

# Education, Children and Families Committee

10.00am, Tuesday, 12 December 2017

## Teacher recruitment update

Item number	7.5
Report number	
Executive/routine	
Wards	
Council Commitments	

### Executive Summary

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At its meeting on 10 October 2017, Item 7.2 (iii), the committee instructed the Executive Director for Communities and Families, within one cycle, to bring back details on the number of teacher vacancies in Edinburgh schools and an assessment of any impact on our already high standards of learning.

## Teacher Recruitment Update

### 1. Recommendations

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- 1.1 It is recommended that the committee note the contents of this report as an initial indication of the longer-term strategy envisaged to tackle shortage issues in teacher recruitment so as to mitigate any impact on standards of learning and teaching.

### 2. Background

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- 2.1 Issues in teacher recruitment have come into sharp focus, in session 2017-18, across the country. Within the City of Edinburgh, there have been specific problems in secondary mathematics where there has been media coverage relating to recruitment difficulties. Steps taken have included advertising opportunities beyond *Myjobscotland* to address more immediate issues and the setting up of a working group made up of Communities & Families and HR-related staff to initiate a more strategic approach to teacher recruitment campaign planning.

### 3. Main report

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- 3.1 A national advertisement was taken out via the GTCS eNewsletter which was issued to all registered teachers on 26<sup>th</sup> October 2017.
- 3.2 The advertisement contained a hyperlink to a new landing page on the CEC website: [www.edinburgh.gov.uk/teachinginedinburgh](http://www.edinburgh.gov.uk/teachinginedinburgh). This is part of the more strategic approach to recruitment which, while highlighting the particular area of secondary maths in this particular instance, will be developed as a vehicle for highlighting Edinburgh as a workplace, garnering levels of interest and advertising posts.
- 3.3 The subsequent traffic recorded on the relevant website pages showed 89 unique page views, 58 of which came directly from the advertisement (up to 9<sup>th</sup> November 2017). This represents a small but reasonable number given the overall number of adverts (mathematics notwithstanding) and the time of year. The click-through rate for the newsletter as a whole is 2%, which is above the industry standard, showing it could provide a useful channel in the future as part of the wider strategy. (See Appendix 1.)

- 3.4 Simultaneous monitoring of the Application Process Traffic was undertaken which revealed the comparison of applications started to applications submitted at a particular point in time. (See Appendix 2.)
- 3.5 Applications for the mathematics posts, arising from this batch of advertising, was as follows: Trinity Academy (2 posts) – 2; Leith Academy (2 posts) – 4; Portobello High School – 2; Holy Rood RC High School – 0. Since this time there have been other declared vacancies at Leith Academy and Queensferry High School. Trinity Academy has again gone to re-advertisement.
- 3.6 The working group tasked with looking at teacher recruitment campaign planning will now meet weekly until Christmas. A timeline has been produced in terms of co-ordinating recruitment campaigning with standard procedures around staffing returns, placing of surplus staff, identification of placements for probationers, etc. Elements of centralised recruitment, already practised in the primary sector, were investigated for the secondary sector although secondary HTs when consulted at their meeting on 29<sup>th</sup> November 2017 displayed a preference for an individual school approach, albeit with a changed timeframe from previous years.
- 3.7 Alongside the above, the most recent recruitment exercise for supply staff resulted in 36 primary and 58 secondary applicants being batched and forwarded to HTs to undertake the necessary interviews and subsequent processing. Some of the applicants are in shortage secondary subject areas (eg four in maths, six in modern languages) and may be used, on a temporary basis, to cover particular posts while longer-term recruitment processes run their course.
- 3.8 Immediate steps taken in schools where staffing shortage issues have led to a situation where not all lessons can be taught by subject specialists include increasing class sizes (still within agreed national limits), cross-setting, rotational arrangements and occasional recourse to SLT and Pupil Support staff. Certificate classes where pupils are aiming for National Qualifications have been prioritised in these approaches. Partnership arrangements with the University of Edinburgh have resulted in a number of third year mathematics students assisting in some classes in four schools in the City (Trinity Academy, Leith Academy, the Royal High School and Firrhill High School) to bring an additional dimension to the studies. It is anticipated that this arrangement, which has the potential for expansion, will run until Easter 2018, just prior to the SQA examination diet.
- 3.9 A strategic approach to the recruitment of teaching staff in special schools has been developed by the Service Manager, Quality Improvement Manager for Special Schools and Headteacher of the Additional Support for Learning Service. This approach is in the early stages of implementation and involves the following actions: engagement with Moray House School of Education to facilitate opportunities for student teacher placements in special schools; development of cross-sector network groups; provision of professional learning to develop the skills of mainstream practitioners interested in moving into the special sector; and a proactive contribution to the recruitment strategy using the City of Edinburgh Council website (see paragraph 3.2). Additionally, Special School Principal

Teachers and Depute Headteachers are being encouraged to participate in SCEL leadership training to enhance their leadership skills and support workforce planning.

- 3.10 The commitment to developing Gaelic education, both secondary Gaelic Medium Education (GME) and Gaelic for Learners Education (GLE) for which latter, like GME, there is increasing demand has led to identifying a promoted post which will be advertised as a CEC citywide post to develop Gaelic education, both GLE and GME across Edinburgh schools. Additional external funding for such a post has been sought and agreed. Usual recruitment channels continue to be pursued in relation to classroom teacher posts.

#### **4. Measures of success**

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- 4.1 Addressing the shortfall in teacher recruitment in the next few months. While there were 42 advertised teaching vacancies for CEC on *Myjobscotland* as of 30<sup>th</sup> October 2017, there were 25 as of 10<sup>th</sup> November. The picture is, of necessity, ever-fluctuating, and it may be that some preciously advertised posts will require to be re-advertised.
- 4.2 The timeline and strategy for the teacher recruitment planning campaign is intended to improve procedures and result in earlier confirmation of appointments, going forward into session 2018-19.
- 4.3 Work will be undertaken with current probationers to CEC to support them in applying for roles within the organisation and also in bringing forward the recruitment of such probationers to ensure they know whether they have a role in the organisation and therefore reduce their uncertainty. It can be explored with current teaching staff who don't currently work full-time if they wish to increase their hours. Investigations are ongoing to consider the creation of a suite of videos and other recruitment tools to support an external campaign. Alongside looking to recruit via our normal channels, there is the potential use of a targeted UK and Ireland social media campaign to attract new teachers to Scotland and more locally attract people looking to get back into teaching.

#### **5. Financial impact**

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- 5.1 There has been a cost implication of £995 (+ VAT) for the advertisement on the GTCS eNewsletter which is beyond the usual *Myjobscotland* commitments. Further expenditure, of between £1,500 and £2,000 is envisaged in terms of greater recourse to publicising posts via social media, as part of the longer-term campaign. Any suite of videos has yet to be costed.

## 6. Risk, policy, compliance and governance impact

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- 6.1 As this report is an update, rather than containing any recommendations *per se*, there are no risk, compliance or governance impacts arising.

## 7. Equalities impact

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- 7.1 As this report is an update, rather than containing any recommendations *per se*, there are no equalities impacts arising.

## 8. Sustainability impact

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- 8.1 As this report is an update, rather than containing any recommendations *per se*, there are no sustainability impacts arising.

## 9. Consultation and engagement

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- 9.1 Secondary headteachers, in whose sector there have been particular issues, have been consulted and will continue to be consulted through their regular meetings. Other headteachers have also been involved, especially in relation to the timeline for the longer-term recruitment strategy. Schools have also been asked to contribute statements and photographs to the landing page as part of the recruitment process.

## 10. Background reading/external references

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- 10.1 None.

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## 11. Appendices

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Appendix 1 – Traffic recorded on CEC website landing page (26 October-9 November 2017)

Appendix 2 – Snapshot of Application Process Traffic (2 November 2017)

Appendix 1 – Traffic recorded on CEC website landing page (26<sup>th</sup> October – 9<sup>th</sup> November 2017)

Page Title	Source/Medium	Page Views	Unique Page Views	Avg. Time on Page	Entrances	Bounce Rate	% Exit
Teaching in Edinburgh	(direct) / (none)	44	41	34.44	41	63.41%	63.64%
Teaching in Edinburgh	google / organic	16	15	39.50	12	50.00%	50.00%
Apply to work with us	(direct) / (none)	9	8	82.00	0	0.00%	88.89%
Apply to work with us	google / organic	7	7	26.50	0	0.00%	42.86%
What our teachers say about teaching in Edinburgh	google / organic	6	5	589.33	1	100.00%	50.00%
Living in Edinburgh	(direct) / (none)	4	3	25.00	0	0.00%	0.00%
Living in Edinburgh	google / organic	4	4	15.00	0	0.00%	25.00%
Living in Edinburgh	mail.yahoo.com / referral	2	1	6.50	0	0.00%	0.00%
Teaching in Edinburgh	mail.yahoo.com / referral	2	1	10.00	1	0.00%	50.00%
Teaching in Edinburgh	outlook.live.com / referral	2	2	0.00	2	100.00%	100.00%
		98	89	69.41	57	61.40%	55.10%

## Appendix 2 – Snapshot of Application Process Traffic (2 November 2017)

Career Site: myjobscotland	Applications	
	Started	Submitted
Job Opening ID		
Teacher of Mathematics - Trinity Academy - EDN05444	8	2
Teacher of English - Liberton High School - EDN05474	8	2
Temporary Teacher of Physical Education - Liberton High	7	3
Teacher of Mathematics - Leith Academy - EDN05723	4	2
Teacher of English - Gracemount High School -	2	1
Teacher of Geography - Currie Community High School -	13	3
Principal Teacher - Trinity Primary School - EDN05834	10	7
Teacher of Modern Languages - Drummond Community High	2	1
Temporary Teacher of History and/or Modern Studies - Holy	13	5
Temporary Primary Teacher - Flora Stevenson Primary	12	6
Primary Teacher - Granton Primary School - EDN05861	9	4
Teacher of French & German Forrester High School -	7	3
Primary Teacher - Canal View Primary School - EDN05884	9	2
Primary Teacher - Leith Walk Primary School - EDN05885	5	2
Teacher of Mathematics - Holy Rood High School - EDN05893	4	0
Teacher of English - Liberton High School - EDN05899	1	1
ASLS - Principal Teacher - Specialist Provision Inclusion	4	2
Teacher of Mathematics - Portobello High School -	11	1
Primary Teacher - Niddriemill Primary School - EDN05902	6	1
Teacher of Business Education - Portobello High School -	1	0
Primary Teacher - Leith Primary School - EDN05904	10	2
Teacher of Home Economics - Drummond Community High	1	0
Teacher of Mathematics - Leith Academy - EDN05906	3	0
Primary Teacher - James Gillespie's Primary School -	17	2
Teacher of Physical Education - Trinity Academy - EDN05912	4	1
Teacher of Physical Education - Drummond Community High	7	2
Primary Teacher - Preston Street Primary School -	5	1
Teacher of Modern Studies - Drummond Community High	2	1
Teacher of English - The Royal High School - EDN05931	3	1
Primary Teacher - Preston Street Primary School -	3	2