

ANGUS COUNCIL

CHILDREN AND LEARNING COMMITTEE – 12 JANUARY 2016

TEACHER NUMBERS AND RECRUITMENT

REPORT BY MARGO WILLIAMSON, STRATEGIC DIRECTOR OF PEOPLE

ABSTRACT

This report summarises the current position in Angus Council in relation to teacher numbers. Challenges to the maintenance of teacher numbers are discussed alongside a summary of the action being taken to meet these.

1. RECOMMENDATIONS

It is recommended that the Committee:

- (i) Note the current situation with regards to teacher numbers and recruitment outlined in this report.
- (ii) Agree to the proposals contained in section 5.

2. ALIGNMENT TO THE ANGUS COMMUNITY PLAN/SINGLE OUTCOME AGREEMENT/CORPORATE PLAN

This report contributes to the following local outcome(s) contained within the Angus Community Plan and Single Outcome Agreement 2013-2016:

Angus is a good place to live in, work in and visit

Our children and young people are confident individuals, effective contributors, successful learners and responsible citizens

Adults maximise their potential through learning opportunities

3. BACKGROUND

3.1 Angus Council employs 1142fte teachers across all sectors. The Scottish Government requires all local authorities to participate in a national census in September each year. The purpose of this census is to gather pupil numbers, teacher numbers and the pupil to teacher ratio in each of Scotland's 32 local authorities.

3.2 The Scottish Government issued Finance Circular 1/2015 on 5 February 2015 which set out the Scottish Government requirements in relation to teacher numbers for 2015/16. The Circular invited the Council to formally agree "to protect the number of teaching posts within their authority" in order to secure:

- The maintenance as a minimum of the total number of teachers employed by individual local authorities at 2014-15 levels and also the maintenance, as a maximum, of Pupil Teacher Ratio for schools within their authority at the 2014-15 levels, for each individual local authority both as reported in the Pupil and Teacher Census published in December 2014; and
- Places for all probationers who require one under the teacher induction scheme.

In return, the Scottish Government committed to continue to provide the £41 million already included in the finance settlement to support teacher numbers in 2015/16 and provided the commitment is met, as confirmed in the publication of the annual Pupil Teacher Census statistics in December 2015, the Scottish Government will make available a share of an

additional £10 million for 2015-16 to those authorities in recognition of the general budget pressures authorities are facing to help ensure the delivery of the teacher numbers commitment.”

- 3.3 Angus Council’s share of the £41m referred to above is approximately £900,000 which is conditional on complying with the terms of Finance Circular 1/2015, albeit this has already been included in the grant settlement for 2015/16. If the Council complies it can expect to receive approximately a further £220,000 grant redetermination during 2015/16 as a share of the additional £10m which the Government has offered. This sum is a prudent best estimate based on Angus Council’s “normal” share of grant for teaching costs but could be higher or lower depending on whether all Councils take up the offer of additional grant and the final method of distribution. Failure to deliver on teacher numbers will thus result in a loss of grant totalling approximately £1.1m (£900k existing + £220k additional grant in 2015/16).

As a result of this requirement, two of the savings proposed by the Schools & Learning Division for 2015/16 totalling £351,000 were deemed to be undeliverable and thus not applied. A further £340,000 of savings approved in principle for 2016/17 are currently also considered undeliverable as it is assumed there will be a continued requirement to deliver on the Scottish Government’s commitment in 2016/17.

- 3.4 It is recognised that this intention to maintain teacher numbers is valued. However, it is also necessary to recognise that national teacher workforce planning is not an exact science. As local authorities are required to maintain teacher numbers even where pupil rolls decline, this has arguably contributed to the lack of available teachers moving between local authorities, compounding teacher recruitment issues.

4. CURRENT POSITION

- 4.1 In September 2015, Angus Council took part in the national census and reported 1142fte teachers and 15,050 pupils to the Scottish Government. The breakdown of these numbers has previously been reported to the Children and Learning Committee through an information schedule 431/15 (http://www.angus.gov.uk/meetings/meeting/154/children_and_learning). Angus council successfully maintained teacher numbers from 2014 to 2015 and due to a declining pupil roll, also slightly improved the pupil to teacher ratio.

- 4.2 Recruitment of new teachers is becoming increasingly challenging in Angus. Although we have not experienced the significant teacher shortages some other local authorities have reported, our evidence suggests that this will develop into an area of local specific concern.

- 4.3 In June 2015, we over-recruited Primary Teachers. This meant that we offered permanent contracts to 69 candidates, 38 more than we had identified we needed. This preventative action was taken in an endeavour to account for unknown staffing changes that would inevitably take place over the summer and in an effort to create a permanent supply pool.

Unfortunately, many of these candidates were offered multiple contracts over this period of time and as a result we started session 2015/16 in August 2015 with 3 Primary Teachers needed. We currently have no primary supply pool and have had no success recruiting supply teachers.

- 4.4 As of 1st December 2015 there are 8 vacancies in our primary schools. In a small number of schools, Head Teachers are teaching classes, reducing their capacity to take forward school improvement. In our secondary schools we are now experiencing the need to advertise multiple times in order to attract candidates and we now have pockets of real staffing shortage. We face particular difficulties in attracting suitable candidates in the subjects of mathematics and sciences. We currently have 16 vacancies in our secondary schools.

4.5 The following table illustrates the geographical spread of our current vacancies:

Locality	Primary	Secondary
Arbroath	1.0 fte	7.0fte: Teacher of Physics (Arbroath High) Teacher of Technical Education (Arbroath High) Teacher of Pupils with ASN (Arbroath High) Teacher of Biology (Arbroath High) 2 Teachers of Mathematics (Arbroath Academy) Teacher of English/Literacy (Arbroath Academy)
Brechin	0 fte	0
Carnoustie	0.6 fte	2.0fte Teacher of Computing Teacher of Mandarin
Forfar	2.0 fte	3fte: Teacher of Mathematics Teacher of Business Studies and/or Computing Teacher of History
Kirriemuir	2.0 fte	0
Monifieth	0 fte	2fte: Teacher of Mathematics Teacher of Computing
Montrose	2.4 fte	2.0fte: Teacher of Technical Education Teacher of Modern Languages (French and German/Spanish)

5. PROPOSALS

- 5.1 The schools and learning team have engaged with Aberdeen University and Dundee University to offer existing eligible employees the opportunity to train as a primary teacher whilst in their current role. This programme with Aberdeen University is called DLITE and 9 employees have been successful in gaining entry to this course and the process is underway to recruit 3 Angus employees to the Dundee Learn to Teach programme. This 'grow your own' approach requires employees to agree to work in Angus for a period of 3 years after the completion of their training. It is proposed that these programmes are fully funded by underspends in the Schools and Learning budget in order to best support employees to undertake this development and help address local teacher shortages.
- 5.2 It is proposed that the protocol for addressing teacher shortages outlined in Appendix 1 is made operational in order to ensure that as far as possible all classes have access to a teacher.
- 5.3 It is proposed that a regular report is taken to Children and Learning Committee outlining the current teacher staffing situation.
- 5.4 It is proposed that work is undertaken to develop an 'Angus Offer' consisting of a range of attractive options aimed at encouraging teachers to work in Angus. This could include a number of incentives for attracting new teachers to Angus such as:
- A golden 'hello' payment linked to contractual commitment
 - Support with housing
 - Support with transport
 - Support with professional learning finance
 - Allocation of experienced support mentor
 - Support with personal childcare costs

This will involve undertaking a benefit assessment to determine that any potential investment was worth the expected return.

6. FINANCIAL IMPLICATIONS

The costs of the DLITE / Learn to Teach programmes will be covered from existing Schools and Learning budgets. There is currently no cost for participation in the Dundee programme, with the likely contribution to Aberdeen University totalling £14560. As participants will be absent from work for 18 weeks during the duration of the programmes, services will cover work responsibilities internally and where appropriate arrange cover. Any additional staffing costs in this regard will be addressed from existing resources. Any potential future costs of an Angus offer will be fully costed and subject to Committee approval.

NOTE: No background papers, as detailed by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to a material extent in preparing the above report.

REPORT AUTHOR: Pauline Stephen, Head of Schools and Learning

EMAIL DETAILS: People@angus.gov.uk

List of Appendices:

Appendix 1 – Protocol for Addressing Teacher Shortages

Appendix 1 - Angus Council – Protocol for Addressing Teacher Shortages

Situation

What can we do to address teacher cover needs using the resources available within the authority

Risk

Working on premise that sourcing short term teacher supply and external teacher recruitment is high risk

Aim

Minimise class disruption

Intervention plan:

Stage 1 – within school options

- Increase hours of part time workers
- Reassign teachers e.g. ASN, visiting specialist, Early Years
- Reallocate management time to class contact time
- Reconfigure classes
- Review curriculum delivery to reduce teacher demand
- Recall secondments
- Extend retiral plans through agreement with teacher
- Review flexible working

Stage 2 – local agreement to share resources between schools

- Reassign resources to distribute shortfall over group of schools
- Reprioritise available supply
- Reassign visiting specialist teachers
- Share resources between sectors

Stage 3 – authority intervention

- Assign permanent supply to priority schools
- Reassign teaching/ management resources based on priority need

Stage 4 – final options

- Temporary relocation of pupils to another school