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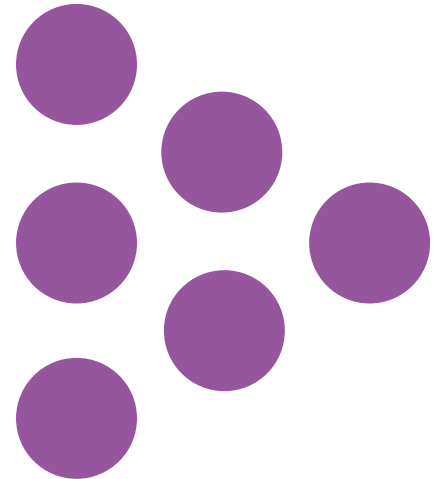
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# Teacher Labour Market in England

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## 2021 Annual Report

**Jack Worth**  
Lead Economist



# Context

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- In 2020, growing teacher supply challenge marked by under-recruitment and high leaving rates
  - Due to increasing secondary pupil numbers and strong graduate labour market
  - Dramatic impact of Covid-19 on society, economy and education

# Data sources

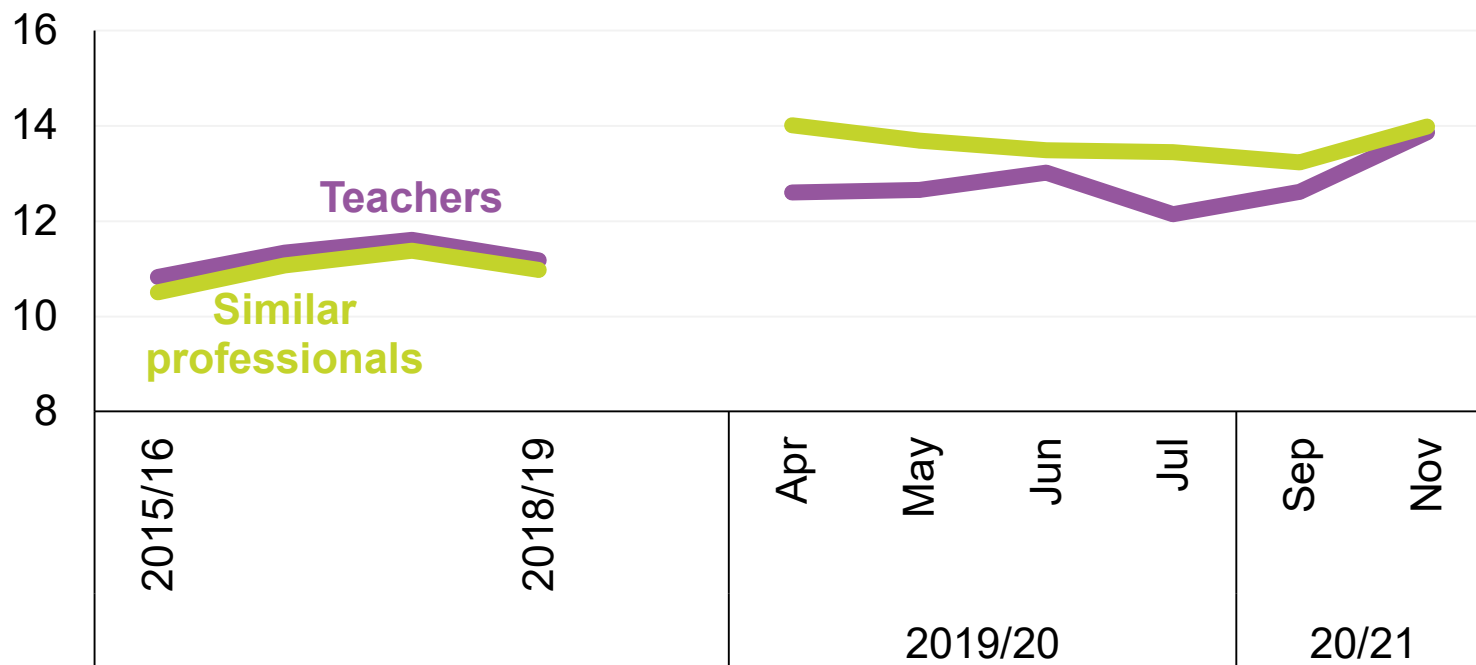
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- **UK Household Longitudinal Survey Covid-19 surveys**
  - **Labour Force Survey/ Annual Population Survey**
  - **UCAS Teacher Training Applications**
  - **NFER surveys of senior leaders**

# Covid-19 led to a lower level of teacher well-being



However, similar individuals in other professions were even more negatively affected

Well-being: GHQ subjective distress

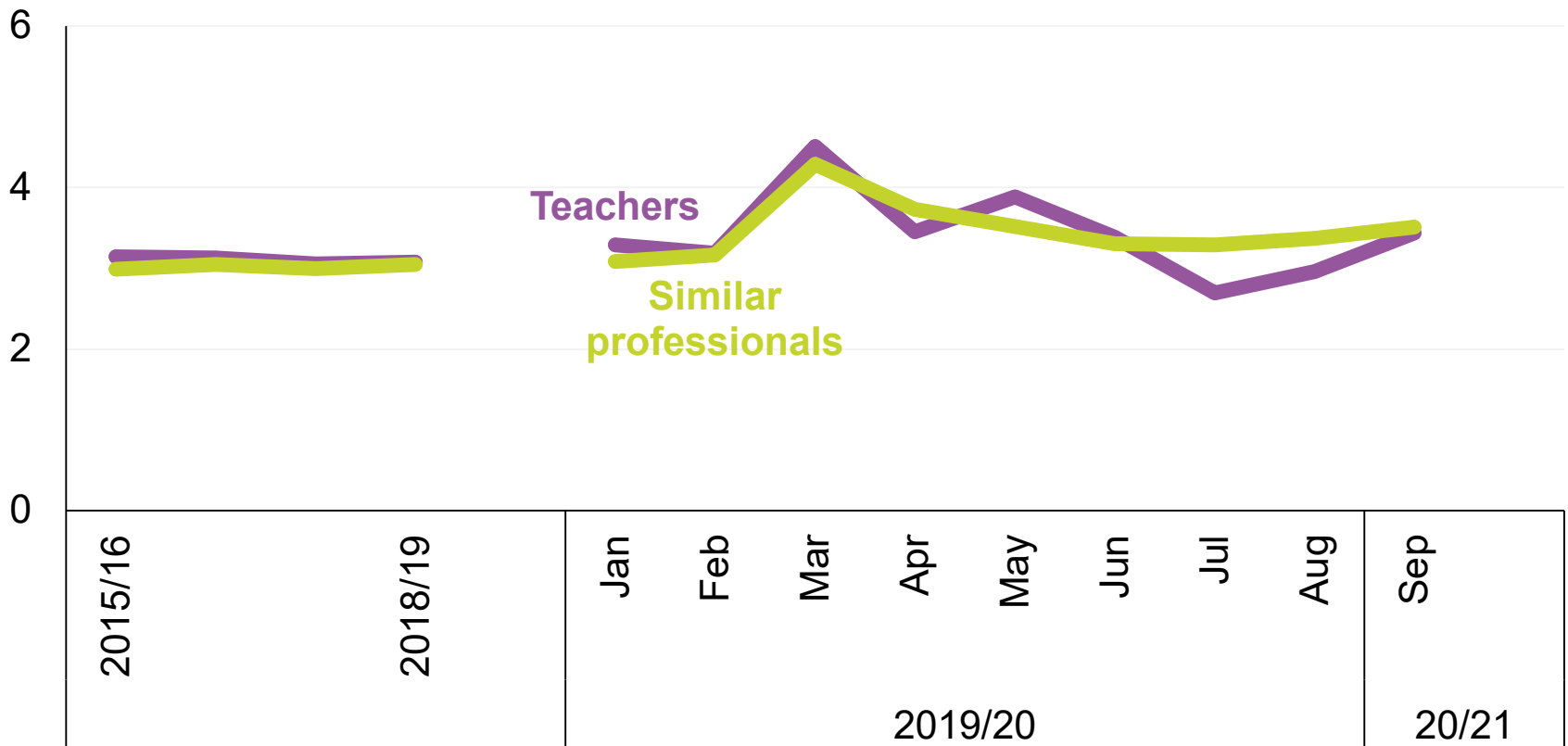


Source: UK Household Longitudinal Study

# Teacher anxiety increased in March 2020



Average anxiety level (0-10)

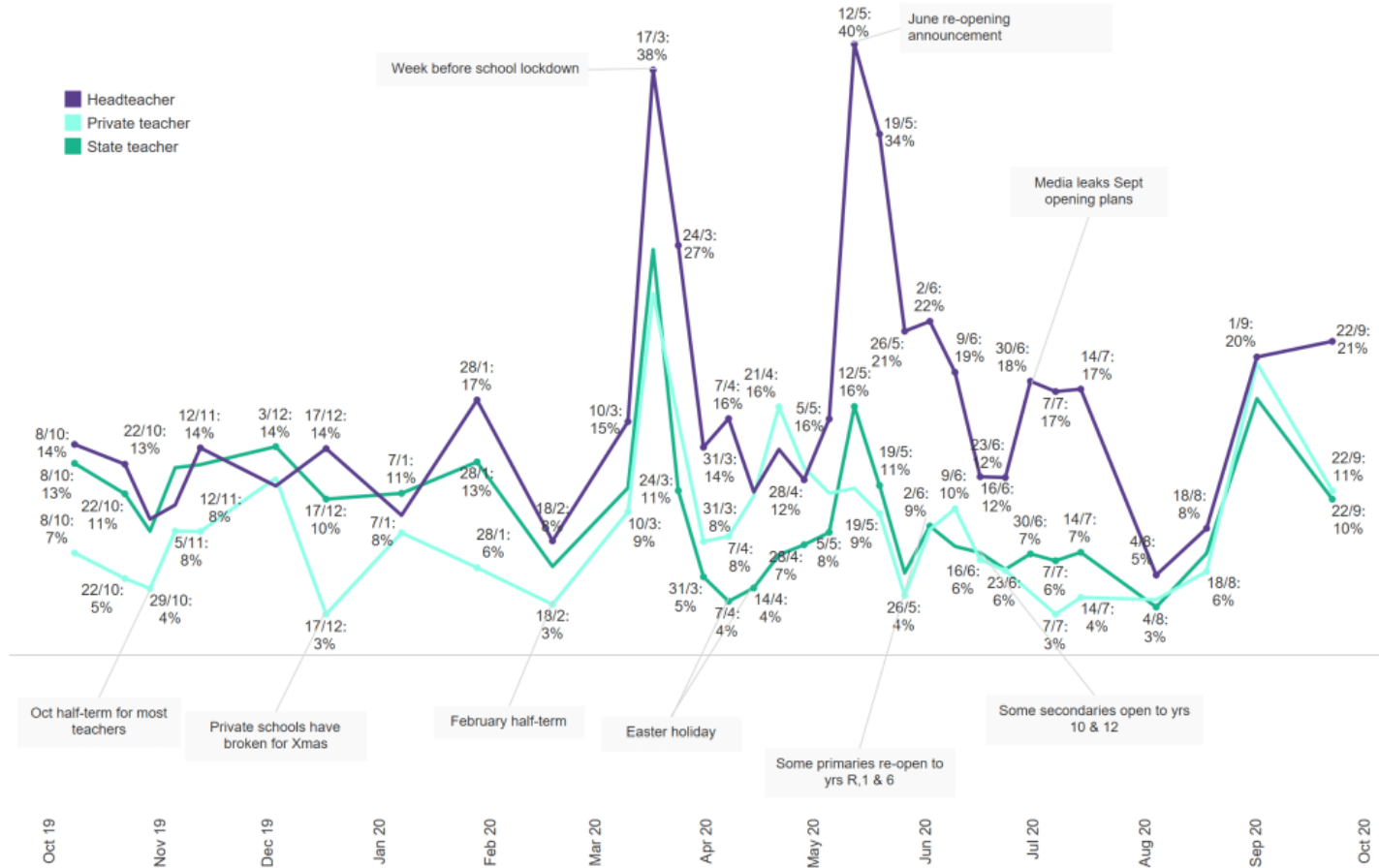


Source: Annual Population Survey

# Teacher Tapp data shows a similar pattern for work-related anxiety



Proportion reporting very high work-related anxiety on a Tuesday (i.e. score of 8 or above on a 10-point scale)

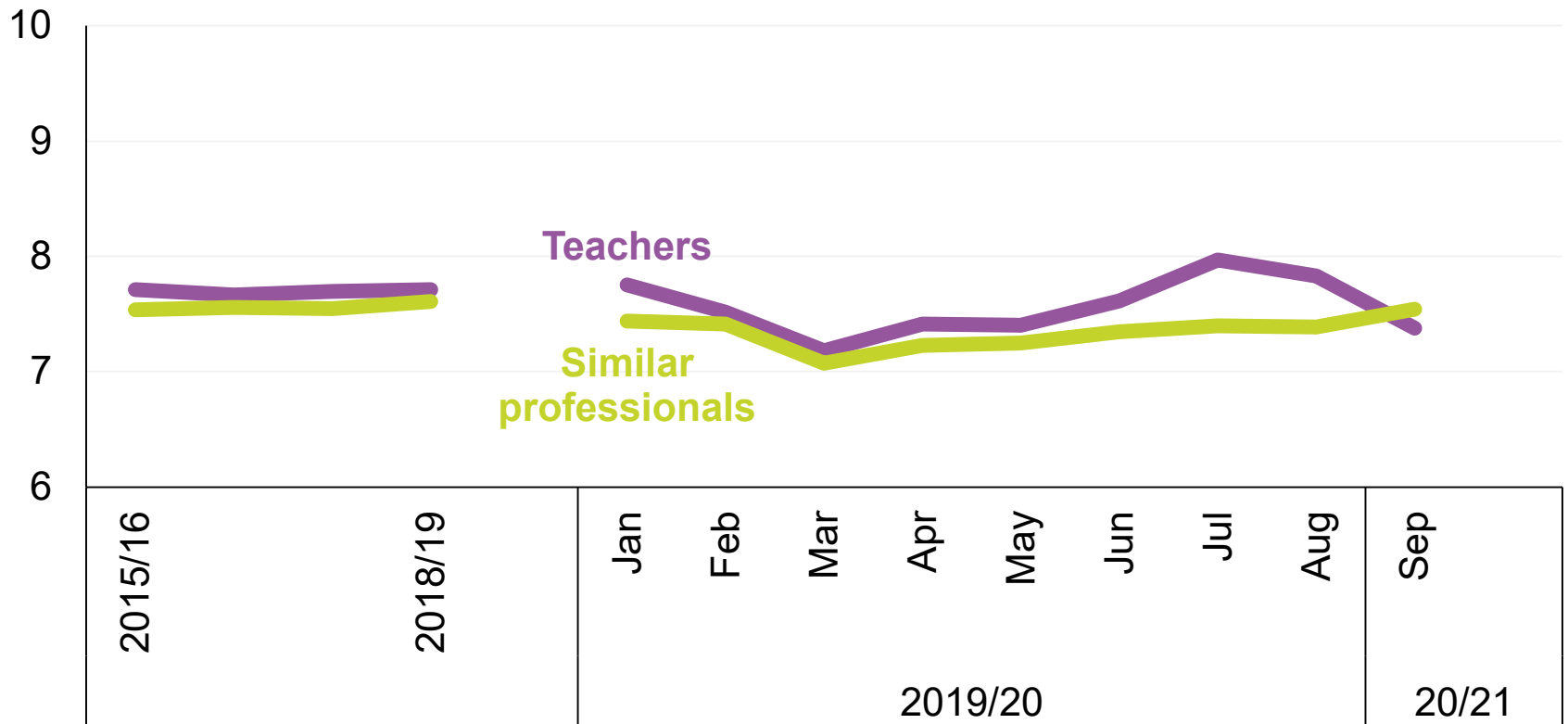


Source: Teacher Tapp

# Teacher happiness decreased in March 2020



Average happiness level (0-10)

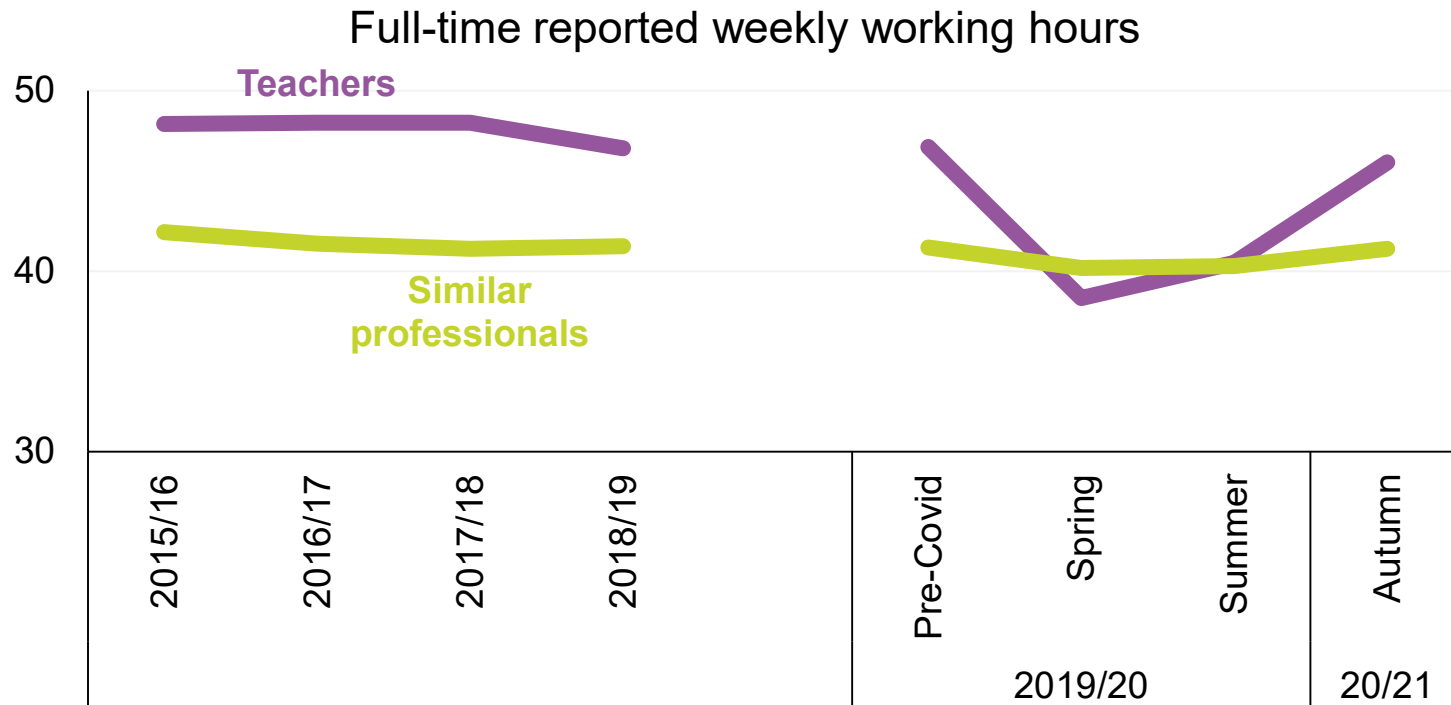


Source: Annual Population Survey

# Teacher working hours fell during school closures



Teachers' working hours were at a similar level to other professionals during the spring lockdown when schools were only open to keyworker and vulnerable children



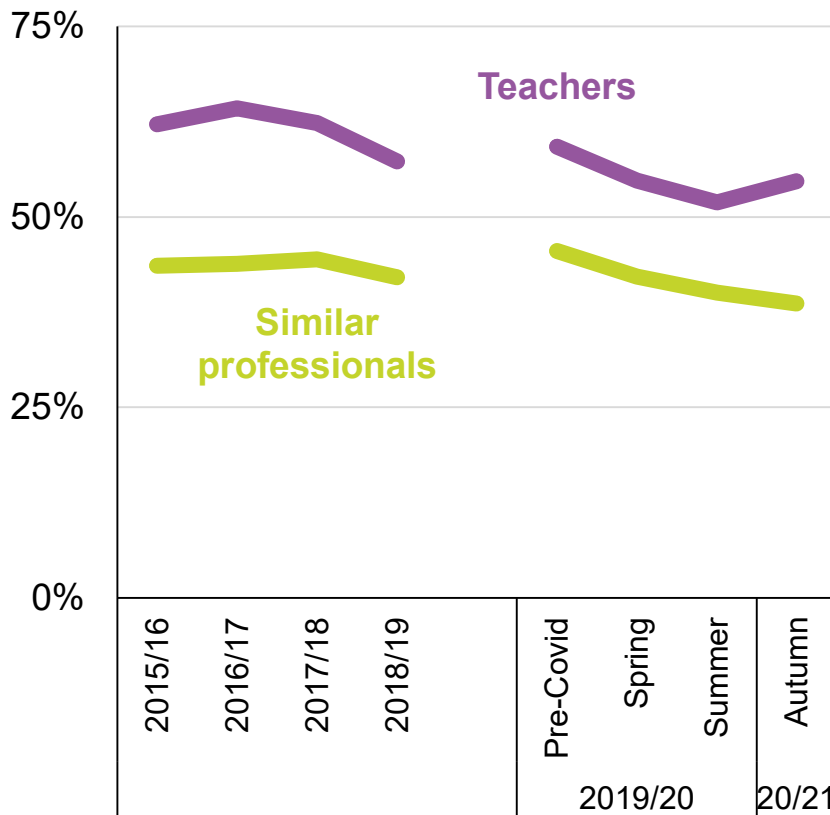
Source: Labour Force Survey



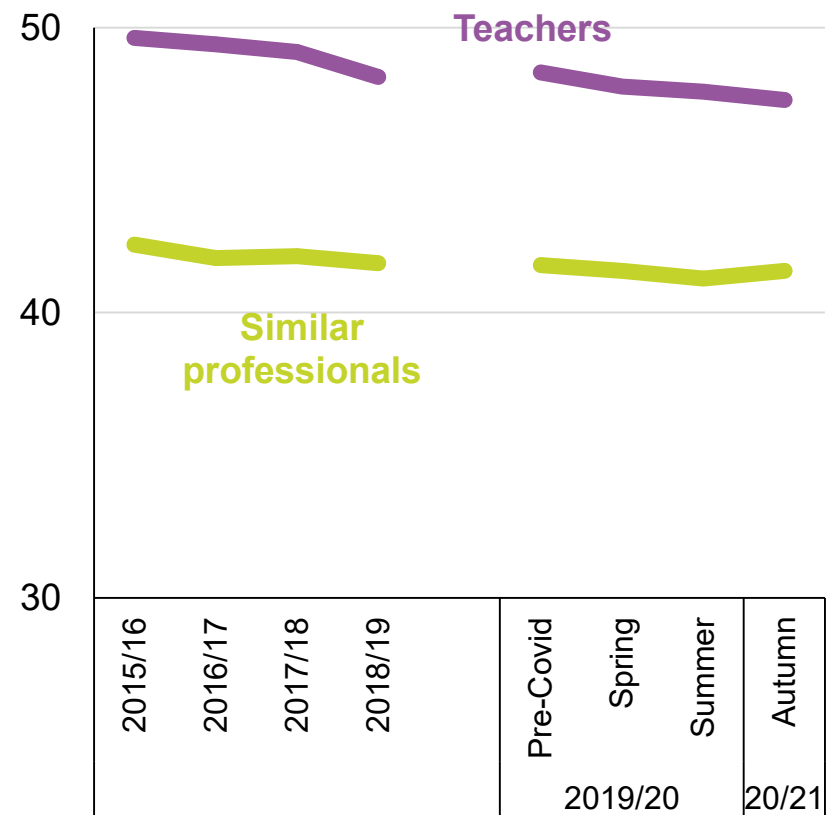
# Majority of full-time teachers continue to perceive that they work too many hours



Proportion full-time wanting to work fewer hours



Full-time weekly working hours in a 'normal' working week



Source: Labour Force Survey

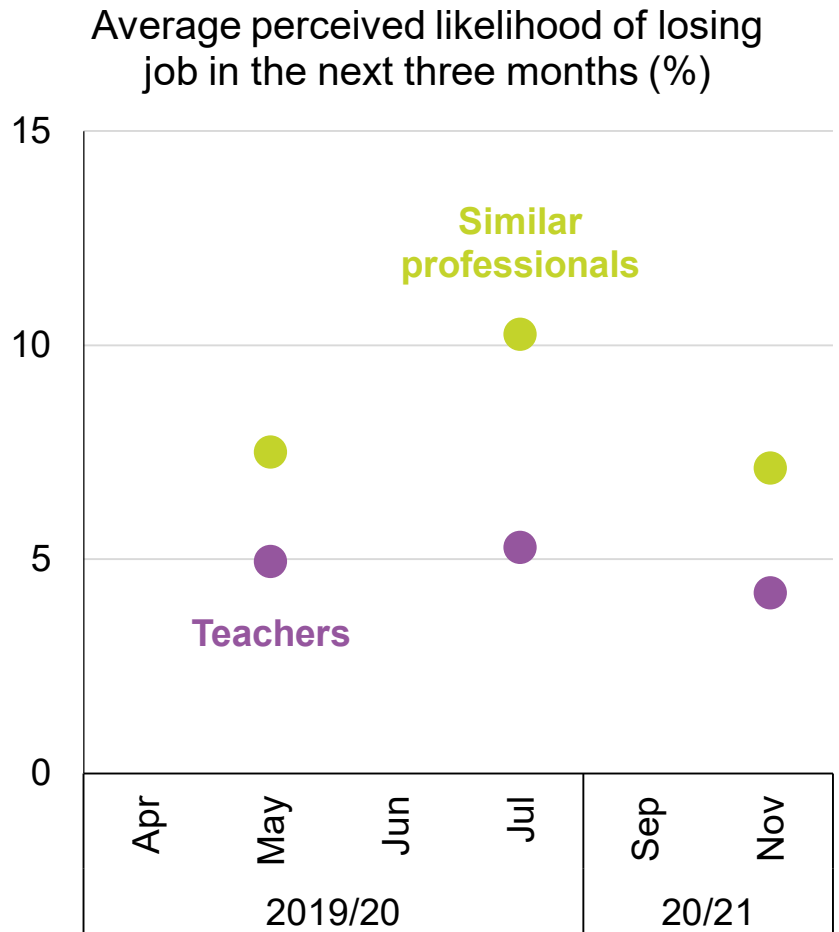
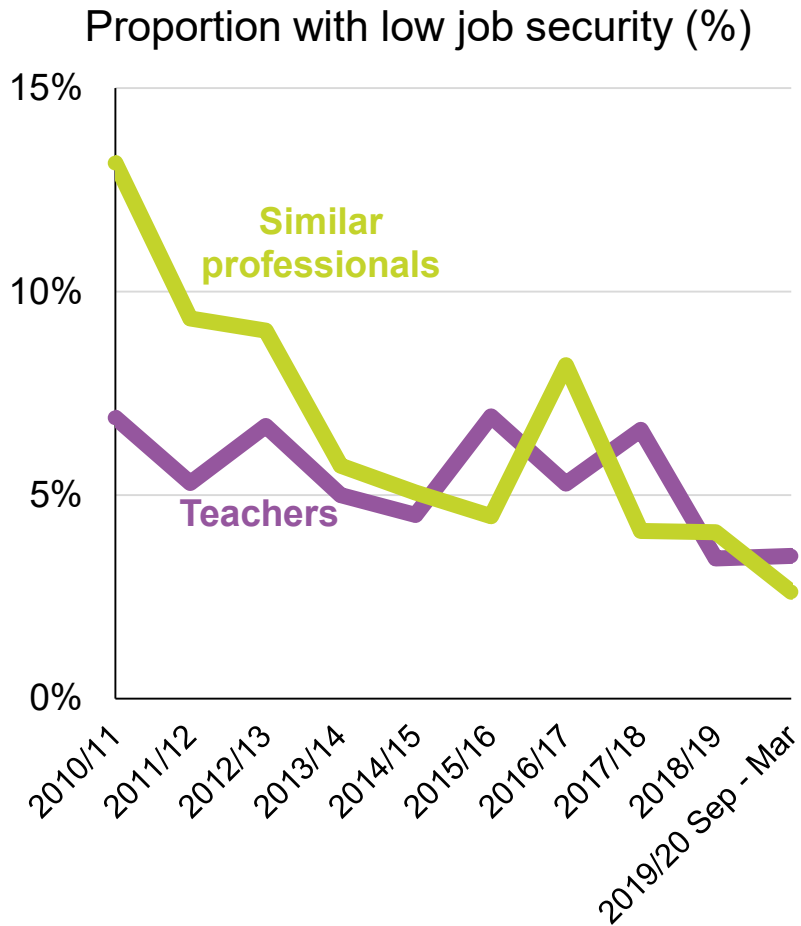
# Recommendation

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## **Reducing workload and supporting well-being should remain a priority for the Government in the post-pandemic recovery phase**

It would not be sustainable or desirable to deliver support for pupil recovery from missed education due to Covid-19 by adding to teachers' already high workloads

# Higher job security is likely to be a protective factor for teachers' well-being

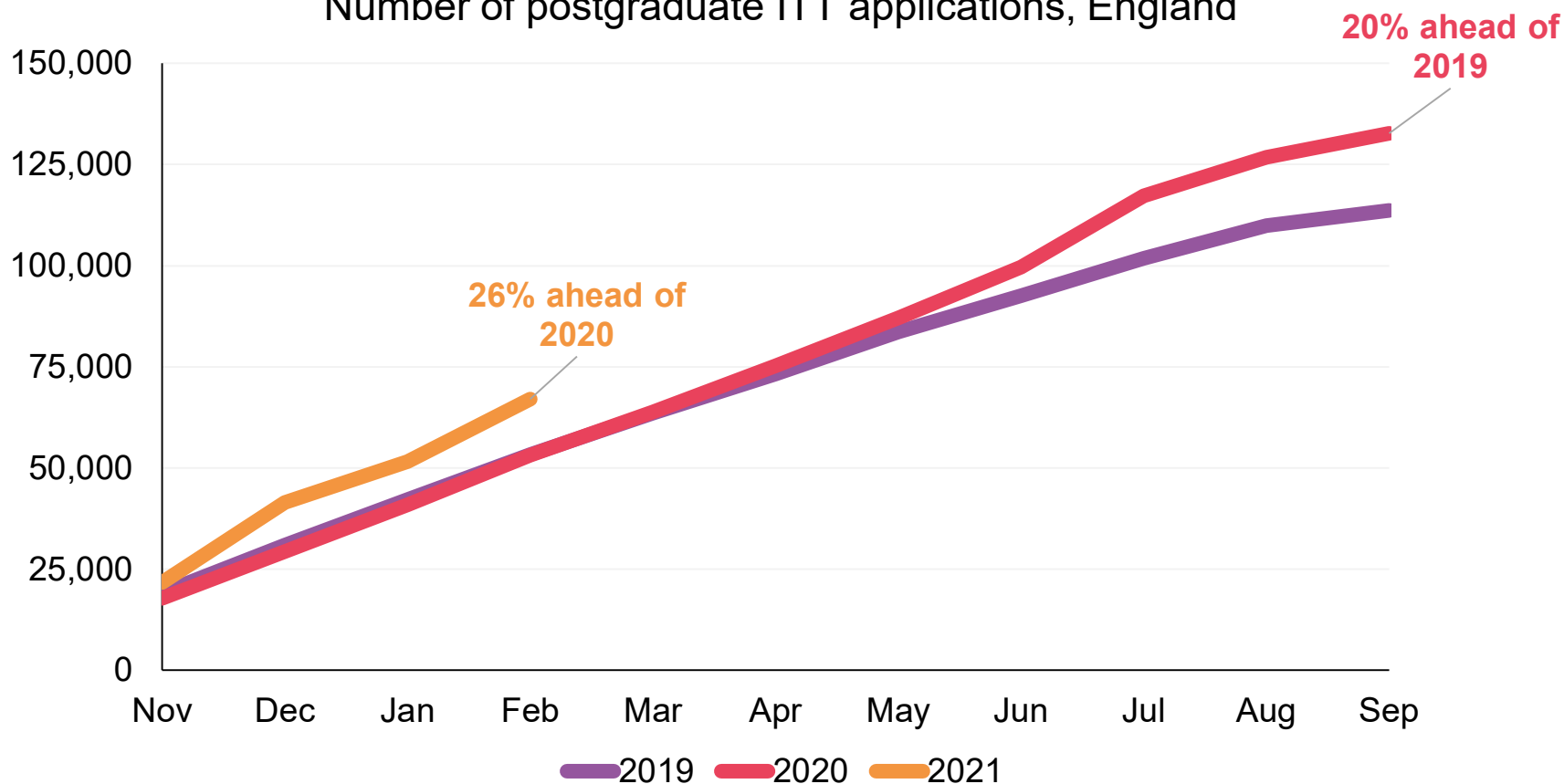


Source: UK Household Longitudinal Study

# Teaching as a 'safe haven' profession has attracted a surge in training applicants

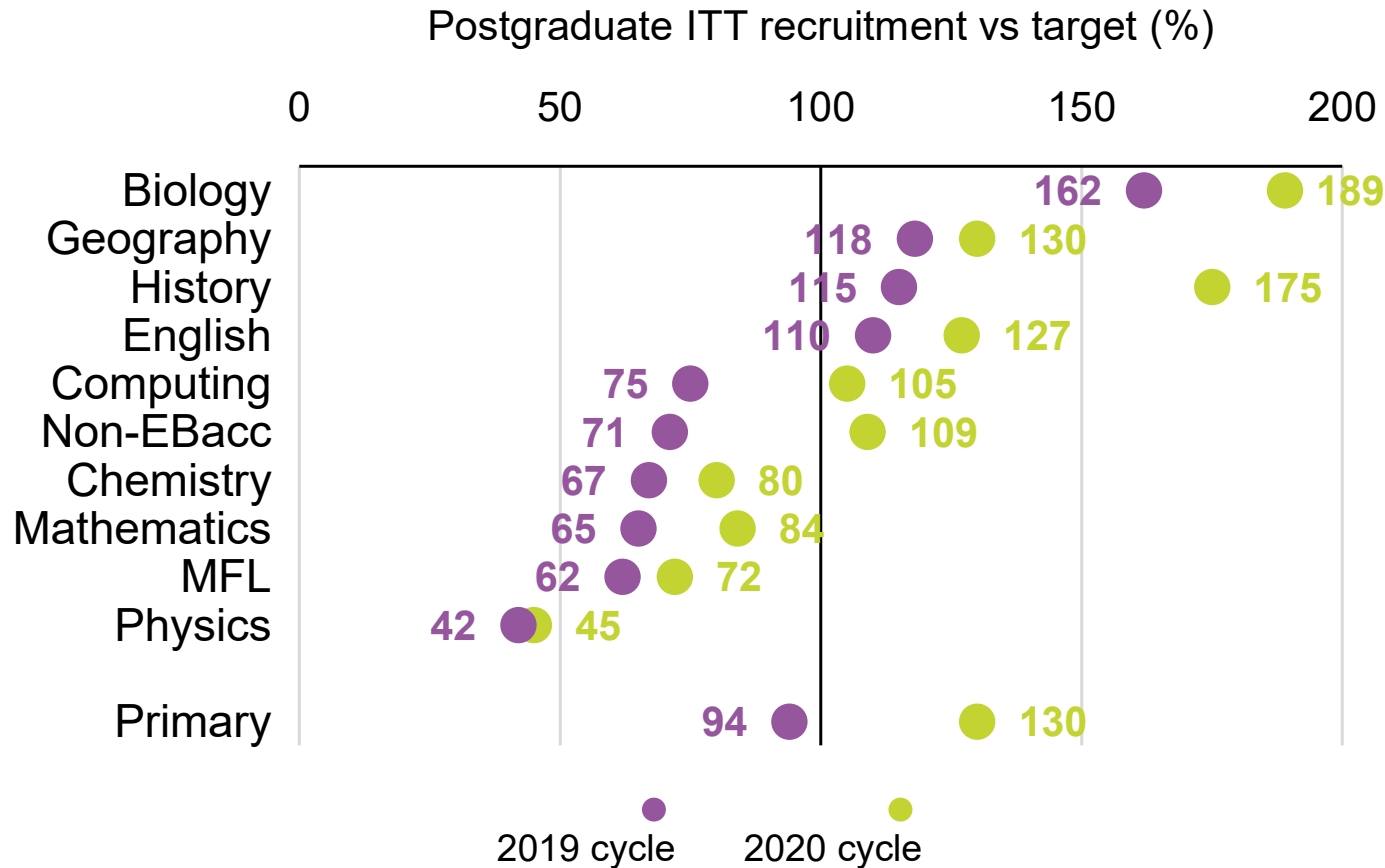


### Number of postgraduate ITT applications, England



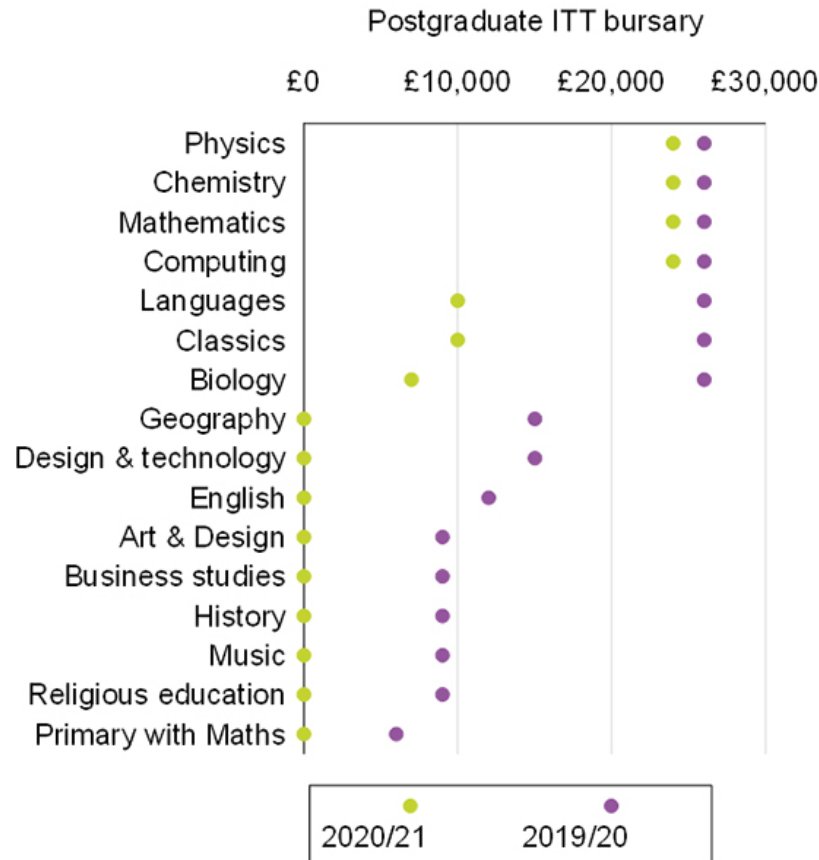
Source: UCAS Teacher Training Applications

# Increase in ITT entry across almost all phases and subjects

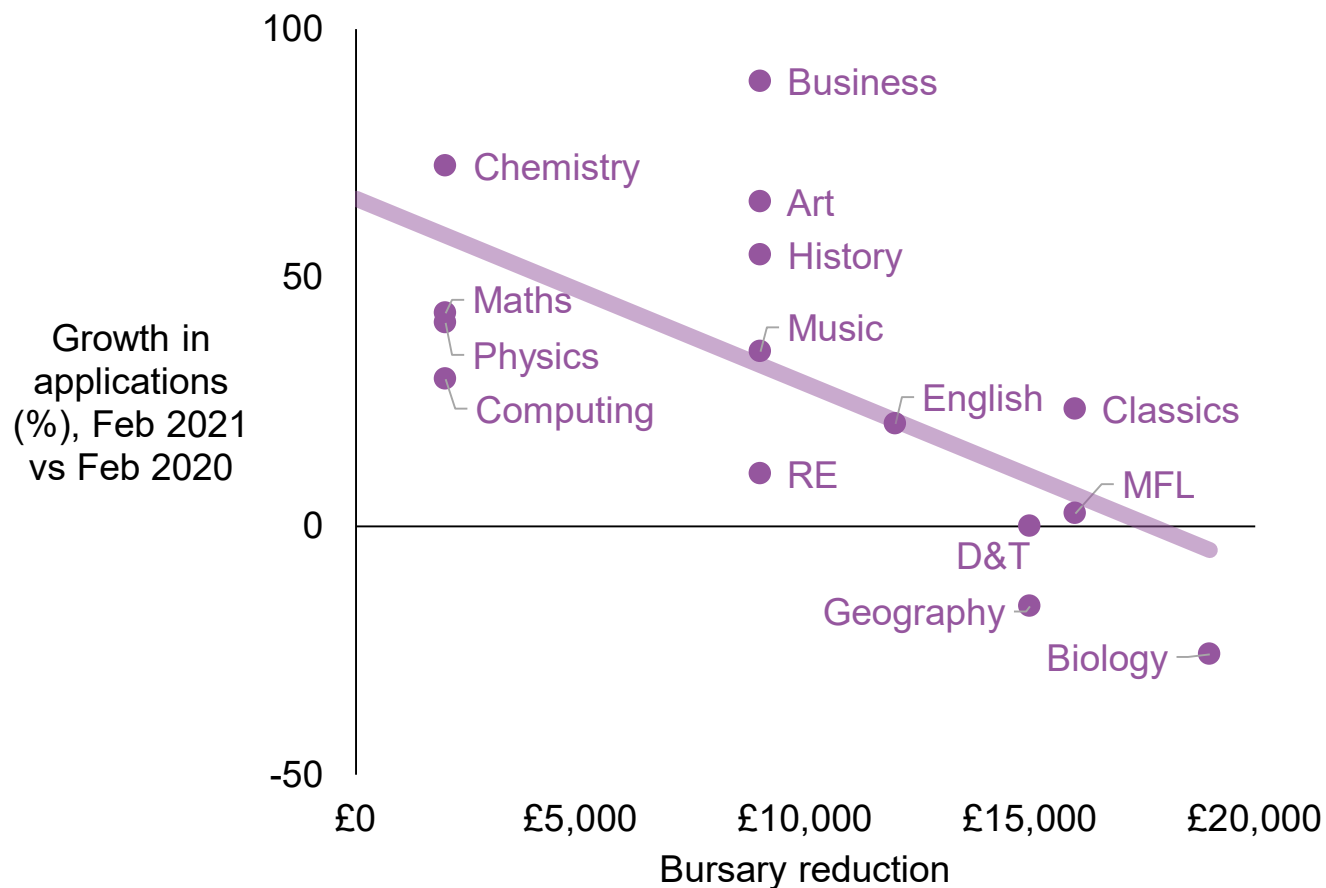


Source: DfE ITT Census

# DfE reduced bursaries, particularly for subjects that over-recruited in 2020

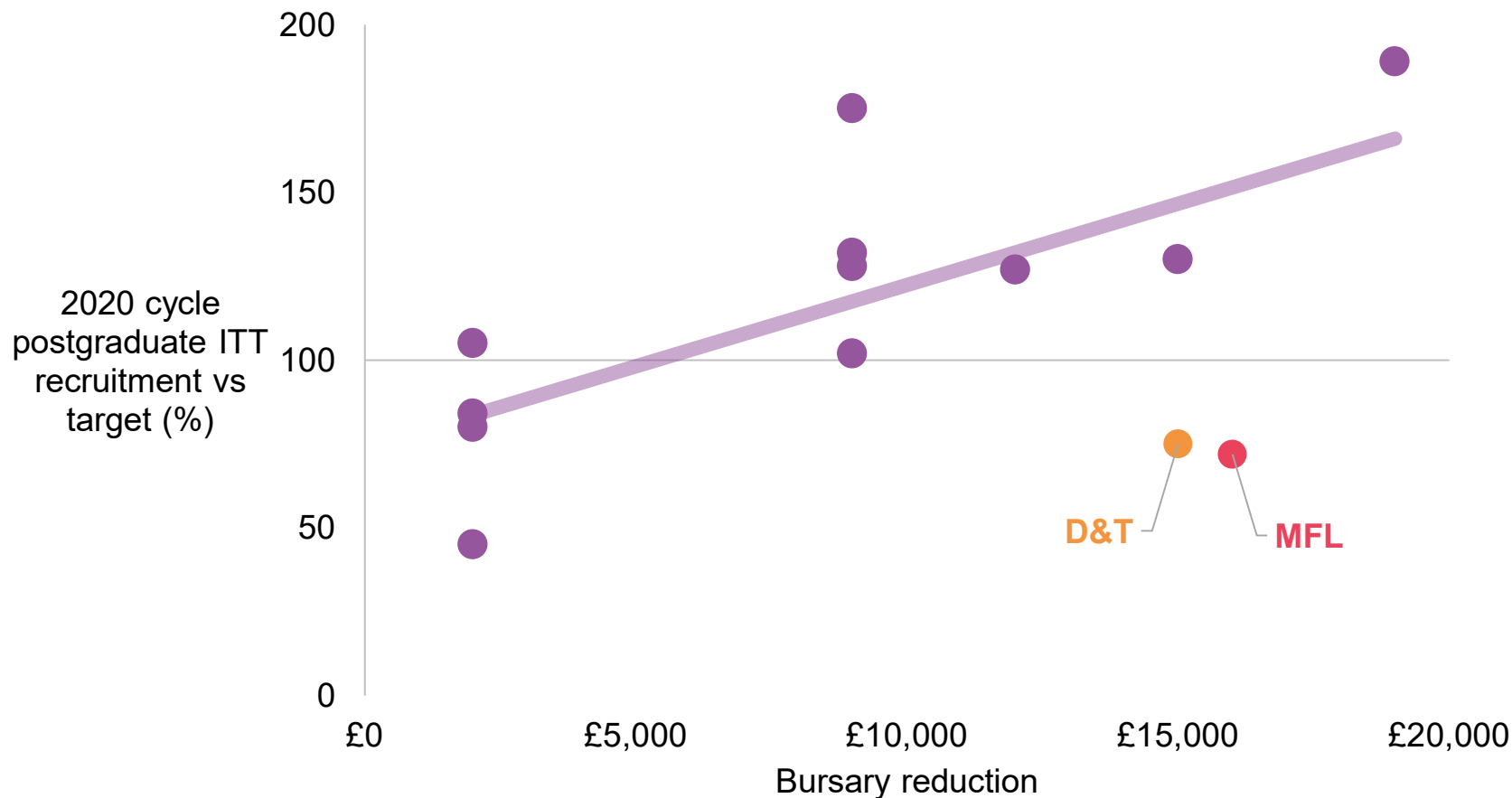


# Bursary reductions led to dampened demand in non-shortage subjects



Source: UCAS Teacher Training Applications

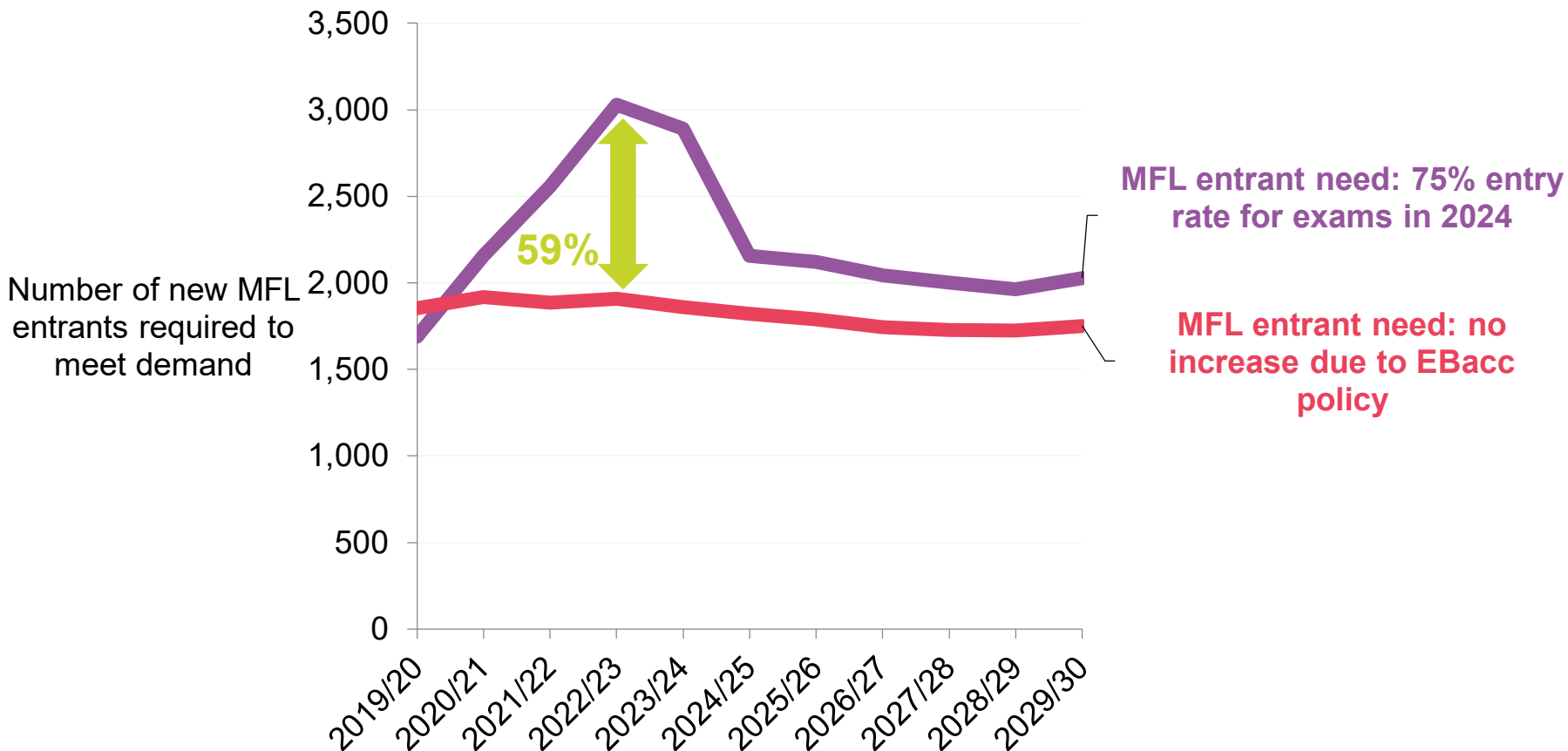
# MFL bursary reduction is an outlier, give under-recruitment in 2020



Source: DfE ITT Census



# Meeting the EBacc target is a major driver of MFL teacher demand

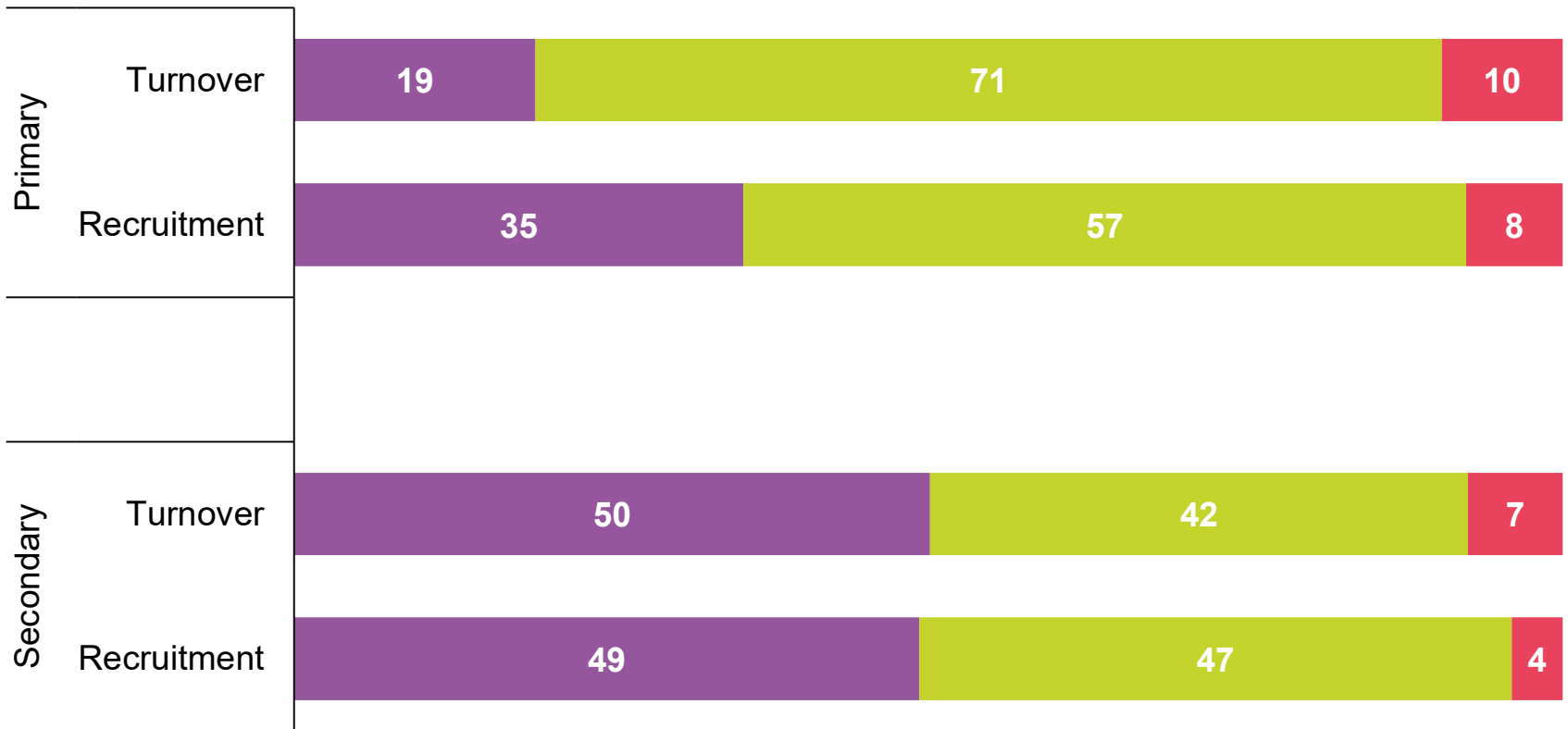


Source: Teacher Supply Model 2020 to 2021

# Covid-19 has led to lower turnover and less recruitment



■ Reduced ■ Similar ■ Increased

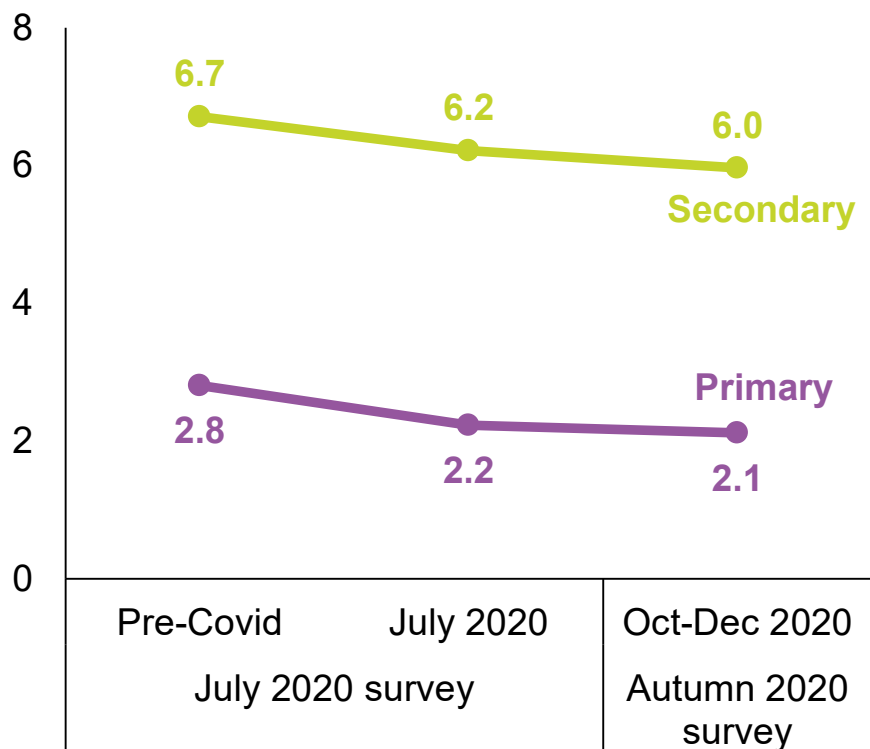


Source: NFER senior leader survey Oct-Dec 2020

# Covid-19 has led to less capacity for ITT placements, just as more are needed



Average number of ITT placements per school in the 2020/21 academic year



## Considerations:

**‘Concerns about the burden on school staff to provide support for trainees’**

- 41 per cent of primary leaders
- 30 per cent of secondary leaders

**‘Concerns about having too many different people in school’**

- 39 per cent of primary leaders

**Supporting recruitment/ identify trainees to employ**

- 36 per cent of secondary leaders

Source: NFER senior leader survey Oct-Dec 2020

# Recommendation

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**The Government should take action to ensure schools have sufficient mentoring capacity to support the increasing numbers of new teachers entering the system**

Lack of mentoring capacity is a significant factor. This may intensify in 2022 as the Early Career Framework national roll-out will require additional mentor capacity to support two-year teacher induction

**Strategies: ‘increased financial support from Government’**

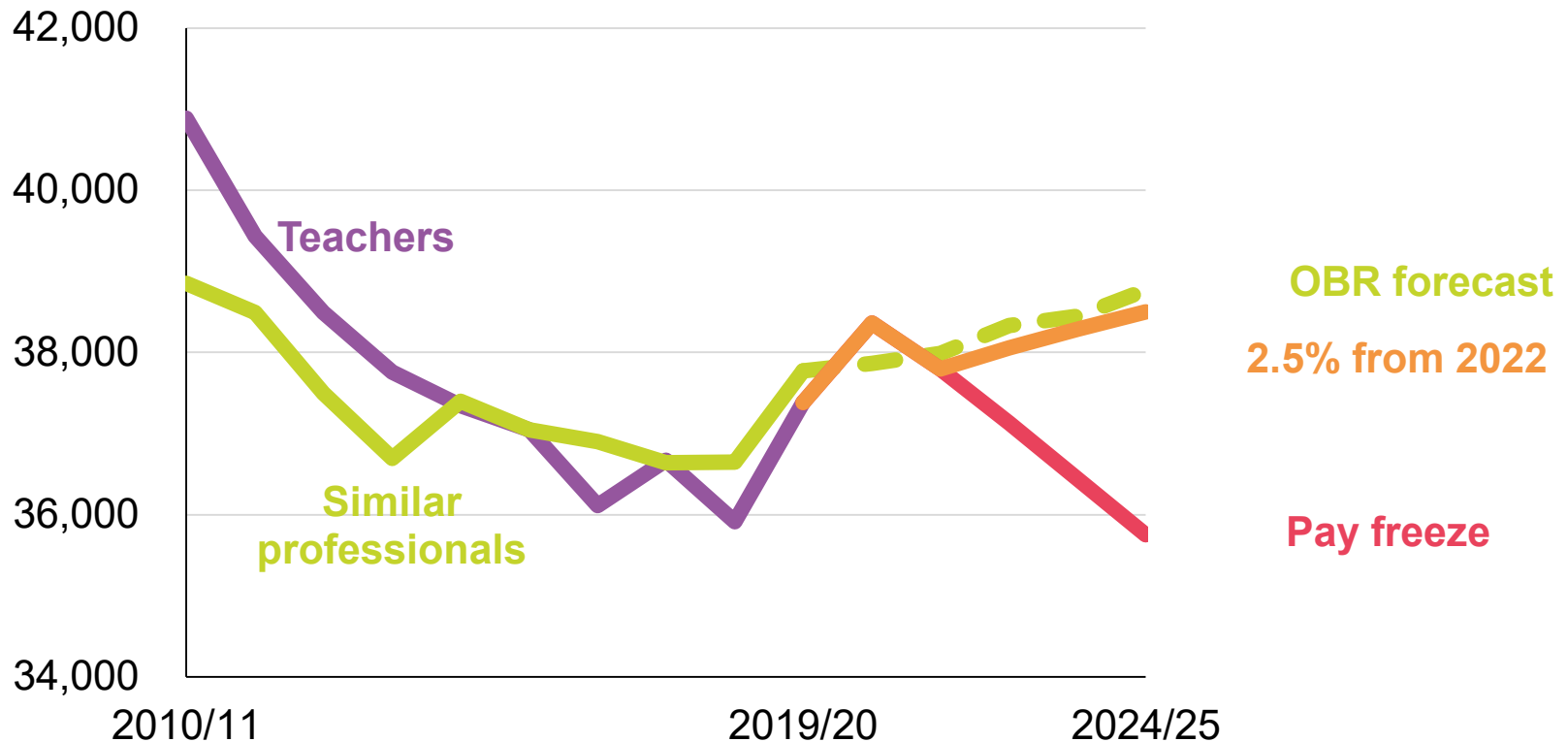
- 64 per cent of primary leaders
- 56 per cent of secondary leaders

Source: NFER senior leader survey Oct-Dec 2020

# Teacher pay freezes are unlikely to be sustainable in the medium term



Median full-time, real-terms gross pay



Source: Labour Force Survey and OBR Economic and Fiscal Outlook – March 2021

# Recommendations

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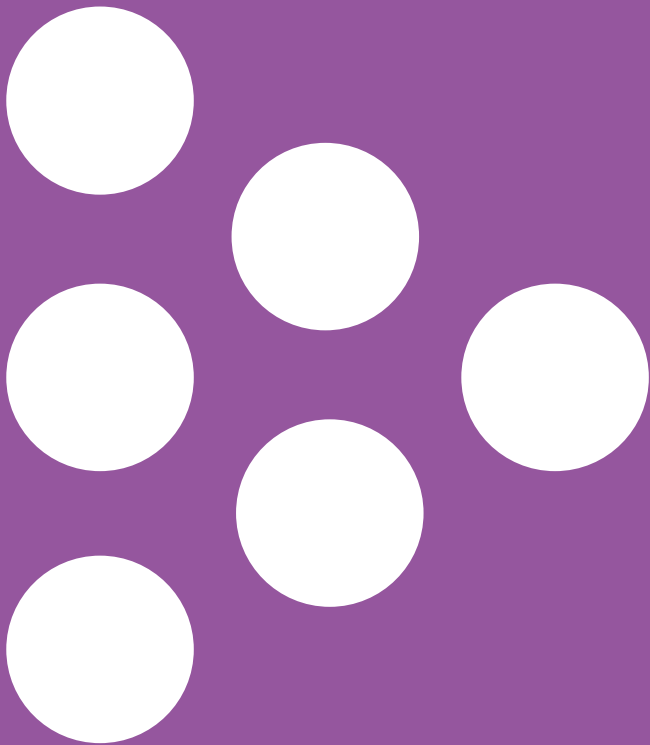
**The Autumn 2021 Spending Review should account for a measured three-year package of teacher pay increases**

**The School Teachers' Review Body (STRB) should be given a permanent remit to make independent recommendations on teacher pay, even when the Government considers that pay should be frozen**



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# Evidence for excellence in education

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The Mere, Upton Park, Slough, Berks SL1 2DQ  
T: +44 (0)1753 574123 • F: +44 (0)1753 691632 • [enquiries@nfer.ac.uk](mailto:enquiries@nfer.ac.uk)

[www.nfer.ac.uk](http://www.nfer.ac.uk)

