



Department
for Education

DfE response to the MAC

**Commission on EEA and non-EEA
migrant workers in the UK labour market**

December 2017

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Summary

1. In July 2017, the government commissioned the Migration Advisory Committee (MAC) to advise on the economic and social impacts of the UK's exit from the European Union and also on how the UK's immigration system should be aligned with a modern industrial strategy.
2. The MAC asked for submissions of evidence on the roles, skills and location of EEA and non-EEA migrants in the UK labour market (the existing workforce) and the routes of entry of EEA and non-EEA migrants in to the UK labour market (the flow of people into workforces).
3. The Department for Education (DfE) do not have detailed data on nationality for most workforce areas, excluding higher education. This means that our response focuses on the existing workforce and entry in to the workforce in general, rather than EEA and non-EEA migrants specifically.
4. This submission of evidence covers all five DfE workforces:
 - a) Early years
 - b) Children's social care
 - c) Schools
 - d) Further education
 - e) Higher education
5. From the nationality data we do have, we know that a relatively low proportion of our workforces are from the EEA (excluding the UK), between 3 and 5 per cent. Again, the exception is the higher education workforce; where 17 per cent of academic staff and 6 per cent of non-academic staff are from the EU (excluding the UK).
6. There are roles that cover a range of qualification levels in all DfE workforces, from low skilled (national qualification framework (NQF) level 2 or below) to high skilled (NQF level 6 and above). The current UK immigration system for non-EEA nationals refers to qualification levels and salary as well as skills shortages; this means that non-EEA nationals are more likely to be in high skilled rather than low skilled roles. Qualification or salary requirements do not currently apply to EEA nationals. We think that changes to the immigration rules for EEA nationals would have some effect on the make-up of DfE workforces but we are currently unable to quantify the level of this change.
7. There are already policies in place to try to tackle any recruitment issues or skills shortages in DfE workforces. We may need to adjust and/or extend these policies if new

immigration rules lead to new shortage areas. We have not discussed future policy in this submission of evidence.

8. In the following five workforce sections of this submission of evidence we cover:

- a) the workforce data available;
- b) the existing workforce, including splits by role, geography, skills and nationality where available; and
- c) routes in to occupations, including any schemes to recruit people from outside of the UK.

Early years

9. The early years workforce is employed in different types of early years settings that are required to comply with the learning and development and the safeguarding and welfare requirements of the [early years foundation stage \(EYFS\) statutory framework](#)¹. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes. In England in 2016² there were an estimated:

- a) 25,500 group-based providers³
- b) 17,900 school-based providers⁴
- c) 46,600 registered childminders⁵

10. Early Years provision in maintained schools must be led by a qualified teacher with Qualified Teacher Status (QTS) and the data for this provision will be captured within the schools workforce reports. The following information relates to group based providers and childminders, which are private, voluntary and independent (PVI) employers.

11. Staff working in PVI early years settings can be broadly split in to:

- a) Early Years Educators - level 3 qualified staff who can lead and manage early years provision (to meet EYFS staff ratio requirements there must be at least one level 3 manager) .
- b) Early Years Assistants - level 2 qualified staff (to meet EYFS staff ratio requirements there must be at least 50 per cent of staff with a level 2 qualification).
- c) Unqualified staff can make up the remaining workforce.
- d) Specialist graduate staff (with Early Years Teacher Status, Early Years Professional Status or Qualified Teacher Status) are employed in some settings but there is no requirement in the EYFS for a graduate to lead provision in PVI settings.

¹ The EYFS only applies to schools and early years providers in England. There are different early years standards in [Scotland](#) and [Wales](#).

² [Survey of Childcare and Early Years Providers, England 2016](#)

³ Providers registered with Ofsted as a childcare provider on non-domestic premises in July 2015. These are PVI settings.

⁴ Based on the Schools Census collected in January 2015.

⁵ Based on childminders registered with Ofsted in July 2015. The sample frame did not include childminders working with childminder agencies as they do not need to register with Ofsted.

- e) Childminders - No formal qualification is required. However, they must hold a paediatric first aid (PFA) certificate and must have completed training that helps them to understand and implement the EYFS.

Data

12. The 2016 **Childcare and Early Years Providers Survey** is the latest in a series of approximately biennial surveys of the childcare sector conducted on behalf of the Department for Education and its predecessors. This survey collects information on the number of providers, the number of staff, qualification levels and the cost of childcare. The latest available data was collected in 2016.⁶ We do not collect nationality information as part of this survey.

13. The only source of nationality data for the current early years workforce is from the **Labour Force Survey (LFS)**. We can use this survey to make a rudimentary estimate of the proportion of staff who are non-UK nationals.

Workforce characteristics

Group-based Workforce⁷

14. In spring 2016 there were an estimated 270,600 paid staff working in group-based early years providers, with an average of 11 per setting. 79 per cent of group-based staff have at least a level 3 qualification and 10 per cent were educated to at least degree level, level 6.

15. A third (33 per cent) of group-based providers employed one or more apprentice. In total there were 15,000 apprentices helping with the delivery of group-based provision.

16. The group-based early years workforce (excluding apprentices) split by region is set out in Table [a].

Table [a]: Group-based early years workforce by region

Region	Estimated size of workforce
East Midlands	22,100
East of England	31,600

⁶ [Survey of Childcare and Early Years Providers, England 2016](#)

⁷ [Survey of Childcare and Early Years Providers, England 2016](#)

Region	Estimated size of workforce
London	42,500
North East	9,900
Yorkshire and Humberside	24,200
North West	38,000
South East	48,900
South West	27,700
West Midlands	25,600

Childminders⁸

17. In spring 2016 there were an estimated 46,600 childminders working in England. 14 per cent of childminders reported having an assistant who worked for them, this equates to 9,200 childminding assistants across England.

18. 69 per cent of childminders had at least a level 3 qualification and 8 per cent were educated to at least degree level, level 6.

19. The childminder workforce split by region is set out in Table [b].

Table [b]: Childminder workforce by region

Region	Estimated size of workforce
East Midlands	3,900
East of England	5,500
London	8,200
North East	2,000
Yorkshire and Humberside	4,500
North West	5,300

⁸ [Survey of Childcare and Early Years Providers, England 2016](#)

Region	Estimated size of workforce
South East	9,100
South West	4,500
West Midlands	3,600

20. The LFS is the only data source we can use to tell us information about the nationality of the early years PVI workforce. Our best estimate is that 4 per cent of the workforce are from the EEA (excluding the UK and including the Republic of Ireland (ROI)). We expect there to be some regional variation, but limited sample sizes make it difficult to estimate this variation.

21. The department does not set pay and conditions for the early years workforce, which is predominantly made up of PVI sector businesses. However, the following average salaries for full-time nursery staff is available on the National Careers Service website:

- a) Nursery managers earn an average £23,000 to £45,000 per year⁹
- b) Nursery workers earn an average of £14,000 to £24,000 per year¹⁰.

Entry to the workforce

22. The EYFS statutory framework sets out the requirements for the number of level 2 and level 3 staff required. This is linked to required staff: child ratios. Training courses are widely available and training is often through employment based-routes, including apprenticeships. Providers can make use of apprenticeship funding to cover apprenticeship-training costs and, depending on individual circumstances, skills funding agency (SFA) funding or further education (FE) loans may be available.

23. Although there is no requirement for a graduate to lead classes in PVI settings, around 10 per cent of staff in group-based settings are qualified to at least degree level. The DfE funds an Early Years Initial Teacher Training (EYITT) programme. This is for those who wish to specialise in working with babies and young children (aged 0-5 years). EYITT leads to Early Years Teacher Status (EYTS) not QTS so those with EYTS cannot be counted as qualified school teachers in the maintained school sector.

⁹ <https://nationalcareersservice.direct.gov.uk/job-profiles/nursery-manager>

¹⁰ <https://nationalcareersservice.direct.gov.uk/job-profiles/nursery-worker>

24. Early Years staff are required to have DBS checks and provide criminal record checks from any country where they have lived or worked. This may act as a barrier to entry to the workforce for anyone who has lived or worked outside the UK, but we do not have any evidence of this.

25. In March 2017, the department published the Early Years Workforce Strategy. This sets out the challenges of recruiting and retaining staff in the early years sector. It includes a number of commitments to support recruitment which are currently in progress, including:

- a) amending the EYFS to allow level 2 qualifications, including functional skills, to count in the English and maths qualifications requirements for level 3 staff;
- b) undertaking a public consultation on the new criteria for level 2 qualifications for the early education and childcare workforce; and
- c) setting up a task and finish group of early years sector stakeholders to consider gender diversity in the sector in more depth.

Children's Social Care

26. The English children's social care workforce covers all staff working on child protection and child and family social work including with children in care. The workforce is broadly split between:

- a) Social workers and other staff working in local authority child and family services (including local authority residential homes).
- b) Social workers and other staff working in the private and voluntary sector, including independent fostering agencies and residential care homes.
- c) Foster carers.

27. Other public sector organisations such as the NHS and the Child and Family Court Advisory Service (CAFCASS), also employ child and family social workers.

28. Child and family social work is currently on the shortage occupation list (SOL).

Data

29. The **Health & Care Professions Council** (HCPC) publish information on the number of registered social workers¹¹. This figure covers both adult and child and family social workers and not all registered social workers will be currently working as social workers in England.

30. The DfE collects information on **the child and family social work workforce**¹² each year. This data collection covers qualified social workers working in a local authority on children and families work. Agency workers working as child and family social workers in local authorities are included in the data collection but reported separately.

31. The only source of nationality data for the current social care workforce is from the **LFS**. We can use this survey to make a rudimentary estimate of the proportion of staff who are non-UK nationals.

¹¹ <http://www.hpc-uk.org/aboutregistration/professions/index.asp?id=18#profDetails>

¹² Link to 2016 DfE statistics release: <https://www.gov.uk/government/statistics/childrens-social-work-workforce-2016>

32. The **Higher Education Statistics Agency (HESA)** collect and publish detailed information about students in higher education (HE). Skills for Care used this data in their 2016 report on the current composition and trends in social work education¹³.

33. We have very little information on other staff working in children’s social care (anyone other than social workers). We hold some information from 2013 and 2014 for staff working in residential children’s homes. This was collected through a one-off **children’s home workforce census**.¹⁴ We also have some information on the number of foster carers.¹⁵

Workforce characteristics

34. Social workers working in local authority child and family services in England:

- a) From HCPC registration figures we know there were 94,150 registered social workers on 2 October 2017. This covers both adult and child and family social workers. Not all of those registered will be currently working as a social worker in England.¹⁶
- b) From our child and family social work workforce collection we know there were 35,500 children’s social workers reported to be employed in English local authorities at 30 September 2016. Of these, 29,930 (headcount)/ 27,700 (FTE) were directly employed by the local authority (84 per cent) and 5,570 (headcount) /5,330 (FTE) were agency workers (16 per cent). Table [c] splits child and family social workers by region.¹⁷

Table [c]: Child and family social workers by region

Region	Percentage
North East	6%
North West	14%

¹³ Social Work Education in England, November 2016. Produced by Skills for Care for the Department of Health. <https://www.nmds-sc-online.org.uk/Get.aspx?id=995424>

¹⁴ Children’s homes workforce census: <https://www.gov.uk/government/publications/childrens-homes-workforce-census>

¹⁵ Fostering in England 1 April 2015 to 31 March 2016: <https://www.gov.uk/government/statistics/fostering-in-england-1-april-2015-to-31-march-2016>

¹⁶ <http://www.hpc-uk.org/aboutregistration/professions/index.asp?id=18#profDetails>

¹⁷ Link to 2016 DfE statistics release: <https://www.gov.uk/government/statistics/childrens-social-work-workforce-2016>

Region	Percentage
Yorkshire and the Humber	12%
East Midlands	7%
West Midlands	11%
East England	10%
Inner London	8%
Outer London	9%
South East	14%
South West	9%

Notes: Data in this table has been rounded

c) We do not capture social workers working for other organisations (including for example, the voluntary and community sector) in our child and family social work workforce data collection. We do not hold any information about this workforce.

d) We do not have data on nationality.

35. Staff working in residential homes in England:

a) The estimated size of the children's homes workforce is just over 20,000. This estimate uses data collected through the children's homes workforce census between October and December 2013 and April and May 2014.¹⁸ We have set out the regional split of the children's homes workforce in Table [d].

Table [d]: Children's homes workforce by region¹⁹

Region	Estimated size of workforce
North East	1,420
North West	4,470

¹⁸ Children's homes workforce census: <https://www.gov.uk/government/publications/childrens-homes-workforce-census>

¹⁹ Children's homes workforce census: <https://www.gov.uk/government/publications/childrens-homes-workforce-census>

Region	Estimated size of workforce
Yorkshire and the Humber	1,830
East Midlands	1,870
West Midlands	3,310
East of England	1,980
London	1,050
South East	2,620
South West	1,520

36. The LFS is the only data source we have which provides some information on the nationality of people currently working in the social care sector. This is a UK wide data collection and the social care sector covers both adult and child and family focused roles.

- a) At a sector-wide level we think that around 3 per cent of people working in social care (including adult social care) are from the EEA, this includes people from the Republic of Ireland (ROI). We do not know the split between adult and child and family social care workforces.
- b) When splitting by skill level (based on occupation code) we think that EEA nationals are more likely to work in jobs with a skill level of 4 or below (3 per cent) than in graduate jobs with a skill level of 6 (2 per cent).

37. Ofsted collects information on the number of foster carers.²⁰

- a) There were 44,320 approved fostering households as at 31 March 2016. This equates to 72,670 approved foster carers at 31 March 2016, including family and friends carers, and approved short breaks-only carers.
- b) We do not have any data on their nationality.

²⁰ Fostering in England 1 April 2015 to 31 March 2016: <https://www.gov.uk/government/statistics/fostering-in-england-1-april-2015-to-31-march-2016>

Entry to the workforce

38. Social work is a graduate profession therefore people need to have a degree to enter the workforce. The main recruitment channel is through social work university degrees. The following table shows that between 2009/10 and 2014/15 the number of students enrolling on social work courses declined by around 22 per cent.²¹

Table [e]: HE social work enrolments in England, 2009/10 to 2014/15

Year	Number of enrolments
2009/10	5,620
2010/11	5,750
2011/12	5,110
2012/13	4,620
2013/14	4,590
2014/15	4,410

39. 3 per cent of students enrolling onto HCPC regulated social work courses (both undergraduate- and postgraduate) in 2014/15 were non-British EEA nationals. This proportion has increased slightly year-on-year since 2010-11 (when it was just over 2 per cent) despite a 23 per cent decrease in the overall number of enrolments in the same period.²²

40. The number of people completing a social work course at university is as shown in Table [f].²³

Table [f]: Course leavers from social work higher education courses by qualification obtained from HESA student record

²¹ Social Work Education in England, November 2016. Produced by Skills for Care for the Department of Health. <https://www.nmds-sc-online.org.uk/Get.aspx?id=995424>

²² Social Work Education in England, November 2016. Produced by Skills for Care for the Department of Health. <https://www.nmds-sc-online.org.uk/Get.aspx?id=995424>

²³ Social Work Education in England, November 2016. Produced by Skills for Care for the Department of Health. <https://www.nmds-sc-online.org.uk/Get.aspx?id=995424>

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Undergraduate qualifications	3,520	3,150	3,100	3,250	3,210	2,730
Postgraduate qualifications	1,120	1,370	1,280	1,360	1,490	1,600
No qualification	580	510	430	440	410	370
Base (Total)	5,220	5,020	4,800	5,050	5,110	4,700

Notes: Data in this table have been rounded.

- a) 100 non-British EEA nationals qualified in 2014/15. This corresponds to approximately 3 per cent of all students leaving with a qualification in that year.²⁴
- b) Skills for Care estimates that around two thirds of all 2014/15 social work education graduates were employed as social workers within six months of graduation.²⁵

41. Child and family social work has a high turnover rate. In the year ending 30 September 2016 there were 4,720 FTE starters and 4,190 FTE leavers. 60 per cent of leavers had been in the workforce for less than 5 years.²⁶

42. Based on the data available it is not possible to link individuals who enrol onto courses to their eventual graduation. However, we know that the number of undergraduate qualifiers has begun to fall (and it is expected that the same will be seen for postgraduates over the next few years). A number of initiatives and plans are currently in place to tackle this:

- a) A degree-level social work apprenticeship is in development. We expect the first apprentices to start training through this route in September 2018.
- b) DfE funds two fast track graduate routes into social work, training over 1,300 social workers since 2010.

43. Staff in children's residential care cover a range of roles with a range of skill and qualification levels. The census of children's homes reported the qualification levels held by children's homes staff. 80 per cent of staff held a Level 3 qualification or higher and 12 per cent were working towards a Level 3 diploma. The most common qualification was

²⁴ Social Work Education in England, November 2016. Produced by Skills for Care for the Department of Health. <https://www.nmds-sc-online.org.uk/Get.aspx?id=995424>

²⁵ Social Work Education in England, November 2016. Produced by Skills for Care for the Department of Health. <https://www.nmds-sc-online.org.uk/Get.aspx?id=995424>

²⁶ Link to 2016 DfE statistics release: <https://www.gov.uk/government/statistics/childrens-social-work-workforce-2016>

the NVQ Level 3 Caring for Children and Young People (50 per cent of all staff excluding registered managers), followed by the NVQ Level 3 Health and Social Care (17 per cent). 90 per cent of registered managers held the relevant Level 5 qualifications or were working towards these.²⁷

²⁷ Children's homes workforce census: <https://www.gov.uk/government/publications/childrens-homes-workforce-census>

Schools

44. The schools workforce covers staff in state-funded schools in England. This includes staff working in special schools and in nurseries and sixth-forms attached to schools. The workforce can be broadly split between:

- a) Teaching staff.
- b) Teaching assistants and support staff.

45. The DfE submitted evidence to the MAC partial review of the Shortage Occupation List (SOL) for Teachers in September 2016. As part of this evidence we set out an overview of the teaching workforce and recruitment challenges, some of which will be relevant to this commission. The MAC may wish to revisit that previous submission of evidence alongside this document, while bearing in mind the MAC's own findings from the teacher shortages review, which, among other recommendations, identified recruitment from the EEA as a sensible means of addressing shortages in modern foreign languages (MFL).

46. Alongside MFL, the MAC also found shortages in mathematics, physics, computer science, general science and mandarin and recommended that these subjects be added to the SOL. At the same time, the MAC recommended that chemistry be taken off the SOL. These recommendations were subsequently implemented by the Home Office along with an agreement to review the inclusion of MFL in due course.

47. As the MAC itself published a comprehensive report on the teacher workforce as part of its review of the SOL²⁸, which set out details of the teaching labour market including the use of migrant teachers, the information below will aim to avoid repeating that exercise. We will instead aim to provide a factual summary of relevant workforce characteristics based on the questions asked by the MAC for this current review of EU workers. Suffice it to say the MAC did note in their report that the *“recruitment of teachers from within the EEA forms an important consideration in assessing shortage and may be important in future years if there is any restriction on free movement”*²⁹.

²⁸ MAC (2017) Partial Review of the Shortage Occupation List: Review of Teachers. Available online at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/585998/2017_01_26_MAC_report_teachers_SOL.pdf

²⁹ MAC (2017) Partial Review of the Shortage Occupation List: Review of Teachers, page 91. Available online at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/585998/2017_01_26_MAC_report_teachers_SOL.pdf

Data

48. We collect data each November on the schools workforce through the **School Workforce Census (SWC)**.³⁰ The census collects detailed information on teachers, teaching assistants and other non-classroom based school support staff including:

- a) Grade/role, salaries, qualifications and characteristic data like age, gender, ethnicity and whether they work full or part-time.
- b) For a large sample (76%) of secondary school teachers, we collect information on curriculum subject taught, whether teachers have qualifications in the subjects they teach and the hours spent teaching by subject.
- c) In addition, we collect information on the number of teaching vacancies (and by subject for secondary schools) and the number of teaching posts that are filled on a temporary basis.
- d) The SWC does not record nationality data.

49. The **Initial Teacher Training (ITT) performance profiles**³¹ is an annual data collection covering:

- a) The number of first year trainees and their gender, age, declared ethnicity, declared disability and qualifications on entry to their ITT course.
- b) The number of final year trainees and the percentage that gained qualified teacher status (QTS) who were employed in a teaching role within six months of completing their training.

50. The **ITT: trainee number census**³² is an annual publication that includes information on recruitment to ITT programmes. Nationality data is not a compulsory part of the census collection, it is on a voluntary basis only. However, in the most recent release for academic year 2016 to 2017, we included figures on the number of QTS awards to qualified teachers from the EEA and the non-EEA countries Australia, Canada, New Zealand and the USA. However, the award of QTS recognition does not necessarily mean that the teacher is working in an English school.

³⁰ School workforce in England: November 2016: <https://www.gov.uk/government/statistics/school-workforce-in-england-november-2016>

³¹ Initial teacher training performance profiles: 2015 to 2016: <https://www.gov.uk/government/statistics/initial-teacher-training-performance-profiles-2015-to-2016>

³² Initial teacher training: trainee number census - 2016 to 2017: <https://www.gov.uk/government/statistics/initial-teacher-training-trainee-number-census-2016-to-2017>

51. The only source of nationality data for the current schools workforce is from the **Labour Force Survey (LFS)**. We can use this survey to make a rudimentary estimate of the proportion of staff who are non-UK nationals.

52. The **University and Colleges Admission Service (UCAS)** includes the domicile status of ITT applicants in its publication of UCAS Teacher Training (UTT) statistics but no further detail that may be indicative of UK or non-UK nationality.

Workforce characteristics

53. In November 2016 there were 957,900 full-time equivalent (FTE) school workforce employees (classroom and leadership group teachers, teaching assistants, school support staff and auxiliary staff) working in state-funded schools in England. In FTE terms, 48 per cent of the schools' workforce are teachers, 28 per cent are teaching assistants and 25 per cent are non-classroom based support staff.

54. There were 457,300 FTE teachers in November 2016:

- a) The vast majority of these teachers have QTS - 95 per cent. 99 per cent of teachers hold qualifications at degree level or higher.
- b) Almost three out of four school teachers are female.
- c) The majority of teachers work full-time, 77 per cent of the headcount total number of teachers.
- d) The average FTE salary for all full and part-time classroom teachers in Local Authority maintained nursery/primary schools was £33,800 compared with £32,600 for equivalent teachers in primary academy schools.
- e) The average salary for all full and part-time classroom teachers in Local Authority maintained secondary schools was £37,300 compared with £36,400 for equivalent teachers in secondary academy schools.

55. There were 265,600 FTE teaching assistants and 235,000 FTE support staff in November 2016:

- a) This group of staff are more likely to work part-time than teachers; 85 per cent of teaching assistants are part time, as are 57 per cent of school support staff and 93 per cent of auxiliary staff.
- b) Like teachers, the majority are female - 91 per cent of teaching assistants, 82 per cent of support staff and 75 per cent of auxiliary staff.
- c) The mean average salary for a teaching assistant in November 2015 (the latest reliable data available) was £19,200. This will often be at a pro rata

level to reflect the term time only nature of the TA role, but this varies according to employer.

56. As already stated, we have limited information on the number of non-UK nationals in the schools workforce. Based on estimates from the LFS, approximately 2 per cent of nursery and primary school teachers and 4 per cent of secondary school teachers are from the EEA. The MAC’s own analysis on the proportion of school teachers from outside the UK estimated that a slightly larger proportion of teachers, 5 per cent, were born outside of the EEA than in the EEA (excluding the UK), estimated at 4 per cent.

57. We do not have the information to be able to split the existing teachers workforce by nationality and subject taught or skill level, nor do we know much information at a sub-national level. However, using LFS estimates, the MAC split the existing teachers workforce by region and nationality, concluding that migrant teachers, both EEA and non-EEA, are most likely to work in London and the south east of England (in fact more than half of the non-EEA migrant teachers work in this region). Table [g] sets out this analysis.

Table [g]: Region of work for the existing teachers workforce, EEA born teachers and non-EEA born teachers, 2015 – taken from the MAC publication *Partial Review of the Shortage Occupation List: Review of Teachers 2017*³³

Region	All	EEA	Non-EEA
London & South East	26%	42%	56%
Midlands & East of England	25%	31%	21%
North East, Yorkshire & the Humber	11%	4%	6%
North West	12%	4%	3%
Scotland & Northern Ireland	13%	10%	6%
Wales & South West	12%	9%	8%

58. We not collect data on the nationalities of support staff, we hear anecdotally that TAs generally reflect the demographic of the schools’ surrounding area so some areas may have more EEA nationals than others.

³³https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/585998/2017_01_26_MAC_report_teachers_SOL.pdf: pg 102 based upon original source: LFS (2015 Q4)

Entry to the workforce

59. As the 2017 MAC review noted, there are a number of routes into the teaching profession. To become a qualified teacher graduates undertake Initial Teacher Training (ITT). This leads to Qualified Teacher Status (QTS). Those who have gained QTS but not completed a statutory 12 month induction programme are deemed to have Newly Qualified Teachers (NQT) status. NQTs cannot work permanently in state-maintained schools unless they have completed or are completing their NQT induction. They can undertake supply work in state-maintained schools for five years after gaining QTS. Although some academies and free schools have the freedom to recruit unqualified teachers, in practice the majority still look to recruit qualified teachers.

60. In the 2016 to 2017 academic year there were 5,195 new entrants to undergraduate ITT and 27,229 new entrants to postgraduate ITT courses. Of these, 27,053 were actual new entrants and 176 were forecast trainees (i.e. those expected to start after the point at which these statistics were collected). Compared with the previous academic year, there was an increase in the proportion of new entrants to school-led routes - from 51 per cent in academic year 2015 to 2016 to 56 per cent in academic year 2016 to 2017. The proportion of postgraduate new entrants to HEIs fell from 49 per cent to 44 per cent between the two academic years. In 2016 to 2017, there were 11,992 new entrants to the postgraduate HEI route³⁴.

61. The main routes into teaching via ITT include school led routes – School Direct, school-centred Initial Teacher Training (SCITT) and the forthcoming Postgraduate Teaching Apprenticeships (from September 2018). The university led routes, which include postgraduate and undergraduate options, are all summarised further in Annex A of this submission and pages 20 to 22 of the MAC’s own review of teachers. The Teach First programme is in addition to these.

62. All of the above routes are open to EEA nationals. However, Home Office immigration rules currently prohibit academies and schools from being Tier 4 (general) sponsors - this is the visa route for students – which means that school led options are not available for non-EEA nationals who require a visa to study in the UK. Unlike EEA nationals who can benefit from eligibility for home fee status, non-EEA nationals also pay higher international student fees.

³⁴ ITT Census for the Academic Year 2016 to 2017, England. Available online at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/572290/ITT_Census_1617_SFR_Final.pdf

63. To comply with the overarching apprenticeship rules, applicants to the Postgraduate Teaching Apprenticeship must be a citizen of, or have lived in, the UK or EEA for the past three consecutive years.

64. Tuition fee and maintenance loans are available for teacher training with eligibility based upon the trainee's status (for example, as an EU national or as an EEA migrant worker). At the time of writing this submission there has been no change to the rights and status of such persons, as we approach leaving the EU. Under current rules, EU nationals and EEA migrant workers can access tuition fee loans if they have resided in the EEA or Switzerland throughout the three-year period before the start of the course.

65. In our submission to the MAC review of the SOL for teachers, we provided details of the financial incentives and domestic initiatives used to attract people into teacher training, as well as schemes aimed at encouraging former teachers back into the profession. Since the MAC review we have increased bursaries in the highest priority subjects (physics, languages, chemistry, biology, computing, geography and classics). We are also introducing a new style bursary for maths teachers with early retention payments. The full details of funding for ITT for the academic year 2018/19 including bursaries, scholarships and School Direct (salaried) grants are published online on the gov.uk [website](#)³⁵. To receive a bursary or scholarship, trainees must be entitled to support under the Student Finance England³⁶ criteria. This criteria includes nationality and residency conditions - such as being a UK or EEA national. This means applicants must have no restrictions on how long they can stay in the UK.

66. Alongside our ITT initiatives, DfE supports a number of schemes used to recruit qualified teachers, both domestically and internationally, focused on priority subjects where recruitment remains challenging. Of these initiatives, the Spanish Visiting Teacher Programme (STVP) is a programme currently in its pilot year that aims to recruit teachers from Spain and place them in schools in England in support of increasing the supply of MFL teachers. The Department is also in the process of putting in place a commercial framework to recruit and support international teachers across a number of teacher subjects including maths, science and MFLs providing recruitment and selection services as well as acclimatisation and development support. This framework is intended to support recruitment from EEA and non-EEA countries where it is deemed doing so will provide a sensible option for complementing domestic recruitment in shortage subjects.

67. Schools also recruit non-EEA nationals as teachers. The MAC discussed schools' non-EEA recruitment practices at length in their 2017 review of teachers report, citing the

³⁵ NCTL (2017) Funding: Initial Teacher Training (ITT) Academic Year 2018 to 19. Available online at <https://www.gov.uk/guidance/funding-initial-teacher-training-itt-academic-year-2018-to-19>

³⁶ Student Finance (2017) Eligibility Criteria. Available online at <https://www.gov.uk/student-finance/who-qualifies>

use of both the Tier 2 (General) and Tier 5 (Youth Mobility Scheme) routes by schools. The MAC noted the relatively low volumes of teachers entering the workforce via the Tier 2 route— both as a proportion of overall Tier 2 usage, and also compared to the usage by other occupations considered to be in shortage. In 2015 the total out-of-country volume of teachers was 595 representing around 3 per cent of the total Tier 2 cap. By comparison, the total volume of nurses was around 1,200 or 6 per cent. In noting that the use of the Tier 2 route to recruit teachers was quite limited the MAC said that they had received evidence that many schools found the process of being an accredited sponsor, and the paperwork necessary to obtain a certificate of sponsorship, to be burdensome especially when they might be recruiting one or a small number of teachers.

68. As the Home Office does not collect management information for the Tier 5 route – as applicants looking to undertake work under Tier 5 are not required to obtain sponsorship from prospective employers – the MAC was unable to quantify fully Tier 5 use. However, the MAC used evidence submitted by recruitment agencies to extrapolate that the number of teachers being brought to the UK under Tier 5 may significantly exceed those being brought in under Tier 2. Eligibility for Tier 5 is restricted to a selection of countries including Australia, New Zealand and Canada and is limited to two years stay with no possibility of extension.

69. Qualification requirements for support staff are set at a local level by schools, who are best placed to know their own requirements. Schools would normally require a minimum of a level 2 qualification in maths and English for teaching assistants.

Changes over time

70. We do not hold data on EEA nationals in the teacher workforce that would enable analysis of changes in EEA migration over time. We do have data on the number of qualified teachers from overseas who have been awarded QTS in England³⁷; however, obtaining QTS does not necessarily mean that qualified teachers from overseas are currently teaching, or have done so in the past, in England. There were 4,795 QTS awards made to qualified teachers from the EEA in the financial year 2015 to 2016 (latest available data). This represents a 10 per cent increase from the financial year 2014 to 2015, where the number of QTS awards was 4,351.

71. The EEA countries of origin with more than 10 per cent of the total number of QTS awards made to EEA countries in financial year 2015 to 2016 were:

³⁷ Table 8 from the ITT census: 2016 to 2017 – Main tables:
<https://www.gov.uk/government/statistics/initial-teacher-training-trainee-number-census-2016-to-2017>

- a) Spain – 1,977 QTS awards (4 per cent increase from financial year 2014 to 2015)
- b) Greece – 572 QTS awards (46 per cent increase from financial year 2014 to 2015)
- c) Poland – 545 QTS awards (6 per cent decrease from financial year 2014 to 2015)

72. Demand for high quality teachers continues to grow. The increase in pupil numbers (because of population growth) is a key driver of this demand. The secondary school population fell from 2005 until 2015 but has been increasing since then. The secondary school population is projected to continue rising for the majority of the next decade, being projected to reach 3,331,000 by 2026 (an increase of 19 per cent on the 2017 population)³⁸. With pupil numbers set to rise in secondary schools, our forecasts predict that the total number of qualified teachers is required to grow by 3 per cent between 2018/19 and 2028/29 (1 per cent in primary and 6 per cent in secondary).³⁹ This is alongside a decreasing graduate pool – between 2009/10 and 2014/15 student numbers dropped from 2,493,740 to 2,266,075 though they increased in 2015/16 to 2,280,830 – we discussed this issue in more detail in our previous submission to the MAC.

73. As the MAC has noted, significantly increasing the number of pupils entered for the English Baccalaureate (EBacc) will require increased recruitment of teachers in priority subjects, particularly for MFL.

74. We continue to focus our efforts on recruiting domestic teachers, with a number of initiatives aimed at encouraging more graduates into ITT. However, the increased demand for teachers as pupil numbers grow, coupled with the time it will take for current graduates to enter and progress through ITT means that for certain subject areas the recruitment of teachers from overseas, including the EEA, remains a sensible means of, at least in part, addressing demand.

³⁸ Dept. for Education. First Statistical Release. National Pupil Projections – Future Trends in Pupil Numbers: July 2017 Available from: <https://www.gov.uk/government/collections/statistics-pupil-projections>

³⁹ From the 2018/19 Teacher Supply Model: <https://www.gov.uk/government/statistics/tsm-and-initial-teacher-training-allocations-2018-to-2019>

Further education

75. The further education (FE) workforce covers staff in state-funded FE providers in England. This includes staff in FE colleges, sixth form colleges, specialist colleges, private training providers and adult and community learning. We can broadly split the workforce between:

- a) Teaching staff, both academic and technical lecturers, and management.
- b) Administrative and technical staff.
- c) Service and other support staff.

Data

76. There is very little data available internally regarding the FE workforce. As such, the Department has asked its delivery partner the Education and Training Foundation (ETF) to submit an analysis to the MAC.

77. The ETF have used the Staff Individualised Record (SIR) data to estimate the total numbers of EEA nationals in the FE teaching profession and the implications of this for the sector. The SIR data does not include nationality information. The ETF use ethnicity information to estimate the number of EEA and other non-EEA migrants in the workforce.

Workforce characteristics

78. In their submission of evidence to the MAC the ETF estimate that 4 per cent of the total FE teaching profession are from the EEA. The ETF analysis includes trends in the total number of EEA migrants in the FE teaching profession, the subject in which these individuals teach, their working patterns and skills levels.

79. We can provide some general information on the FE workforce in the absence of publically available workforce characteristics data split by nationality. This information is from the ETF annual publication on FE workforce data⁴⁰. The latest release covers the SIR data from 2015-2016.

80. ETF estimate that 42 per cent of the FE workforce are teachers, 9 per cent are managers, 17 per cent are administration staff, 6 per cent are technical staff and 26 per cent are service or other support staff. Around half of FE contracts are part-time.

⁴⁰ Further education workforce data for England - 2015-16: <http://www.et-foundation.co.uk/wp-content/uploads/2017/06/FE-workforce-data-2017-FINAL.pdf>

81. Of the 42 per cent of the FE workforce that are teachers:
- a) Around 60 per cent are female.
 - b) The majority are White British, around 84 per cent.
 - c) The average (mean) FTE salary for college teachers is £30,288 and the median is £32,000.

Entry to the workforce

82. Formal qualification requirements for FE teachers were revoked in September 2013. However, the sector still values teaching qualifications. There are broadly three training routes available to become an FE teacher. These are described on the Get into Teaching website as:

- a) Pre-service; gaining a teaching qualification with a college, private training provider or university, with entry requirements decided by the individual institution.
- b) In-service; working within FE as a teacher while undertaking training concurrently.
- c) Transferring to FE; using a teaching qualification gained elsewhere, for example in the schools sector to work in the sector with support from the employer in making the transition.

83. There are currently no programmes in place to recruit people from outside the UK into the FE sector operated by the Department.

Higher education

84. The higher education (HE) workforce covers staff working in the HE sector in the UK. Based on data from the Higher Education Statistics Authority (HESA), we can split the workforce broadly between academic staff and non-academic staff:

- a) Academic contract staff are defined as professionals holding a contract for planning, directing and undertaking academic teaching and research within HE providers.
- b) Non-academic contract staff are defined as members of staff who are not holders of an academic contract, including IT, marketing and HR professionals, research support staff, student welfare workers, secretaries, caretakers and cleaners.

Data

85. The department's main source of HE workforce data is the **Higher Education Statistics Authority** (HESA). HESA collect and publish data on HE students, staff and graduates of universities, HE colleges and specialist providers in the UK. This includes nationality information for staff.⁴¹ The most recent available data is for academic year 2015/16. Staff records for the 2016/17 academic year will become publicly available in January 2018.

86. Using HESA data we can split staff in to three nationality groups, UK, EU and non-EU. The EU group includes people from the Republic of Ireland (RoI). HESA do not provide breakdowns by EEA nationals. We are also able to look at changing patterns of staffing and what activity academic staff were engaged in (including whether overseas or in the UK) to make inferences about migration patterns (see 'entry to the workforce' section below).

87. Alternative providers (APs)⁴² of higher education, and further education colleges (FECs) providing higher education are not included in the HESA staff volumes⁴³. There are an estimated 732⁴⁴ APs and 241⁴⁵ FECs providing higher education in the UK.

⁴¹ HESA website: <https://www.hesa.ac.uk/>

⁴² Alternative Providers (APs) are HE providers who do not receive direct funding from HEFCE or other public bodies and who are not further education colleges. Also known as "private providers", they include for profit, not for profit and charitable organisations.

⁴³ The University of Buckingham is the only AP that is included in the HESA staff volumes – they submit data to HESA voluntarily.

⁴⁴ BIS Research Paper no.227 (2016): *Understanding the market of APs of higher education and their students in 2014*

⁴⁵ <http://www.hefce.ac.uk/analysis/HEinEngland/providers/colleges/>

Although there are a large number of APs and FECs, they tend to be much smaller institutions with fewer HE students than Higher Education Institutions (HEIs). 2015/16 HESA data shows that HEIs in England have on average 2,167 FTE⁴⁶ employees. Analysis of the Further Education workforce data for England report shows that the average college in England has 383 FTE staff. According to a Business Innovation and Skills (2016) survey of Alternative Providers⁴⁷ (APs), 75 per cent of all APs employed ten or fewer FTE staff, and 95 per cent of APs had 50 FTE employees or fewer. 70 per cent also reported using sessional or freelance staff to deliver one off or a small number of sessions on HE level courses. We currently do not hold data on EU staff in APs and FECs.

Workforce characteristics

88. In the academic year 2015/16 there was a total of 33,735 EU national academic staff at UK HEIs, accounting for 17 per cent of the total academic workforce. Non-EU nationals accounted for 12 per cent of the total academic workforce⁴⁸.

89. In addition, in the academic year 2015/16 there were 12,290 EU national non-academic staff at UK HEIs engaged on non-academic activities, accounting for 6 per cent of the total non-academic workforce. Non-EU nationals accounted for 4 per cent of the total non-academic workforce⁴⁹.

90. EU (excluding the UK) and non-EU national academic staff are more likely to perform a 'Research only' function at UK HE Institutions than UK nationals, with 37 per cent of EU staff and 39 per cent of non-EU staff performing this role compared to 18 per cent of UK academic staff. Table [h] below splits academic staff by nationality and employment type.

Table [h]: Full Person Equivalent (FPE) Academic staff by nationality and employment type⁵⁰

Nationality	Teaching only	Research only	Teaching and research	Neither teaching or research
UK	29%	18%	52%	1%
EU	19%	37%	43%	0%

⁴⁶ HESA Staff record 2015/16

⁴⁷ BIS (2016) *Understanding the Market of Alternative Providers and their Students in 2014*. Available: <https://www.gov.uk/government/publications/alternative-providers-of-higher-education-the-market-and-students-in-2014>

⁴⁸ HESA Staff Record 2015/16

⁴⁹ HESA Staff Record 2015/16

⁵⁰ DfE Analysis of the HESA Staff Record 2015/16

Nationality	Teaching only	Research only	Teaching and research	Neither teaching or research
Non EU	18%	39%	42%	0%
Unknown	42%	33%	25%	0%
Total	26%	24%	49%	1%

91. EU national academic staff are more likely to work full-time than UK national academic staff in UK HEIs. 76 per cent of EU academic staff work full-time compared to 63 per cent of UK nationals⁵¹.

Table [i]: Academic staff by mode of employment⁵²

Nationality	Full-time	Part-time
UK	63%	37%
EU	76%	24%
Non EU	78%	22%
Unknown	46%	54%
Total	67%	33%

92. The majority of EU national non-academic staff in UK HEIs work full time (65 per cent). EU national non-academic staff are more likely to work part-time than UK national non-academic staff in UK HEIs: 35 per cent of EU national non-academic staff work part-time compared to 31 per cent of UK nationals⁵³.

Table [j]: Non-academic staff by mode of employment⁵⁴

Nationality	Full-time	Part-time
UK	69%	31%
EU	65%	35%
Non EU	61%	39%
Unknown	66%	34%
Total	68%	32%

93. While 17 per cent of the total academic workforce are from the EU, this varies significantly across subject areas. Table [k] sets out the ten subject areas with the highest proportion of EU staff. The subject area with the highest proportion of academic

⁵¹ DfE Analysis of the HESA Staff Record 2015/16

⁵² DfE Analysis of the HESA Staff Record 2015/16

⁵³ DfE Analysis of the HESA Staff Record 2015/16

⁵⁴ DfE Analysis of the HESA Staff Record 2015/16

staff from the EU is modern languages where 36 per cent of academic staff are from the EU⁵⁵.

Table [k]: Subject areas with the highest proportion of FPE EU staff⁵⁶

	Total FPE academic staff	% from the UK	% from the EU
Modern languages	5,765	49%	36%
Economics & econometrics	2,915	36%	35%
Physics	5,180	54%	26%
Politics & international studies	3,235	57%	26%
Classics	645	61%	26%
Chemical engineering	1,115	44%	26%
Area studies	355	48%	26%
Mathematics	4,650	54%	25%
Biosciences	13,635	63%	23%
Chemistry	4,215	60%	22%
Total	33,735	69%	17%

94. There is also substantial regional variation. The largest proportion of EU academic staff in the UK work in HEIs in London, where 28 per cent of the total number of EU academic staff are based. The region with the largest proportion of EU academic staff relative to its total is Northern Ireland, with 31 per cent of total academic staff in Northern Ireland being EU nationals⁵⁷.

Table [l]: FPE EU academic staff by UK region⁵⁸

	Total FPE EU academic staff	EU academic staff as a % of total academic staff	% of EU academic staff in each region
East of England	2,465	19%	7%
West Midlands	2,010	14%	6%
South West	1,730	14%	5%
London	9,500	22%	28%
East Midlands	1,635	13%	5%
North West	2,470	13%	7%
Yorkshire and the Humber	1,845	12%	5%
South East	5,340	17%	16%

⁵⁵ HESA Staff Record 2015/16

⁵⁶ HESA Staff Record 2015/16

⁵⁷ DfE Analysis of the HESA Staff Record 2015/16

⁵⁸ DfE Analysis of the HESA Staff Record 2015/16

	Total FPE EU academic staff	EU academic staff as a % of total academic staff	% of EU academic staff in each region
North East and Cumbria	1,060	14%	3%
Wales	1,065	11%	3%
Scotland	3,640	18%	11%
Northern Ireland	970	31%	3%
UK	33,735	17%	

95. The largest proportion of EU non-academic staff in the UK work in HEIs in London, where 32 per cent of the total number of EU non-academic staff are based. The region with the largest proportion of EU non-academic staff relative to its total is Northern Ireland, with 18 per cent of total non-academic staff in Northern Ireland being EU nationals⁵⁹.

Table [m]: FPE EU non-academic staff by UK region⁶⁰

	Total FPE EU non-academic staff	EU non-academic staff as a % of total academic staff	% of EU non-academic staff in each region
East of England	885	7%	7%
West Midlands	655	4%	5%
South West	730	5%	6%
London	3,945	12%	32%
East Midlands	510	3%	4%
North West	665	3%	5%
Yorkshire and the Humber	535	3%	4%
South East	1,885	6%	15%
North East and Cumbria	230	2%	2%
Wales	355	3%	3%
Scotland	1,450	6%	12%
Northern Ireland	650	18%	5%
UK	12,495	6%	

96. The median contract salary for EU academic staff is lower than the median for staff from the UK. HESA provide salary information in bands. The median salary band for EU staff is between £35,001 and £40,000 and the median for UK staff is between

⁵⁹ DfE Analysis of the HESA Staff Record 2015/16

⁶⁰ DfE Analysis of the HESA Staff Record 2015/16

£45,001 and £50,000. Salary levels reflect the subject area, region and experience of staff⁶¹.

Table [n]: EU and UK academic staff by salary range⁶²

	<= £25,000	£25,001 to £30,000	£30,001 to £35,000	£35,001 to £40,000	£40,001 to £45,000	£45,001 to £50,000	£50,001 +	Total
EU	600	3,160	7,095	6,360	4,040	4,290	8,195	33,735
% of EU staff	2%	9%	21%	19%	12%	13%	24%	
UK	2,215	8,750	20,415	22,580	14,240	26,195	45,510	139,910
% of UK staff	2%	6%	15%	16%	10%	19%	33%	

97. The median contract salary for EU non-academic staff is the same as the median for staff from the UK. HESA provide salary information in bands. The median salary band for both UK and EU non-academic staff is between £25,001 and £30,000. Salary levels reflect the subject area, region and experience of staff⁶³.

Table [o]: EU and UK non-academic staff by salary range⁶⁴

	<= £25,000	£25,001 to £30,000	£30,001 to £35,000	£35,001 to £40,000	£40,001 to £45,000	£45,001 to £50,000	£50,001 +	Total
EU	6,045	2,230	1,480	1,085	570	535	535	12,490
% of EU staff	48%	18%	12%	9%	5%	4%	4%	
UK	80,925	33,700	21,170	18,545	8,540	11,005	12,235	186,115
% of UK staff	43%	18%	11%	10%	5%	6%	7%	

98. For 8 per cent of the 33,735 EU academic staff in UK HEIs, the highest level of qualification was unknown. Of those with a 'known' qualification level the largest proportion of EU national academic staff recorded their highest qualification level as

⁶¹ DfE Analysis of the HESA Staff Record 2015/16

⁶² DfE Analysis of the HESA Staff Record 2015/16

⁶³ DfE Analysis of the HESA Staff Record 2015/16

⁶⁴ DfE Analysis of the HESA Staff Record 2015/16

'Doctorate': 70 per cent of the total. The largest proportion of UK national academic staff with a known highest qualification level have a Doctorate, with 51 per cent of the total. 6 per cent of the 139,910 UK national academic staff have an unknown highest qualification level.⁶⁵

Table [p]: UK and EU academic staff by highest qualification held, of those with a 'known' qualification level⁶⁶.

Highest qualification held	% of UK academic staff with a 'known' qualification level by highest qualification	% of EU academic staff with a 'known' qualification level by highest qualification
Doctorate	51%	70%
Other higher degree	23%	18%
Other postgraduate qualification	10%	5%
First degree	12%	5%
Other undergraduate qualification	2%	1%
Other	1%	1%

99. For 51 per cent of the 12,490 EU non-academic staff in UK HEIs, the highest level of qualification was unknown. Of those with a 'known' qualification level the largest proportion of EU national non-academic staff recorded their highest qualification level as 'other higher degree': 30 per cent of the total. The largest proportion of UK national non-academic staff with a known highest qualification level have a first degree, with 36 per cent of the total. 49 per cent of the 186,195 UK national non-academic staff have an unknown highest qualification level.⁶⁷

Table [q]: UK and EU non-academic staff by highest qualification held, of those with a 'known' qualification level⁶⁸.

Highest qualification held	% of UK non-academic staff with a 'known' qualification level by highest qualification	% of EU non-academic staff with a 'known' qualification level by highest qualification
Doctorate	7%	15%
Other higher degree	15%	30%
Other postgraduate qualification	12%	12%
First degree	36%	26%
Other undergraduate qualification	11%	6%

⁶⁵ DfE Analysis of the HESA Staff Record 2015/16

⁶⁶ DfE Analysis of the HESA Staff Record 2015/16

⁶⁷ DfE Analysis of the HESA Staff Record 2015/16

⁶⁸ DfE Analysis of the HESA Staff Record 2015/16

Highest qualification held	% of UK non-academic staff with a 'known' qualification level by highest qualification	% of EU non-academic staff with a 'known' qualification level by highest qualification
Other	20%	11%

Entry to the workforce

100. In 2015/16 there was an inflow of 6,580 EU national academic staff to the UK HE total academic staff population. We define inflow as all those members of academic staff who had a new contract at an HEI and whose previous employment was not at another UK HEI. Table [r] provides a breakdown of the top 10 of these inflows' previous activities. HESA data shows that around 44 per cent of academic staff were previously working or studying overseas; 33 per cent were already based in the UK; and the previous activity is unknown for 23 per cent. Of the known destinations, the most important recruitment route would appear to be staff working in an overseas Higher Education provider (21 per cent), followed by having previously been a student in the UK (16 per cent).

101. It is worth noting that the HESA data indicates the activity the person was engaged with immediately before starting the new contract, so if someone was a student in the UK, then moved to another activity (e.g. research provider) and then joined an HEI as a member of the academic staff, their previous employment would be 'research provider'. In this sense, the count of students in the UK among inflow of academic staff is likely to be a lower bound estimate of the actual number of EU nationals who studied in the UK and become academic staff.

Table [r]: Top 10 previous activities of inflows of EU academic staff in UK HEIs⁶⁹

Previous activity	% of EU academic staff inflows
Not known	23%
Publicly funded higher education institution in an overseas country	21%
Student in the UK	16%
Student in an overseas country	6%
Other employment in an overseas country	5%
Other education provider in an overseas country	5%
Private industry/commerce in the UK	4%
Working in a research institute (public) in an overseas country	4%
Other education provider in the UK	3%
Other employment in the UK	3%

⁶⁹ DfE Analysis of the HESA Staff Record 2015/16

102. In 2015/16 there was an inflow of 2,070 EU national non-academic staff to the UK HE total non-academic staff population. Table [s] provides a breakdown of the top 10 of these inflows' previous activities. HESA data shows that around 19 per cent of non-academic staff were previously working or studying overseas; 52 per cent were already based in the UK; and 29 per cent is unknown. Of the known destinations, the most important recruitment route would appear to be student in the UK (14 per cent), followed by private industry/commerce in the UK (13 per cent).

Table [s]: Top 10 previous activities of inflows of EU non-academic staff in UK HEIs⁷⁰

Previous activity	% of EU academic staff inflows
Not known	29%
Student in the UK	14%
Private industry/commerce in the UK	13%
Other employment in the UK	11%
Other employment in an overseas country	7%
Publicly funded higher education institution in an overseas country	5%
Other education provider in the UK	4%
Student in an overseas country	3%
Other public sector in the UK	3%
NHS/General medical or General dental practice in the UK	2%

103. The reputation of universities is a key factor in their ability to attract global talent into UK teaching and research. There are four UK universities in the top ten of the 2018 QS international rankings, and nine in the top 50. The QS methodology derives its rankings by combining scores on a number of weighted factors⁷¹, including academic reputation (40 per cent) derived from a survey of academics from across the world, asking them to identify the institutions where they believe the best work is currently taking place within their own field of expertise.

Changes over time

Table [t]: Changes in the number of FPE EU academic staff since 2009/10⁷²

⁷⁰ DfE Analysis of the HESA Staff Record 2015/16

⁷¹ <https://www.topuniversities.com/qs-world-university-rankings/methodology>

⁷² HESA Staff Record 2015/16

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	% change since 09/10	% change since 14/15
UK	132,095	131,175	131,695	134,195	137,650	139,195	139,910	6%	1%
EU	21,935	23,075	24,240	26,090	29,225	31,635	33,735	54%	7%
Non-EU	19,830	20,230	19,935	20,540	22,140	23,360	24,535	24%	5%
Total	181,595	181,185	181,385	185,585	194,245	198,335	201,380	11%	2%

104. The numbers of EU academic staff working in UK HEIs has been steadily growing over the last 7 years. Since the 2009/10 academic year there has been a 54 per cent increase in the number of EU academic staff working in UK HEIs, compared to a 24 per cent increase in non-EU national workers and a growth of the total UK academic HEI workforce of 11 per cent⁷³.

Table [u]: Changes in the number of FPE EU non-academic staff since 2009/10⁷⁴

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	% change since 09/10	% change since 14/15
UK	178,715	174,940	174,025	175,225	179,315	183,330	186,115	4%	2%
EU	9,135	9,025	9,450	9,940	10,570	11,380	12,490	37%	10%
Non-EU	9,205	8,845	8,485	8,160	7,970	7,760	7,860	-15%	1%
Total	205,835	200,605	196,860	197,375	201,545	205,500	208,750	1%	2%

105. Since the 2009/10 academic year there has been a 37 per cent⁷⁵ increase in the number of EU non-academic staff working in UK HEIs, compared to a growth of the total UK non-academic HEI workforce of 1 per cent⁷⁶.

⁷³ HESA Staff Record 2015/16

⁷⁴ HESA analysis of the staff record 2015/16

⁷⁵ HESA analysis of the staff record 2015/16

⁷⁶ HESA staff record 2015/16

ANNEX A

Main Routes into Teaching

106. Initial Teacher Training

- a) Teacher training programmes are either university or school-led and include 24 weeks of practical classroom experience in two or more schools; academic study; professional mentoring and tutoring in classroom management; and ongoing assessment of teaching skills.
- b) Graduates can also study at a Higher Education Institute (HEI) for a Postgraduate Certificate in Education (PGCE), which will still require them to attain QTS.

107. School led routes – School Direct, School-centred initial teacher training (SCITT) and Postgraduate Teaching Apprenticeships

- a) Schools can recruit and train teachers within schools in partnership with an accredited ITT provider. School Direct courses lead to QTS with some also including a PGCE. Training takes place in at least two schools with an expectation that the trainee will gain employment within the training school at the end of the course, but this is not guaranteed.
- b) School Direct is a one-year programme if done full-time and is available as two options: unsalaried or fee based, and salaried. The fee-based option is open to all graduates who may be entitled to a scholarship or bursary depending on the teaching subject. School Direct (salaried) is an employment based option with trainees paid on the unqualified teachers' pay scale with the costs of training covered.
- c) SCITTs are delivered across England by clusters of neighbouring schools and training providers providing classroom based training provided by experienced teachers and with a focus on local school needs. Trainees gain QTS upon successful completion.
- d) From September 2018 a new programme of Postgraduate Teaching Apprenticeships will be available. Developed by an employer led group within the broader apprenticeships framework these programmes will be school led and offer a combination of classroom teaching, practical learning and a salary. Apprentices will receive a combination of classroom teaching with time allocated to off-the-job training as they work towards QTS. In addition, they will be required to undertake an [end-point assessment](#) (EPA) in their final term.

108. Teach First

- a) Teach First is a two-year programme aimed at graduates with the intention of addressing educational disadvantage by training teachers to teach in challenging schools. With an entry requirement of 300 UCAS points or above and at least a 2:1 degree trainees undertake a Leadership Development Programme and management skills training. A salaried programme, trainees gain a PGCE and QTS while working in the classroom.

109. Undergraduate Routes

- a) There are also options to enter teaching via an undergraduate route where students gain a degree at university while completing teacher training or complete a degree with additional school training before completing bespoke teacher training in a school through the Future Teaching Scholars programme.
- b) There are three types of degrees that lead to qualified teacher status (QTS):
 - i. Bachelor of Education (BEd) degree - these courses are most common for undergraduates hoping to become primary school teachers. Training will concentrate on teaching, learning and related academic principles.
 - ii. Bachelor of Arts (BA) or Bachelor of Science (BSc) degrees - these courses are more common for those hoping to become secondary school teachers. Training focuses more intently on providing specialist knowledge in a chosen subject. Study will include time in the classroom learning practical skills from experienced teachers. Upon graduating, the graduate will be recommended for QTS.
 - iii. Degrees with opt-in QTS are a recently introduced undergraduate route where students on selected courses incorporate teacher training partway through their degree course. Successful students will graduate with both a degree in their subject and a recommendation for QTS.