

**REPORT OF THE TEACHER EMPLOYMENT  
WORKING GROUP  
29 October 2008**

## 1. **Introduction**

1.1 Fiona Hyslop, Cabinet Secretary for Education and Lifelong Learning established the Teacher Employment Working Group (TEWG) on 5 June 2008 to consider whether any changes needed to be made to teacher workforce planning in Scotland. In doing so she recognised that circumstances had changed with the advent of the Concordat between Scottish Government and Scottish Local Government, the publication of Single Outcome Agreements and in response to continuing Parliamentary interest in employment prospects for post-probation teachers.

### **Aims and rationale**

1.2 There are irrefutable reasons for maintaining as good a balance between supply and demand as possible. If too few teachers are trained this leads initially to a shortage of supply teachers, and would ultimately lead to a shortage of classroom teachers. This would result in undesirable restrictions in curriculum choice in the secondary sector and pupils being sent home or being supervised by teachers not qualified to teach particular subjects. With over supply, the Government would be raising undue expectations of employment among post-probation teachers and wasting public money by training too many teachers, particularly when probationers<sup>1</sup> on the Teacher Induction Scheme are guaranteed a paid probationary posting for one year. Because of the critical contribution education makes to the futures of young people and, in turn, to the Government's national outcomes and its overarching purpose, there is also a greater expectation than in perhaps any other profession that teachers should be able to find work, which adds to the importance of maintaining an appropriate balance.

1.3 It was in the context of the new relationship between Scottish Government and local government, that the short-life working group was charged to look at the current national workforce planning exercise, the basic statistical modelling and the "softer" issues such as the provision of supply teachers to ensure that they remained as accurate as possible. The group was also asked to look at the interface with local authority workforce planning systems to ensure they are as compatible as they can be. It considered the implications of new policy drivers such as the Government's desire to drive down class sizes in early primary and whether the system for allocating probationer teachers needed to be adjusted to take account of developments over the last year including new demographic data. A further task for the group was to consider the impact of the Teacher Induction Scheme on teacher employment.

### **Remit of Teacher Employment Working Group**

1.4 The formal remit given to the Group was:

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<sup>1</sup> 'Probationer' in this report refers to those engaged in the one-year Teacher Induction Scheme. 'Post-probationer' is also used. This refers to those who have completed their induction year and have met the standard for full registration as a teacher in Scotland.

- To assess whether the current Teacher Workforce Planning process is fit for purpose taking account of relevant policy developments
- To examine whether improvements can be made to maximise the compatibility between student numbers and employment opportunities for teachers
- To consider the impact of the Teacher Induction Scheme on employment opportunities for teachers
- To make recommendations for improvements in the process

## Membership

1.5 The group met on four occasions; 30 June; 25 July; 28 August and 8 October 2008 and had the following membership;

<b>Name</b>	<b>Representing</b>	<b>Name</b>	<b>Representing</b>
Joe Di Paola; Chair	COSLA	Greg Dempster	AHDS
Brian Gardner	COSLA	Ginny Thorburn	ADES
Murray MacFarlane	COSLA	John Stodter	ADES
Drew Morrice	EIS	Carole Ford	SLS
Jim Conroy	STEC	Dougie Atkinson	Scottish Government
Tom Hamilton	GTCS	Michael Kellet	Scottish Government
John Crichton	SSTA		

## 2. **Historical information on Teacher Workforce Planning in Scotland**

2.1 Teacher workforce planning is an annual process, overseen by the Teacher Workforce Planning (TWP) Group composed of representatives from the Scottish Government, CoSLA, ADES, GTCS, HMIE, Scottish Funding Council, teacher unions and universities.

### **The Modelling Process**

2.2 The statistical modelling process is carried out by the Government statistical service. It has been refined over the years, in consultation with the TWP Group and in sharing best practice with other administrations.

- The model uses up-to-date individual level information on the age profile of pupils, together with General Register Office for Scotland's (GRO) population projections, to create projections for pupil numbers, taking into account that some pupils attend independent schools or are educated at home.
- It then uses the latest information on staffing levels at different sizes of school across Scotland to create projected teacher numbers for future years, based on the pupil projections.
- At this stage any additional teachers needed to implement government policies, having been separately modelled, are added.
- It then builds up age and gender specific rates of teachers leaving and joining the profession and the age profile of new teachers, based on the most recent years' data, to obtain information on how the workforce changes from year to year.
- These rates are applied to the latest age/gender profiles of the workforce to project the makeup of the workforce in future years.
- The shortfall between the remaining workforce and the projected need each year equates to the number of newly trained teachers needed. Additional teachers are also added to ensure the provision of supply cover.
- University drop-out rates by type of qualification and teaching sector are then used to calculate the number of initial places needed to create these teachers, which then form the basis of the recommendation to the Funding Council.

2.3 While the four year BEd course means that planning is relatively long term, the one year PGDE course allows some shorter term flexibility. So for example, in the case of the one year course, decisions made in the 2008 planning round will affect the number of students starting training in 2009, the number of probationers starting their probationary year in August 2010, and post-probation teachers available for employment in August 2011.

2.4 It is important to acknowledge that any such mathematical modelling process will always contain a degree of uncertainty – it is not a scientifically precise exercise. For example, teachers will not always leave or return to the profession at comparable rates to previous years, and the economic conditions three years hence might be quite different.

## The Consultation Process

2.5 As well as the statistical modelling described above, and the results of the teacher vacancy survey, members of the TWP group bring their own on-the-ground knowledge of training, recruitment and employment situation within the profession. The group, therefore, also takes decisions on such areas as:

- the level of additional staff needed for supply cover. This figure has doubled since 2004 as local authorities were finding it difficult to find supply cover<sup>2</sup>. This could in itself have created a larger number of casual jobs in teaching and led to an increase in the number of teachers unable to find permanent posts at the end of probation.
- a broad indication of which secondary subjects should be treated as a priority. Data from the teacher vacancy survey and the probationer allocation process are also used, however these statistics might not reflect situations where schools have previously decided not to offer certain subjects due to a longstanding shortage of teachers,
- whether there are any factors for which past rates should be adjusted in projecting the future. This includes early retirements packages offered by local authorities, or advertising campaigns to attract teachers.
- consideration of capacity within the sector and the potential impact of significant year on year fluctuations in student numbers on the quality of candidates and on the quality of student experience both within universities and on school placements.

## Performance assessment of the workforce planning process

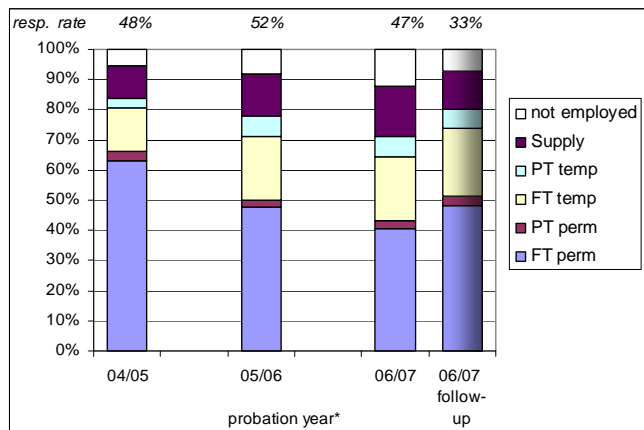
2.6 In order to establish how well the overall system had operated in the recent past, the Teacher Employment Working Group considered a variety of statistics and evidence on the existing process for teacher workforce planning, as well as workforce planning systems for other administrations and professions. Some examples of the findings were:-

- In recent years **pupil number projections** have been accurate to within one fifth of one per cent.
- Data from the February snap-shot survey of **vacancies** shows that rates have remained low, but that numbers of posts vacant for more than three months have not dropped below about 140 across Scotland. Many of the vacancies occur in rural areas and in certain subjects.
- There was some discrepancy between the number of probationer teachers trained and the number requested by local authorities as part of the **probationer allocation process**.

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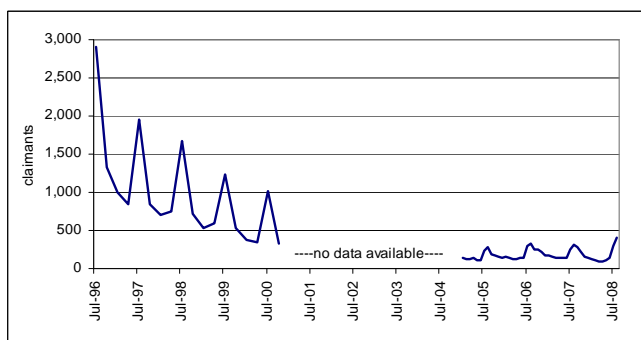
<sup>2</sup> See also "The Management of Supply Cover in the Teaching Profession" Ian Menter et al. 2004

- Results of the **GTCS survey** show a falling proportion of post-probationers obtaining employment by the October following the completion of their probationary year (around 10%). The GTCS survey only provides a snapshot from a proportion of post-probation teachers and should be treated with some caution, but it provides a useful estimate for post probation employment patterns.
- However the follow-up survey in April 2008 suggested that many more than found work during the course of the year.
- Information from the teacher census confirms both of these patterns.

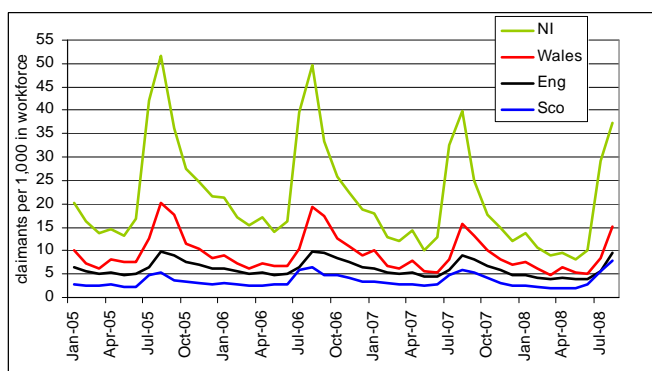


\*The year referred to in the above chart is that in which teachers were in the induction scheme, not the year in which the GTCS survey was carried out. So for example the 06/07 cohort were surveyed in October 2007 and were followed-up in April 2008.

- **Unemployment claimant count figures** for teachers show a strong seasonal trend, with peaks in June and July. This would suggest that many of the concerns highlighted during these months may not be lasting.
- Recent figures compare favourably with historical data, and have been stable in recent years until this summer. The August 2008 however showed a larger than normal increase.



The figures compare favourably with England, Wales and Northern Ireland. In general the teacher workforce planning model in England is quite sophisticated, with Northern Ireland and Wales still developing their work. England however has more complex issues caused by differing economic stresses, greater fluctuations in immigration and housing pressures.



## Other professions

2.7 In Scotland there appears to be little or no national structured workforce planning in social services or the police. In health, workforce planning is carried out separately for a large number of specialist training areas (consultant level). While age profiling of the workforce is modelled centrally, the projected future demand element is totalled from estimates by individual health boards. Due to the extended time period over which training takes place workforce planning is difficult to control. Policy changes which lead to sudden changes in demand or supply can get stuck in the system resulting in significant mismatches in future years. As with education there are also hard to fill vacancies due to geography or in certain subject specialisms.

Overall the Teacher Employment Working Group felt that the level of sophistication of the existing workforce modelling arrangements provided a very solid base for reconciling projected demand for teachers in Scotland with supply.

The Teacher Employment Working Group felt that the evidence confirmed that the planning process has been robust and compared favourably with other areas.

There was evidence that falling numbers of post-probationers were finding permanent employment from 2005 to 2007. This would be partly explained by the long identified need to increase supply cover, but possibly also by other factors discussed in the following section of this report.

### **3. Relevant changes in the policy landscape**

3.1 There are a number of factors that have come into play since the 2006 Teacher Workforce Planning exercise which in effect determined the number of probationers entering the Teacher Induction Scheme in August 2008.

3.2 The Scottish Government's relationship with local authority employers has changed with the advent of the Concordat with CoSLA and the creation of Single Outcome Agreements with all 32 local authorities. The previous regime of dedicated funding streams has been subsumed into the local government settlement.

3.3 Despite falling school rolls, the local government settlement was designed to allow local authorities to maintain teacher numbers at 2007 levels (around 54,900<sup>3</sup>). Funding for local government sees an investment of £34.9bn over 2008-11 - an increase of 13.1% across the period. The headroom this will create over time should allow local authorities to make some progress on reducing class sizes and in turn provide more employment opportunities for teachers. It was on this premise that the numbers of students entering PGDE places in August 2007 were calculated, and the consequent number of probationers entering schools in August 2008. The Group recognised however that the difficult economic conditions which have emerged over the last year are placing additional financial pressures on local authority employers.

3.4 Under the terms of the Concordat and Single Outcome Agreements, local authority employers enjoy greater freedoms to deliver outcomes without being constrained by the traditional series of inputs generated by funding streams. These greater freedoms have been sought by local government for many years and are viewed by authorities as a significant benefit. But that freedom, in itself, has the potential to create tensions around the numbers of teachers local authorities believe they need to deliver those outcomes and that could in turn distort the accuracy of the teacher workforce planning model. That suggests that there needs to be a greater degree of understanding of the medium to long term employment intentions of local authorities than has been required in the past. The assumptions built in to the existing planning system need to be reviewed and there is an emerging need for Government and local authority decision makers to introduce more systematic data sharing than has perhaps been the case in the past.

3.5 The shared commitment in the Concordat between the Scottish Government and local government in Scotland to reduce class sizes in P1 – P3 itself has an impact on Teacher Workforce Planning.

3.6 The Teaching unions and associations on the Group (EIS, SSTA, AHDS and SLS) believed that a greater level of certainty around teacher employment could be provided by the adoption of some form of minimum national staffing standard that would set appropriate numbers of teachers in comparable schools across Scotland. At present councils can reduce the number of teachers required annually either

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<sup>3</sup> A figure of 53,000 is in common usage. However, the previous administration's pledge of 53,000 teachers actually amounted to 54,600 teachers, as 1,600 visiting specialists had been omitted from the original baseline calculation. Funding for a further 300 teachers was announced by the current administration in June 2007.



directly, by altering the staffing standard which operates in that council area or indirectly by, for example, cutting time for promoted staff in schools. The teachers' representatives believe that a national staffing formula would provide more precision in workforce planning. However, this proposal did not gain the support of the other partners in the Working Group. Among other considerations, there was a realisation that such centralisation would run counter to the general philosophy that underpins the new relationship between Scottish Government and local government.

The Group considered there was some evidence that it was becoming more difficult for post-probation teachers to find permanent posts. While this will be partly as a result of the identified need to increase supply cover, there was some concern that the most recent national staffing level assumptions did not match local authority workforce levels as closely as has been the case before the change in Scottish/local government relationships.

- **Recommendation 1: In the light of the changes in the way that local authorities determine their teacher requirements, there needs to be greater reconciliation between local workforce decision making and the national workforce planning process. Scottish Government and COSLA should put arrangements in place to achieve that. It is recognised however that, given the medium term nature of planning, this will be challenging for many local authorities.**
- **Recommendation 2: GTCS should be invited to conduct a longitudinal study on a cohort of probationers to obtain a better understanding of employment patterns and behaviours for an extended period beyond probation. Separately, Scottish Government, local authorities and the GTCS should consider how more reliable information about the employment position of post-probation teachers can be gathered on a recurring annual basis.**

## Current Economic Climate

3.7 Another factor that may be influencing the number of employment opportunities relates to the number of teachers the system anticipates retiring the following year. Teachers commonly retire at any time from age 60 and usually no later than 65. Teachers are required to provide between 4 and 8 weeks' notice to their employers of their intention to retire. Although there is no firm evidence yet that the current economic uncertainty is influencing teachers aged 60 or above to delay their planned retirement, there is a possibility that it may distort past trends.

- **Recommendation 3: Research should be commissioned by Scottish Government to establish whether the changing economic climate is altering the retirement intentions of teachers. In the interim, local authorities should where possible assess their understanding of future teacher retirement plans and share that with COSLA and Scottish Government to help inform workforce planning.**

## Supply

3.8 Although not permanent employment, supply teaching is an important component of the teacher workforce planning system and can offer valuable employment and development opportunities to post-probation teachers.

3.9 The existing system provides for a proportion of teachers being trained to allow for the demand for supply cover when permanent teachers are not in school through absence, illness, CPD etc. The demand for supply cover invariably is highest in the winter months when illness absences generally increase. The number of teachers being trained to ensure adequate supply has doubled since 2004 as local authorities were reporting that they were finding it difficult to source supply cover.

3.10 Many teachers are content to work as supply for a variety of personal reasons. Most local authority employers operate centrally funded "supply pools" where the authority employs teachers to deploy as supply when needs arise. Some authorities however leave the matter to schools themselves particularly in relation to short term unexpected absence. There is some evidence that schools are frequently using retired teachers to fill supply vacancies, to the detriment of post-probation teachers. The Working Group believed that local authorities should be encouraged to provide supply opportunities to post-probation teachers to enhance their future permanent employability prospects and thus keep them in the profession .

- **Recommendation 4: Local authority employers should wherever possible use post-probation teachers to fill supply vacancies**
- **Recommendation 5: Local authorities should consider making more use of permanent supply pools to ensure stable employment opportunities are available to post-probation teachers.**

## Retiral Schemes

3.11 The Teachers Agreement of 2001 introduced a mechanism for teachers approaching retirement to gradually wind down the days/hours they worked. This has not been widely used across Scotland. In principle, it could free up opportunities for post-probation teachers but in practice, the opportunities would be part time and fall short of the aspirations of most post-probation teachers.

3.12 Nevertheless, the Group believe that there should be a review of the arrangements and conditions for winding down (subject to current Treasury review) to establish whether they could be used to free up more employment for post-probation teachers.

- **Recommendation 6: There should be a review of means of early release including teacher winding down arrangements.**

#### **4. Teacher Induction Scheme**

4.1 The Group was also asked to consider the impact of the teacher induction scheme on employment opportunities for teachers. To assist in its consideration the Group received the following information about the scheme.

4.2 The Teacher Induction Scheme was introduced in 2002 as a key component of the Teachers' Agreement. It guarantees the offer of a one-year teaching contract to every eligible newly qualified teacher graduating in Scotland, affording our probationer teachers the opportunity to reach full registration within one school year. The scheme is highly acclaimed internationally - 'Scotland's approach to induction is world class' [OECD 2007] - and is acknowledged by all in Scottish education as a vast improvement on the ad hoc arrangements that existed before.

4.3 The allocation of probationers to local authorities is co-administered by the Scottish Government and the General Teaching Council for Scotland, and the assignment of probationers to individual schools is a matter for local authorities. The allocation process seeks to match students' preferences (as to where they want to work) with vacant teaching posts (in appropriate sector and subject) identified by local authorities as suitable for probationer teachers.

#### **Data from local authorities**

4.4 Local authorities offer full vacancies, part vacancies (pointages) and teaching places that they will make available if they are fully funded. The type of vacancy that is offered does not affect the probationer experience - all probationers teach a 70% timetable with the balance of teaching time being freed up for professional development. Fully funded places have been needed every year because the number of vacancies offered by local authorities has never been as great as the number of students seeking places on the scheme.

4.5 Local authorities are set target numbers of vacancies that they should offer in both the primary and secondary sectors. These are pitched at what is considered a fair share (based on GAE share) of 2,500 probationers. Fully funded places are only allocated to authorities that have not met their targets if that is the only way of meeting student preferences. The more an authority has exceeded its targets the more generously its request for fully funded places is treated.

#### **Data from students**

4.6 Students provide a list of 5 authorities, in order of preference, in which they would prefer to work. Alternatively students can waive their preferences in return for a £6,000 preference waiver payment. Information is also collected on: which sector/subject they are qualifying in and, if they have two subjects, which is their preferred subject; whether they intend to teach in a denominational school or through Gaelic medium education.

## The Allocation process – An Overview

4.7 A computer programme provides the best possible match between student preferences and local authority vacancies.

4.8 The allocation of primary places is always easier than in secondary. The only complications arise in relation to denominational schools and Gaelic medium. Vacancies (as opposed to offers to take fully funded probationers) are rarely left unfilled and a good result in relation to probationer preferences is achieved. Typically, about 95% are allocated to one of their top 3 preferences, with 75%+ in their first choice. The corresponding figures for secondary are 90% and 60%.

4.9 Allocations are more complex in the secondary sector. Firstly there are around 20 secondary subjects, and secondly most of them are split between denominational and non-denominational preferences (although, when absolutely necessary, denominational probationers are allocated to local authorities without matching denominational vacancies).

4.10 A further complication arises in that demand (ie number of vacancies identified by local authorities) in some subjects exceeds the supply of new probationers qualifying in any one year (eg Home Economics). In other subjects there are fewer vacancies than probationers and it can be difficult therefore to identify sufficient places, even when these are fully funded. In those subjects the number of places available in teacher training in subsequent years is reduced, to avoid repeating the imbalance.

4.11 A significant difference between the outcome in the two sectors is that a proportion of secondary vacancies are left unfilled by the allocation process (in some authorities/subjects) while, at the same time, posts are being fully funded in those subjects in other authorities. This arises because probationers have always been allocated to one of their preferred authorities rather than matching them to vacancies irrespective of their preferences.

- **Recommendation 7: that the TWP Group revisit specifically modelling teacher demand at secondary subject level.** This was tried experimentally in 2006, and is one feature of DCSF modelling work not currently carried out in Scotland.

## Preference Waiver Payment Pilot Scheme

4.12 The first two years of the induction scheme showed that a significant number of teaching posts (of the order of 150) were left unfilled after the computer allocation of students was complete. This was particularly so in the secondary sector and in the more remote local authorities. The preference waiver payment (PWP) was introduced in 2004/05 at £4,000 and has subsequently been increased to £6,000.

4.13 PWP students are not put into the computer allocation, but are held back and used to fill the vacancies left unfilled after the computer allocation is complete. They are allocated by subject only; address or personal circumstances are not taken into account when allocating. The PWP has been successful but numbers opting for the PWP are still fairly small at 8% of overall students numbers.

#### **Students ticking preference waiver box**

<b>Year</b>	<b>Students ticking PWP box*</b>	<b>Primary</b>	<b>Secondary</b>	<b>Total students</b>	<b>% ticking box</b>	<b>Level</b>
<b>2004/05</b>	68	6	62	2,283	3%	£4,000
<b>2005/06</b>	182	60	122	3,009	6%	£6,000
<b>2006/07</b>	250	86	164	3,894	6%	£6,000
<b>2007/08</b>	341	124	197	3,959	8%	£6,000
<b>2008/09</b>	280	123	157	3,559	8%	£6,000
<b>Totals</b>	1101	399	702	16,704	6.6%	

4.14 The preference waiver scheme has been highly beneficial to the authorities that are less favoured by students when nominating their preferences. Over 70% of the probationers that opted for the preference waiver scheme have been allocated to the following 8 local authorities; Highland, Dumfries & Galloway, Aberdeenshire, Argyll & Bute, Moray, Scottish Borders, Fife, Dundee and Angus. The three islands councils have also benefited significantly although the numbers involved are very small.

4.15 Local authorities that are allocated PWP probationers often assign them to their more remote schools - for example Dumfries & Galloway have sent several PWP probationers to Stranraer Academy - and, subject to them achieving the Standard for Full Registration, are often able to retain them after the induction year if they have a vacancy to offer them. Vacancies in schools such as these are often difficult to fill and the PWP scheme has been of significant benefit in this respect.

#### **Annual review of Teacher Induction Scheme**

4.16 Local authorities provide feedback on an annual basis. In general they are satisfied with the scheme and the allocation process. However the Group considered that some further work would be useful to ensure that the probationer placement arrangements were as helpful as they could be in maximising the potential for subsequent permanent employment.

## **Options for future development of the teacher induction scheme that might have an impact on post-probation employment opportunities**

### **Increase future level of PWP**

4.17 This would be likely to attract more students to volunteer for the preference waiver scheme. This would lead to more probationers being allocated to the more remote/rural authorities which, in turn, would be more likely to offer continuing employment beyond induction than urban/central belt authorities (see reference to Dumfries & Galloway in paragraph 14).

- **Recommendation 8: that the PWP level be raised to £8,000 for secondary sector probationers.** (paragraph 7 explains that primary vacancies are all filled by the allocation process. This means that preference waiver probationers in the primary sector need fully funded vacancies which, in turn, means more primary preference waiver probationers are not needed).

### **Increase the number of ‘partnerships’ between rural LAs and University Faculties of Education**

4.18 The Group felt that there should be closer working between LAs and University Faculties of Education to provide a long term focus on training teachers where they are needed. This might lead to more distance learning opportunities (eg the Highland Council arrangement with the University of Aberdeen in relation to PGDE Primary) or ‘remote campus’ models (eg Crichton campus) The Group recognised that the financial constraints facing faculties might militate against significant progress in this area. NB this is not strictly related to the teacher induction scheme although it has implications for the scheme.

- **Recommendation 9: that local authorities and University Faculties of Education liaise more closely with a view to identifying appropriate opportunities to increase the number of ITE students having their courses delivered by distance learning or at a ‘remote campus’.**

### **Student Information – key messages**

4.19 The Scottish Government could be more proactive/explicit in selling key messages concerning employment prospects post induction. Information about the scheme could contain trends in LA post-probation employment records, to encourage probationers to think beyond their induction year. Rural LAs need to continue their practise of holding information days for students at TEUs to encourage students to choose them. The Group acknowledged that over time, the data collected on the new local government vacancy portal would be useful to prospective probationers in making choices about where to undergo their probation.

- **Recommendation 10: that information provided to students about the teacher induction scheme - both at student information sessions and in relevant leaflets - should include relevant data about probationer employment patterns by local authorities.**

4.20 The group noted that any mis-match between teacher supply and teacher vacancies at the start of the school session in August is exaggerated by the fact that all new teachers complete their probationary period and arrive on the job market at the same time of year, whereas vacancies arise throughout the school session. It was acknowledged that the fact that the teacher induction scheme offers a guaranteed one year employment opportunity probably contributes to an expectation among probationers that they should be assured of continuing employment to follow on from their probationary period.

4.21 The group also recognised that no other profession offers employment guarantees to new entrants and that a degree of fair and open competition for posts is generally considered beneficial.

4.22 It was agreed that very clear messages need to be relayed to students and probationers to help them understand all this.

- **Recommendation 11: Probationers understanding of the system need to be better managed to ensure there is no unrealistic expectation of immediate local permanent employment.**
- **Recommendation 12: Scottish Government should commission research into what might persuade teachers to move to teach in other parts of Scotland where recruitment patterns suggest teacher employment prospects are better.**



## 5. **Summary of conclusions/recommendation**

5.1 Having met on four occasions the Group feel they have made as thorough an exploration of the remit as was possible within the time available. The Group has reached the following broad conclusions:

- The Group consider that the current workforce planning model has served its purpose well in recent years and continues to be, broadly, fit for purpose.
- The Group noted that in each of the last few years there has been a considerable volume of Ministerial correspondence over the summer from post-probationer teachers who have not been able to secure appropriate teaching employment, but that this has subsided fairly soon after the start of the school session in August. This was considered to be consistent with the results of the GTCS employment survey conducted in October each year, and with the 2008 follow-up survey which confirmed that employment opportunities continue to arise throughout the session. This pattern is also reflected in the benefit claimant count figures.
- However, the Group considered there are some early indications that some adjustment may be necessary to ensure the system continues to command the confidence of the key interests – local authority employers, teaching unions/associations, Universities and Scottish Government.
- The Group also noted with concern that the increased media coverage on the issue may be having an adverse effect on the number of people applying for places on courses of initial teacher education.
- The Group also acknowledged that significant year on year fluctuations in student teacher numbers could have an adverse effect on students' experience and subsequently on teacher quality.
- The Group consider that the new relationship between Scottish Government and Local Government meant that greater effort was required in understanding local authority employer employment assumptions. This was needed to ensure that the workforce planning process did not result in greater numbers of newly qualified teachers than were needed to broadly maintain teacher numbers at 2007 levels as set out in the Concordat

The Group therefore make the following specific recommendations:

**Recommendation 1:** In the light of the changes in the way that local authorities determine their teacher requirements, there needs to be greater reconciliation between local workforce decision making and the national workforce planning process. Scottish Government and COSLA should put arrangements in place to achieve that. It is recognised however that, given the medium term nature of planning, this will be challenging for many local authorities.

**Recommendation 2:** GTCS should conduct a longitudinal study on a cohort of probationers to obtain a better understanding of employment patterns and behaviours for an extended period beyond probation. Separately, Scottish Government, local authorities and the GTCS should consider how more reliable information about the employment position of post-probation teachers can be gathered on a recurring annual basis.

**Recommendation 3:** Research should be commissioned by Scottish Government to establish whether the changing economic climate is altering the retirement intentions of teachers. In the interim, local authorities should where possible assess their understanding of future retirement plans and share that with COSLA and Scottish Government to help inform workforce planning.

**Recommendation 4:** Local authority employers should wherever possible use post-probation teachers to fill supply vacancies rather than rely on recently retired teachers.

**Recommendation 5:** Local authorities should consider making more use of permanent supply pools to ensure semi-permanent opportunities are available to post-probation teachers.

**Recommendation 6:** There should be a review of means of early release including teacher winding down arrangements.

**Recommendation 7: that the TWP Group revisit specifically modelling teacher demand at secondary subject level.**

**Recommendation 8: that the PWP level be raised to £8,000 for secondary sector probationers.**

**Recommendation 9: that local authorities and TEUs liaise more closely with a view to identifying appropriate opportunities to increase the number of ITE students having their courses delivered by distance learning or at a 'remote campus'.**

**Recommendation 10: that information provided to students about the teacher induction scheme - both at student information sessions and in relevant leaflets - should include relevant data about post-probationer employment patterns by local authorities.**

**Recommendation 11: Probationers' understanding of the system need to be better managed to ensure there is no unrealistic expectation of immediate local permanent employment.**

**Recommendation 12: Scottish Government should commission research into what might persuade teachers to move to teach in other parts of Scotland where recruitment patterns suggest teacher employment prospects are better.**