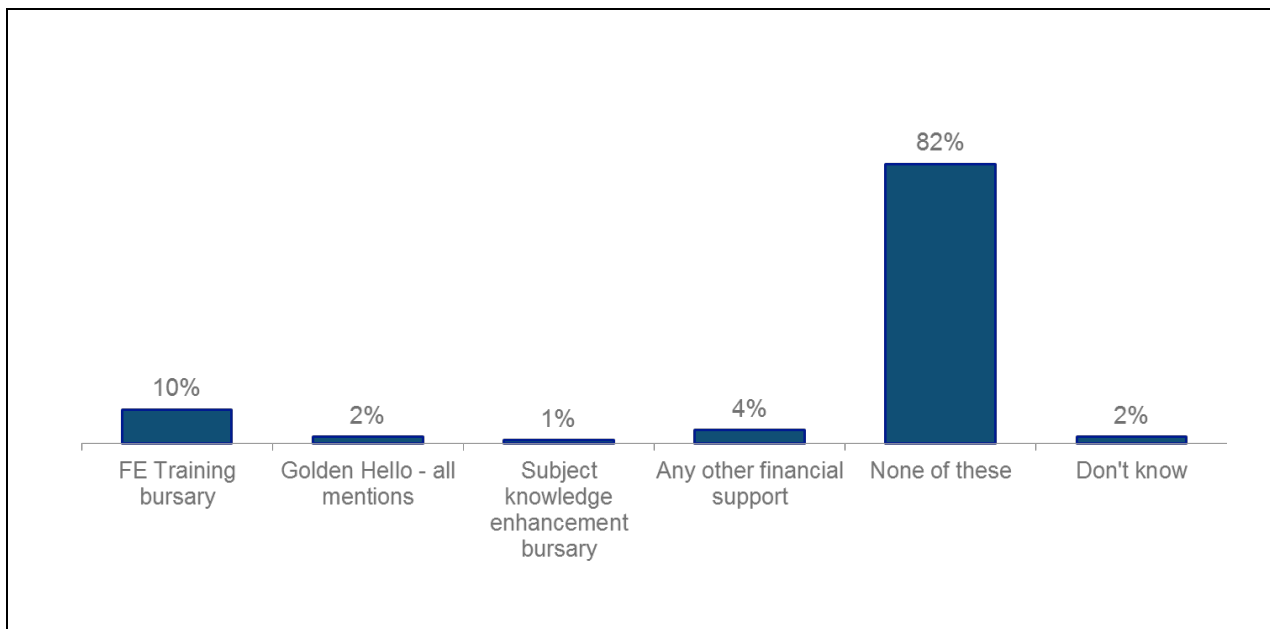
Base: Teachers and leaders survey, Q_FinSupport: 'Have you ever received any of following types of financial support during your time working in FE colleges?' Leaders excluding governors (2,267)

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[45] Governors were not asked what financial support they might have accessed, so responses to this question represent all other leaders.

4. Best and most challenging elements of working in the FE sector

Summary

- Both teachers and leaders overwhelmingly said that the best part of working in FE related to learners. Despite this, 32% of teachers also indicated that working with learners was the main difficulty or challenge of working in the sector.

- Teachers specifically said learner achievement (30%) and learner progression (40%) were the best parts of working in FE.

- Teachers most frequently said that workload (48%) was the main difficulty or challenge of working in FE. More generally, teachers commented on a wide range of difficulties and challenges, highlighting the complex and varied roles of teachers in FE colleges.

- Leaders were more likely to say that funding (62%) and government policy (23%) were among the main difficulties of working in FE. Although similar to teachers, 37% said that the workload was among the main difficulties.

- The main difficulties teachers and leaders faced were markedly different to reasons staff gave for wanting to leave FE. Those who were leaving FE tended to focus on pay and perceived poor college management. This is covered more in Chapter 6.

Teachers and leaders were given the opportunity to provide open-ended feedback on the best and most challenging elements of working in FE. The following section looks at responses to these questions to explore how future recruitment might promote what is good about working in the FE sector and where challenges might be addressed to encourage staff to remain within the sector.

Best parts of working in the FE sector: teachers

Nearly all teachers said that the best part of working in the FE sector was related to working with learners (90%). Figure 17 below shows more detailed responses from teachers. Around four in ten teachers said specifically that learner progression was the best part of working in FE (40%) and 30% said learner achievement. Responses attributed to 'learner achievement' focused on learners achieving qualifications or skills and responses to ' learner progression' related to learners making general progress in their skills and knowledge.

Figure 17: Best parts of working in the sector: teachers
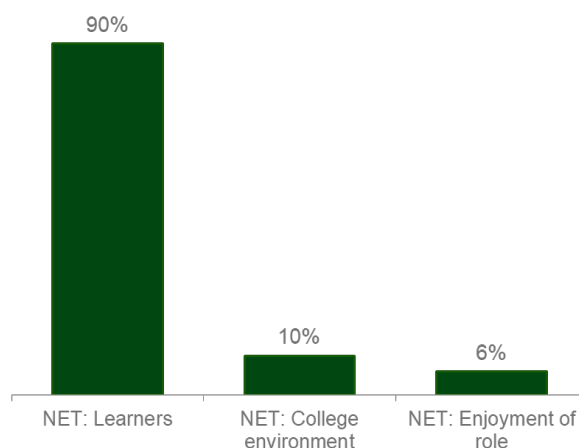
Best part of working in the sector	%	Net attributed to
Learner progression	40%	Learners
Learner achievement	30%	Learners
The learners	21%	Learners
Teaching learners	17%	Learners
Help learners find work	14%	Learners
Making a positive difference to learners	10%	Learners
Supporting learners who have previously not achieved	6%	Learners
Working together with other staff	5%	College environment
Work environment / opportunities	5%	College environment
The role	5%	Enjoyment of role
Diversity of learners	4%	Learners
Nothing	1%	-

Base: Teachers and leaders survey, Q_Element 'In your own words, what would you say is the best or most rewarding part of working in Further Education?' All teachers (8,123)

Teachers who had been working in FE for less than one year were slightly less likely to say that learners (any mention) were the best thing about working in FE (81%) compared with teachers who had been in FE for longer than one year (91%). This suggests the satisfaction of working with learners may, in part, retain teachers in the sector.

Teachers who said they were likely to leave the sector in the next twelve months were less likely to say working with learners was the best element of working in FE, although still a very high proportion (88% compared to 92% of teachers who said they were unlikely to leave the sector in the next twelve months). This suggests even when leaving or considering leaving the sector, teachers still maintain a high level of satisfaction from working with learners. Rather, there are other factors which influence their likelihood of leaving the sector (discussed further in Chapter 6).

Best parts of working in the FE sector: leaders

More than eight in ten (85%) leaders said working with learners was the best part of working in FE. Around one in seven leaders also said the atmosphere within the college was one of the best elements (16%), which included working with other staff (11%) and the work environment (7%). Leaders particularly highlighted seeing learner progression (35%) and learner achievement (28%) as the best parts of working in FE. Figure 18 below shows the best parts of working in FE reported by leaders.

Leaders who had ever worked as a teacher were more likely to say the best element of working in FE was working with learners (all mentions, 90%) against 74% of leaders who had never been a teacher. Conversely, leaders who had never been teachers were more likely to say the best element of working in FE was related to their enjoyment of the role as a whole (21%), which includes their contribution to the community, mentions of the role itself and improving course content. This was compared with one in ten leaders who had been a teacher (10%). This reflects the varied motivations leaders have to work in FE, particularly between leaders with a background in teaching and those who had never taught.

Figure 18: Best element of working in the sector: leaders
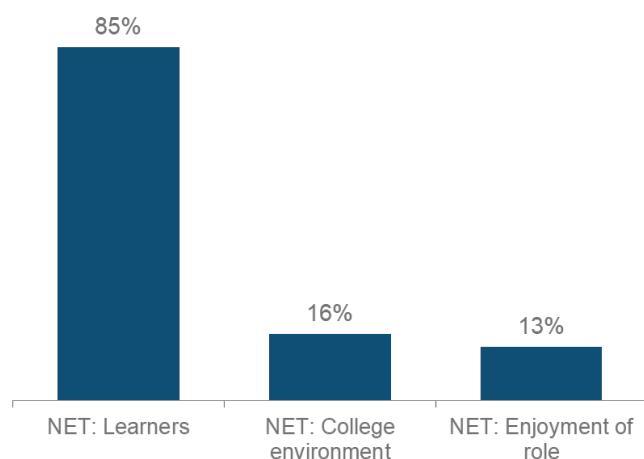
Best element of working in the sector	%	Net attributed to
Learner progression	35%	Learners
Learner achievement	28%	Learners
Making a positive difference to learners	20%	Learners
Help learners find work	17%	Learners
The learners	13%	Learners
Working together with other staff	11%	College environment
Teaching learners	11%	Learners
Work environment / opportunities	7%	College environment
Supporting learners who have previously not achieved	7%	Learners
Diversity of learners	6%	Learners
The role	6%	Enjoyment of role
Contribution to community	4%	Enjoyment of role
Improving course content	3%	Enjoyment of role
Nothing	1%	N/A

Base: Teachers and leaders survey, Q_Element 'In your own words, what would you say is the best or most rewarding part of working in Further Education?' All leaders (2,486)

Biggest challenges of working in FE

This section looks at responses to establish the difficulties staff face. Analysis focuses on responses from staff who said they were unlikely to leave FE, to explore the general challenges or difficulties of working in FE. Responses from staff who said they already had a job offer outside FE or were 'very' or 'fairly likely' to leave FE will be explored in Chapter 6, in the context of staff retention and churn.

Main challenges of working in FE: teachers

Teachers indicated there were a wide range of challenges and difficulties of working in FE. This reflects the complex roles of teachers in FE colleges which come with multiple challenges. The most common responses amongst teachers related to funding constraints (24%), paperwork and other administration tasks (17%) and not having enough time (15%). Figure 19 shows responses in full.

Looking at grouped responses (where individual responses relating to a common theme have been grouped together), teachers were most likely to cite workload as the main challenge or difficulty of working in FE (48%).

Nearly a third (32%) said learners were the biggest challenge and 31% of responses related to funding or lack of resources. Pay was mentioned as the main challenge or difficulty by 15% of teachers. This contrasts with the reasons teachers gave for considering leaving FE (35% of those who were considering leaving cited pay as a factor).

There were notable differences in perceived challenges amongst teachers of different vocational subjects. Workload was cited as a particular issue amongst teachers of protective services (61%), agriculture, environmental and animal care (56%), childcare and education (56%), and health and science (52%) compared with 48% across all other teachers.

Teachers in colleges rated as 'Requires Improvement' by Ofsted or 'Inadequate' were more likely to say college management was their main challenge or difficulty (25%) against 17% of colleges rated 'Outstanding' or 'Good'.

Figure 19: Main challenges or difficulties working in FE: teachers
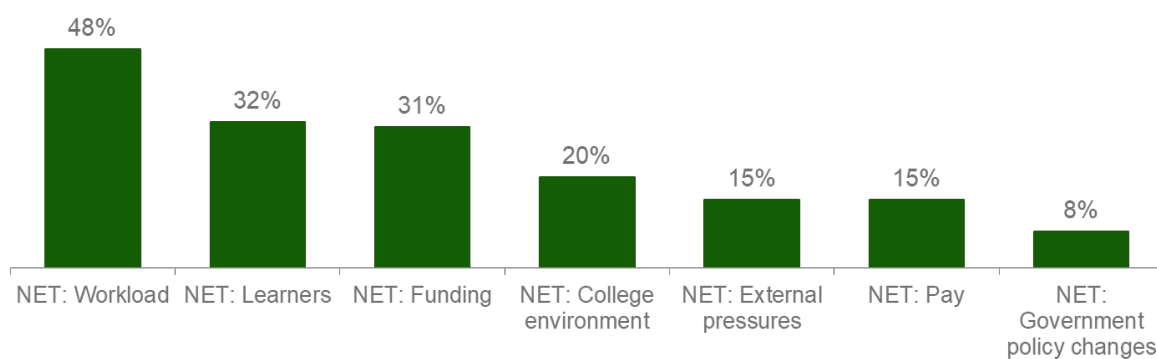
Main challenges or difficulties	%	Net attributed to
Funding constraints	24%	Funding
Paperwork / admin	17%	Workload
Not enough time	15%	Workload
Lack of resources	12%	Funding
Workload	12%	Workload
Unrealistic expectations	12%	Workload
Salary	12%	Pay
Learners' attendance	11%	Learners
Learners' attitude	9%	Learners
Long hours	8%	Workload
Constant policy changes	7%	Government policy changes
Learners signed up for courses they can't cope with	7%	Learners
Job security	7%	External pressures
Meeting learners' needs	5%	Learners

Base: Teachers and leaders survey, Q_Worry 'In your own words, what are the main difficulties/challenges working in Further Education?' All teachers at soft launch and who said fairly or very unlikely to leave the FE sector (5,113)

Main challenges of working in FE: leaders

Figure 20 summarises the main challenges and difficulties of working in FE amongst leaders. The most common difficulty was budget or funding constraints (57%), which reflects leaders' role in budget management. Nearly a quarter (22%) said changes to policy affecting the sector were the main challenge or difficulty. A more detailed list of responses can be found in Figure 20 below.

Figure 20: Main challenges or difficulties working in FE: leaders
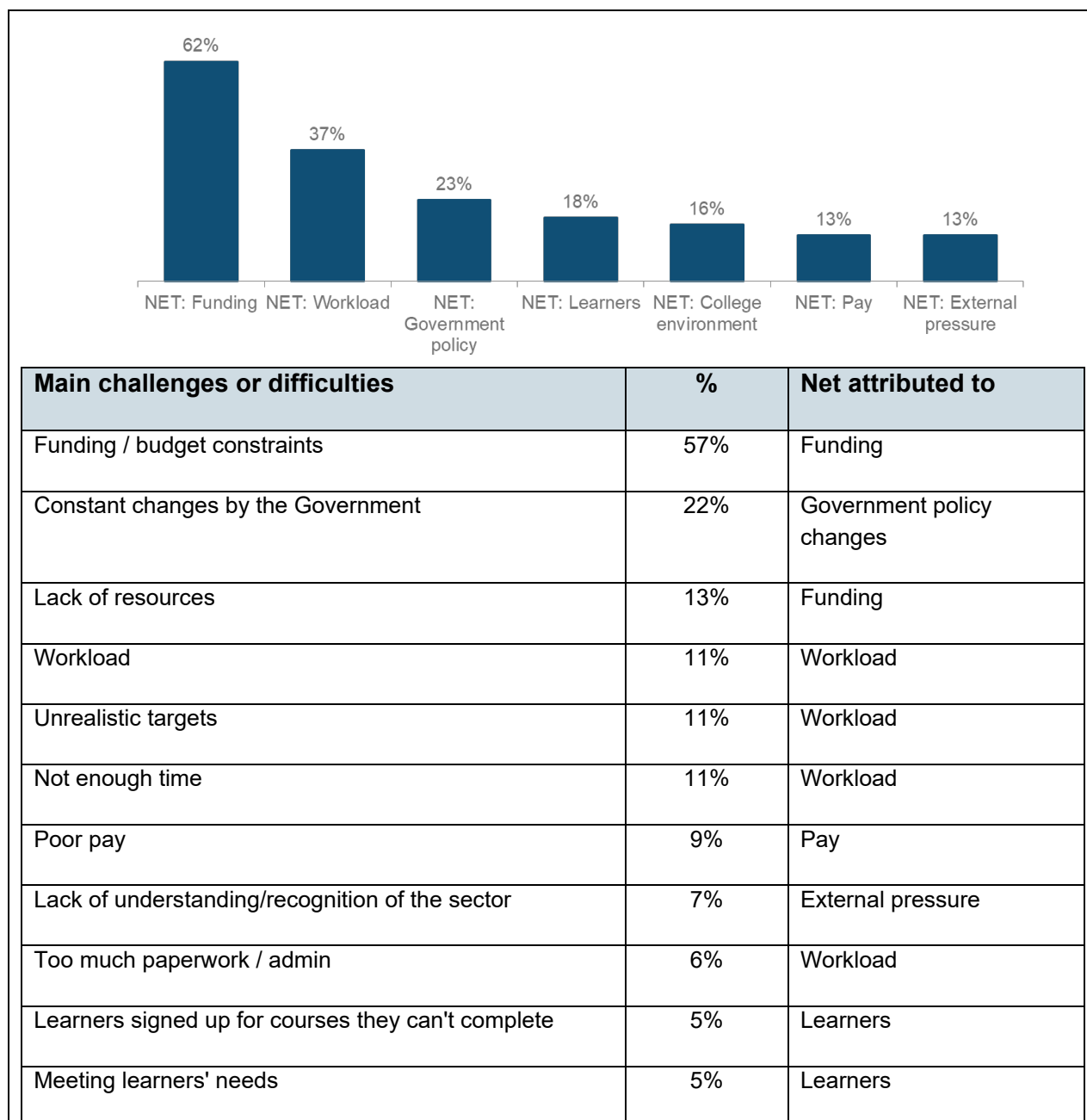
Main challenges or difficulties	%	Net attributed to
Funding / budget constraints	57%	Funding
Constant changes by the Government	22%	Government policy changes
Lack of resources	13%	Funding
Workload	11%	Workload
Unrealistic targets	11%	Workload
Not enough time	11%	Workload
Poor pay	9%	Pay
Lack of understanding/recognition of the sector	7%	External pressure
Too much paperwork / admin	6%	Workload
Learners signed up for courses they can't complete	5%	Learners
Meeting learners' needs	5%	Learners

Base: Teachers and leaders survey, Q_Worry 'In your own words, what are the main difficulties/challenges working in Further Education?' All leaders at soft launch and who said fairly or very unlikely to leave the FE sector (1,764). * Responses represent categories given by five per cent or more of leaders.

Looking at grouped responses, leaders were most likely to say lack of funding or resources was the main difficulty of working in FE (62%) followed by heavy workload (37%). Pay was mentioned by around one in eight leaders (13%).

Leaders who said being part of the Senior Leadership Team was their main role were more likely to cite changes in government policy (35% compared with 20% of all other leaders) and funding / budget constraints (82% compared with 56% of other leaders) as the main difficulties of working in FE. This is consistent with their roles within the college - senior leaders tending to be responsible for budget management and ensuring that changes to policy are implemented effectively in their institution.

Leaders at FE colleges rated 'Requires Improvement' or 'Inadequate' by Ofsted were more likely to say external pressures (covering Ofsted, mergers, lack of understanding/recognition of the sector) were the main challenge or difficulty (20% against 10% of leaders at colleges rated 'Outstanding' or 'Good').

5. Composition of the general and specialist FE college teaching workforce

Summary

- The proportions of teaching staff by subject taught were largely consistent across all regions. However, there was a concentration of agriculture, environmental and animal care teachers in the North West (corresponding with a concentration of land-based colleges); a concentration of construction teachers in Yorkshire and the Humber, and a concentration of engineering and manufacturing teachers in the North East.

- There were no marked variations in the distribution of teachers by size of college or by how rural or urban the college setting was.

- Construction and engineering and manufacturing had some of the highest volumes of teaching staff and teaching hours of all vocational subjects. This may be creating pressure in these areas, given the recruitment and retention issues that are also seen for these subjects (discussed in in Chapter 6).

- Construction and engineering and manufacturing teachers are more likely than teachers of other vocational subjects to be working full-time, with a higher number of teaching hours per week.

- Creative and design comprises the highest proportion of teachers of vocational qualifications (10% of the total teaching population).

- English and maths comprises the highest proportion of teachers of academic qualifications (4% of the teaching population in each).

- SEN or supported learning provision comprises the highest proportion of teachers of 'other' (non-vocational and non-academic) provision (5% of the teaching population in each). This is followed by ESOL and stand-alone English or adult literacy (4% of the teaching population in each).

- A large proportion of the teaching workforce only taught vocational provision (72%). Less than one in five (17%) teachers only taught academic provision.

- The majority of teachers of vocational provision felt they were qualified to teach at least Level 3.

This chapter looks at the composition of the teacher workforce by subject(s) taught, with a particular focus on vocational subjects. Analysis of vocational subjects is structured around the 15 T Level routes which will be rolled across the FE sector from 2020. The

analysis draws on data from the staff return to understand how teachers are deployed across the sector as a whole (particularly by subjects taught). Data from the survey of teachers and leaders are used to understand the hours worked by teachers and therefore the volume of teaching hours across the sector.

Teacher volumes by subject

The number of teaching staff by subject were collected via the staff return. All figures were based on head counts rather than full-time equivalent staff. This section later looks at head count combined with average teaching hours to provide a more complete understanding of teaching volumes. As discussed in Chapter 1, there were an estimated c.59,000 teaching staff in the sector. Of these, the majority - around 35,000 to 40,000 taught at least one vocational subject. It is not possible to provide a precise estimate as some teachers teach across multiple subjects.

As shown in Table 10, the volume of teaching staff by vocational subject varied substantially. The largest volumes were seen in creative and design, construction, and engineering and manufacturing (more than 4,000 teachers in FE colleges for each of these areas). Construction will be one of the first T Level subjects introduced from 2020.

There were also an estimated 4,030 teaching staff in agriculture, environmental and animal care but, as shown, the estimate was subject to a large confidence interval (>1,000). This was because teaching staff in these subjects were heavily concentrated in a small number of land-based colleges and volumes were therefore calculated from a relatively small number of staff returns. This means the estimated volume of agriculture, environmental and animal care teachers should be treated with a high degree of caution.

There were also very significant volumes of teachers in health and science, business and administration, hair and beauty, and childcare and education. In all of these areas the estimated number of teachers nationally exceeded 2,000. Crudely, this equates to an average sized general or specialist FE college needing around 10 teachers in each of these areas at any given time.

Table 24, in Appendix 1, summarises teacher volumes by region. The profile of teaching staff by vocational subject was quite consistent across the country with a few notable exceptions. There was a particular concentration of agriculture, environmental and animal care teachers in the North West (corresponding with a concentration of land-based colleges in the region); a concentration of construction teachers in Yorkshire and the Humber, and a concentration of engineering and manufacturing teachers in the North East. There were also smaller but equally notable concentrations of digital/IT teachers in the West Midlands, and sales, marketing and procurement and transport and logistics teachers in the East of England.

Table 10: Volumes of teaching staff by vocational subject (T Levels routes)

Vocational subject taught (15 T Level routes)	Population estimates - total number of teachers (n)†	Confidence interval (n)	Proportion of teaching population (%)
Creative and Design	5,700	+/- 700	10%
Construction	4,980	+/- 610	8%
Engineering and Manufacturing	4,580	+/- 559	8%
Agriculture, Environmental and Animal Care	4,030	+/- 1,352	7%
Health and Science	3,700	+/- 419	6%
Business and Administrative	2,980	+/- 358	5%
Hair and Beauty	2,900	+/- 267	5%
Childcare and Education	2,420	+/- 255	4%
Catering and Hospitality	1,650	+/- 181	3%
Digital / IT	1,980	+/- 248	3%
Social Care	1,970	+/- 264	3%
Protective Services	900	+/- 143	2%
Legal, Finance and Accounting	830	+/- 128	1%
Sales, Marketing and Procurement	720	+/- 249	1%
Transport and Logistics	390	+/- 221	1%

†Population estimates are rounded to the nearest ten

Base: Staff return, Q6: 'And how many teaching, training or lecturing staff currently teach in the following vocational or technical areas / subjects?'; All colleges (117)

There were no marked variations in the distribution of vocational subject teachers by size of college (taking college income as a proxy) or by how rural or urban the college setting was. Generally subject teachers were distributed across size of colleges in proportion to size of the total teaching population.

As shown in Table 11, teacher volumes by academic subject[46] were significantly smaller, with English and maths being the only subjects with more than 2,000 teaching staff in colleges. There was no strong regional dimension to the distribution of teaching staff by academic subject (see Table 23 in Appendix 1).

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[46] Primarily delivering GCSEs or A-levels within a college setting.

Table 11: Volumes of teaching staff by academic subject

Academic subject taught (main subjects only)	Population estimate - total number of teachers (n) [†]	Confidence interval (n)	Proportion of teaching population (%)
English	2,320	+/- 262	4%
Mathematics	2,240	+/- 227	4%
Art and Design	1,690	+/- 346	3%
Business Studies	1,150	+/- 243	2%
Physical Education	930	+/- 176	2%
Media/ Film/ TV Studies	780	+/- 144	1%
Drama	440	+/- 105	1%
Biology	420	+/- 75	1%
Design and Technology	310	+/- 97	1%
Psychology	310	+/- 57	1%
Sociology	270	+/- 53	*
Chemistry	250	+/- 48	*
Physics	210	+/- 43	*
Other	250	+/- 124	*

[†]Population estimates are rounded to the nearest ten. Base: Staff return, Q8: 'And how many teaching, training or lecturing staff <u>currently</u> teach in the following areas / subjects which lead to academic qualifications, including but not limited to A-levels or GCSEs?'; All colleges (117)

Table 12 shows volume of staff across other provision in colleges. There were in the region of 1,500 – 2,500 teachers in six areas of other provision, ranging from basic life skills, literacy and numeracy skills and ESOL. This type of training was a prominent feature across all regions (see Table 25 in Appendix 1) and in all types of college.

Table 12: Volumes of teaching staff for other provision

Other provision	Population estimate - total number of teachers (n) [†]	Confidence interval (n)	Proportion of teaching population (%)
SEN or supported learning provision	2,730	+/- 414	5%
ESOL	2,330	+/- 434	4%
Standalone English or adult basic literacy skills	2,080	+/- 296	4%
Standalone maths or adult basic numeracy skills	1,830	+/- 266	3%
Preparation for work	1,790	+/- 427	3%
Life skills	1,620	+/- 363	3%

[†]Population estimates are rounded to the nearest ten. Base: Staff return, Q7: 'How many teaching, training or lecturing staff <u>currently</u> teach in the following areas / subjects?'; All colleges (117)

Capacity in colleges – hours taught by subject

All surveyed teachers were asked how many hours they were contracted to teach per week. Those who didn't have a set number of contracted hours were asked for the number of teaching hours they did in a normal week. As most teachers of vocational qualifications *only* teach vocational qualifications (72% in total), this allows us to estimate total vocational hours taught per year. Similar estimates for teachers of academic qualifications and basic and functional skills are more problematic as most also teach vocational qualifications as part of their role.

As shown in Table 13, part-time working was least common amongst teachers of construction (37%) and engineering and manufacturing (35%). For construction and engineering and manufacturing this translated into significantly longer average contracted teaching hours – 22 hours per week on average in both areas.

Estimated total teaching capacity in each of the 15 T level areas is summarised in Table 13, using average teaching hours in combination with subject population estimates to estimate the volume of teaching hours delivered. The largest areas of teaching capacity, by some way, were seen in construction, engineering and manufacturing, creative and design and health and science. Agricultural teaching capacity was also very high although, as noted elsewhere, the population estimates for these subjects were subject to a large margin of error.

Chapter 6 examines levels of teacher vacancies and the likelihood of staff leaving the FE sector. Interestingly, in both construction, and engineering and manufacturing (the two largest areas of vocational teaching) there are also high levels of vacancies and high levels of existing teachers who say they are likely to leave FE in the next twelve months. In both areas, the number of unfilled vacancies was the equivalent of five per cent of the estimated teaching workforce (the highest proportions in any of the 15 vocational areas covered). And, around one in five teachers of construction (22%) or engineering and manufacturing (20%) said they were either very likely to leave FE or already had a job offer. Again, these were the highest proportions in any of the 15 vocational areas covered). Both construction (82%) and engineering and manufacturing (85%) had higher proportions of teachers who had ever worked in industry, compared with 63% of other teachers (discussed further in Chapter 6). This may promote competition for wages between what FE colleges are able to offer against industry rates.

Table 13: Teaching volumes in vocational provision

Vocational subjects (15 T Level tracks)	Population estimate - total number of teachers (n)	% teachers contracted part-time	% teachers contracted full-time	Average contracted teaching hours (per week)	Estimated annual contracted hours in the sector (36-week term)	Base (exc. where hours not known or vary too much)
Engineering and Manufacturing	4,580	35%	65%	22	3,630,000	750
Construction	4,968	37%	63%	22	3,940,000	715
Transport and Logistics	390	47%	53%	22	310,000	85
Protective Services	900	52%	48%	19	620,000	198
Catering and Hospitality	1,650	56%	44%	19	1,130,000	254
Digital / IT	1,980	57%	43%	18	1,280,000	541
Agriculture, Environmental and Animal Care*	4,030	58%	42%	19	2,760,000	480
Health and Science	3,700	59%	41%	18	2,400,000	1,029
Childcare and Education	2,420	61%	39%	18	1,570,000	541
Sales, Marketing and Procurement	730	61%	39%	17	450,000	127
Creative and Design	5,700	62%	38%	17	3,490,000	825
Social Care	1,970	63%	37%	18	1,280,000	308
Business and Administrative	2,980	67%	33%	17	1,820,000	554
Hair and Beauty	2,900	68%	32%	18	1,880,000	325
Legal, Finance and Accounting	830	68%	32%	16	510,000	167

Small base sizes amongst teachers of academic provision prevent much analysis of part-time working. It is important to note that most teachers of academic qualifications were also teachers of vocational qualifications – a small proportion (17%) *only* taught academic qualifications such as GCSEs and A-levels. This means it is not possible to isolate contracted *academic* teaching hours for teachers of academic qualifications. A fuller analysis of teaching capacity for that group of teachers has not been presented for this reason. This was also the case for teachers of other provision – most of these teachers also taught vocational and/or academic qualifications as part of their role within the college.

Vocational qualification levels that teachers stated they were qualified to teach to

Teachers were asked to indicate the highest level they felt they were qualified to teach learners to, for each vocational subject they taught.[47] They were able to indicate if they were not qualified to teach in each subject and, if this was the case, whether they were working towards a qualification to teach. A full summary of the levels by vocational subjects is provided in Table 28 in Appendix 1. Across all vocational areas, the majority of teachers felt they could teach to at least Level 3 (corresponding with the level of new T Level qualifications). Typically, between eight in ten and nine in ten teachers of vocational qualifications felt they were qualified to teach to this level.[48] Half or more felt they were also qualified to teach to Level 4 or higher in 11 of the 15 T Level routes. Only a minority of teachers in construction, hair and beauty, catering and hospitality, and transport and logistics[49] felt they were qualified to teach to Level 4 or higher (ranging between 22% and 29%).

As shown in Table 26 in Appendix 1, very few teachers of vocational subjects across any of the 15 T Level routes felt they were only qualified to teach to Entry Level, Level 1, or Level 2. However, this was more common in three T Level routes:

- Catering and hospitality - 19% felt they were qualified to teach to Level 2 or below (with a further 4% not qualified at all)

- Construction - 17% felt they were qualified to teach to Level 2 or below (with a further 4% not qualified at all)

- Digital/IT - 13% felt they were qualified to teach to Level 2 or below (with a further 6% not qualified at all)

The proportions that held no qualifications to teach each subject were also very small, varying between one per cent in sales, marketing and procurement, and six per cent in digital/IT.

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[47] These questions were only asked of teachers of vocational and basic and functional skills training. There are no formal requirements for teachers to be qualified to a certain level in order to teach that level in any subject.

[48] The lowest proportion qualified to teach to Level 3 of higher was amongst teachers of transport and logistics (64%). However, only 83 teachers of transport and logistics answered this question so the finding should be treated with caution.

[49] Only 83 teachers of Transport and Logistics answered this question so the finding should be treated with caution.

Other provision levels teachers are qualified to teach to

As shown in Table 27, most teachers of other provision felt they were qualified to teach to at least Entry Level. Three-quarters or more felt they were qualified to teach to Level 1 or higher (ranging between 72% in supported learning or SEN, and 87% in stand-alone literacy or basic English). The majority felt they were qualified to teach to Level 2 or higher (ranging between 57% in supported learning or SEN and 77% in ESOL). The findings suggest that the majority of teachers of this type of provision felt they were qualified to the levels that would be expected in these areas, given that most other provision is at or below Level 2.

Only a minority of teachers of other provision indicated they had no teaching qualification for the area they taught (ranging from 13% in life skills to just two per cent in both stand-alone literacy and stand-alone numeracy training). However, in contrast to teachers of vocational qualifications (see above), relatively few teachers of other provision who had no teaching qualification said they were working towards a qualification.

6. Qualifications and previous experiences of teachers and leaders

Summary

- Almost all teachers (93%) held some form of teaching qualification. Most often this was a Level 7 qualification, such as a Postgraduate Certificate in Education (PGCE) – held by slightly less than half (45%).

- Four in ten teachers (41%) held a teaching-related professional status. Qualified Teacher Status (QTS) and Qualified Teacher Learning and Skills (QTLS) status were the most commonly held (23% and 16% of teachers).

- More than eight in ten (82%) principals, and around three quarters of leaders (73%) had previously worked in industry or outside education before becoming a leader in FE.

- Around two thirds (64%) of teachers had some previous experience of working in industry in a subject they taught at time of interview. This was most common among teachers of sales, marketing and procurement (88%), hair and beauty (87%) and agriculture, environmental and animal care (86%).

- 17% per cent of teachers were currently working in industry. This was most common for teachers of hair and beauty (31%, were currently working in industry), creative and design (30%) and agriculture, environmental and animal care (29%).

- Three-quarters (73%) of leaders and two thirds (68%) of principals had previously worked as a teacher, lecturer or trainer in FE before becoming a leader.

This chapter explores the qualifications and skills of teachers and leaders. This includes formal teaching qualifications, in addition to looking at experience gained from time spent in industry. Analysis looking at teaching qualifications held focuses on teachers only.

Teaching status and qualifications of teachers

This section covers the teaching qualifications and statuses that teachers held. The levels of learners teachers felt qualified to teach are covered separately in Chapter 4. It should be noted that there is currently no minimum level of qualification for teachers in

colleges and Further Education more generally. However, a Level 5 Diploma in Education and Training is the most widely recognised teaching qualification for the sector, accepting that Level 3 and 4 qualifications may be suitable in certain contexts. Reflecting this, government funding is not available for teaching qualifications below Level 5.

The majority of teachers had at least one form of teaching qualification of some kind (93%), most commonly a Level 7 qualification such as a Postgraduate Certificate in Education (PGCE) (45%). Seven in ten teachers (70%) held a teaching qualification at Level 5 or above. Seven per cent of the teaching workforce did not have any teaching qualifications (Figure 21).

Figure 21: Teaching qualifications held by teachers
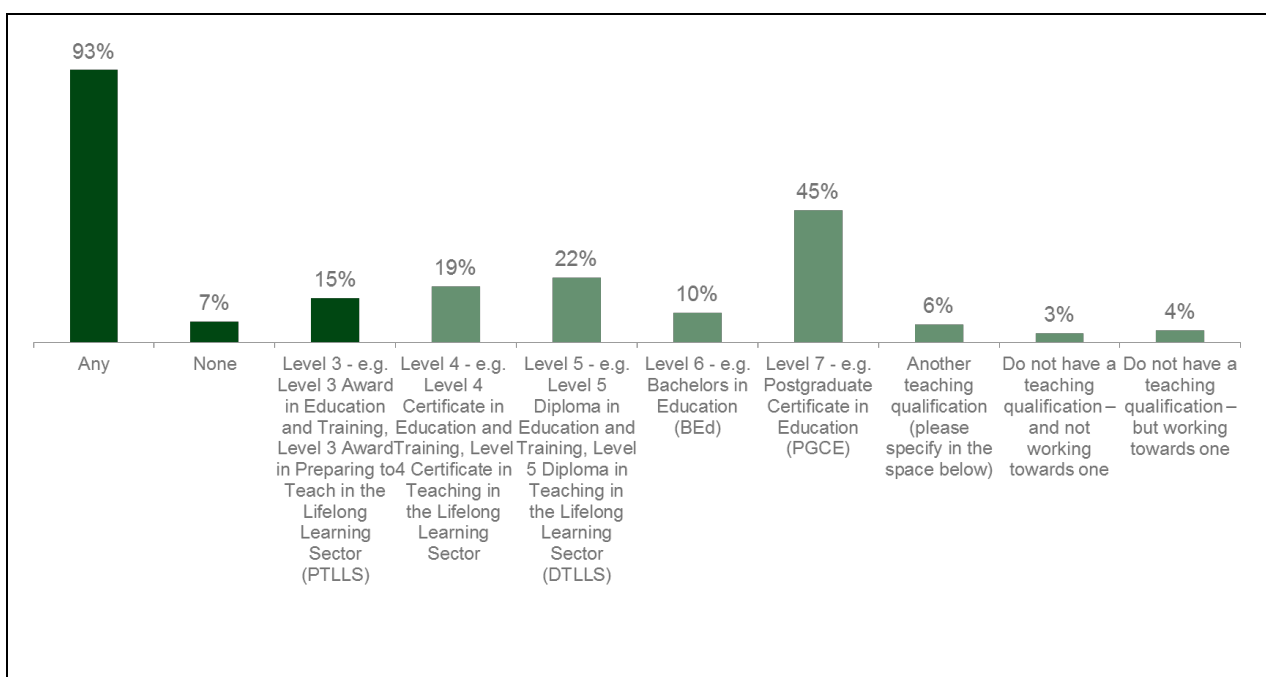
Teaching status

While nearly all teachers had a teaching qualification, only four in ten teachers (41%) held a teaching related professional status. Nearly a quarter (23%) of teachers held Qualified Teacher Status (QTS), and 16% held Qualified Teacher Learning and Skills (QTLS) status. A small proportion held some other status (4%). Fifteen per cent of teachers didn't know if they had a teaching related professional status. Cognitive testing of this question did reveal that some teachers were unsure if the qualifications they held provided a professional status. This may be a particular issue for teachers whose qualifications were taken many years ago.

Teachers of academic subjects were more likely to have a teaching related professional status compared to those who did not teach academic subjects (52% compared to 36%). Around a third (32%) of teachers of academic subjects held QTS compared with 18% of teachers of non-academic subjects) and 18% held QTLS (compared with 15% of teachers of non-academic subjects).

Teachers who had previous experience of working in industry were less likely to have a teaching related professional status (38%) compared with those who had never worked in industry (47%). In addition, teachers who had worked in FE for more than ten years were more likely to have a teaching-related professional status (44%) compared with those who had been working in the sector for less than ten years (38%).

Industry experience amongst teachers and leaders

For many teachers in general and specialist FE colleges, particularly those delivering vocational qualifications, having practical industry experience can be as important as significant teaching experience. This section looks at previous and current experience in industry, with a particular focus on teachers of vocational qualifications.

Previous industry experience amongst teachers

Around two-thirds (64%) of teachers had worked outside education in an area relating to the vocational subject(s) they taught. Teachers whose main role was a lecturer, teacher or tutor were more likely than those who said that their main role was an Advanced Practitioner to have previous industry experience in a vocational area they were currently teaching in (64% compared with 56%).

There was also variation by vocational subject(s) taught. Almost nine in ten (88%) of those who taught sales, marketing and procurement had industry experience in that area. A similar proportion of those who taught hair and beauty (87%) and agriculture, environmental and animal care (86%) also had industry experience in those areas. Teachers who taught childcare and education, health and science, and digital/IT had the lowest proportions with industry experience (71%, 71% and 67% respectively). This still means the majority of teachers of vocational subjects in all areas had relevant industry experience.

Over three quarters of all teachers of hair and beauty (66%), catering and hospitality (64%) and construction (65%) had ten or more years of experience working in industry in the areas they taught. Over half of all teachers of engineering and manufacturing (60%) also had ten or more years of industry experience in those areas.

Figure 22: Proportion of teachers who have any experience in industry and proportion who have at least ten years industry experience in subject area taught
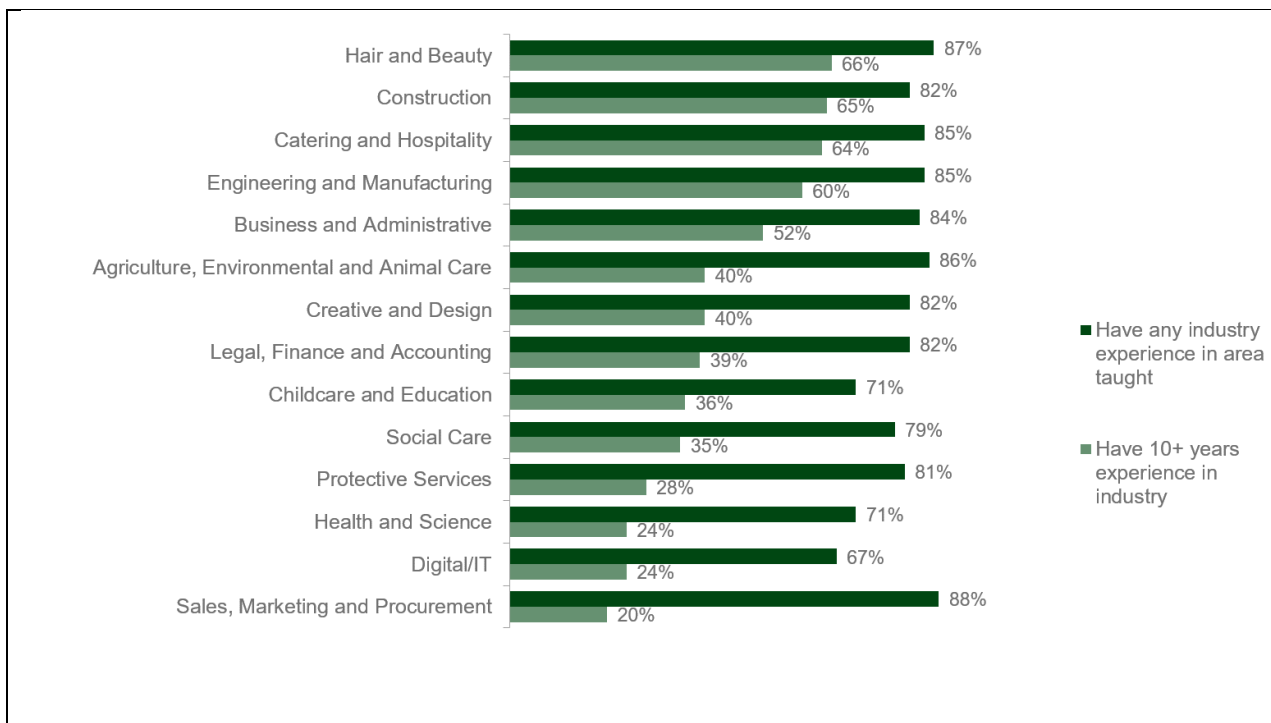
Base: Teachers and leaders survey, Q_IndAny1: 'Have you ever worked or do you currently work in industry / outside of education in any of the areas you now teach or train?'; Q_IndAny2: 'How long have you worked in these areas' All teachers who teach each subject area: Hair and Beauty (325), Catering and Hospitality (254), Construction (715), Engineering and Manufacturing (750), Business and Administrative (554), Agriculture, Environmental and Animal Care (480), Creative and Design (825), Legal, Finance and Accounting (167), Childcare and Education (541), Social Care (308), Protective Services (198), Health and Science (1029), Digital/IT (541), Sales, Marketing and Procurement (127)[50].

Current industry experience amongst teachers

In addition to the majority who had any industry experience, 17% of all teachers said they were *currently* working in industry or outside of education. This was more common amongst teachers whose *main* role was 'teacher, trainer or lecturer' (17%) compared with those in middle or junior management (8%).

There was significant variation in proportions of teachers currently working in industry by vocational subject(s) taught (Figure 23). It is worth noting that teachers were asked whether they currently work in industry, not necessarily related to the subject(s) they currently taught. Three in ten who taught hair and beauty (31%), creative and design (30%), or agriculture, environmental and animal care (29%) said they were currently

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[50] Transport and Logistics not included due to low base size

working in industry. Around a quarter (28%) who taught legal, finance and accounting also said they were currently working in industry.

Figure 23: Current experience in industry by vocational area taught
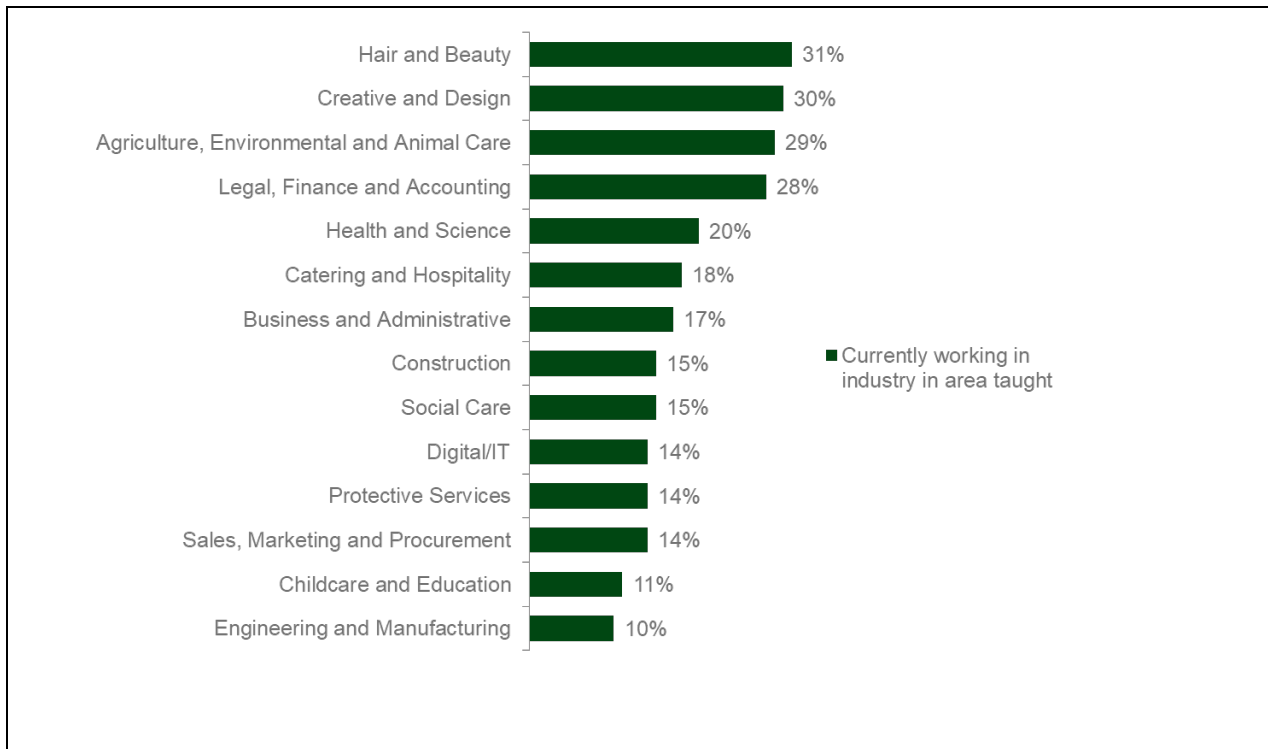
Base: Teachers and leaders survey, Q_IndCurrent: 'Do you currently work for any organisations other than {insert name of college}?' All teachers who taught each subject area: Hair and Beauty (325), Creative and Design (825), Agriculture, Environmental and Animal Care (480), Legal, Finance and Accounting (167), Health and Science (1029), Catering and Hospitality (254), Business and Administrative (554), Construction (715), Social Care (308), Digital/IT (541), Protective Services (198), Sales, Marketing and Procurement (127), Childcare and Education (541), Engineering and Manufacturing (750) [51]

Experience in industry amongst leaders

Around three quarters (78%) of leaders[52] said that they had ever worked in industry or outside of education. The remaining quarter had only ever worked in education.

As shown in Figure 24, leaders were most likely to have business and administrative experience (24% of leaders who had any experience in industry had worked in this area), followed by legal, finance and accounting experience (18%), engineering and manufacturing experience (16%) and sales, marketing and procurement experience

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[51] Transport and Logistics not included due to low base size.
[52] Excluding leaders who were also teachers for the survey. Teachers were asked separately about their industry experience in subjects they teach, and it was decided to not ask those who were both teachers and leaders about their industry experience in the leaders questions to avoid respondent burden.

(15%). Three of these four areas have obvious connections with the skills required to manage and promote a business such as a large college.

Figure 24: Experience in industry amongst leaders

Experience in industry amongst principals

The majority (82%) of principals had worked in industry or outside of education before starting to work as a leader in FE, demonstrating the broad background of principals within the sector. The most common area where principals had industry experience was legal, finance and accountancy (23% of principals with industry experience had worked in this area), followed by engineering and manufacturing (21%), business and administrative (18%) and health and science (16%) (see Figure 25).

Figure 25: Experience in industry amongst principals

Industry	%
Legal, Finance and Accounting	23%
Engineering and Manufacturing	21%
Business and Administrative	18%
Health and Science	16%
Sales, Marketing and Procurement	9%
Childcare and Education	8%
Construction	8%
Digital/IT	8%
Catering and Hospitality	7%
Agriculture, Environmental and Animal Care	5%
Creative and Design	5%
Protective Services	5%
Transport and Logistics	4%
Hair and Beauty	2%
Social Care	1%
Other	2%

Base: Principals survey, Q_IndAny4: 'In which of the following industries or sectors did you work?' All principals with industry experience before leadership role (116)

Around one in ten principals (12%) had worked in industry for less than three years, slightly less than half (47%) had done so for between three but less than ten years, and four in ten (41%) had done so for ten or more years.

Previous teaching experience amongst principals and leaders

As might be expected, the majority of all leadership staff in general and specialist FE colleges had a background in teaching. Around three quarters (73%) of all leaders (excluding principals) had previous or current experience working as a teacher, trainer or lecturer. More than two thirds (68%) of principals had previously worked as a teacher, lecturer or trainer in FE before becoming a leader. Nearly eight in ten (78%) principals also had at least ten years' experience as a leader in FE (as noted in Chapter 2). This amount of experience is reflected in the age profile of principals, with 85% of principals being aged 45 or older. This suggests, for many principals, their role is the culmination of lengthy progression through a series of teaching and leadership roles in FE. rincipals and o this is quite interesting. principals had only ever been in teaching vs. industry. Leaders in FE can have a bro

7. Recruitment and retention in the general and specialist FE colleges

Summary

- Construction, engineering and manufacturing and digital/IT were identified as vocational subjects with particular recruitment and retention challenges. They were identified by principals as the most difficult vocational subjects to recruit in, and those with the highest vacancy rates.

- Principals indicated maths and English were the most difficult academic subjects to recruit in. Relatedly, they indicated literacy and numeracy were the most difficult 'other provision' to recruit in.

- Numeracy and literacy also had some of the highest vacancy rates. This reflects sector-wide issues with recruitment and retention of maths teachers in particular.

- Principals identified salaries being higher in industry (22%) and schools (17%) as challenges to recruitment and retention in their college. A lack of qualified staff (18%) also posed issues.

- Nearly six in ten teachers (58%) said they were unlikely to leave FE in the next twelve months.

- Four in ten teachers (42%) said they were likely to leave FE in the next twelve months. This included 14% who said they were 'very likely' to leave and a small proportion (2%) who already had a job outside FE.

- A third (33%) of leaders said they were likely to leave FE in the next twelve months. The majority said they were unlikely to leave FE (67%).

- Teachers who already had a role outside FE were most likely to say perceived poor college management (44%) and pay were the reasons they were leaving the sector (42%).

- Similarly, teachers who were considering leaving FE were most likely to say workload (40%), perceived poor college management (39%) and pay (36%) were why they were considering leaving.

The following section explores levels of vacancies within general and specialist FE colleges and the subjects college principals regard as difficult to recruit teachers in. The section also explores how likely staff report being to leave the FE sector in the next twelve months and why they are considering leaving.

Numbers of vacancies by subject area

Colleges were asked how many vacancies they held at time of interview (answered as part of the staff return). Staff return data was collected between February and June 2018 so data reflects vacancies within this period. Total reported vacancy numbers have been rounded to the nearest ten. Vacancy numbers also include vacancies temporarily filled by supply staff. The total number of estimated vacancies at time of the research was 1,610, which translates to three per cent of the FE college teaching workforce.

Vacancies in vocational areas

Table 14 shows the number of vacancies reported across all FE colleges, by vocational subject and the vacancy rate within that subject. The vacancy rate is the number of vacancies reported as a proportion of all staff currently teaching in that subject. Construction, engineering and manufacturing and legal, finance and accounting showed the highest vacancy rates (all 5%). Pertinently, construction is part of the 2020 limited T Level pathway. Engineering and manufacturing and legal, finance and accounting are all part of the 2021 T Level pathways. Construction is also a priority area for government policy and the economy more widely, with 300,000 new homes promised to be built a year by the mid-2020s.[53] As outlined in Chapter 5, construction and engineering and manufacturing also had some of the highest volumes of college teachers (more than 4,000 in each area). Both subjects also had the highest teaching capacity estimates: in other words, the highest numbers of teachers and teaching hours. These combined suggest construction, and engineering and manufacturing are subject to significant pressures in terms of teacher recruitment and retention.

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[53]
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/661430/Building_the_homes_the_country_needs.pdf

Table 14: Number of vacancies in vocational subjects reported in FE colleges

Vocational subject (mapped to T Level routes)	Number of vacancies reported (n)	Vacancy rate (%)
Construction	260	5%
Engineering and Manufacturing	240	5%
Legal, Finance and Accounting	40	5%
Business and Administrative	120	4%
Digital / IT	80	4%
Agriculture, Environmental and Animal Care	110	3%
Childcare and Education	60	3%
Health and Science	100	3%
Protective Services	30	3%
Sales, Marketing and Procurement	20	3%
Transport and Logistics	10	3%
Social Care	50	2%
Catering and Hospitality	20	1%
Creative and Design	60	1%
Hair and Beauty	30	1%

Base: Staff return Q9 'In which of the following areas subjects do you have any vacancies?' (117)

Vacancies in other areas of teaching

Colleges were also asked about the number of vacancies in other (non-vocational and non-academic) provision. Table 15 summarises the numbers of vacancies and vacancy rates for these subjects. Maths / adult numeracy had the highest vacancy rate (6%), followed by English / adult literacy. Teacher recruitment in maths is a widespread issue across the education system as a whole.

Table 15: Number of vacancies in other types of provision reported in FE colleges

Other provision	Number of vacancies reported (n)	Vacancy rate (%)
Maths / numeracy	110	6%
English / literacy	80	4%
SEN or supported learning provision*	80	3%
ESOL	40	2%
Life skills*	20	1%
Preparation for work*	10	*

Base: Staff return Q9 'In which of the following areas subjects do you have any vacancies?' (117) * subjects not asked at main stage

The staff return asked how many vacancies had been filled by supply staff during recruitment over the past year. It is worth noting that number of vacancies was reported at time of interview whereas number of supply staff who filled vacant roles was over the last academic year.

Use of supply staff to fill vacancies

Table 16 summarises the numbers of vacancies filled by supply staff reported for vocational subjects. The highest number of vacancies filled by supply staff reflect those who had the highest vacancy rates and number of vacancies held: construction (an estimated 7% of teaching posts were filled by supply staff); engineering and manufacturing (6%), and legal, finance and accounting (5%).

Table 16: Number of vacancies in vocational subjects filled by supply staff in the last year reported in FE colleges

Vocational subject (mapped to T Level routes)	Number of vacancies filled by supply staff reported *(n)*	Proportion of all teaching posts filled by supply staff *(%)*
Construction	350	7%
Engineering and Manufacturing	270	6%
Legal, Finance and Accounting	40	5%
Social Care	70	4%
Transport and Logistics	20	4%
Business and Administrative	90	3%
Catering and Hospitality	50	3%
Digital / IT	60	3%
Health and Science	100	3%
Childcare and Education	60	2%
Creative and Design	90	2%
Agriculture, Environmental and Animal Care	50	1%
Hair and Beauty	30	1%
Protective Services	10	1%
Sales, Marketing and Procurement	10	1%

Base: Staff return Q10 'Across the last academic year, how many vacancies have been filled by supply staff whilst you have been recruiting?' (117)

Together these findings suggest there were the most significant staff shortages within construction, engineering and manufacturing and legal, finance and accounting. These are the areas where roles are either vacant or have to be filled by supply staff.

Table 17 summarises the number of supply staff that filled vacancies in other types of (non-vocational and non-academic) provision. Consistent with the overall vacancy rates, maths/adult numeracy was reported as the subject with the highest proportion of vacancies filled by supply staff (6%), followed by English/ adult literacy (4%).

Table 17: Number of vacancies in other provision reported in FE colleges

Other provision	Number of supply staff filling vacancies reported (n)	Proportion of all teaching posts filled by supply staff (%)
Maths / numeracy	110	6%
English / literacy	90	4%
SEN or Supported Learning Provision*	90	3%
ESOL	40	2%
Preparation for work*	*	*
Life skills*	*	*

Base: Staff return Q10 'Across the last academic year, how many vacancies have been filled by supply staff whilst you have been recruiting?' (117) * subjects not asked at main stage

Principals' views on recruitment

Principals were asked a series of questions on recruitment, particularly which subjects their college found most difficult to recruit in and the quality of applications they had received for vacant posts over the last three years.

Perceived difficulty of recruiting

Principals were asked how easy or difficult they had found recruitment over the last three years. More than half (53%) said they had found recruitment difficult including two in ten (20%) who said it was 'very difficult'. No principals said recruitment had been 'very easy'. In addition, around a third said that the difficulty of recruitment varied too much between vacancies/subject areas for them to indicate how difficult recruitment was overall. This suggests it may be hard to assess in advance how easy or difficult a particular vacancy will be to fill, please see figure 26.

Figure 26: Ease of recruitment
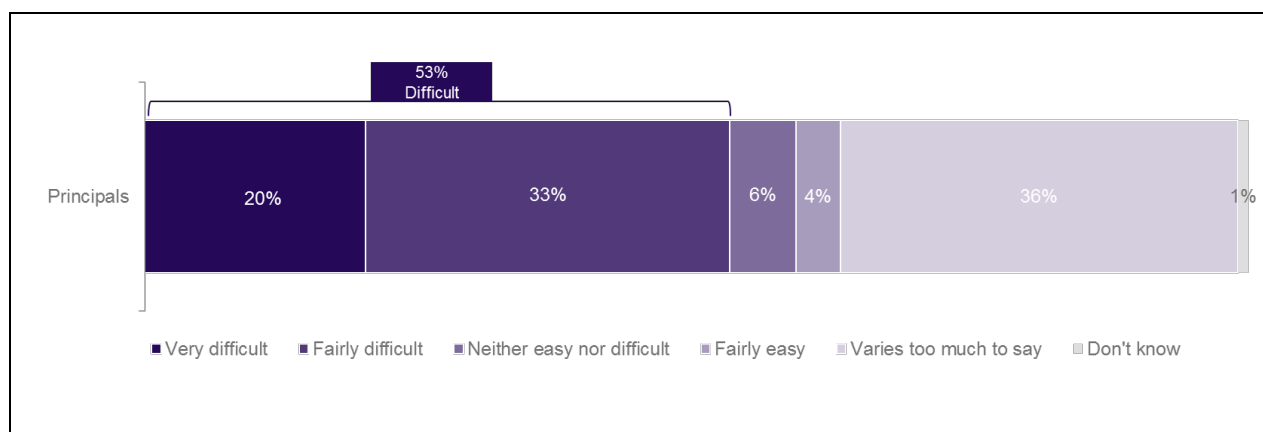
Base: Principal survey, Q_RecDiff: 'How easy or difficult have you and your college found recruiting teaching staff over the last three years?' All principals (140)

Figure 27 summarises which vocational subjects and 'other' provision colleges found it difficult to recruit teachers in. Principals were able to select as many subjects as applied and subsequently to select which three subjects they found *most* difficult to recruit in.

Nearly nine in ten principals said their college found engineering and manufacturing (88%) difficult to recruit in, and this was the subject most principals said was most difficult to recruit in (75%). Around half said construction (54%) was most difficult to recruit in. Around a third of principals (35%) said digital/IT was most difficult to recruit in. Digital/IT is due to be rolled out as one of the first T Level routes in 2020.

Nearly seven in ten principals said adult maths/numeracy (69%) was difficult to recruit in, and 29% said it was most difficult. There was, however, a notable drop of 40 percentage points between principals who said it was difficult to recruit in maths/numeracy and those who said it was most difficult to recruit in. There was a similar trend for teachers in literacy/English, where there was also a 40 percentage point difference between principals who said it was difficult and most difficult to recruit in.

Figure 27: Vocational subjects and other provision principals find it difficult to recruit in
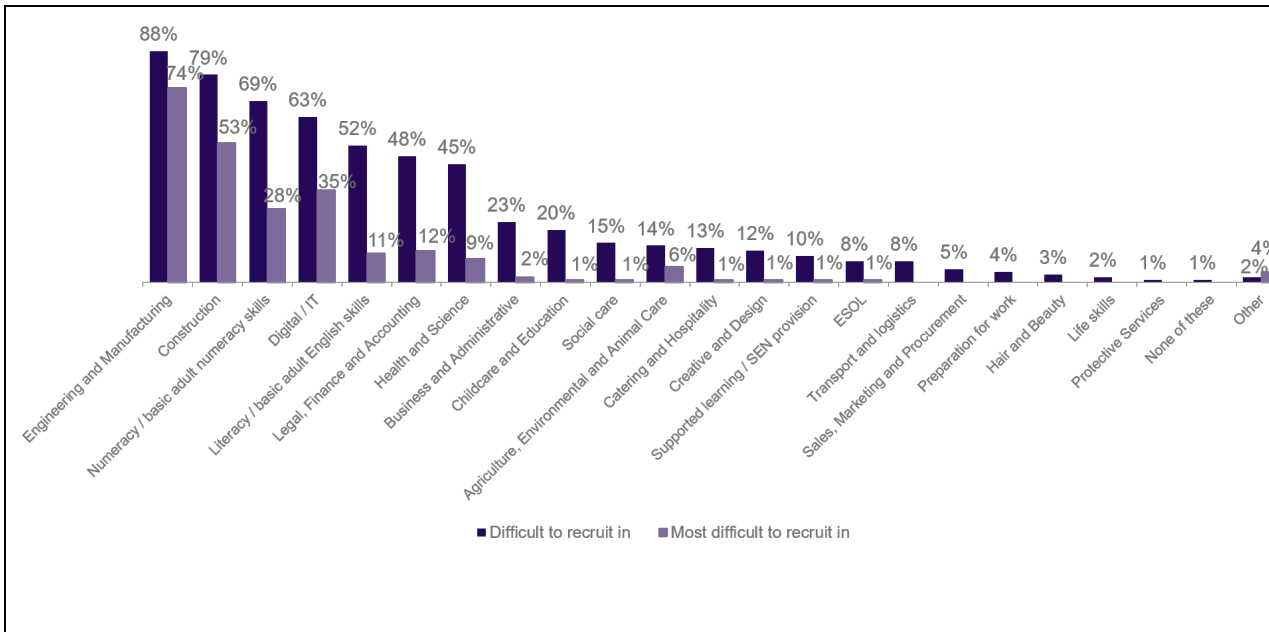
Base: Principal Survey, Q_RecDiff1/Q_RecDiff2: 'In which of the following vocational or technical areas / subjects would you say it is (most) difficult to recruit skilled teaching staff?' All principals (140)

A significant proportion of principals also identified health and science teachers as difficult to recruit (45%), although only nine per cent identified them as the most difficult to recruit. Principals were also asked, separately, which academic subjects they found most difficult to recruit teachers in, with the option to select up to three subjects. Figure 28 shows responses, which reflect trends discussed in previous sections. Principals said maths was the most difficult academic subject to recruit in (74%) followed by English (42%). Science subjects were also reported to be difficult to recruit in, with nearly four in ten principals saying chemistry (39%) and a third saying physics (34%).

Figure 28: Academic subjects principals find it most difficult to recruit in
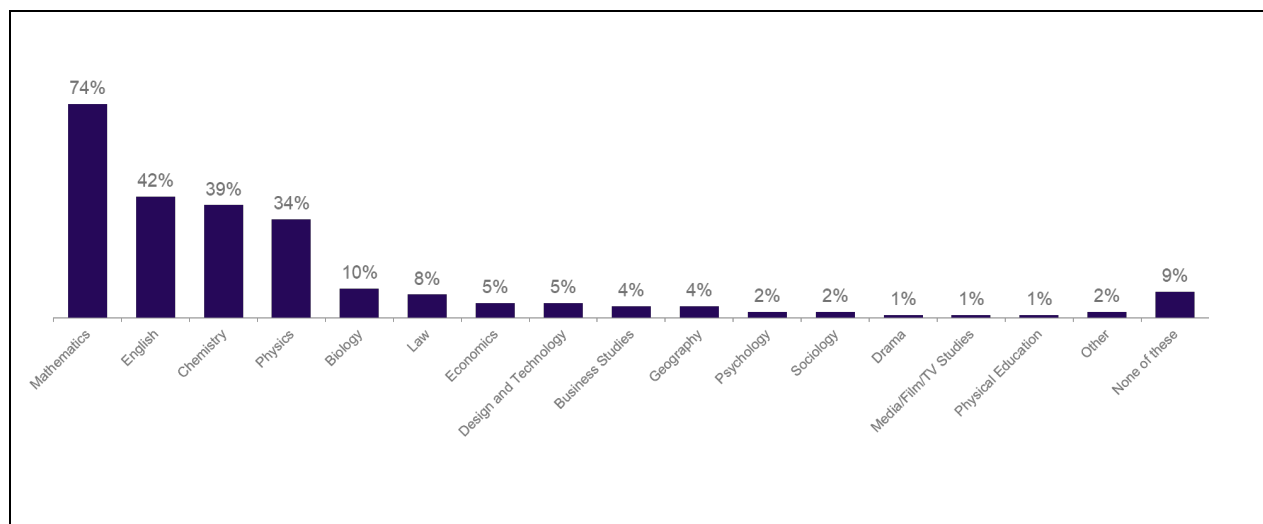
Base: Principal Survey, Q_RecDiff3: 'And in which of the following academic areas / subjects, including but not limited to A-levels and GCSEs, would you say it is most difficult to recruit skilled teaching staff?' All principals (140)

Perceived quality of applications

Principals were asked a series of questions on the quality of applications they were receiving for teaching vacancies compared with three years ago. Figure 29 outlines responses to these measures.

Figure 29: Principals' perceptions of applications to vacancies
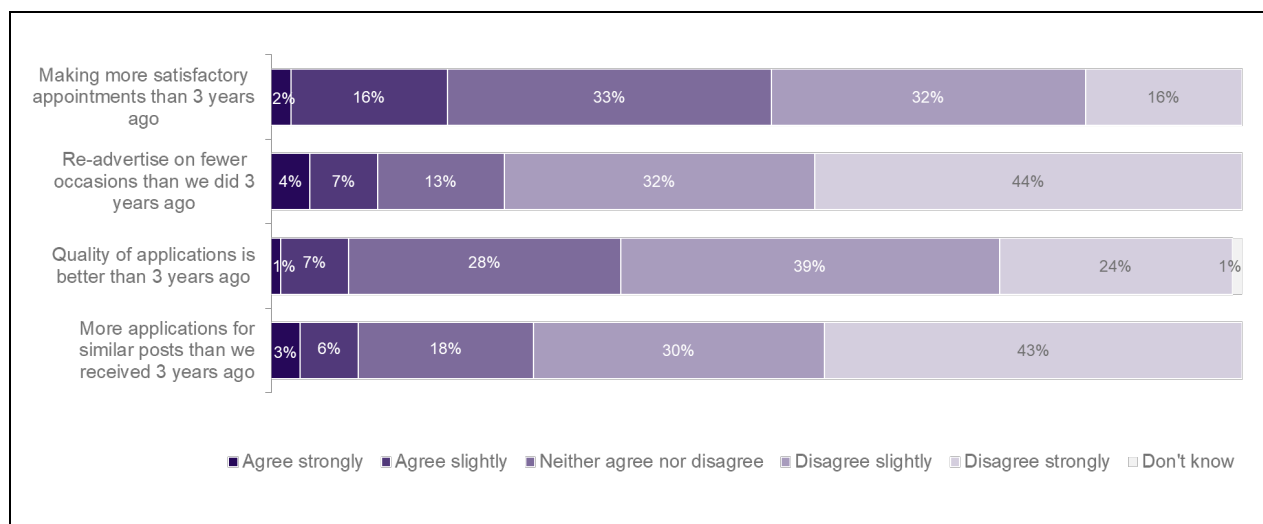
Base: Principal survey, Q_RecAttitt: 'Thinking about when you have most recently recruited for new teaching staff… How strongly do you agree or disagree with the following:' All principals (140)

These measures suggest recruitment become more difficult over the last three years. This may, in part, be driving the vacancy rates reported earlier in this chapter. The volume of applications had not increased over the last three years. Nearly three quarters (73%) of principals disagreed that they were receiving more applications for similar posts

than three years ago (43% disagreed strongly). Principals indicated that the quality of applications had not increased (63% disagreed that the quality of applications was better than three years ago). Nearly half of principals (49%) disagreed that they were making more satisfactory appointments than three years ago. In addition, recruitment was not seen as more effective - 76% of principals disagreed they were re-advertising on fewer occasions than they were three years ago (44% disagreed strongly).

Further principal views on recruitment and retention.

Principals were also given the opportunity to give any further comments they had on recent trends in recruitment and retention (responses are summarised in Figure 30). Four in ten principals said that pay impacted on their ability to recruit and retain staff (41%) – this included salaries being higher in industry (22%), in schools (17%) or simply needing to pay higher wages (4%).. A lack of skills generally across the sector was also reported to have an impact (20%) – either because of a lack of qualified staff available (18%) or skills shortages (3%).

Figure 30: Principals' comments on recruitment and retention
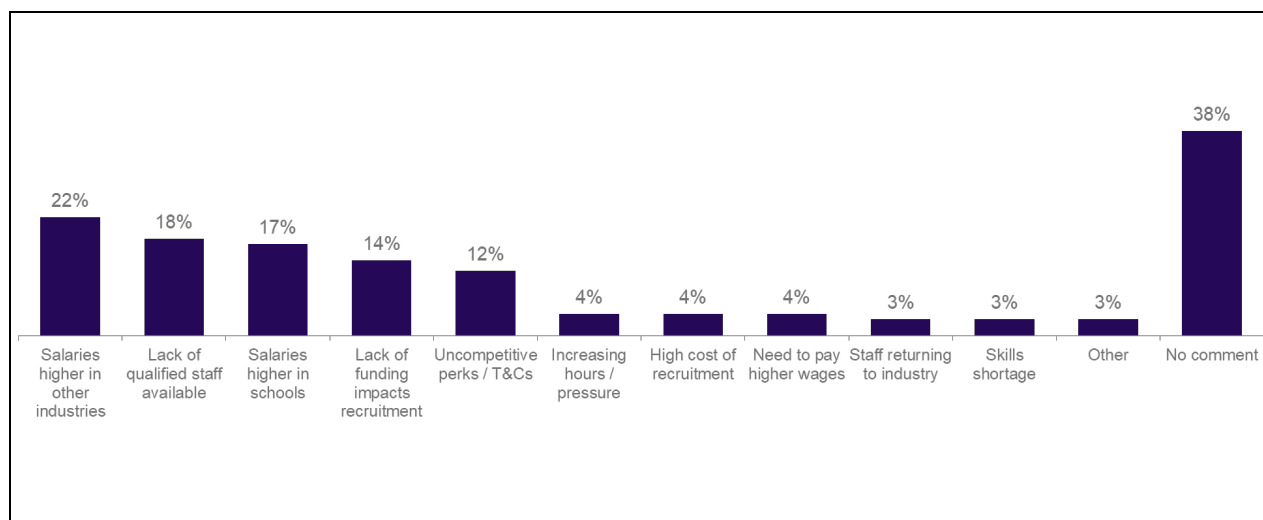
Base: Principal survey, Q_Open, 'If you have any further comments you'd like to add about recent trends in teacher recruitment and retention, please use the space below', All principals (140).

Likelihood of leaving the FE sector: teachers

Overall, teachers' responses suggest there may be considerable retention challenges in future. Four in ten teachers said they were likely to leave FE in the next twelve months (42%). This included two per cent who said they already had a job outside FE and a further 14% who said they were very likely to leave (and might also be considered 'at risk'). Despite this, the majority did indicated they were unlikely to leave (58%). Figure 31 summarises teachers' responses in full.

Figure 31: Likelihood to leave FE in the next twelve months: teachers
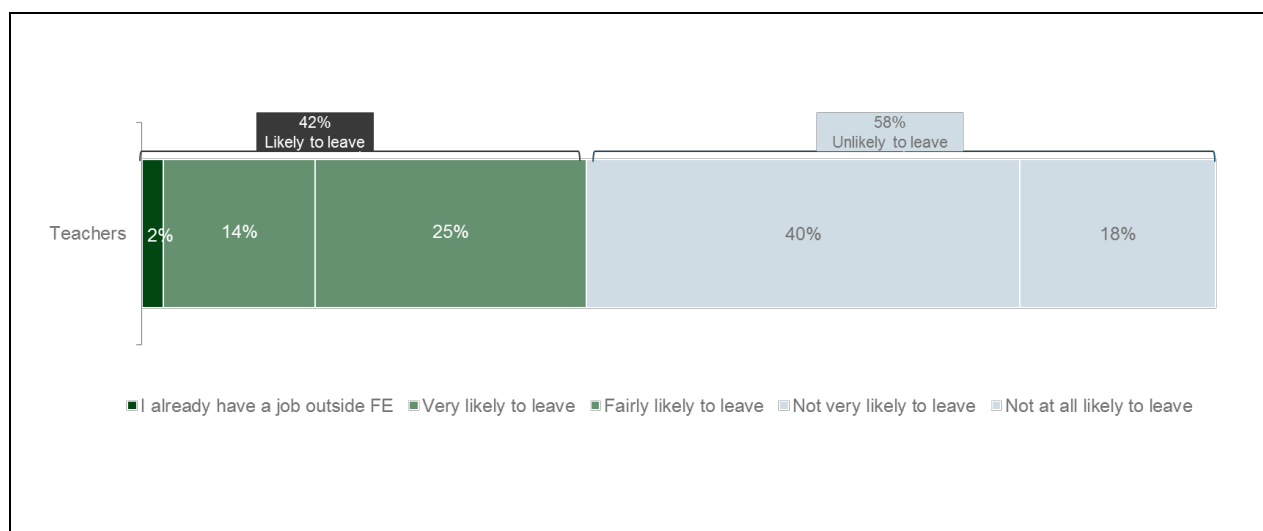
Base: Teacher and Leaders survey, Q_Leaver: 'How likely are you to leave Further Education in the next 12 months?' All teachers (8,123)

As summarised in table 18 on the next page, some vocational subjects had particularly high proportions of teachers who said they were likely to leave FE in the next twelve months. Table 18 below summarises responses across vocational subjects.

Nearly half of teachers who taught digital/IT (47%) said they were likely to leave FE compared with 41% of all other teachers. Construction teachers were also more likely to say they already had a job outside FE or were very likely to leave (22%). Both the digital/IT and construction T Level routes are due to begin from 2020 and were identified by principals as subjects which were amongst the most difficult to recruit in. There are recognised national skills shortages in both areas.

In addition, nearly half of engineering and manufacturing teachers said they were likely to leave FE in the next twelve months (47%) versus 41% of other teachers. Engineering and manufacturing was also identified by principals as being one of the most difficult subjects to recruit in and had one of the highest vacancy rates based on staff return data (see earlier discussion).

Finally, more than half of sales, marketing and procurement teachers (53%) said they were likely to leave FE in the next twelve months. This T Level route had not been identified in the recruitment section as being particularly difficult to recruit in.

Table 18: Likelihood to leave the FE Sector in the next twelve months by vocational subject taught

	% likelihood to leave the FE Sector in the next 12 months														
	Agriculture …	Business/ admin	Catering/ hosp	Childcare /educ	Construct-ion	Creative /Design	Digital / IT	Eng / Manufac	Hair /Beauty	Health/ Science	Legal, Finance Accounting	Protective Services	Sales, Marketing /Procure.	Social Care	Transport /Logistics
I already have a job offer for a role outside	3%	1%	3%	1%	4%	2%	1%	3%	1%	3%	*	4%	3%	2%	1%
I'm very likely to leave	13%	12%	9%	10%	18%	17%	19%	17%	11%	13%	13%	15%	11%	12%	7%
I'm fairly likely to leave	24%	29%	19%	24%	24%	26%	27%	28%	20%	28%	29%	24%	40%	24%	47%
I'm not very likely to leave	40%	40%	45%	41%	36%	40%	36%	35%	44%	41%	44%	39%	34%	45%	34%
I'm not at all likely to leave	20%	17%	24%	23%	18%	15%	16%	18%	24%	15%	14%	19%	12%	17%	11%
Prefer not to say	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
NET: Likely to leave	40%	43%	32%	35%	46%	45%	47%	47%	33%	44%	42%	42%	53%	38%	55%
NET: Unlikely to leave	60%	57%	68%	65%	54%	55%	52%	53%	67%	56%	58%	58%	47%	62%	45%
Base	480	554	254	541	715	825	541	750	325	1029	167	198	127	308	85

Base: Teachers and leaders survey, Q_Leaver: 'How likely are you to leave Further Education in the next 12 months?' Base sizes per subject taught in table.

There was correlation between teachers' satisfaction with opportunities to develop their career in FE and likelihood of leaving the sector. Nearly seven in ten (69%) teachers who were dissatisfied with the opportunities to develop their career in FE said they were likely to leave the sector in the next twelve months, compared with two in ten (21%) teachers who were satisfied. This reinforces the importance of staff feeling they are able to develop their career in FE if they are to remain within the sector.

Nearly half of teachers at colleges rated 'Requires Improvement' or 'Inadequate' by Ofsted said they were likely to leave the FE sector (47%) compared with 38% of teachers at colleges rated 'Outstanding' or 'Good'. More importantly, 21% of teachers at colleges rated 'Requires Improvement' or 'Inadequate' said they already had a job outside of FE or were 'very likely' to leave against 15% at colleges rated 'Outstanding' or 'Good'. As noted elsewhere in this report, staff at colleges rated 'Requires Improvement' or 'Inadequate' expressed higher levels of dissatisfaction across a series of measures. These findings suggest staff at colleges rated 'Requires Improvement' or 'Inadequate' are at a greater risk of leaving the sector.

Likelihood of leaving the sector: leaders

The findings suggest levels of FE leaders leaving the sector are relatively low year on year[54]. Very few leaders said they already had a job outside of FE (just one per cent) or were very likely to leave (12%). In total, a third of leaders said they were likely to leave FE in the next twelve months (33%), leaving a majority who said they were unlikely to leave (67%). Figure 32 below shows responses given.

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[54] ETF's SIR analysis suggests turnover amongst senior management is amongst the highest in FE. These findings together suggest there's a high amount of turnover *within* the sector amongst senior leaders but not a significant number leave the sector altogether (in the College Staff Survey, 76% of leaders in senior management said they were unlikely to leave FE in the next twelve months compared to 66% of other leaders).

Figure 32: Likelihood to leave FE in the next twelve months: leaders
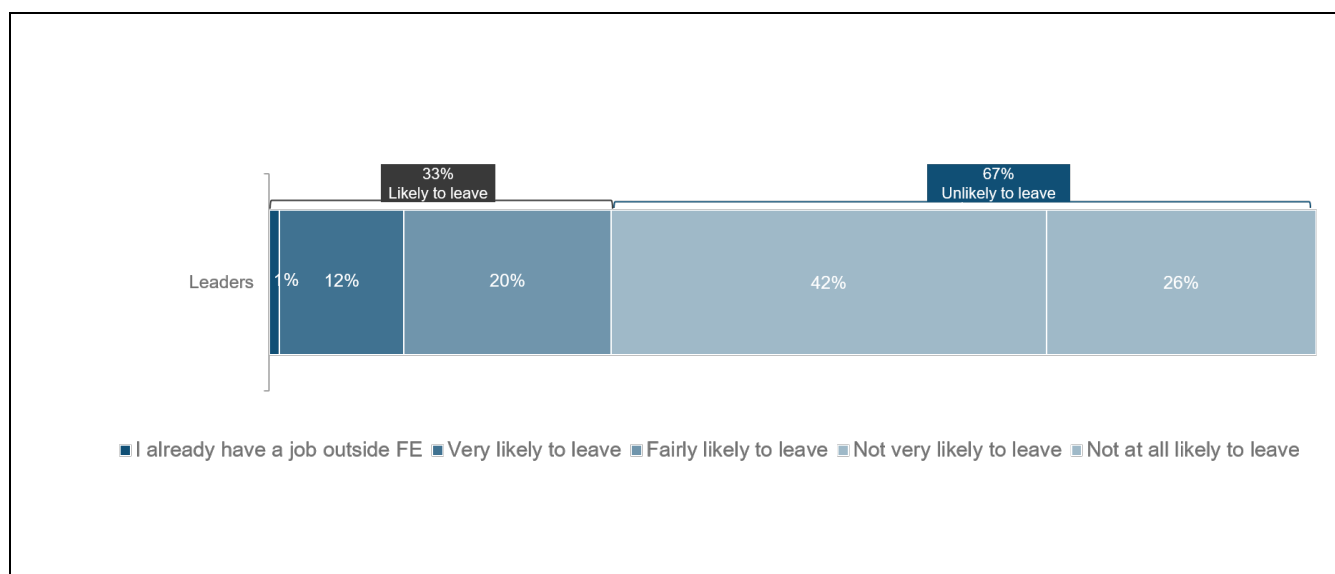
Base: Teachers and leaders survey, Q_Leaver: 'How likely are you to leave Further Education in the next 12 months?', All leaders (2,486)

Four in ten leaders who said teaching was currently part of their role said they were likely to leave FE in the next twelve months (42%) compared with 26% of those who did not say teaching was currently part of their role. This suggests leaders who have teaching responsibilities were more dissatisfied with their role, and more widely that leaders with teaching responsibilities were less satisfied with working in FE.

As with teachers, nearly three-quarters of leaders who said they were dissatisfied with the opportunities to develop their career said they were likely to leave FE in the next twelve months (72%) against 20% of leaders who were satisfied with opportunities to develop their career.

Around four in ten leaders at colleges which were rated 'Requires Improvement' or 'Inadequate' said they were likely to leave FE in the next twelve months (41%) compared with 28% at colleges rated 'Outstanding' or 'Good'. This reflects findings elsewhere in the report that staff at colleges rated 'Requires Improvement' or 'Inadequate' were more likely to express dissatisfaction.

Reasons for leaving the sector

There was a relatively small number of teachers and leaders who said they already had a job outside FE (193 respondents in total). Teachers and leaders who said they already had a job outside FE were asked why they were leaving the sector.[55] Responses were

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[55] At the main stage only.

collected verbatim and coded to a common set of themes. Analysis of responses amongst this group was limited, and not possible for leaders as base sizes were too small (n=23). Figure 33 shows the responses given by teachers who were leaving the FE sector. Poor pay was, by some distance, the most common response given for leaving (42%). Poor recognition (22%) and workload (19%) were also common responses.

Figure 33: Reasons for leaving FE: teachers
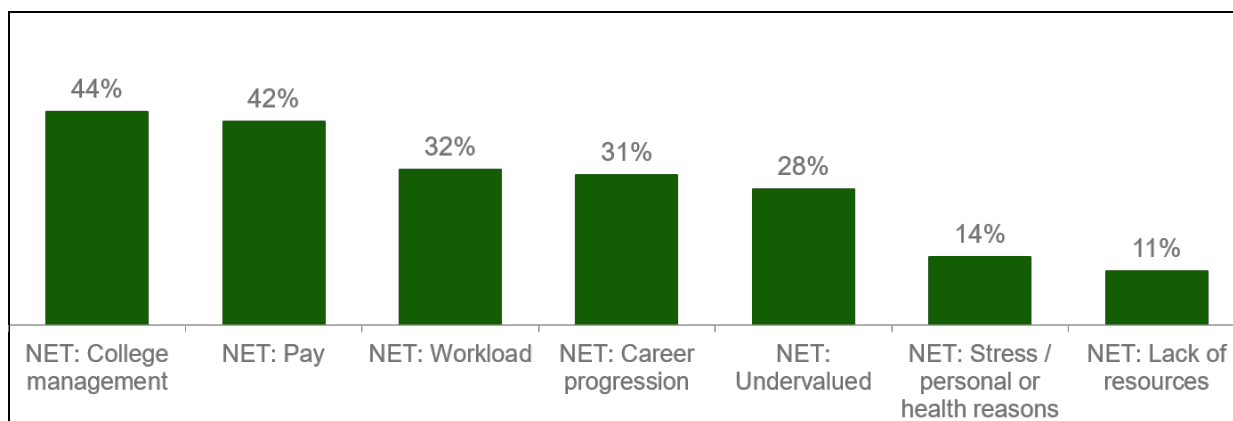
Reason given	%	Net attributed to
Poor pay	42%	Pay
Poor recognition / undervalued	22%	Undervalued
Workload	19%	Workload
Poor management	16%	College management
Looking for more stable contract	15%	College management
Lack of progression / opportunities	11%	Career progression
Demoralised / unhappy	10%	Undervalued
Long hours	10%	Workload
Change of career	7%	Career progression
Too much administration	8%	Workload
Stress	8%	Stress / personal or health
Focus no longer on learners	7%	College management
Learners' behaviour	6%	Learners
Lack of funding	5%	Lack of resources
Career progression / opportunities	5%	Career progression
Unrealistic expectations	4%	Stress

Base: Teachers and leaders survey, Q_Worry: 'Why are you leaving the Further Education sector?' All teachers at main stage who said they already had a job outside of FE (160)

Combined (net) responses show that, alongside pay, perceived issues with college management were the most common reasons given for leaving FE (44%). This included (amongst other things) perceived poor management of the college; insecurity due to the

type of contract teachers were on; and wider issues relating to how staff felt they were treated in the college.

Workload, in some form, was also mentioned by nearly three in ten teachers who already had a job offer outside of FE (32%). This was followed by career progression (31%) which related to both staff having opportunities to progress their career outside of FE and feeling there were not enough opportunities within FE to progress. Feeling undervalued was reported by 28% of teachers who had already had a job offer.

There seem to be a wide range of reasons for staff leaving FE. Some focus on the environment in which staff work, both in how they feel their college is managed and how valued they feel. Pay was another important factor in why staff said they were leaving FE along with workload and better opportunities to progress their career. The small base sizes prevent us from exploring groups who gave these responses in more depth.

Reasons for considering leaving FE: teachers

Teachers who said they were very or fairly likely to leave FE in the next twelve months were asked why this was the case. Poor pay was the most common reason (35%) followed by workload (24%). Figure 34 below shows responses in more depth.

Workload (40%) and college management (including management, contract type – 39%) were the most common reasons for teachers considering leaving FE. Poor pay was cited by over a third (35%) and stress or personal reasons by over a quarter (27%). Pay may not have been the most frequent reason given for considering leaving FE, but it was held more important compared with staff who were unlikely to leave FE (15% said pay was the main difficulty of working in FE). The environment which staff worked in and workload were also strong factors in considering leaving.

Construction teachers were more likely to say that learners were a reason for considering leaving (16% compared with 8% of all other teachers) and reasons relating to stress and personal or health reasons (35% compared with 27% of all other teachers). This is particularly pertinent given the issues covered in Chapter 6 regarding recruitment and the difficulties faced in recruiting construction teachers.

Workload was cited by a large proportion of teachers of childcare and education (49% against 40% of other teachers); health and science teachers (51%) and social care teachers (56%).

Figure 34: Reasons for considering leaving FE: teachers
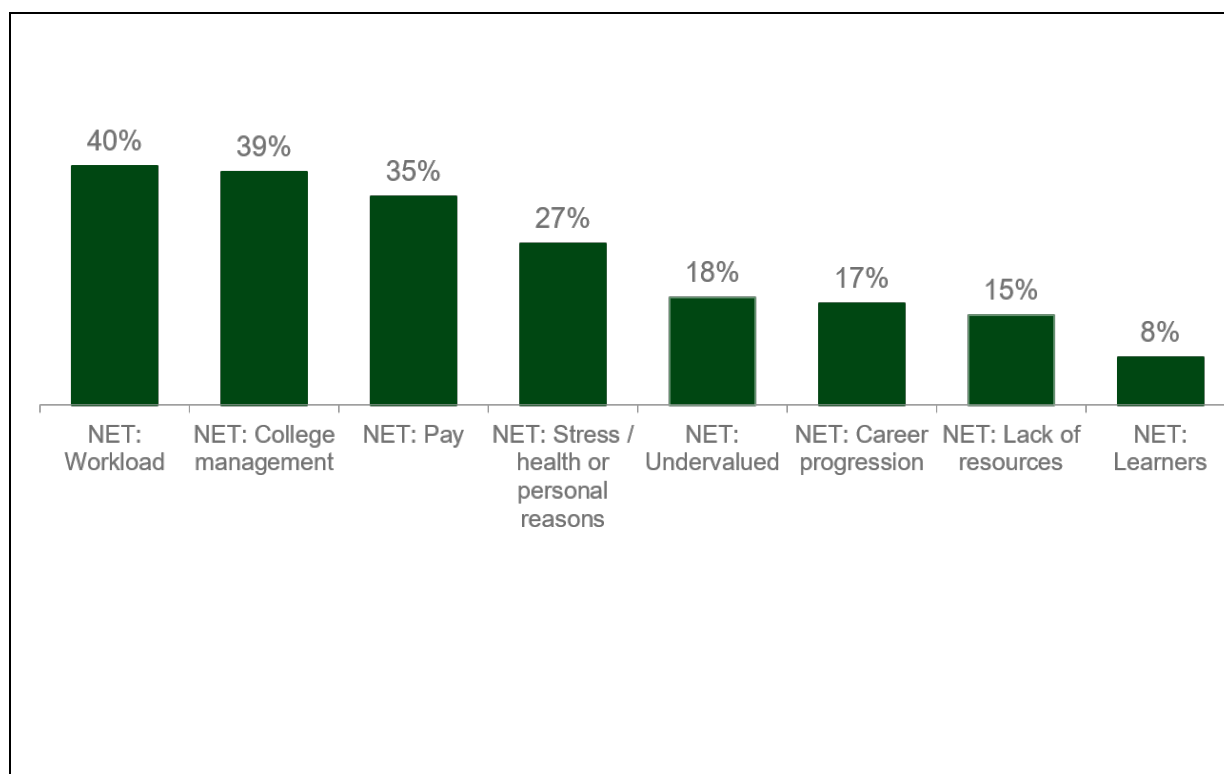
Reason given	%	Net attributed to
Poor pay	35%	Pay
Workload	24%	Workload
Poor management	17%	College management
Poor recognition	16%	Undervalued
Too much administration	12%	Workload
Stress	12%	Stress/health or personal
Lack of progression / opportunities	11%	Career progression
Long hours	11%	Workload
Focus no longer on learners	9%	College management
Personal reasons	9%	Stress/health or personal
Lack of funding	8%	Lack of resources
Not enough time	6%	Workload
Unrealistic expectations	6%	Stress
Job insecurity	5%	College management
Learners' behaviour	5%	Learners

Base: Teachers and leaders survey, Q_Worry: 'Why are you considering leaving the Further Education sector?' All teachers at main stage who said they were considering leaving FE (2,840)

Reasons for considering leaving FE: leaders

As with teachers, the main reason given by leaders considering leaving FE was pay (35%) and workload (35%). College management (which included responses relating to college management overall, contracts staff were on and job security) was given by 32%, and 29% of leaders considering leaving FE gave responses related to stress and personal or health reasons. Figure 35 below shows responses in more detail.

Figure 35: Reasons for considering leaving FE: leaders
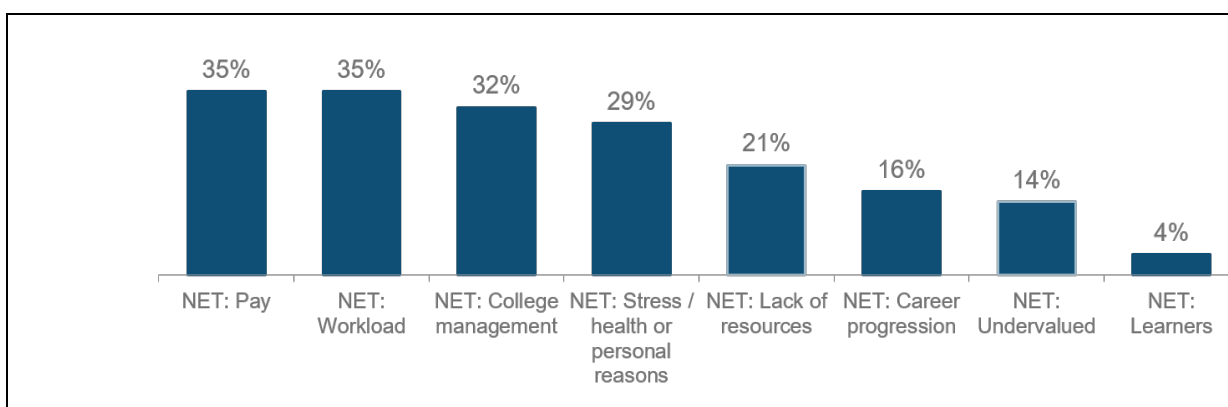
Reason given	%	Net attributed to
Poor pay	35%	Pay
Workload	24%	Workload
Lack of funding	15%	Lack of resources
Stress	15%	Stress/health or personal reasons
Poor management	13%	College management
Poor recognition	12%	Undervalued
Lack of progression	10%	Career progression
Long hours	8%	Workload
Personal reasons	8%	Stress/health or personal reasons
Restructuring / redundancy	8%	College management
Focus no longer on learners	6%	College management
Unrealistic targets	6%	Workload
Too much paperwork / admin	5%	Workload
Not enough time	5%	Workload

Base: Teachers and leaders survey, Q_Worry: 'Why are you considering leaving the Further Education sector?' All leaders at main stage who said they were very or fairly likely to leave FE (699)

Given the relatively small number of leaders who said they were likely to leave the sector, it is difficult to explore differences in response by sub-groups of leaders. However, leaders at colleges rated 'Outstanding' or 'Good' were more likely to cite pay as a reason for considering leaving FE (41%) compared with leaders at colleges rated 'Requires Improvement' or 'Inadequate' (21%).

Conclusion

A thriving FE sector with a strong workforce is fundamental to delivering on the current programme of reforms in the sector, including the introduction of T Levels from 2019 and ongoing refinements to apprenticeship delivery. Prior to the current survey, there was relatively limited data on the skills and experience of FE staff and how that matched the requirements of the posts they fill and may fill in the future. The 2018 survey purposely focussed on teaching and leadership staff within incorporated colleges – those who are most directly involved in the planning and delivery of FE. The Department is considering plans for further research to capture workforce data from the FE sector more widely.

The survey re-confirms the scale of college-based education. There were around 60,000 FE teachers in colleges in 2018. Most FE college teachers were employed directly by the colleges they work in, with around three quarters (76%) holding a permanent contract with the college. The evidence is that colleges avoid using agency teaching staff where they can – just 4% of teachers described themselves as being employed through an agency. However, around one in five teachers (20%) were employed on flexible or zero hours contracts.

Staff in colleges tend to be highly experienced. Half (52%) of all teachers and three quarters of all leaders (74%) had worked in FE for ten or more years. A large proportion of teachers (64%) also had experience of working in industry in an area which was relevant to the subject(s) they taught. Reflecting this high level of experience, the majority of teachers and leaders in colleges are aged 45 and older, with around a quarter in both groups aged 55 and older. This is very important in terms of succession planning in colleges, as a large older cohort of teachers and leaders approach retirement age.

Nearly all college teachers (93%) held some kind of teaching qualification with nearly half (45%) holding a Level 7 qualification, such as a Postgraduate Certificate in Education (PGCE). Reflecting this, government funding is not available for teaching qualifications below Level 5.

The majority of teachers had a teaching qualification of some kind (93%), most commonly a Level 7 qualification such as a Postgraduate Certificate in Education (PGCE) (45%). Seven in ten teachers (70%) held a teaching qualification at Level 5 or above – this being the most widely recognised teaching qualification for the sector, accepting that Level 3 and 4 qualifications may be suitable in certain contexts. The survey confirms that there are recruitment and retention challenges for colleges. More than half of principals (53%) said they had found recruitment of teachers difficult - two in ten (20%) said this was 'very difficult'. In addition, four in ten principals said that pay impacted on their ability to recruit and retain staff (41%). Construction, engineering and manufacturing and digital/IT were identified as vocational subjects with particular

recruitment and retention challenges. They were identified by principals as the most difficult vocational subjects to recruit in, and those with the highest vacancy rates.

The 2018 survey findings give some indication of the factors that may lead to retention difficulties in the sector, including perceptions of levels of pay and poor management at institutional level. To develop our understanding further a follow-up survey of teachers and leaders will be carried out in 2019 focussing on staff who have moved role or have a job outside FE. This will be used to explore reasons teachers and leaders decide to move in more depth.

In addition to this report, a detailed set of data tabulations have been published allowing users to further explore the composition and perceptions of the teaching and leadership workforce in colleges.

Appendix 1. Data tables annex

Table 19: Age profile of teachers by vocational subject taught

	%s of teachers aged over and under 35 by subject taught														
	Agriculture …	Business/admin	Catering/hosp	Childcare/educ	Construct-ion	Creative/Design	Digital / IT	Eng / Manufac	Hair/Beauty	Health/Science	Legal, Finance Accountin	Protective Services	Sales, Marketing/Procure.	Social Care	Transport/Logistics*
Teachers aged under 35	28%	7%	5%	10%	8%	26%	18%	8%	13%	25%	9%	25%	16%	13%	10%
Teachers aged 35 or over	68%	89%	94%	87%	88%	69%	77%	84%	82%	73%	86%	71%	77%	87%	89%
Base	480	554	254	541	715	825	541	750	325	1,029	167	198	127	308	85

*Note: low base size

Table 20: Satisfaction with opportunities to develop their career within FE by academic subject taught[60]

	Art and Design	Biology	Business Studies	Chemistry	English	Maths	Media/Film/TV studies	Physical Education	Psychology	Sociology
Satsified	32%	31%	30%	27%	36%	36%	33%	53%	40%	35%
Dissatisfied	46%	43%	44%	43%	41%	39%	52%	36%	45%	42%
Base	194	167	156	101	651	616	125	119	106	100

Table 21: Regional volumes of teaching staff by vocational subject

Region	Total	East Midlands	East of England	London	North East	North West	South East	South West	West Midlands	Yorkshire and The Humber
Vocational subjects (15 T Level tracks)										
Base (n)	*199*	*10*	*17*	*13*	*16*	*43*	*33*	*24*	*21*	*21*
Agriculture, Environmental and Animal Care	4,030	170	210	0	130	1,620	450	580	360	500
Business and Administrative	2,980	100	200	120	130	600	450	440	650	300
Catering and Hospitality	1,650	80	120	60	130	390	270	290	120	200
Childcare and Education	2,420	100	170	110	180	490	250	380	360	380
Construction	4,980	320	350	270	310	710	710	640	910	760
Creative and Design	5,700	300	390	210	320	1,060	1,090	940	830	560
Digital/IT	1,980	80	100	130	110	280	260	320	510	190
Engineering/Manufacturing	4,580	190	270	80	530	970	720	490	770	550
Hair and Beauty	2,900	240	210	70	220	590	420	460	400	280
Health and Science	3,700	130	240	100	210	640	500	770	660	450
Legal, Finance and Accounting	830	0	50	50	30	110	150	200	160	80
Protective Services	900	50	60	10	40	140	140	160	200	90
Sales, Marketing and Procurement	730	20	150	20	10	50	110	90	240	30
Social Care	1,970	140	110	50	150	460	180	240	360	290
Transport and Logistics	380	0	180	0	40	40	0	50	20	40

Table 22: Regional profile of teaching staff by vocational subject (percentages given as a % of total teachers within the region)

Region	Total	East Midlands	East of England	London	North East	North West	South East	South West	West Midlands	Yorkshire and The Humber
Vocational subjects (15 T Level tracks)										
Base (n)	*199*	*10*	*17*	*13*	*16*	*43*	*33*	*24*	*21*	*21*
Agriculture, Environmental and Animal Care	6.8%	4.8%	5.3%	0.0%	3.4%	14.5%	4.6%	6.0%	4.3%	8.3%
Business and Administrative	5.1%	2.8%	5.0%	4.4%	3.4%	5.4%	4.6%	4.6%	7.7%	5.0%
Catering and Hospitality	2.8%	2.2%	3.0%	2.2%	3.4%	3.5%	2.8%	3.0%	1.4%	3.3%
Childcare and Education	4.1%	2.8%	4.3%	4.1%	4.8%	4.4%	2.6%	3.9%	4.3%	6.3%
Construction	8.4%	9.0%	8.8%	10.0%	8.2%	6.3%	7.3%	6.6%	10.8%	12.7%
Creative and Design	9.7%	8.4%	9.8%	7.8%	8.5%	9.5%	11.2%	9.8%	9.9%	9.3%
Digital/IT	3.4%	2.2%	2.5%	4.8%	2.9%	2.5%	2.7%	3.3%	6.1%	3.2%
Engineering/Manufacturing	7.8%	5.3%	6.8%	3.0%	14.1%	8.7%	7.4%	5.1%	9.1%	9.2%
Hair and Beauty	4.9%	6.7%	5.3%	2.6%	5.8%	5.3%	4.3%	4.8%	4.8%	4.7%
Health and Science	6.3%	3.7%	6.0%	3.7%	5.6%	5.7%	5.1%	8.0%	7.8%	7.5%
Legal, Finance and Accounting	1.4%	0.0%	1.3%	1.9%	0.8%	1.0%	1.5%	2.1%	1.9%	1.3%
Protective Services	1.5%	1.4%	1.5%	0.4%	1.1%	1.3%	1.4%	1.7%	2.4%	1.5%
Sales, Marketing and Procurement	1.2%	0.6%	3.8%	0.7%	0.3%	0.4%	1.1%	0.9%	2.9%	0.5%
Social Care	3.3%	3.9%	2.8%	1.9%	4.0%	4.1%	1.9%	2.5%	4.3%	4.8%
Transport and Logistics	0.6%	0.0%	4.5%	0.0%	1.1%	0.4%	0.0%	0.5%	0.2%	0.7%

Table 23: Regional volumes of teaching staff by academic subject (figures only presented for subjects with >100 teachers nationally)

Region	Total	East Midlands	East of England	London	North East	North West	South East	South West	West Midlands	Yorkshire and The Humber
Academic subjects										
Base (n)	*199*	*10*	*17*	*13*	*16*	*43*	*33*	*24*	*21*	*21*
English	2,320	100	120	180	140	490	420	400	300	170
Mathematics	2,240	90	130	210	150	470	390	370	270	160
Art and Design	1,690	90	100	120	200	200	290	120	420	150
Business Studies	1,160	60	30	70	60	130	230	180	260	140
Physical Education	930	40	60	40	150	130	160	110	70	170
Media/Film/TV Studies	790	80	20	30	30	110	170	150	100	100
Drama	430	80	20	10	20	50	130	50	30	40
Biology	430	20	30	40	10	80	60	90	70	30
Design and Technology	310	0	0	40	20	120	20	30	20	60
Psychology	320	30	20	10	20	60	40	80	40	20
Sociology	260	10	10	20	10	60	40	60	30	20
Chemistry	250	10	20	0	10	60	40	60	30	20
Physics	220	10	20	20	10	50	30	50	20	10
History	200	10	10	10	10	40	40	60	10	10
Law	190	10	10	20	10	50	30	30	20	10
Geography	160	10	10	0	20	30	20	40	10	20
Economics	110	0	0	10	0	20	30	40	0	10

Table 24: Regional profile of teaching staff by academic subject (percentages given as a % of total teachers within the region)

Region	Total	East Midlands	East of England	London	North East	North West	South East	South West	West Midlands	Yorkshire and The Humber
Academic subjects										
Base (n)	*199*	*10*	*17*	*13*	*16*	*43*	*33*	*24*	*21*	*21*
English	3.9%	2.8%	3.0%	6.8%	3.7%	4.3%	4.3%	4.2%	3.6%	2.8%
Mathematics	3.8%	2.6%	3.2%	7.6%	3.9%	4.2%	4.0%	3.8%	3.2%	2.7%
Art and Design	2.9%	2.6%	2.3%	4.5%	5.4%	1.8%	2.9%	1.3%	5.0%	2.5%
Business Studies	2.0%	1.7%	0.8%	2.6%	1.5%	1.1%	2.4%	1.9%	3.1%	2.3%
Physical Education	1.6%	1.1%	1.5%	1.3%	4.1%	1.1%	1.6%	1.2%	0.9%	2.8%
Media/Film/TV Studies	1.3%	2.2%	0.6%	1.3%	0.9%	1.0%	1.7%	1.5%	1.2%	1.7%
Drama	0.7%	2.3%	0.6%	0.5%	0.6%	0.5%	1.3%	0.5%	0.4%	0.6%
Biology	0.7%	0.5%	0.6%	1.4%	0.3%	0.7%	0.6%	1.0%	0.8%	0.5%
Design and Technology	0.5%	0.1%	0.0%	1.3%	0.6%	1.1%	0.2%	0.3%	0.3%	1.1%
Psychology	0.5%	0.7%	0.4%	0.4%	0.6%	0.6%	0.4%	0.8%	0.4%	0.3%
Sociology	0.4%	0.3%	0.4%	0.8%	0.2%	0.5%	0.4%	0.7%	0.3%	0.3%
Chemistry	0.4%	0.3%	0.5%	0.1%	0.3%	0.5%	0.4%	0.6%	0.4%	0.3%
Physics	0.4%	0.2%	0.4%	0.7%	0.2%	0.5%	0.3%	0.5%	0.2%	0.2%
History	0.3%	0.2%	0.3%	0.4%	0.2%	0.3%	0.4%	0.6%	0.1%	0.2%
Law	0.3%	0.2%	0.2%	0.6%	0.3%	0.4%	0.3%	0.3%	0.3%	0.1%
Geography	0.3%	0.2%	0.2%	0.0%	0.2%	0.3%	0.2%	0.5%	0.1%	0.3%
Economics	0.2%	0.0%	0.1%	0.3%	0.1%	0.1%	0.3%	0.4%	0.0%	0.1%

Table 25: Regional volumes of teaching staff by basic and life skills

Region	Total	East Midlands	East of England	London	North East	North West	South East	South West	West Midlands	Yorkshire and The Humber
Basic and life skills										
Base (n)	*199*	*10*	*17*	*13*	*16*	*43*	*33*	*24*	*21*	*21*
ESOL	2,330	280	130	360	80	510	390	160	310	140
Literacy or adult basic English skills	2,080	170	140	200	160	300	270	420	250	160
Numeracy or adult basic Maths skills	1,830	170	130	200	140	280	260	390	100	160
Preparation for work	1,790	70	160	40	160	260	500	350	160	90
SEN or Supported learning provision	2,730	230	200	220	140	400	610	460	370	110
Life skills	1,620	140	30	40	70	260	300	290	390	120

Table 26: Regional profile of teaching staff by basic and life skills (percentages given as a % of total teachers within the region)

Region	Total	East Midlands	East of England	London	North East	North West	South East	South West	West Midlands	Yorkshire and The Humber
Basic and life skills										
Base (n)	*199*	*10*	*17*	*13*	*16*	*43*	*33*	*24*	*21*	*21*
ESOL	4.0%	7.9%	3.3%	13.3%	2.1%	4.6%	4.0%	1.7%	3.7%	2.3%
Literacy or adult basic English skills	3.5%	4.8%	3.5%	7.4%	4.2%	2.7%	2.8%	4.4%	3.0%	2.7%
Numeracy or adult basic Maths skills	3.1%	4.8%	3.3%	7.4%	3.7%	2.5%	2.7%	4.0%	1.2%	2.7%
Preparation for work	3.0%	2.0%	4.0%	1.5%	4.2%	2.3%	5.1%	3.6%	1.9%	1.5%
SEN or Supported learning provision	4.6%	6.5%	5.0%	8.1%	3.7%	3.6%	6.3%	4.8%	4.4%	1.8%
Life skills	2.7%	3.9%	0.8%	1.5%	1.9%	2.3%	3.1%	3.0%	4.6%	2.0%

Table 27: Levels of vocational qualifications teachers are qualified to teach to or higher

	%s qualified to teach at this level or higher														
	Agriculture …	Business/ admin	Catering/ hosp	Childcare /educ	Construct-ion	Creative /Design	Digital / IT	Eng / Manufac	Hair /Beauty	Health/ Science	Legal, Finance Accounting	Protective Services	Sales, Marketing /Procure.*	Social Care	Transport /Logistics*
No qualification*	5%	2%	4%	2%	4%	4%	6%	4%	3%	2%	3%	6%	1%	3%	2%
Entry Level	95%	98%	96%	98%	96%	96%	94%	96%	97%	98%	97%	94%	99%	97%	98%
Level 1	95%	97%	95%	96%	95%	95%	93%	96%	96%	97%	96%	90%	99%	95%	86%
Level 2	93%	96%	89%	92%	89%	94%	89%	94%	94%	95%	95%	88%	94%	93%	86%
Level 3	86%	92%	78%	90%	79%	92%	82%	88%	85%	92%	90%	87%	94%	86%	64%
Level 4 or higher	51%	64%	29%	60%	26%	68%	50%	48%	27%	55%	60%	52%	72%	52%	22%
No qualification –not working towards *	2%	1%	2%	2%	3%	2%	2%	2%	2%	1%	1%	2%	1%	1%	1%
No qualification – working towards *	3%	1%	2%	0%	1%	2%	4%	2%	1%	1%	2%	4%	0%	2%	1%
Base	431	540	251	497	709	728	529	706	323	796	160	135	52	301	83

*Note: low base size

Table 28: Levels of basic and functional skills qualifications teachers are qualified to teach to or higher

	ESOL	Stand-alone literacy or basic adult English skills	Stand-alone Numeracy or basic adult maths skills	Preparation for work	Supported learning or SEN provision	Life skills
	Qualified to teach to this level or higher	Qualified to teach to this level or higher	Qualified to teach to this level or higher	Qualified to teach to this level or higher	Qualified to teach to this level or higher	Qualified to teach to this level or higher
NET: No teaching qualification	4%	2%	2%	10%	10%	14%
Entry Level	96%	98%	98%	90%	90%	86%
Level 1	86%	87%	86%	82%	72%	75%
Level 2	77%	76%	72%	71%	57%	63%
Level 3	40%	41%	30%	56%	42%	49%
Level 4 or higher	29%	20%	15%	25%	24%	21%
No teaching qualification – and not working towards one	3%	1%	1%	8%	7%	10%
No teaching qualification – but working towards one	1%	1%	1%	2%	3%	3%
Base	*361*	*710*	*703*	*1,619*	*724*	*1,253*