

The Department for Education (DfE) considers that the quality of teaching is more important to pupil outcomes than anything else a school can control. Having enough high-quality teachers is essential to the effective operation of the school system.



### THE TEACHING WORKFORCE

The teaching workforce has grown in recent years



Teachers in state-funded schools in England in November 2016

15,500 Net increase in the number of teachers (in primary, secondary

Between 2010 and 2016:

and other types of school)

**26,00**0 Increase in the number of primary school teachers

Decrease in the number of secondary

school teachers

But secondary schools face significant challenges to keep pace with rising pupil numbers



9% (540,000) Estimated increase in the number of

secondary school pupils between 2017 and 2025

# £21 billion

spent annually by state-funded schools on teaching staff



#### RETENTION, RECRUITMENT OF FORMER TEACHERS AND DEPLOYMENT

Teachers are increasingly leaving before they reach retirement



increase in qualified teachers leaving before retirement between 2011 and 2016

of the qualified workforce left before retirement in 2016 (6.0% in 2010)

more teachers who have left 9 in 10

DfE and schools have scope to attract back even

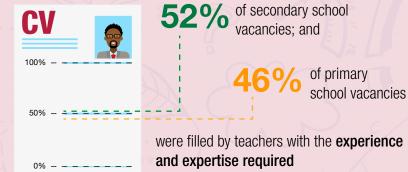


in teaching at the end of 2015

employed anyone returning to teaching in 2015/16 Schools are finding it difficult to fill posts with the

of school leaders surveyed had not qualified teachers aged under 60 not

quality of teachers they need Our survey of school leaders found that in 2015/16:



teachers are returning to state-funded schools

A greater number of qualified

14,200 number of qualified teachers

returning to state-funded schools in 2016



increase in qualified teachers 1,110 returning to the profession between 2011 and 2016

Workload is a significant barrier to teacher retention



amount of time that teachers surveyed by DfE reported that they worked, on average, in a sample week in 2016



2 in 3

a barrier to retention

of school leaders surveyed

reported that workload is

## A greater number of pupils overall are in secondary schools where Ofsted has rated the

**TEACHER QUALITY** 

quality of teaching, learning and assessment as good or outstanding...

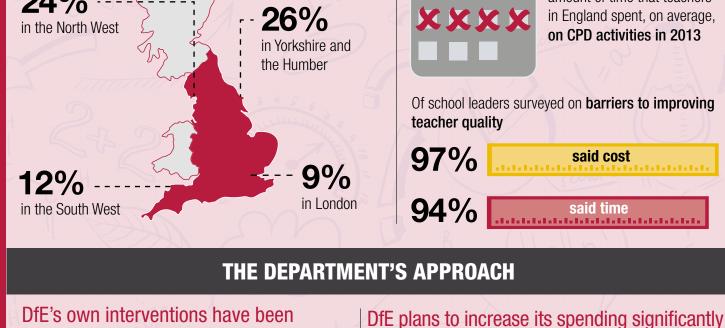
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...but there are significant regional variations

rated the quality as less than good

in the proportion of pupils in secondary schools that Ofsted has



**67%** of secondary school pupils in 2010 Teachers are undertaking relatively

4 days

low levels of training and development



amount of time that teachers in England spent, on average, on CPD activities in 2013

Of school leaders surveyed on barriers to improving

97% said cost 94%

# on programmes aimed at improving teacher quality

£35.7 million NAO estimate of DfE spending on programmes to retain and



relatively small-scale

develop the teaching workforce in 2016-17

It has limited evidence that its programmes to retain and develop the teaching workforce are making

amount that DfE plans to spend on programmes aimed at improving **teacher quality** in each of the next



three years on average, including the new Teaching and Leadership

£70 million

**Innovation Fund** Developments, such as the new Chartered College of

#### It should, for example, work with the sector on how The Department for Education (the 'Department') to implement flexible working or provide refresher

We made 7 recommendations including:

should set out, and communicate to schools and other bodies in the sector, its approach to improving teacher retention, deployment and quality. This should include: details of its various programmes and the funding available; what outcomes it is aiming to achieve and by when, and how progress will be measured; and its assessment of how schools can retain and develop their teachers at the same time as making significant workforce efficiency savings.

 The Department should work with the schools sector to understand better why more teachers are leaving before retirement and how to attract more former

teachers back to the profession.

training to former teachers looking to return. The Department should work with, and support,

the Chartered College of Teaching, teaching schools and others in the schools sector to develop clearer expectations for teachers' continuing professional development. This should form part of its work with the College and others to support teaching as a profession.