



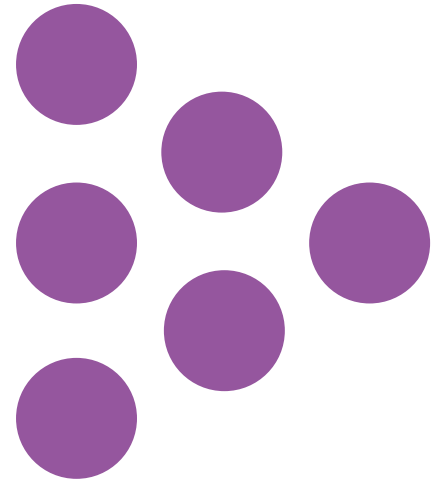
NFER

National Foundation for
Educational Research

Teacher Labour Market in England

2021 Annual Report

Jack Worth
Lead Economist



Context

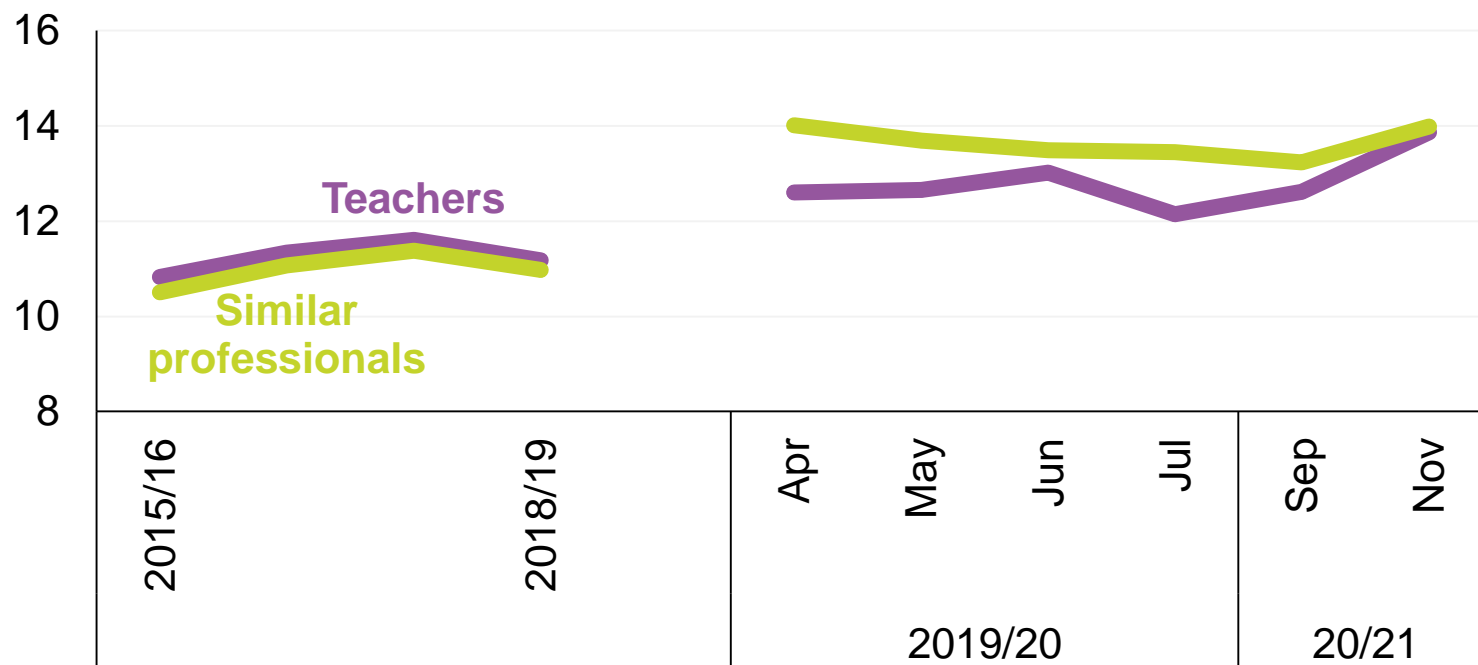
- In 2020, growing teacher supply challenge marked by under-recruitment and high leaving rates
- Due to increasing secondary pupil numbers and strong graduate labour market
- Dramatic impact of Covid-19 on society, economy and education
 - Negative impact on well-being
 - Disruption to education: remote learning and Covid guidance
 - Economic recession, but positive for ‘recession-proof’ teaching

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

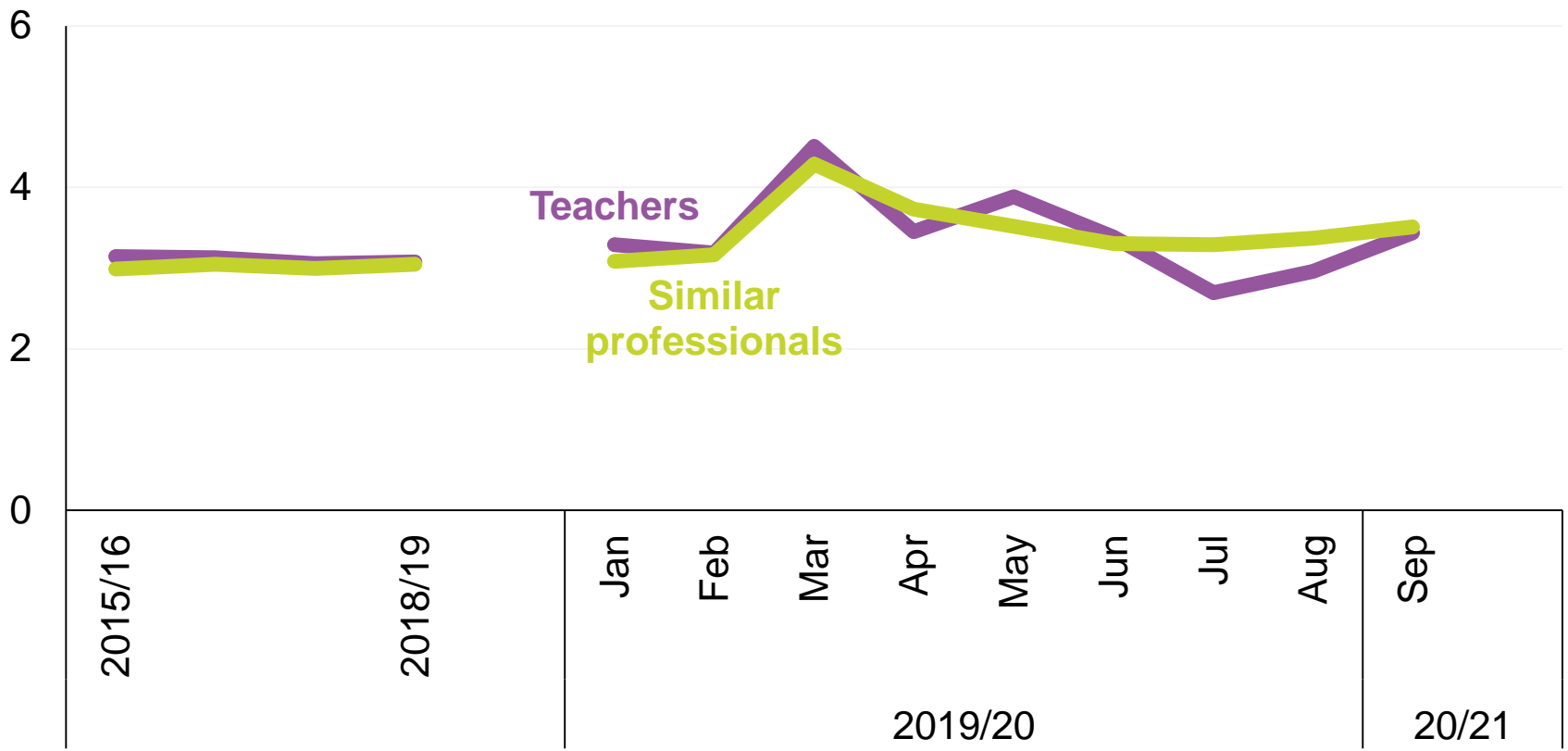


Source: UK Household Longitudinal Study

Teacher anxiety increased in March 2020



Average anxiety level (0-10)

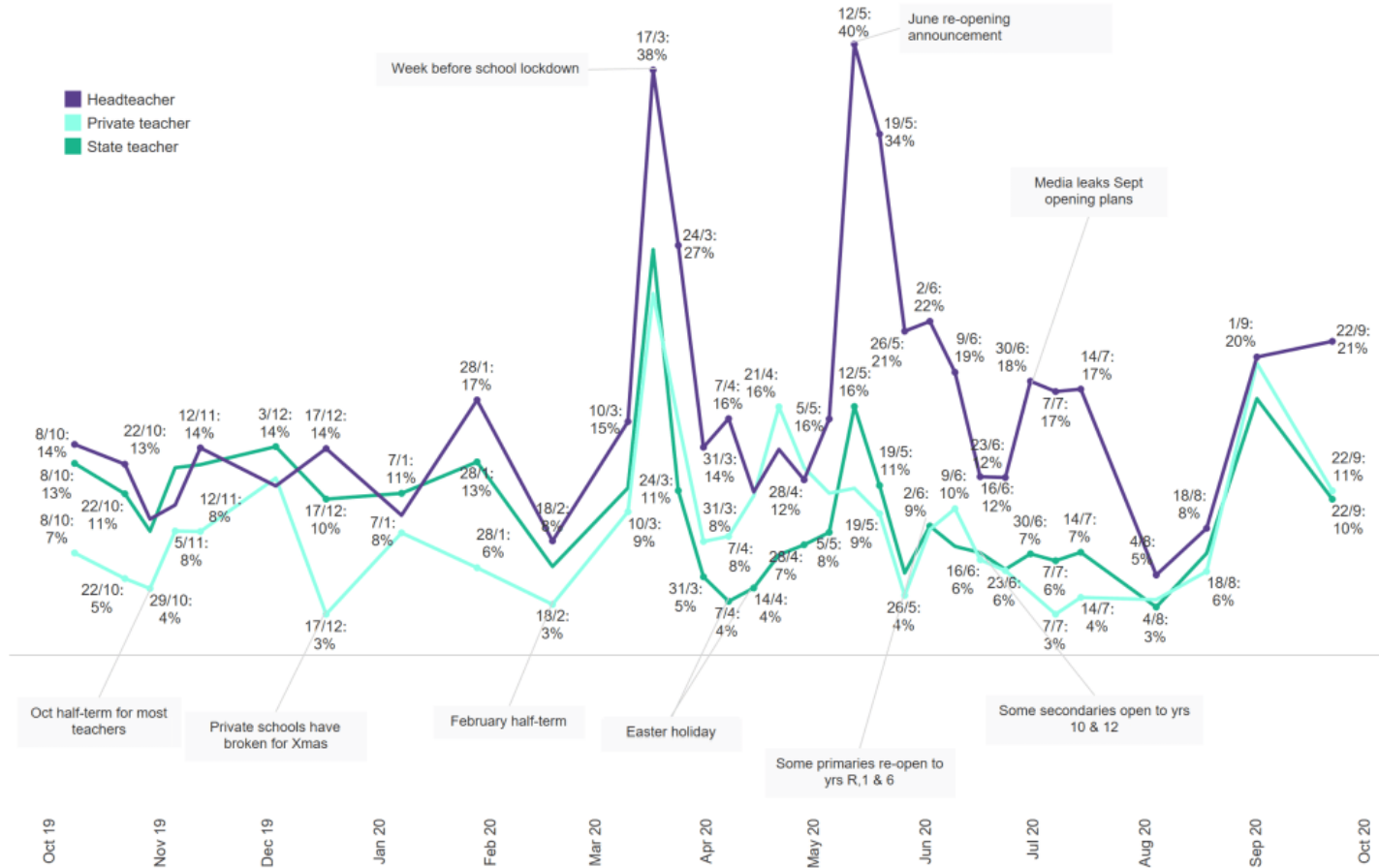


Source: Annual Population Survey

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)

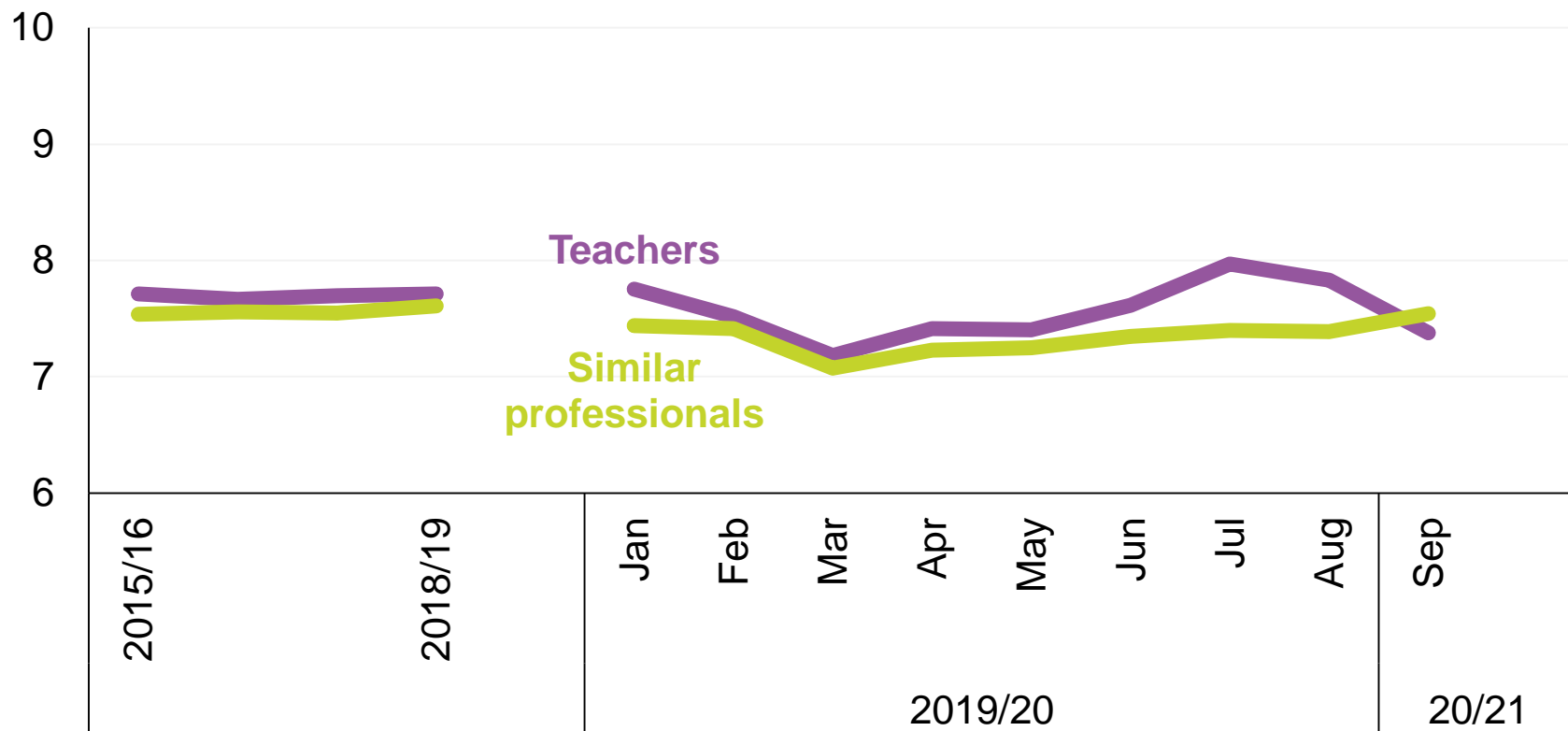


Source: Teacher Tapp

Teacher happiness decreased in March 2020



Average happiness level (0-10)

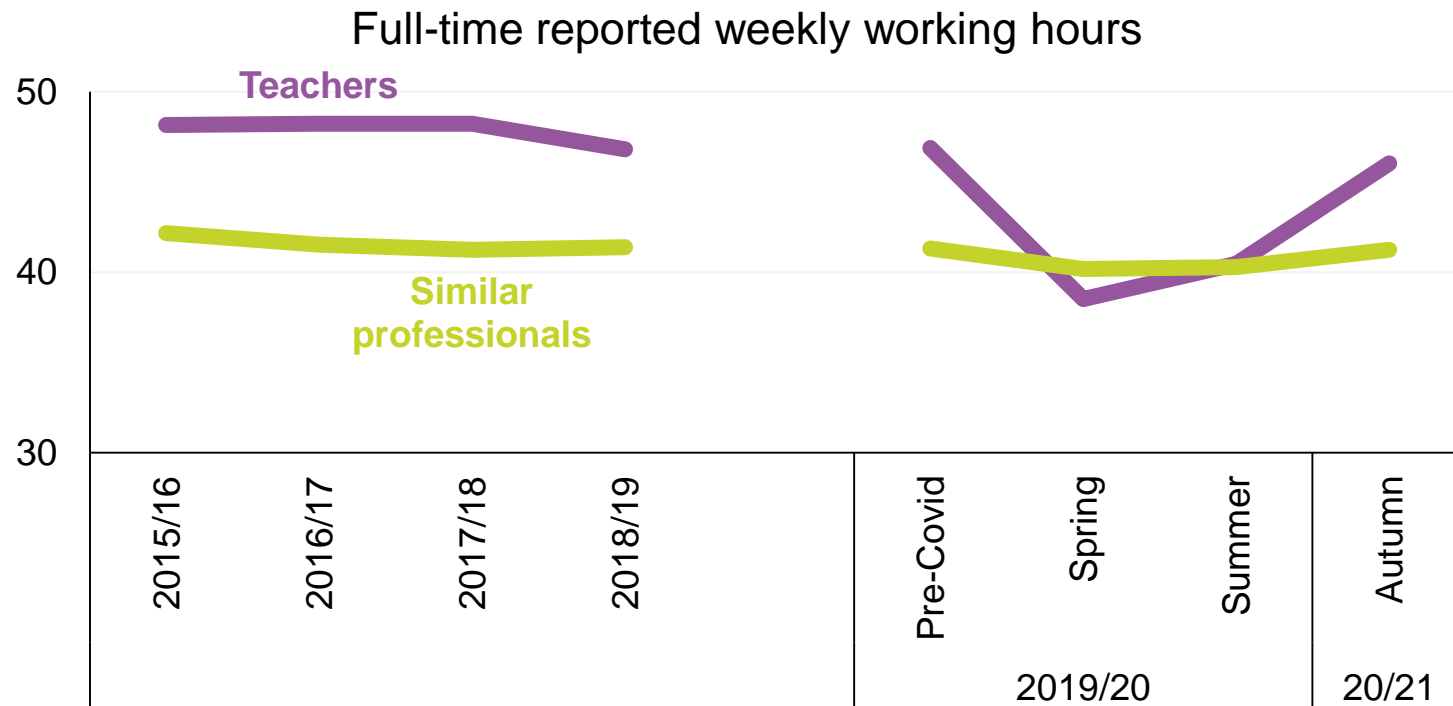


Source: Annual Population Survey

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

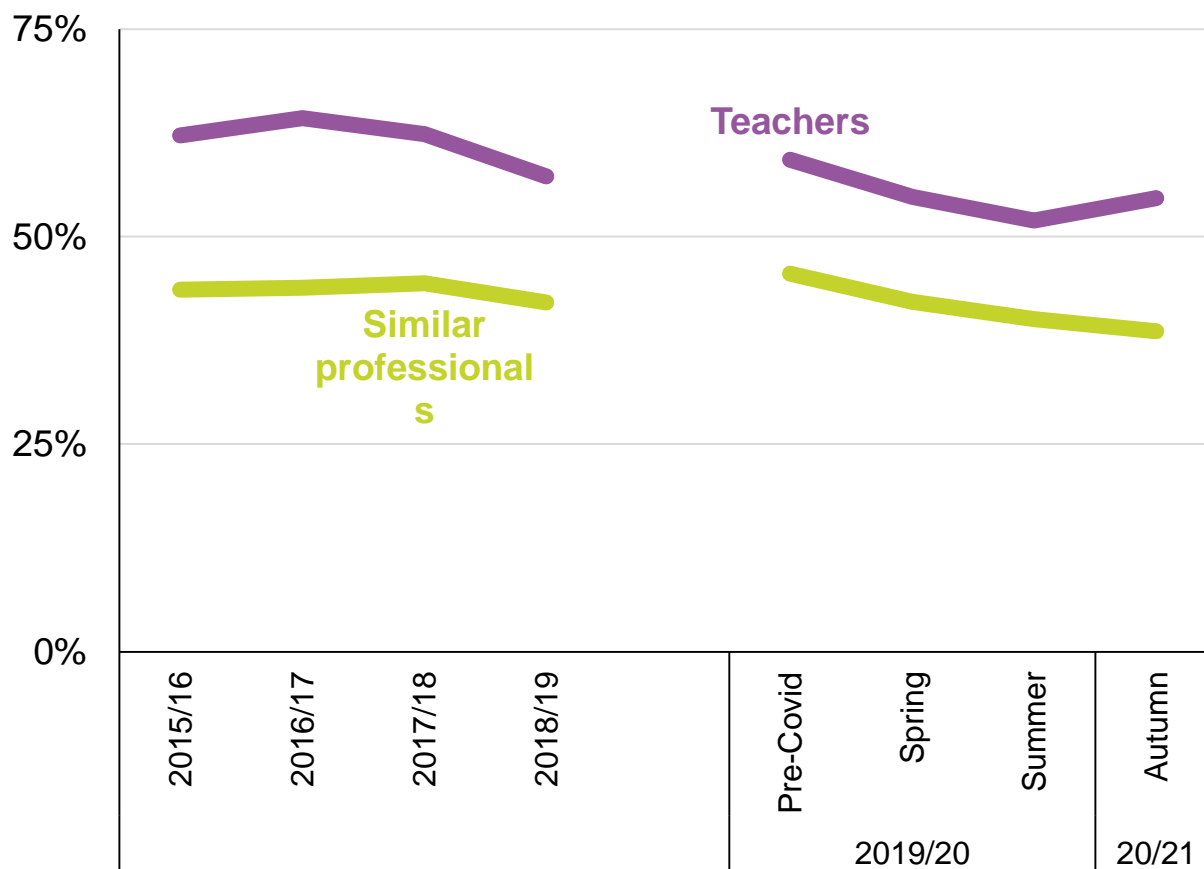


Source: Labour Force Survey

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



Proportion full-time wanting to work fewer hours



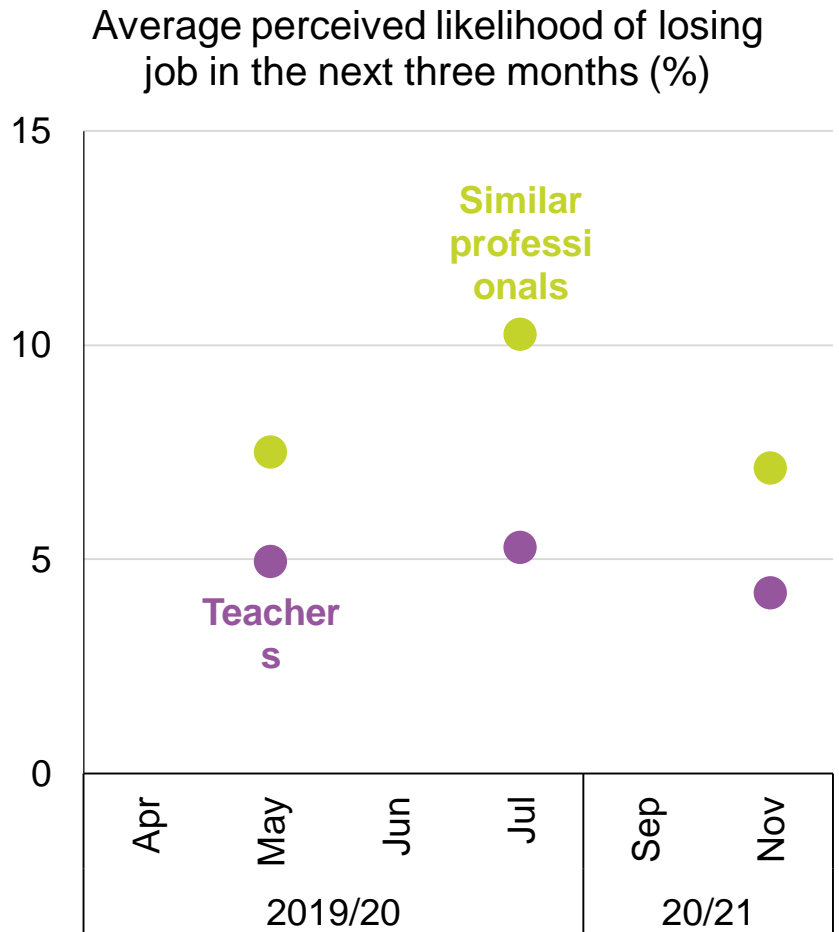
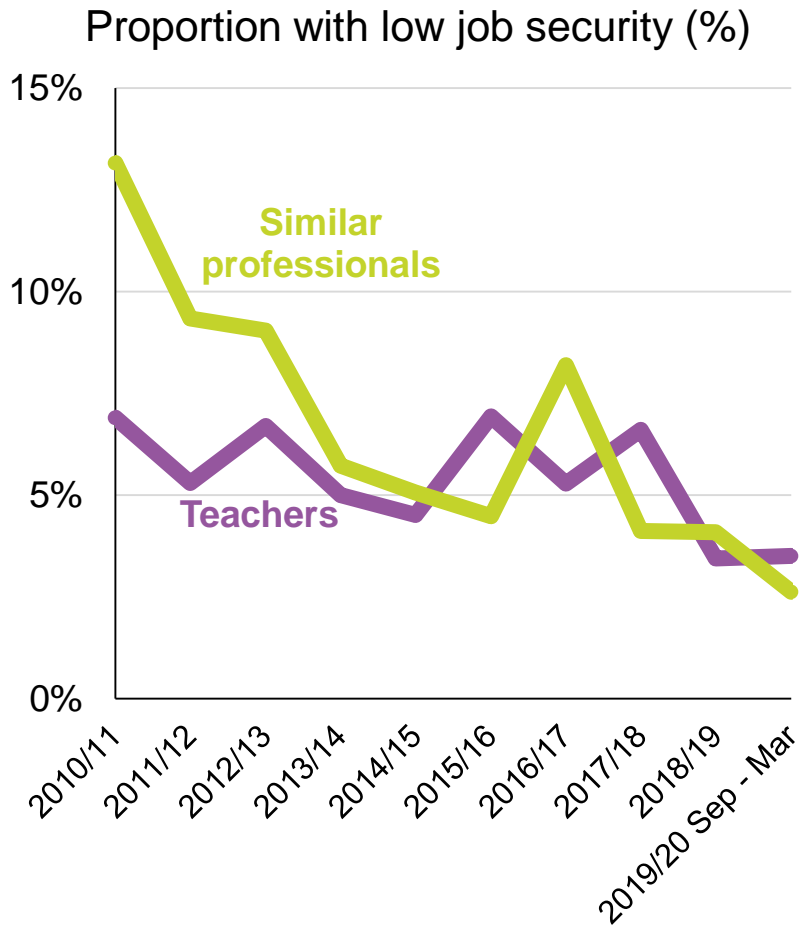
Source: Labour Force Survey

Recommendation

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

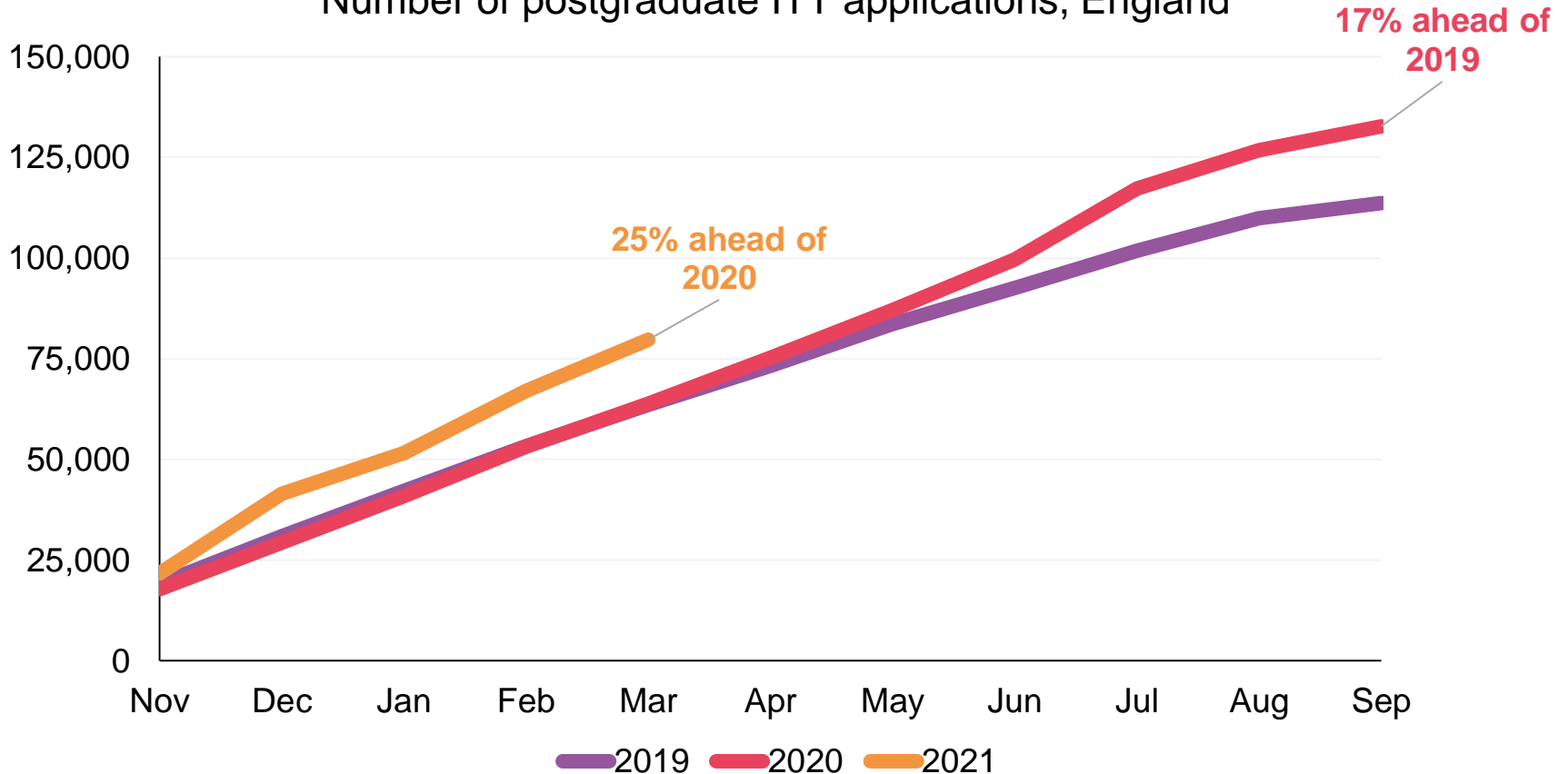


Source: UK Household Longitudinal Study

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

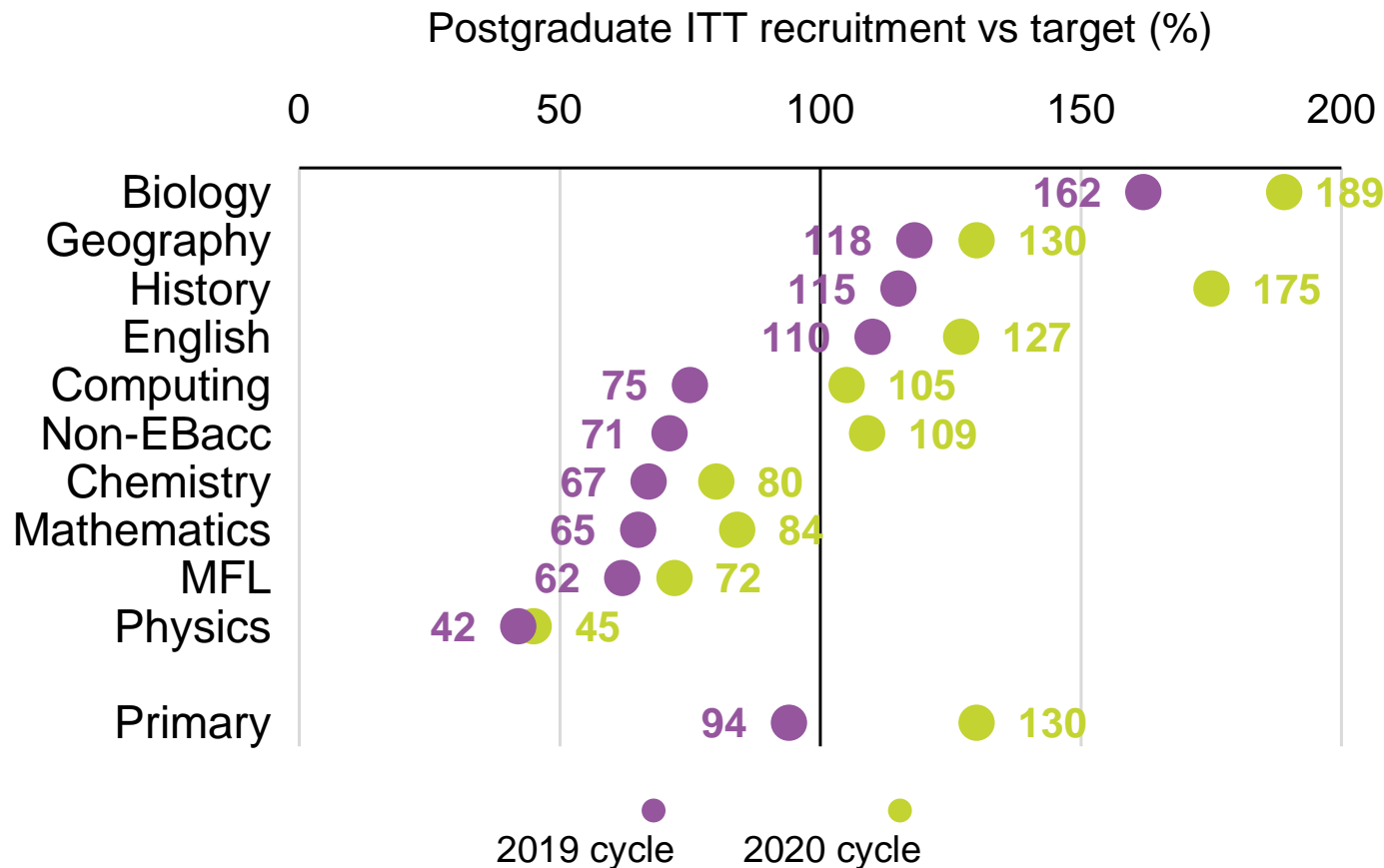


Number of postgraduate ITT applications, England



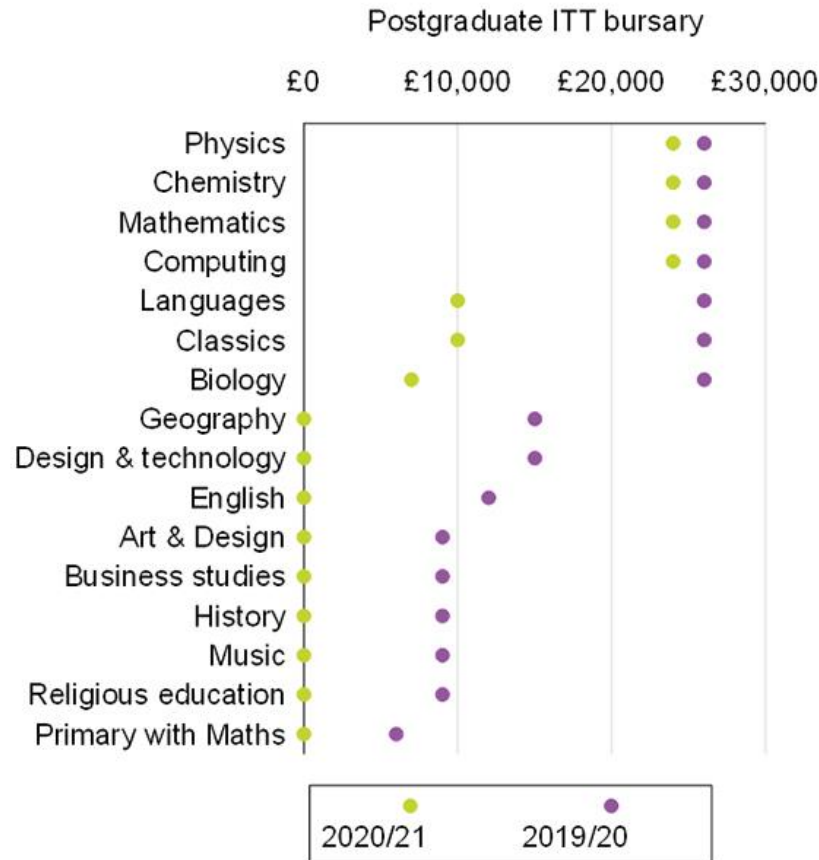
Source: UCAS Teacher Training Applications

Increase in ITT entry across almost all phases and subjects

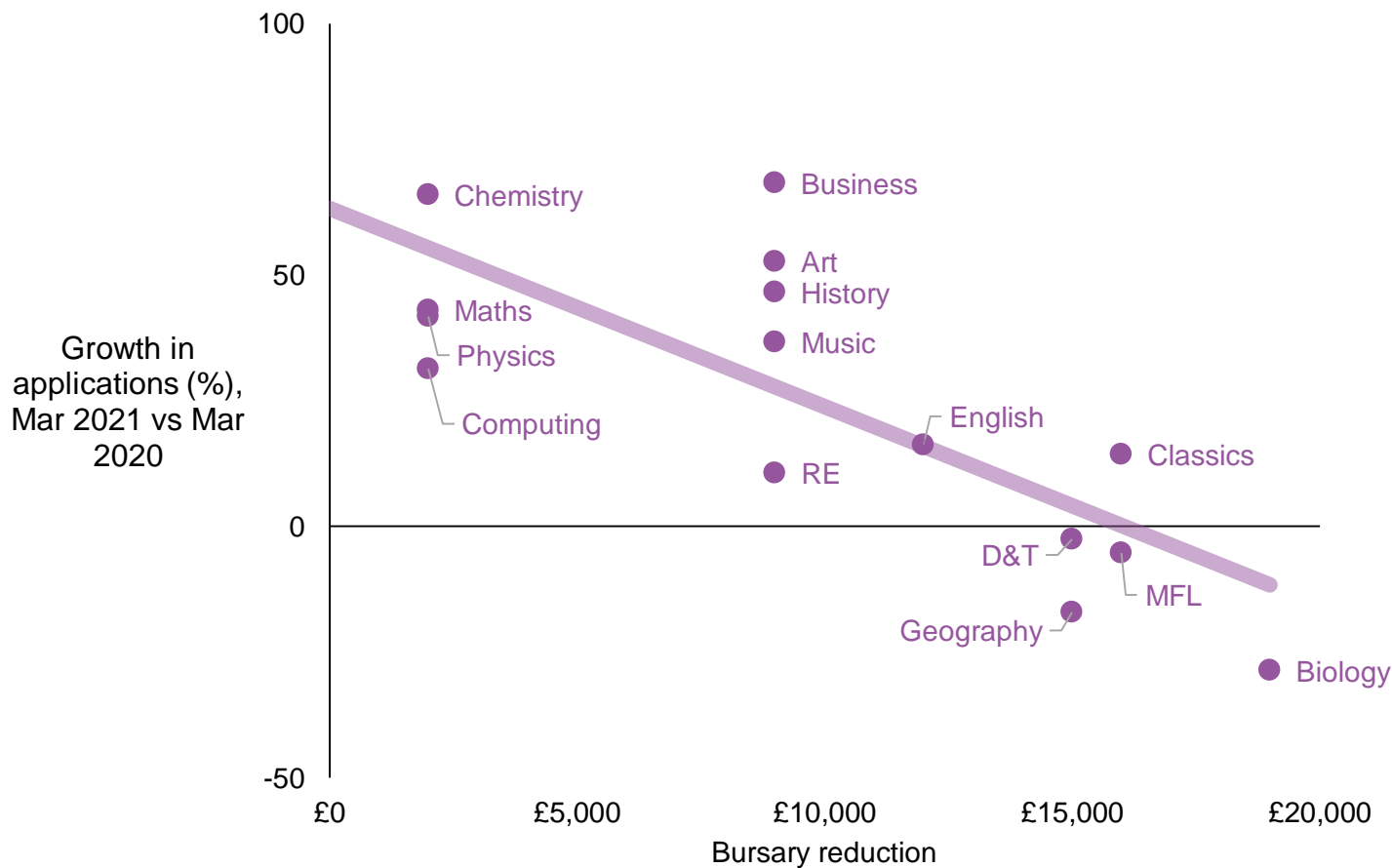


Source: DfE ITT Census

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



Bursary reductions led to dampened demand in non-shortage subjects

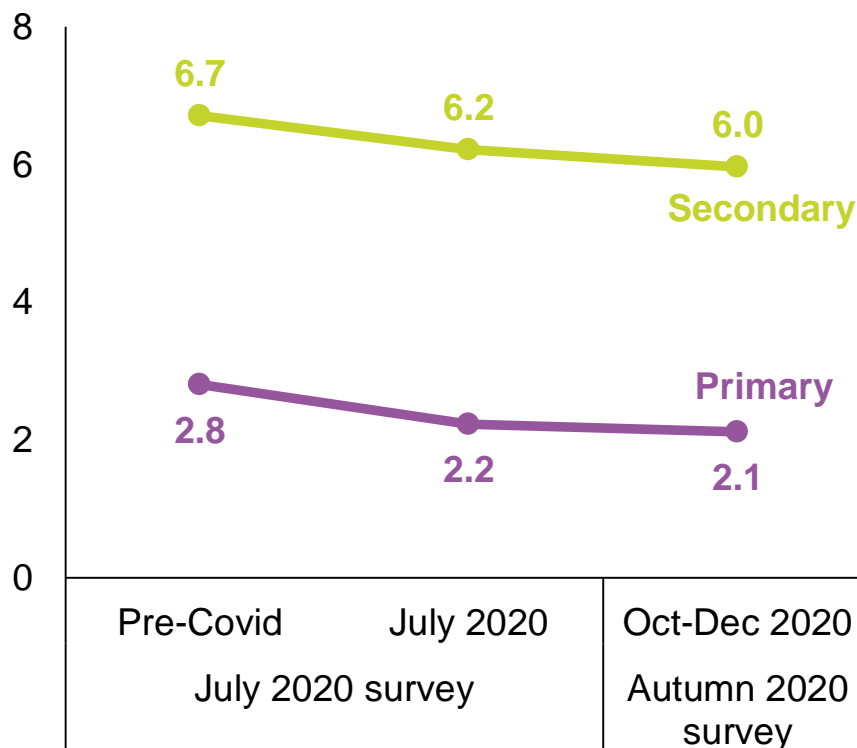


Source: UCAS Teacher Training Applications

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

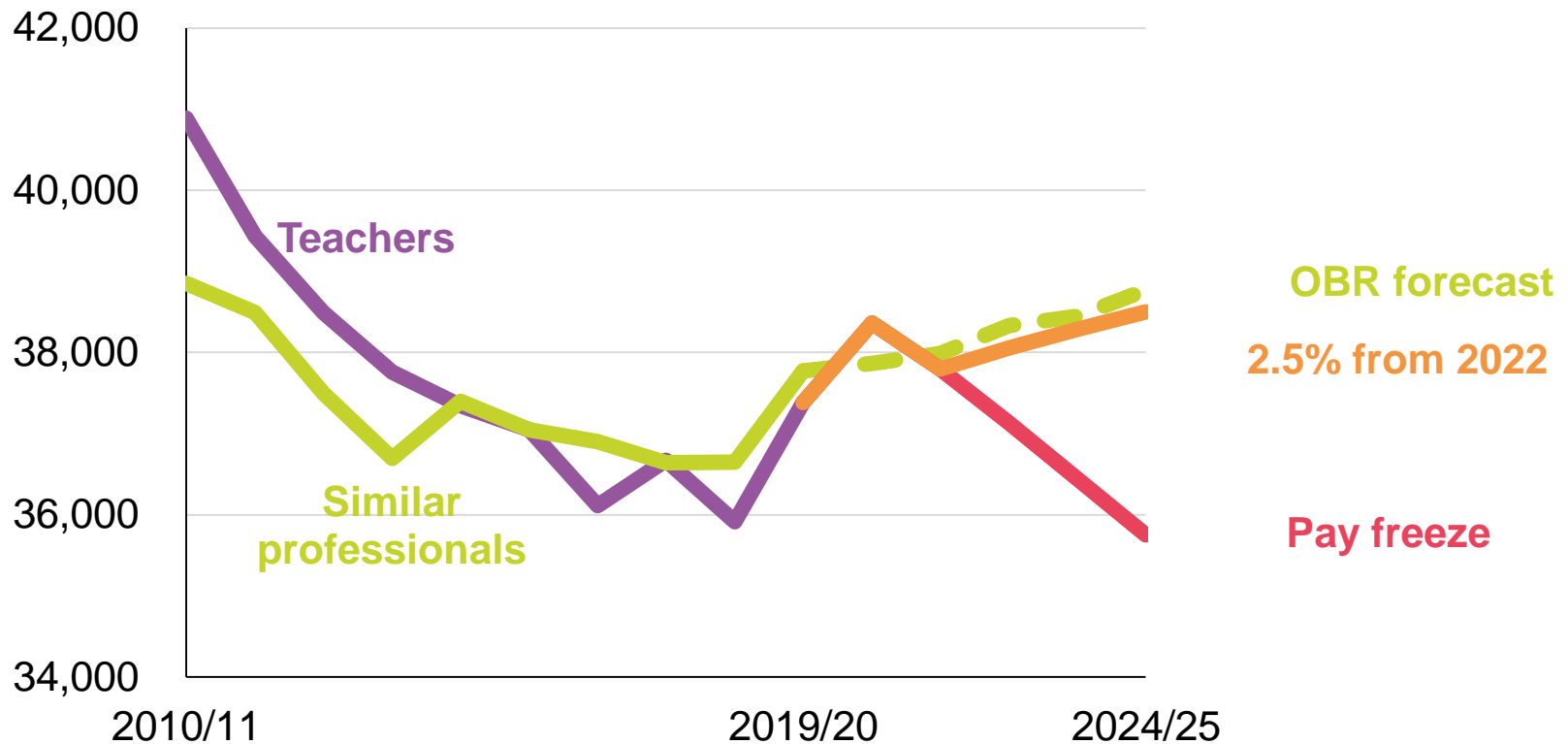
The Government should take action to ensure schools have sufficient mentoring capacity to support the increasing numbers of new teachers entering the system

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

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

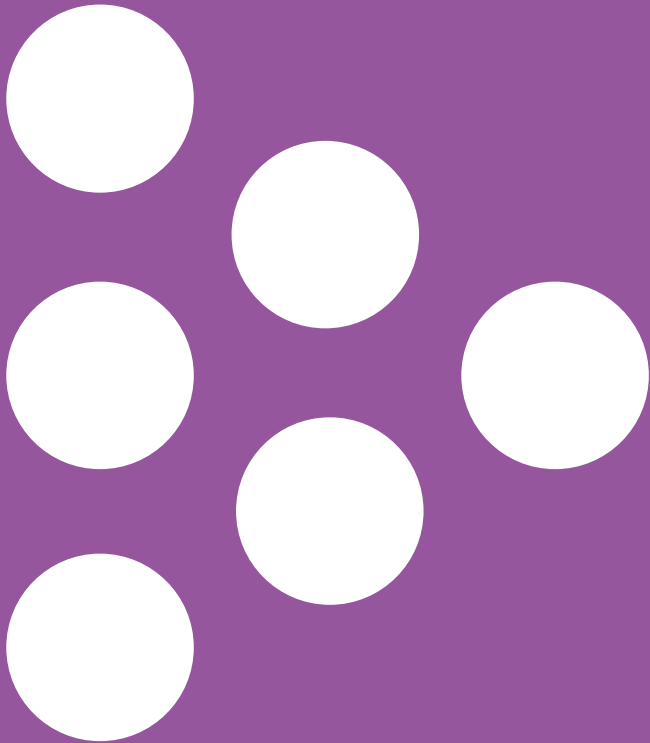
The Autumn 2021 Spending Review should account for a measured three-year package of teacher pay increases

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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