



# TEACHER RECRUITMENT SURVEY – Secondary Schools

Teacher Recruitment Survey - Secondary Schools

The General Teaching Council for Wales (GTCW) is the statutory, self-regulating professional body for teachers in Wales. It seeks to raise the status of teaching by maintaining and promoting the highest standards of professional practice and conduct in the interests of teachers, pupils and the general public. The Council aims to provide an independent, representative and authoritative voice for the teaching profession in Wales and seeks to provide robust advice to the National Assembly and other organisations on teaching issues.

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# TEACHER RECRUITMENT SURVEY

## Secondary Schools

### 1.0 Introduction and Background

#### 1.1 Preface

Early in 2000, the Council drew attention to the range of anecdotal evidence on the recruitment situation in Wales, and, expressed concern that published data did not necessarily represent an accurate picture.

The Council set out to bring forward advice to the National Assembly on teacher recruitment in Wales and as a necessary first step in this process sought to gain accurate and statistically reliable information on the issue. The Council issued a teacher recruitment questionnaire to secondary headteachers in all 227 maintained and foundation schools in Wales in late August 2001.

Of the 227 questionnaires distributed, the Council received a total of 167 returned questionnaires. This presents a response rate of 73.6%, which is considered to be well above average for a survey of this nature.

This survey is the first stage in undertaking work on teacher recruitment in Wales. It is hoped that the results of the survey will be used to influence the shape and content of future annual National Assembly for Wales data collections in respect of teacher information.

The survey was conducted with the full support of a number of key partners, including the National Assembly for Wales and teacher unions.

#### 1.2 Structure of the Report

This report is presented in the following order:

- a summary of the results of the research study;
- detailed results and tabulations for each question presented in the questionnaire;
- the recommendations from the study;
- relevant annexes, which include the methodology used for the survey and qualitative comments from headteachers.



### 1.3 Focus of the Report

The study was restricted to the secondary school sector only and to a limited number of subject areas where the Council had anecdotal evidence of teacher shortages.

These subjects were:

- Chemistry
- English
- Mathematics
- Modern Foreign Languages
- Physics
- Religious Education
- Welsh 2nd Language

In addition, for certain questions, Science has been added as a separate subject, as a number of headteachers provided specific data for this subject, and because of the structure of the National Curriculum at key stages 3 and 4.



## 2.0 Summary of Results

In summer 2001, the National Assembly for Wales issued a statistical publication (27/2001) indicating that there were only 99 vacancies in nursery, primary and secondary schools in Wales in January 2001. It is the Council's firm view, supported by the evidence from this survey, that the Assembly's survey of the situation in Welsh schools in mid January 2001, masks the underlying difficulties being faced by schools in recruiting teachers to posts, particularly in the subject areas identified.

The survey demonstrates that secondary school headteachers in Wales are experiencing a number of problems in respect of teacher recruitment. This is evidenced by the numeric data from the survey, but also indicated very strongly from the qualitative information provided by headteachers. A summary of the results follows, with a selection of verbatim comments from headteachers as illustration.

### 2.1 The number of applicants for posts

The average number of applicants for posts included in the survey is particularly low, averaging 6.5 per post, with certain subjects such as Physics attracting as few as 3.8 applicants on average for positions. Of particular concern is the fact that there were no applicants at all for 19 of the posts advertised in the survey. Examples of the comments typical of those made by many headteachers include the following :

*"The quality/quantity of applicants is far lower than in the past. This includes the traditional 'shortage' areas of Science, Maths, Modern Foreign Languages and CDT but now extends to English, RE etc. A crisis is looming".*

*"It is getting increasingly difficult – not only to attract a good trawl but to make an appointment – especially in Maths/Science. In other disciplines choice is limited though last year we had a very good History trawl. It was a choice of 1 out of 1 for Maths; 1 out of 2 for English; 1 out of 2 for PE even though it was advertised on a responsibility grade".*

*"Particular difficulties in Mathematics – no applications. Have scoured colleges, schools, finally found an NQT who is able to join the Maths Dept. Very limited selection for Welsh 2nd language and Physics".*

The data from the survey and the strong opinions of headteachers are of particular concern to the Council.

Whilst there continues to be significant numbers of teachers of high quality who enter and work within the profession in Wales, it is apparent that many headteachers in the survey are concerned that choice is often severely limited and those appointed are sometimes of a lower calibre than in the past. For example :

*"There is a crisis in recruiting teachers of Welsh. We had four applicants. Only two were worthy of interview. We appointed a non-qualified teacher".*

*"Decline in the number of applicants and consistently in the quality of fields across our subjects. Welsh 2nd language is a particular problem as it appears the expansion of teaching took no account of the small population base from which teachers would be drawn".*



*"In several cases, a considerable amount of time and support is required to bring recruits up to standard".*

It is clear from this survey that the Assembly needs to act to make teaching as a career a more attractive option for trained graduates, if headteachers are once again to have a sufficient range of candidates from which to choose when making an appointment.

## 2.2 The need for headteachers to be innovative in filling posts

For the posts advertised, headteachers were generally able to fill the posts, but the survey clearly indicates that headteachers have needed to become increasingly innovative in filling their vacancies, as the traditional recruitment methods are often proving unfruitful. Some of the concerns put forward by headteachers include :

*"Very few applicants for posts advertised in the last two years (3 – 4 is a very good number). A degree of head hunting is required in order to attract teachers to a small rural, 11-16 school. In several cases, a considerable amount of time and support is required to bring new recruits up to standard".*

*"With no applications for the Welsh and Drama posts I had to make direct contact with the University/Colleges and secure a name from them. I then had to contact the recommended student and 'persuade them' to come and pay a visit to the school. With English, Mathematics, Welsh, Science posts my governing body have now started paying recruitment and retention salary points".*

## 2.3 Posts remaining vacant

It would be misleading to suggest that there are no difficulties in filling posts despite headteachers ingenuity, as in the case of some subjects, 20% or more of the vacancies were not filled. Some of the problems highlighted include :

*"No external applicants for a Head of English posts".*

*"We have been unable to find a suitable Welsh teacher – on re-advertisement there were no applicants. Although 6 applicants were shortlisted for the English post, all had found posts by the interview day".*

*"had to re-advertise Physics, Maths and Welsh jobs – first time we have ever had to do this".*

## 2.4 Welsh medium provision

As regards Welsh medium provision, many of the recruitment problems indicated in the survey are exacerbated where the subjects are required to be taught through the medium of Welsh. In fact, for posts where teachers are required to teach through the medium of Welsh, the average number of applicants is 3.5, with this falling to as low as 1.3 in the case of Physics. Comments from headteachers included :

*"In the case of a Chemistry Head of Department, a non-Welsh speaking person had to be appointed. She was appointed for a year".*

*"I contacted 79 individuals and agencies before appointing a non-Welsh speaking Mathematics teacher to a post to teach the subject bilingually".*

*"During the past few years the school has experienced recruitment difficulties in the following areas : English, Mathematics, Science, Music.....We feel that the bilingual nature of the school has caused problems here".*

## 2.5 How vacancies are covered

Where vacancies continued after an unsuccessful recruitment, the survey indicates that headteachers are covering the vacancies by a range of methods, but notably this is through the use of supply teachers, non-specialists and the use of temporary staff. For example :

*"We have used a local teaching (supply) agency to assist with day to day cover and longer term absences. On a day to day basis provision is generally satisfactory though due to a high number of staff absences over a long period, we have found it difficult to get quality staff, particularly to teach examination classes".*

*"Very difficult almost impossible so far to find replacement for teacher of Welsh as a second language. This is ongoing for nearly a year, supply helps but it is not consistent".*

## 2.6 Teachers without a degree in the relevant subject

It is evident that while the majority of teachers of pupils at Key Stage 4 and above, have a degree in the relevant subject, this is not the case for all such teachers. For example, only 72.0% of the Mathematics teachers and 79.5% of the English teachers included in the survey have a degree in the relevant subject.

*"The difficulty has been in recruiting staff who have the necessary subject specific qualifications. For example, we did appoint in English but not with an English specialist".*

*"Two staff teaching Physics at KS4 have degrees in Engineering".*

*"Physics proved to be impossible to fill – took a biologist".*

In summary, there are clearly a number of issues and challenges being faced by secondary school headteachers in Wales in respect of teacher recruitment for the subjects covered by the survey. In order to gain a more complete perspective of these matters, the Council would draw attention to the results for all the individual questions set out in section four of this report and the qualitative responses provided in the Annex A to this report.



## 3.0 Response and Characteristics of Respondents

### 3.1 Number of Respondents

Of the 227 questionnaires distributed, the Council received a total of 167 returned questionnaires. This presents a response rate of 73.6%, which is considered to be well above average for a survey of this nature.

### 3.2 Respondents to the Survey

The spread of schools that responded to the survey is as follows:-

Table 1

LEA	Number of schools who responded	Number of schools
Anglesey	4	5
Gwynedd	13	14
Conwy	5	7
Denbighshire	4	8
Flintshire	6	12
Wrexham	8	10
Powys	10	13
Ceredigion	5	7
Pembrokeshire	4	8
Carmarthenshire	12	15
Swansea	10	14
Neath / Port Talbot	6	11
Bridgend	6	9
Vale of Glamorgan	7	8
Rhondda, Cynon Taff	13	19
Merthyr Tydfil	4	5
Caerphilly	11	16
Blaenau Gwent	5	6
Torfaen	6	8
Monmouthshire	4	4
Newport	7	8
Cardiff	17	20
Total	167	227

Of the 167 questionnaires received, 131 responded in English, 33 in Welsh and 3 in both languages. The Council has chosen not to further categorise the schools that responded to the survey, for example, the number of pupils / teachers per school, the number of Welsh medium schools who responded, in order that the respondents remain anonymous. A similar approach has been adopted in analysing and presenting the results of the survey.

## 4.0 Results by Question

The results of each question are presented in aggregate form, for each of the subject areas included in the survey. Additional analysis has been undertaken for each question at a more detailed level, for example, by LEA, however, few additional patterns were identified. The results for each question follow.

### 4.1 Current Staffing and Subject Specialisms at Key Stage 4 and Above

The survey asked respondents about the number of teachers teaching subjects at Key Stage 4 who had degrees in the listed subjects. As Key Stage 4 and above will involve teaching classes to examination level (GCSE, GCE A level, GNVQ), it was felt particularly appropriate to gain an insight into whether such teachers had relevant subject specialisms. Respondents were guided to include only those teachers with degrees or equivalent in response to the questions. Teachers without degrees in the relevant subjects but with possible significant teaching experience in the subjects will have therefore been excluded from this data.

Respondents were asked the following question:

*"As at 3 September 2001, please complete the boxes to indicate the number of teachers teaching the following subjects at Key Stage 4 and above and whether they have a degree or equivalent in the relevant subject".*

Table 2 shows some differences between subjects in respect of the number of teachers teaching the subjects listed at Key Stage 4 and above who have a degree or equivalent qualification in the particular subject. The percentage qualified to teach the subject at Key Stage 4 and above, ranged from 68.7% in the case of Religious Education to 92.8% in the case of Modern Foreign Languages.

As all Key Stage 4 pupils are required to follow a course of Religious Education (not necessarily to examination level), this may account for the larger number of teachers without degrees in this subject. Nevertheless, it is a concern that, on average, one quarter of teachers of Key Stage 4 and above pupils do not have degrees in the relevant subject. In the core subjects of Mathematics and English, just under three quarters and four fifths of teachers teaching Key Stage 4 and above have degrees in the subject respectively. In Physics, just under three quarters of teachers teaching Key Stage 4 and above have Physics degrees.

Table 2

Subject	Number teaching	Number with a degree in the relevant subject	% with a degree in the relevant subject
Chemistry	461	378	82.0%
English	1113	885	79.5%
Mathematics	1114	802	72.0%
Modern Foreign Languages	639	593	92.8%
Physics	421	300	71.3%
Religious Education	422	290	68.7%
Welsh 2nd Language	545	418	76.7%
Total	4715	3666	77.8%



## 4.2 Recruitment to Secondary Posts, January – August 2001

The survey asked respondents to consider all posts in the seven subject areas in the survey advertised in the period 1 January to 31 August 2001. This question applied to posts for teaching Key Stages 3, 4 and above. Respondents were asked about the number of applicants for advertised posts, whether it was possible to make an appointment from the field and whether there was a requirement to teach through the medium of Welsh. The purpose of the question was to elicit whether there were problems in attracting teachers to apply for posts in the reportedly "difficult to recruit" subject areas. Respondents were guided to include posts involving combinations of any of the seven subjects with another subject not listed.

Respondents were asked the following question :

*"In relation to any posts advertised between the period 1 January to 31 August 2001, please complete the boxes provided to indicate the number of applications received for advertised posts and whether an appointment was made. List only those subjects in the guidance note given".*

### All posts

The table below (table 3) provides details of the number of posts advertised and the number of applicants received for each subject. It can be seen that the average number of applicants per post for the subjects included in the survey is generally fairly low, averaging 6.5 applicants per post. In certain subjects such as Physics and Welsh 2nd Language, the average number of applicants is as low as 3.8 and 4.5 respectively. In the case of 19 of the posts advertised, there were no applicants at all.

Table 3

Subject	Number of posts advertised	Number of applications received	Average number of applications received	Number of posts where no applications received
Chemistry	24	197	8.2	0
English	90	713	7.9	0
Mathematics	105	641	6.1	5
Modern Foreign Languages	48	403	8.4	1
Physics	44	169	3.8	4
Religious Education	32	184	6.1	2
Welsh 2nd Language	63	283	4.5	5
Science	37	276	7.5	2
Total	443	2866	6.5	19

Although appointments followed advertisement in 80 to 95% of cases, for the posts advertised, there is some variation in the percentage of those posts where an appointment was made (table 4). For example, only 78.1% of Religious Education posts were filled as opposed to 95.8% of Chemistry posts.

Table 4

Subject	Number of posts advertised	Number of posts where appointment made	Number of posts where appointment not made	Number of posts where not stated whether an appointment made	% of posts where an appointment made
Chemistry	24	23	1	0	95.8%
English	90	77	13	0	85.6%
Mathematics	105	96	9	0	91.4%
Modern Foreign Languages	48	42	6	0	87.5%
Physics	44	35	9	0	80.0%
Religious Education	32	25	6	1	78.1%
Welsh 2nd Language	63	53	10	0	84.1%
Science	37	34	3	0	91.9%
Total	443	385	57	1	86.9%

#### Posts where the applicant was required to teach through the medium of Welsh

In respect of posts where there was a requirement to teach through the medium of Welsh, the situation is of further concern, with a number of subjects showing very low number of applicants for the posts advertised (table 5).

Although the number of posts is smaller than for the English and Welsh speaking sector combined and caution needs to be applied in interpreting the figures, it is nevertheless, a source of considerable concern that the number of candidates for Welsh medium posts is so limited.



Table 5

Subject	Number of posts advertised	Number of applications received	Average number of applications received
Chemistry	2	7	3.5
English	8	23	2.9
Mathematics	18	45	2.5
Modern Foreign Languages	10	28	2.8
Physics	8	10	1.3
Religious Education	4	23	5.8
Welsh 2nd Language	30	151	5.0
Science	6	25	4.2
Total	86	312	3.6

*Note: The difference between the figures in tables 3 and 5 for Welsh 2nd Language may be explained by bilingual schools' requirements to provide Welsh 2nd Language teaching to those from English speaking backgrounds.*

For the posts advertised, there is also variation in the percentage of those posts where an appointment was made (table 6). For example, only 75.0% of Religious Education and Physics posts were filled as opposed to all Chemistry and English posts. However, in interpreting the percentage results in table 6, it should be noted again that generally one is considering a small number of posts.

Table 6

Subject	Number of posts advertised	Number of posts where appointment made	Number of posts where appointment not made	% of posts where an appointment made
Chemistry	2	2	0	100%
English	8	8	0	100%
Mathematics	18	16	2	88.9%
Modern Foreign Languages	10	10	0	100%
Physics	8	6	2	75.0%
Religious Education	4	3	1	75.0%
Welsh 2nd Language	30	26	4	86.7%
Science	6	5	1	83.3%
Total	86	76	10	88.4%

### 4.3 How posts are covered

The survey sought to ascertain how various posts were being covered when headteachers were not able to make an appointment from a field of candidates. Specifically, respondents were asked to indicate whether the post was covered by supply teachers, senior management, non-specialists or by other means.

Respondents were asked the following question:

*"If you did not make an appointment to a post or posts listed in question 2, please indicate how you are covering the post(s)". (Tick all that apply).*

In cases where posts were not filled following advertisement, Table 7 indicates that posts are being covered through a range of methods, notably through the use of supply teachers, non-specialists and other means.

Table 7

Subject	Supply	Senior Management	Non specialist	Other
Chemistry	-	-	-	1
English	4	-	1	8
Mathematics	5	-	3	2
Modern Foreign Languages	-	-	-	4
Physics	-	1	3	6
Religious Education	3	-	1	3
Welsh 2nd Language	6	-	5	2
Science	2	1	-	2
Total	20	2	13	28

In respect of other means, a wide range of methods of cover were listed and are shown in the table 8 below. Some of the main methods included, temporary staff and the use of other existing members of the teaching staff, presumably through the re-organisation of teaching responsibilities.



Table 8

1. Subject specialist who had not applied. Temporary member of staff only.
2. Timetable allocated to existing (non specialist) staff.
3. Using a teacher who had retired.
4. Temporary Staff.
5. Temporary Staff.
6. Another candidate was indicated by ITT college.
7. Redeployment of another member of staff for part of his timetable.
8. Sought Spanish teacher (instead of head)
9. Internal re-organisation of science & Senior management.
10. Internal arrangements.
11. Transfer from another department, but trained in English.
12. Humanities specialist covered the post.
13. Via agency at great cost.
14. Via agency at great cost.
15. Via agency at great cost.
16. Second in department and Acting head of department covered the post.  
Person on supply made up to acting second of department on temporary contract.
17. Shared between faculty – i.e. certain teacher's workloads were increased.
18. A specialist English teacher has been on a term's contract.
19. A Chemistry graduate was appointed to teach Physics.
20. Temporary appointment.
21. 2 PE teachers with English second subject are covering the post.
22. Part-time temporary – re-advertisement for January.
23. Part-time temporary – re-advertisement for January.
24. The hours of Part-time Science teachers were increased for one year to cover the vacancy.
25. One year temporary contract.
26. Temporary contract.

#### 4.4 Any other comments or views on recruitment to posts in secondary schools.

A number of other comments were received from headteachers regarding this recruitment situation in Wales. Over three quarters of respondents chose to make comment. Details of all the responses are provided in Annex A.



There appear to be a number of common themes in the comments provided. These are as follows:-

- fewer applications are being received for vacancies in the subjects surveyed than was the case in the past;
- headteachers are reporting that they are finding it increasingly difficult to recruit teachers to the subjects, as suitable applicants cannot be found;
- the quality of the applicants in the subjects is declining;
- some headteachers are reporting recruitment difficulties to subjects other than those listed by the Council in the questionnaire, for example, ICT and Music;
- headteachers have needed to become increasingly innovative in how they actually recruit teachers or cover for vacancies;



## 5.0 Recommendations

Having completed the study and analysed the results, the Council makes the following recommendations in respect of teacher recruitment and retention :-

### 1. The need for comparative information over time

The information from the survey is limited to the extent that there is no direct comparative information over time to identify whether there are underlying trends in recruitment. This is particularly relevant given that a number of headteacher respondents have indicated concerns that the recruitment situation is becoming increasingly difficult. It is, therefore, recommended that similar data should be collected on an annual basis for comparative purposes.

However, it is important that the Council should not add to the administrative burden on headteachers. It is recommended that the National Assembly for Wales incorporate such requirements into their annual schools census. The Council will wish to further discuss this matter with National Assembly for Wales' officials. The purpose would be to agree a questionnaire instrument, which has the support of the National Assembly, teaching unions and others, with regard to identifying future recruitment issues.

### 2. Extension of the research to identify other matters

The Council's survey was carefully scoped to include only specific subjects where there was anecdotal evidence of recruitment difficulties and related to the secondary sector only. However, to gain a full understanding of the recruitment picture in Wales, it will be necessary to gather more comprehensive information.

It is, therefore, recommended that further surveys should be undertaken in the following areas:

- recruitment issues in the primary sector;

information on

- the retention of staff;
- the period for which vacancies remain unfilled;
- the costs of recruitment;
- whether posts which remain unfilled are 'disestablished';
- the extent to which recruitment incentives are being used by schools.

information on all subjects in the secondary sector;

- the qualifications of secondary teachers who do not hold a degree or equivalent in the relevant subject.

### 3. Use of other existing data sources

The Council recognises that there is other valuable information available regarding teacher recruitment in Wales and believes that there is a need for the Assembly to use other existing information in considering the teacher recruitment situation in Wales. For example, this might include:

- the analysis of data being collected and held in the Council's own Register of Qualified Teachers database;
- the analysis of any data which Initial Teacher Training Education and Training (ITET) Institutions may hold relating to where qualified teachers are employed, both within the teaching profession and outside;

This information could be used in :

- comparisons to existing National Assembly statistics;
- the analysis of other factors which might affect teacher recruitment and retention over time, such as the economic climate and current employment market;
- the collection and comparison of recruitment data for other professions.

### 4. The need for a partnership approach

Taking recommendation 3 further, it is clear that in considering the recruitment situation and tackling any issues, which exist or are developing, a number of organisations have a role to play. Key organisations are considered to include :-

- The National Assembly for Wales;
- Teaching unions;
- ITET institutions;
- The Teacher Training Agency;
- Local Education Authorities;
- Estyn;
- ELWa (The Higher Education Funding Council for Wales)
- The General Teaching Council for Wales.

The Council advocates a co-ordinated approach relating to teacher recruitment, both in respect of:-

- data gathering;
- the identification of issues and problems;
- the provision of advice and guidance;
- recommendations for action.

and would wish to have further discussion on these matters with the partners identified.





# APPENDICES

Teacher Recruitment Survey - Secondary Schools



## ANNEX A

### QUESTION 4 – VERBATIM RESPONSES

Omission marks have been inserted to protect the confidentiality of responses.

	Any Other Comments
1	<p>1. There is a crisis in recruiting teachers of Welsh. We had four applicants. Only two were worthy of interview. We appointed a non-qualified teacher.</p> <p>2. It is becoming increasingly difficult to recruit teachers of Physics, Chemistry, I.T., R.E. and English.</p>
2	<p>The field of applicants for posts is considerably reduced.</p>
3	<p>Recruitment of Welsh teachers (Welsh 2nd language) is very bad at the moment, however new term is starting off with supply teachers, non-specialists but fluent Welsh Speakers.</p>
4	<p>I have to shop around for good teachers. I have two unqualified teachers ..... I have been and have approached people in the area who are graduates and with PGCEs but chose outdoor activities and as needs (and age) change, want to return/try teaching but finance and lack of training opportunity is unavailable. PLEASE allow good schools such as ours to finance and train graduates/teachers who need the training in our school. Family members cannot move away or self finance. I am willing to discuss this. P.S. We have excellent leaving support tutors who would make excellent teachers. So many ideas, but so few ways forward – money and training must go together locally.</p>
5	<p>Very difficult almost impossible so far to find replacement for teacher of Welsh as a second language. This is ongoing for nearly a year, supply helps but it is not consistent.</p>
6	<p>With no applications for the Welsh and Drama posts I had to make direct contact with the University/Colleges and secure a name from them. I then had to contact the recommended student and 'persuade them' to come and pay a visit to the school. With English, Mathematics, Welsh, Science posts my governing body have now started paying recruitment and retention salary points!!</p>
7	<p>No comments made.</p>
8	<p>Consistently limited fields. No external applicants for a +4 HD, of English post!</p>
9	<p>Music, Welsh, Business studies hard to recruit. Welsh a particular concern as the supply is less than satisfactory.</p>
10	<p>Physics proved to be impossible to fill – took a biologist? and temping contract. Welsh post - a very poor overall field despite offered at .... point. In the end offered it to a teacher with only 2 years experience. Maths – lucky to appoint good candidate who was ex-student teacher with us. Other candidate very poor.</p>



## ANNEX A

11	We had to terminate the post of teacher in charge of drama in ..... because of falling rates. Drama is now delivered by English staff. We did not replace the Head of PE by another person – the post was filled internally
12	Although numbers applying were more than satisfactory, noticeable decline in quality of applicants, e.g. experience (if applicable) quality of degrees etc.
13	No comments made.
14	No. of applicants has dropped all round. Head of MFL v. difficult to fill – we had to compromise on languages we wanted, i.e. we wanted French and Spanish and got French and German. Some children have had to change language. We have had great difficulty in previous years with Welsh second language – ..... – supply care is almost impossible to find.
15	Two posts of Science teacher – one post Chemistry, one post General Science. One post for Welsh was not advertised due to lateness of vacancy. A temporary contract was given to a known student qualifying in July 2001.
16	No comments made.
17	Welsh has been incredibly difficult. Teaching of Welsh to all in ..... is only possible by using native speakers who have no specialism in teaching Welsh and find it difficult. Very difficult to find a ..... Head of Technology. 2 years of advertising produced little in the end altered staffing structure to promote ..... But for this year, have been able to employ quality staff.
18	Although all advertised posts have been filled, we have been concerned at the poor quality of many applicants, including those applying in some cases for senior positions. Concerns include low quality academic qualifications, limited understanding of school improvement issues and a lack of self evaluation/criticism when discussing teaching methodologies. Circumstances have forced us to appoint at least 2 teachers in the recent past who 10 years ago would not have made it onto the short list.
19	The difficulty has been in recruiting staff who have the necessary subject specific qualifications. For example we did appoint in English but not with an English specialist – and had to use a one year contract.
20	Decline in numbers of applicants and consequently in quality of field across our subjects. Welsh 2nd language is a particular problem as it appears the expansion of teaching took no account of the small population base from which teachers would be drawn.
21	No comments made.
22	No comments made.



## ANNEX A

23	We have no difficulty in recruiting or appointing.
24	We failed to appoint a teacher of technology/ICT. Three applications were received but no appointment could be made. This post is at present covered by a supply teacher. A member of the Welsh Department is at present on ..... leave. No teacher of Welsh was available for this maternity cover. This post is covered by a number of non-Welsh speaking supply teachers.
25	Drama 4 applicants – appointment made Senco 2 applicants – appointment made PE Male 19 applicants – appointment made 2nd PE Dept. female 8 applicants – appointment made. The number of applicants for posts has dropped. We were able to meet an English Graduate in the last week of the summer term. We gave her a one-year contract without a formal interview. .... We are still looking for an RE teacher for January 2002.
26	Point 1 – The subject teachers include those who have a BED. In the main subject they are currently teaching. We are already experiencing difficulties in filling a science post (maternity cover) and it's our experience that it is difficult to draw up a shortlist for most teaching posts in the past year for example PE = 1 applicant.
27	Even though the number of applicants for each post was low, the quality of applicants interviewed was excellent. We have made some very good appointments.
28	Very difficult compared with previous year. Had to resort to some direct contacts to ensure staffing complete.
29	We have been fortunate in that we have been able to fill our vacancies with good quality staff.
30	Recruitment is becoming increasingly difficult, but we have survived so far. Languages/Welsh/Sciences are particularly problematic.
31	Numbers applying for any post are low. Usually 1 or 2 with good qualifications – others poor. Even those with relevant qualifications often have average and poor references. Fortunately, NQT's appointed in last 2/3 years have been of very good quality.
32	Generally low level of applicants for all jobs advertised. Had to re-advertise physics, maths and Welsh jobs – first time we have ever had to do this.
33	No comments made.
34	In recent years both the number of applications received and the quality especially in mathematics have reduced.



## ANNEX A

35	No comments made.
36	Compared to many, ours is an attractive school in which to teach and a desirable area to live, but we are feeling the shortage of good candidates. Numbers of applicants do not give the whole story, as many of these may be totally unsuitable chemistry was especially desperate.
37	1. The number of applications received figures are really quite artificial. Applicants were targeted through phone calls to universities, schools etc. Both posts were filled late in the term. 2. Two mathematicians were appointed through a management decision to reduce class sizes in this subject.
38	Two other recent adverts had similar poor responses in terms of applications received. Art: temporary maternity leave Post - 1 applicant Welsh: temporary maternity leave Post - 2 applicants
39	Very few applicants for posts advertised in the last two years (3 – 4 is a very good number). A degree of head hunting is required in order to attract teachers to a small rural, 11-16 school. In several cases, a considerable amount of time and support is required to bring new recruits up to standard.
40	No comments made.
41	While we have not experienced particular difficulty this year (2001) we believe this is because we were able to advertise early (January) for posts available in May (Food Technology) and September (English). I am not optimistic re the future, particularly if any of my Maths, Science (except Biology) or MFL staff leave. The situation would then become critical.
42	No comments made.
43	All staff listed in (1) have a degree except one ..... teacher (Cert. Ed). Mostly the degree, if it is not in the specific subject, is in some way relevant, e.g. in maths a PHD in Engineering and a BSc. Engineering with business studies.
44	No comments made.
45	No comments made.
46	We have not needed to recruit staff this year, but we are finding it difficult to get specialist supply staff particularly for Science and MFL.



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47	<p>During the last 2 years we have appointed 23 new staff due to re-designation from an ..... to an ..... school. Most subjects have produced quality application except for the number received in Maths and English. History is vastly oversubscribed – 50 applications from past. On average we have received 104 applications for all other positions.</p>
48	<p>The situation has certainly got worse in the last couple of years. Last year obtaining a long term Chemistry supply teacher proved very difficult. Appointment of Head of Chemistry and Head of Physics was difficult – less than 5 applicants for both posts. Also a recent Head of English post didn't result in double figures for applicants – many not very suitable.</p>
49	<ol style="list-style-type: none"> <li>1. RE post after a National advert and e-mail to every University department that specialised in RE – only one candidate applied.</li> <li>2. PE posts only 2 applications – one appointment made other 2 candidates were weak.</li> <li>3. Welsh, Science, Mathematics were extremely difficult to fill – very few applicants.</li> </ol>
50	<ol style="list-style-type: none"> <li>1. Note that we register with ..... via the ..... This inflates the number of applicants. Many are opportunist applications from non-UK residents who are not qualified in Britain or ..... and do not yet have work permits.</li> <li>2. Not all appointments/candidates have succeeded against stronger field. We have great reservations about the suitability of two of our seven appointees.</li> </ol>
51	<p>I have four female staff going out on maternity leave 2001-02 cover is proving difficult so far. Replacement physics specialist obtained from 1/11/01. General science from 1/11/01 English no replacement PE required from 1/01/02</p>
52	<p>Even though we had applicants for posts, many were singularly poor and could not be short-listed. For physics, for example of the three applicants, one was a physical education teacher (ex) and one had significant difficulties in a previous post. The quality of young teaching is improving but there are so few of them and it is increasingly difficult to get a shortlist.</p>
53	<p>Notes relating to Q.1</p> <ol style="list-style-type: none"> <li>1. English: 1.6 is accounted for by one Drama graduate and one SEN specialist.</li> <li>2. Mathematics: The 3.0 is accounted for by one teacher with a Cert Ed in Maths, one SEN specialist and one Engineering graduate experienced in teaching Mathematics.</li> <li>3. Physics: The 2.0 is accounted for by one teacher with a post-graduate Physics qualification and one Chemistry graduate.</li> <li>4. The 1.0 is a Music graduate with many years experience of teaching Welsh. NB I would not regard any of those listed as not having a degree in the subject as weakening their departments in any way.</li> </ol> <p>Notes relating to Q.2</p>



## ANNEX A

	<p>5. Late vacancy only advertised locally.</p> <p>6. Two appointments made from single advertisement.</p>
54	<p>Recruitment costs soaring</p> <p>Calibre of candidates</p> <p>Quality of candidates</p>
55	<p>Two staff teaching Physics at KS4 have degrees in Engineering.</p>
56	<p>For the first time last year we were unable to always find sufficient supply teachers to cover for courses and staff absence. We have been unable to find a suitable Welsh teacher – on re-advertisement there were no applicants. Although 6 candidates were short-listed for the English post all had found posts by the interview day. Generally we have noticed a decline in the quality of staff applying for posts in certain subjects (Welsh, Mathematics) although we had good applicants for RE and PE. All staff without a degree in the subject have significant equivalent experience (many B Ed degrees).</p>
57	<p>This year has seen far fewer applications for all the posts. We have advertised including those at Management Allowance 4. We would normally expect at least twenty applications for each post. Despite having small numbers we have generally had some good candidates and have been able to make an appointment.</p> <p>Physics teachers are like 'gold'. Despite having two vacancies we had only three applications and two of those were poor quality. As a result we appointed a Chemistry teacher to teach physics. Welsh (second language) has also been a problem – with two advertisements and only three applications ..... English and Mathematics applications are significantly down this year .....</p>
58	<p>No comments made.</p>
59	<p>No comments made.</p>
60	<p>A dramatic drop in the number of applicants for all posts during this period. Now availability of teachers of Welsh continues to be a major problem – the school has not had a specialist during the last 7 years.</p> <p>English language teachers were in very short supply</p> <p>Supply teachers numbers have reduced greatly.</p>
61	<p>Appointed 48 members of staff in three years since opening the school:</p> <p>1998: 29 posts, 214 applicants.</p> <p>1999: 6 posts, 34 applicants.</p> <p>2000: 6 posts, 25 applicants.</p> <p>2001: 6 posts, 7 applicants.</p> <p>2002: ??? It's getting much worse.</p>



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62	No comments made.
63	No comments made.
64	No comments made.
65	Although we have very small numbers of applications we were fortunate in being able to appoint quality teachers. The English and PE teachers were introduced to us by supply teacher companies but after 12 weeks we were employing them direct.
66	Major difficulties in recruiting an Art teacher (applications) Music (1) Music is a major shortage subject. Increasingly applicants look at the comparable level of resources in England compared to Wales – and stay in/go to England. Poor funding in N E Wales adds to general funding situation in Wales. I have no doubt that it we had had vacancies in mathematics. Listed recruitment would have been difficult. Fewer applicants seem to be coming forward for posts in all areas. Candidates are also becoming more selective about post.
67	We seem to be rather lucky in that we have been able to attract reasonably large fields of well qualified, strong applicants.
68	No comments made.
69	No comments made.
70	Recruitment has become more difficult – shortage of suitable teachers marked now.
71	The timetable was re-scheduled to make the vacancy for Biology. We re-advertised and were able to appoint from the 9 applicants. The situation is obviously very concerning but when there have been few applicants we have so far managed to make quality appointments.
72	The only reason I was able to appoint to the Maths post was that we had supported a Trainee Teacher earlier in the year; he was the only suitable and specialist applicant. 2000 last year I advertised a Head of English – no suitable applicants, ..... 2000 I advertised an English post – 2 applicants, one suitable. 73 Obviously very concerned about Physics. (Only one applicant received from a boxed TES advert).
74	1. We are disappointed with the calibre of applicants for a whole range of subjects, including posts as Head of Departments, over recent years. 2. We are very concerned that we receive very few male applicants.
75	No comments made.

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76	We have used a local teaching (supply) agency to assist with day to day cover and longer term absences. On a day to day basis provision is generally satisfactory though due to a high number of staff absences over a long period, we have found it difficult to get quality staff, particularly to teach examination classes.
77	Personally, I believe it is necessary to cover all subject areas.
78	One Maths candidate demanded £5,000 additional salary (not appointed). We spent more time than ever before chasing around for supply teachers and ended up using agencies who are expensive and provide a service of variable quality. Major shortages in Maths and Science.
79	Physics and Chemistry taught as part of GCSE double science – none taught beyond KS4. Science teachers rotate around 3 separate areas.
80	Serous issues of attracting suitable recruits to a school which is set in a challenging context. NQT will opt for the easier schools. What incentive is there for attracting good practitioners to schools which are regarded as low achieving schools, but whose pupils need the best teaching. Note heavy costs of advertising nationally – borne by the school.
81	I am concerned that a disproportionate amount of my time is spent seeking applicants to fill vacancies. Difficulties in relation to teacher recruitment are not restricted to the subjects listed overleaf. We encountered major difficulties in recruiting to the Welsh Department prior to 1 January 2001: a full time permanent post remained unfilled for the academic year 2000-01, inevitably impacting upon pupils achievements.
82	I consider myself to have been very fortunate in having been able to make the appointments I have in the past year – I have relied on careful timing 'blanket' advertising (very expensive!) and luck! The age profile of my staff is such that the school will be recruiting heavily in the next few years – I fear for our ability to do so, particularly in Maths and Sciences. It has also become increasingly difficult to engage suitable qualified supply teachers to release staff for vital training.
83	No comments made.
84	The quality/quantity of applicants is far lower than in the past. This includes the traditional 'shortage' areas of science, maths, MFL and CDT but now extends to English, RE etc. A crisis is looming.
85	No comments made.
86	It was necessary to advertise the technology post twice and then increase the hours from 0.8 to full time to secure a suitable candidate.



## ANNEX A

87	We have not advertised many posts in the last few years but it is noticeable that the standard and number of applicants in Maths and ICT is low. I would fear for students in Chem/Physics/RE and Music. The number and quality of supply teachers has dropped considerably. This has just as great an effect on teaching standards in schools because of all the developments which pull teachers out of the classroom combined of course with winter absences. There are not enough teachers around and low ? applicants have to be selected despite reservations.
88	Late confirmation of early retirement by the lea exacerbates the situation – budgetary uncertainty is the reason given. Could the timetable be brought forward?
89	Ten new staff have joined the school this term and with the exception of PE recruitment was very difficult – usually less than 10 applicants, often 3/4. Particular problems occurred in IT and Physics – no applicants. We receive fewer applicants from the Bristol area compared to even 12 months ago.
90	Particular difficulties in mathematics – no applications. Have scoured colleges, schools, finally found an NQT who is able to join the Maths Dept. Very limited selection for Welsh 2nd language and Physics.
91	Almost impossible to recruit to a Welsh teaching post in ..... My new appointment is actually trained to teach IT – happens to be a Welsh speaker and is willing to be 'trained' on the job. Maths also extremely difficult – calibre of candidates generally poor.
92	Quality maths applicants appear difficult to attract to the 11 – 16 sector.
93	No comments made.
94	All teaching posts taught/covered by suitable qualified staff.
95	Re Q.1: English – 3 teachers have taught English at ICS.4 and/or KS5 level for more than 20 years, but have degrees in subjects other than English. Two of them have degrees in History, but in fact have never taught anything other than English as their main subject.
96	No comments made.
97	No comments made.
98	No comments made.
99	No comments made.
100	No comments made.



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101	<p>We currently employ a Welsh teacher who is not a qualified teacher and we receive training once a suitable course is found. As indicated above English teacher appointments have been difficult and the field weak. Good potential candidates are snapped up quickly. Being a very rural school does not appeal to youngsters who like the city life!</p>
102	<p>Applicants for maths – none had a specialised maths degree. Single applicants for one year posts only, but quality of applicant high.</p>
103	<p>No comments made.</p>
104	<p>A number of staff teaching subjects specified in Q.1 have degrees in other subject areas (e.g. Bed etc.)</p>
105	<p>We have made 8 appointments since January – although we have made satisfactory appointments, in every case we have struggled to identify as many as 6 candidates for a shortlist. In recent cases we have interviewed one or two candidates who turned out to be very weak in the classroom. Our experience shows that in Maths, French and Science if you do not advertise in Feb/March you are wasting your time. Filling posts notified late is a nightmare with very few candidates of any quality left. Providing an e-mail address for the request of information has significantly increased the level of interest in our vacancies.</p>
106	<p>It is far more difficult to recruit now than in the past. The school also had difficulty in recruiting an IT specialist</p>
107	<p>No comments made.</p>
108	<p>In recent years there have been particular difficulties recruiting in Chemistry, Physics and Welsh.</p>
109	<p>We are a successful school, but find the pool of prospective candidates shrinking. For Head of English we had 4 applicants, for Head of Art 2. Because of the increased burden of middle management responsibilities colleagues who already hold allowances are reluctant to apply for Head of Department posts, particularly in the core subjects.</p>
110	<p>No comments made.</p>
111	<p>It is very difficult to get – Suitably qualified scientists in Phys. and Chem.; Welsh specialists and mathematicians. The other chemists/physics teachers are biochemistry, or engineering degrees English/Maths – media and joint degrees with English, engineering</p>
112	<p>No comments made.</p>



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113	<p>We have been fortunate to meet our staffing requirements. There have been 4 occasions when I did not think we could recruit but in the end we did. When you advertise a post, you are lucky to get a field. When you do I have found (with one exception) there has only been one candidate of the right quality. Interestingly all appointed staff have had some connection with the area – an increasingly new future.</p>
114	<p>No comments made.</p>
115	<p>In recent years we have had difficulty in attracting good quality applicants for Maths, Welsh, Chemistry, RE, in spite of the fact that it is an attractive school at which to teach. Also, in Technology, although 20 – 30 applications have been received in response to adverts a high proportion have been from modest or weak candidates.</p>
116	<p>The number of applicants for good jobs is decreasing the quality and qualification level of the applicants has decreased. Agencies offer staff with little or no relevant experience and even agency staff are highly sought after if they show some real ability.</p>
117	<p>The non-graduates teaching at KS4 are all very experienced teachers in their subjects.</p>
118	<p>No comments made.</p>
119	<p>Adverts generally only produce 1 or 2 applicants. The field to select from is minimal so that at times appointments have to be made because of Hobson's Choice! Have started using a recruitment agency. Because the Assembly stopped the AST in Wales we are not attracting high calibre teachers from England, and are losing some from Wales to England. It is causing a parochial situation!</p>
120	<p>No current vacancies. Quality of app. For Head of Dept. (Maths) very poor with only 3 quality applications received. Consider problems obtaining a temp teacher of Ma. for one term cover Jan – Apr. supply pool is running dry.</p>
121	<p>No comments made.</p>
122	<p>Over the last year I have frequently faced fields of only 1 or 2 turning up for interview. I have made several appointments in Music, Science, MFL Welsh of people who would not have been interviewed only 3 years ago. I have also lost several excellent teachers who have quit the profession because of pressures.</p>



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123	<p>It is difficult to attract recruits to work in this area in most subjects. We have been very fortunate up until now to be able to staff all but a few posts with specialist teachers. Maths was extremely difficult this year – the advertisement process was unsuccessful – in the end we recruited directly from the PGCE students – by that time there were only two remaining Welsh speaking maths students.</p>
124	<p>No comments made.</p>
125	<p>No comments made.</p>
126	<p>It is of constant concern whether there will be appropriate applicants for any post that is advertised. This is true of all posts where teaching through the medium of Welsh is required.</p>
127	<p>Difficulty in recruiting Information Technology teachers especially to teach through the medium of Welsh.</p>
128	<p>I ignored the instructions for question 2 as there would be other hidden difficulties that exist. The staffing difficulties of Welsh medium schools are even more severe! In 21 years as a head of Welsh medium schools I have never used the word “emergency”. By now, I have no choice but to highlight the frightening statistics that I see in section 2. ....Allowance ..... Consideration should be given to raising the wages of the whole profession, and also creating a .....</p>
129	<p>No comments made.</p>
130	<p>No comments made.</p>
131	<p>No comments made.</p>
132	<p>No comments made.</p>
133	<ol style="list-style-type: none"><li>1. By now the “recruiting” system is one of emergency.</li><li>2. By now there is no real choice in any subject and we are fortunate to attract one suitable application. This means that sub-standard/unsatisfactory teachers walk into permanent posts.</li><li>3. In the light of the above problems there is a great shortage of teachers.</li><li>4. This is the factor that has the greatest influence on standards – without dedicated and prominent teachers there is no point in introducing more educational changes and targets.</li></ol>
134	<p>No comments made.</p>



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135	In the case of a Chemistry Head of Department a non-Welsh speaking person had to be appointed. She was appointed for a year. The consequences of this is that two scientists that are not Chemistry specialists teach Welsh medium Chemistry up to GCSE. We expect to have difficulty in getting a Welsh medium Head of Chemistry. A similar problem is expected when the Head of Physics leaves.
136	No comments made.
137	Lack of Welsh speaking applicants. At present, I need 2 full time teachers for September 2001 as a result of the illness of the Head of Music and Welsh teachers. I have not been successful so far. I contacted 79 individuals and agencies before appointing a non-Welsh speaking Mathematics teacher to a post to teach the subject bilingually
138	No comments made.
139	1. In 2000-01 – Failed to appoint a Mathematician – Used 2 retired teachers to job-share. 2. In 2000-01 – Failed to appoint a Head of Music – Secored a Head of a primary school that was about to close to teach KS 3 + 4 + supply teacher to teach A Level = cost of £50,000
140	Up to now we have succeeded to fill permanent posts, but only a limited number of applicants show interest. On a great deal of occasions in the past we have had to appoint for one year only because the standard of the applicant was not very promising. It becomes even more of a problem when trying to fill posts vacated due to maternity leave / illness.
141	No comments made.
142	We advertised and re-advertised a Mathematics post for about three years before we succeeded in appointing this year. In the meantime we were using a teacher that had taken early retirement (but non-Welsh speaking).
143	It is more difficult to recruit competent teachers. On occasions we have had to appoint a teacher that a few years ago wouldn't even have been short listed for the post. Something must be done to improve teachers' working conditions – I believe that it is more than money that is keeping people away from the profession / leave after a short period.
144	2 x these posts have been filled by inviting one applicant for an interview without advertising because of shortage and the urgency to appoint before they accept a post at another school.
145	At this stage we are not experiencing major difficulties in filling posts with suitable applicants. However, there are some posts that are more difficult than others to fill e.g. Physics; English (with the ability to speak Welsh).



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146	There is a great shortage in: Mathematics, Physics, Chemistry and Modern Languages, greater through the medium of Welsh. There is a shortage of Welsh speaking English teachers.
147	During the past few years the school has experienced recruitment difficulties in the following areas. The number of applicants have been very small with many internal appointments. We feel that the bilingual nature of the school has caused problems here.
148	<ol style="list-style-type: none"> <li>Difficulties were encountered during the recruitment of an ICT teacher. The post was advertised 4 times between May 2000 and April 2001. .... The school had hoped to get a teacher that could teach through the medium of Welsh at key stage 3 but because we failed to appoint after advertising 3 times the fourth advert was for a teacher to teach in English. A temporary teacher was appointed from September 2001 – July 2001.</li> <li>Although teachers are teaching Mathematics and English without a degree in the subject they are very experienced and successful teachers.</li> </ol>
149	No comments made.
150	<ol style="list-style-type: none"> <li>The number of applicants is small and contains unsuitable applicants. The school has been fortunate in most posts to have one suitable person (with bilingual qualifications) for the posts.</li> <li>It was not possible to appoint a Science – Physics teacher. A retired Chemistry teacher was re-employed to do the work. The teacher cannot teach A Level Physics and therefore one Physics teacher is responsible for all the teaching.</li> <li>A Modern Languages teacher that could teach French and German was not appointed. As a result German has been deleted from the curriculum at KS4.</li> </ol>
151	A head of D+T was appointed last year – only one application was submitted – a strong applicant, thank goodness.
152	No comments made.
153	No comments made.
154	The number of applicants for each subject is decreasing. The applicants for Welsh medium posts are very rare. Young teachers that can teach through the medium of Welsh are looking for 'Head of Department' posts after very little experience. It appears that by now West Wales is not attracting young teachers.
155	No comments made.
156	We have not yet had to compromise our appointments policy but the number of applicants is most certainly lower than it was five years ago. We feel we have been fortunate to appoint teachers of high quality with appropriate qualifications.



## ANNEX A

157	<p>Please note the no. of applications for most posts. Please note that this school develops its staff. Nearly all staff leaving have gone on to promoted posts at head of dept. level; one has gone as English advisor to a nearby county. Whilst we have a fine record of staff development replacement is difficult. Please note difficulty in MFL/Welsh/H. Econ/and English. Please note shortage of any supply teachers. Please note in section one – MFL we teach French/German/Bengali/Arabic/Somali. Of the community language teachers we have trained on site 2 of the 6. A further teacher also has QTS. There are no teachers available for these subjects.</p>
158	<p>There has been a marked decline in numbers of applicants for all posts since 1997/98, except in History. The turnover in some subjects, e.g. Maths is rapid.</p>
159	<p>The number of applicants has fallen dramatically and the quality of interviewees is poor. It is becoming a race to fill posts before other schools snap them up. Very few applicants for Physics posts have better than a 3rd class Honours and some are from related fields not pure Physics. It is also very hard to find male staff in English or Languages. Geography is becoming a clear shortage area.</p>
160	<p>Because of budget restraints I am still short of 0.2 music. I will teach that myself. I am very concerned about: a) the cost of advertisements – these posts cost a fortune in adverts b) the future of our profession. I have several staff in their late 40s + 50s – will I be able to replace them? I had 5 applicants for the post of Assistant Head Teacher.</p>
161	<p>No comments made.</p>
162	<p>There are fewer, good quality applicants interested in working in valleys schools, it appears from speaking to my colleagues, and from my own experience. Occasionally governors are faced with a Hobson's choice – but we have been fortunate to have had at least 1 good candidate on most occasions. The situation has been deteriorating and I am fearful of not being able to replace good teachers as they retire in large numbers over the next 6 years or so. It is increasingly difficult to maintain standards.</p>
163	<p>Recruitment problems have been the worst in my 15 years here. Able and ambitious staff are moving to posts in England earlier than might be expected in their career Incentives to work in nearby English schools include extra points for similar job descriptions, ? allocations x 2 or x 3 those available here. Vastly improved working environment. Smaller classes. Perceived differences in the National Curriculum and NQT status are deterring applications from teachers in England. (One short listed candidate withdraw as literacy hour in England was not operational in all Welsh primaries).</p>



164	Appears that a push is needed to train more IT and Welsh Teachers.
165	It is getting increasingly difficult – not only to attract a good trawl but to make an appointment – especially in Maths/Science. In other disciplines choice is limited though last year we had a very good History trawl. It was a choice of 1 out of 1 for Maths; 1 out of 2 for English; 1 out of 2 for PE even though it was advertised on a responsibility grade.
166	No comments made.
167	No comments made.



## ANNEX B

### Methodology

The Council designed a short self-completion questionnaire, with accompanying guidance notes to aid completion. These were designed in full consultation with National Assembly for Wales' officers, teaching unions and others.

The study was restricted to the secondary school sector only and to a limited number of subject areas where the Council had anecdotal evidence of recruitment issues.

The questionnaire was kept short to encourage response through ease of completion and by minimising the amount of work required to complete the questionnaire.

A draft questionnaire and accompanying guidance notes were piloted in a small number of schools in July 2001. The purpose of the pilot was to assist the Council in developing the final version of the questionnaire and methodology before undertaking the full survey. The Council was interested in a number of issues, for example, whether the questions were clear and easy to complete, the amount of time required to complete the questionnaire and whether the most appropriate questions were being asked.

Following the pilot study, a survey pack containing the information below was distributed to all headteachers in Wales in late August 2001, with a return date of 28th September 2001 :

- a self-completion questionnaire;
- a short cover letter from the Chief Executive of the Council explaining the purpose and importance of the survey;
- accompanying guidance notes to assist the headteacher in completing the questionnaire;
- a freepost envelope for return.

All material was provided in both English and Welsh. Copies of the questionnaire, cover letter, accompanying guidance notes for completion and reminder letter are attached in Annex C.

In order to encourage response, the Council adopted a number of standard procedures, which included:-

- all schools were contacted shortly after the distribution of the questionnaire to ensure they had received the questionnaire;
- a reminder letter was sent to all non-respondents a week before the closing date for the return of questionnaires to encourage response;
- a number of teaching unions carried articles in their newsletters to encourage headteachers to respond to the survey;
- the Council issued a press release and included an entry on its website promoting the survey.



## ANNEX C



**Cyngor Addysgu Cyffredinol Cymru**  
**General Teaching Council for Wales**

### Teacher Recruitment Questionnaire

#### Current Staffing

1. As at 3 September 2001, please complete the boxes to indicate the number of teachers teaching the following subjects at Key Stage 4 and above and whether they have a degree in the relevant subject.

Subject	Number teaching	Number with a degree in the subject
Chemistry		
English		
Mathematics		
Modern Foreign Languages		
Physics		
Religious Education		
Welsh 2nd Language		

#### Recruitment

2. This question relates to the subjects listed above at Key Stages 3, 4 and above. In relation to posts advertised between the period 1 January to 31 August 2001, please complete the boxes provided to indicate the number of applications received and whether an appointment was made.

Subject Vacancy	Number of applications received	Appointment made? Yes / No	Was the applicant required to teach through the medium of Welsh?
<i>e.g. Head of Mathematics</i>	20	Yes	Yes



### ANNEX C

3. If you did not make an appointment to a post or posts listed in question 2, please indicate how you are covering the post(s). (Please tick all relevant boxes for each vacancy).

Subject Vacancy	Supply Teacher	Senior Management	Non - specialist	Other (please describe)
e.g. Head of Mathematics	✓	✓		

### Any Other Comments

4. Please use the space below for any other comments or views on recruitment to posts in secondary schools (continue on a separate sheet if needed).

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### Personal Details

Name \_\_\_\_\_ Position Held \_\_\_\_\_  
LEA \_\_\_\_\_ School \_\_\_\_\_

Please note, the information provided in this survey will be treated in strict confidence. Personal information will not be disclosed and shall be used for administrative purposes only. All results will be presented at a summary level only.

*Thank you for taking the time to complete this questionnaire.  
Please return it in the freepost envelope provided by Friday 28 September 2001 at the latest.*



## ANNEX C

### Guidance Notes for the Completion of the General Teaching Council for Wales Teacher Recruitment Questionnaire

Please refer to the details below to assist you in completing the questionnaire provided to you.

#### Question 1

- Only teachers teaching the subjects listed at Key Stage 4 or above should be included.
- The third column requires the “number with a degree in the subject”. Where you employ teachers in one of the subjects listed at Key Stage 4 and above who do not have a degree in that particular subject, but are considered to have significant equivalent experience, these teachers should not be recorded in column 3, however, you may wish to comment on such matters in “Question 4 Any Other Comments”.
- Please record full-time equivalents for this question. For example, a part-time post should be recorded as 0.3, 0.5, 0.6 etc as appropriate.

#### Question 2

- This question refers to all posts, and not only posts at Key Stage 4 or above.
- Please only select posts from the list of subjects below:-

Chemistry  
English  
Mathematics  
Modern Foreign Languages  
Physics  
Religious Education  
Welsh 2nd Language

Please include all advertised posts involving combinations of the subjects listed above or posts which combine one of the subjects above with another subject not listed above, for example, a vacancy for a Mathematics and Information Technology teacher.

- For each vacancy, please be specific as regards the nature of the post, for example Head of Mathematics, Teacher of Mathematics.

#### Question 3

- All the points raised under Question 2 above, are also relevant to Question 3.
- For any post, please select all the relevant boxes that apply. For example, if a post is being covered by both senior management and supply cover then tick both boxes.

#### Further Information

- For further assistance or general enquiries regarding this survey, please contact Hayden Llewellyn, Registrar on 029 20550364 or E-mail [hayden.llewellyn@gtcw.org.uk](mailto:hayden.llewellyn@gtcw.org.uk)



## ANNEX C

28 August 2001

Dear colleague

### Teacher Recruitment Survey

I have pleasure in enclosing a copy of the General Teaching Council for Wales Teacher Recruitment survey.

This survey represents the first stage in work by the Council on the subject of teacher recruitment in Wales.

The survey has the full support of a number of key partners, including teacher unions and the National Assembly for Wales. The published results are expected to receive a high profile.

#### Background

There is much anecdotal evidence on the recruitment situation in Wales, and, the Council is concerned that current published data does not necessarily represent an accurate picture.

We aim to bring forward advice to the National Assembly on teacher recruitment in Wales and as a necessary first step in this process are seeking to gain accurate and statistically reliable information on this issue.

#### About this Survey

This postal questionnaire and accompanying documentation has been sent to all secondary school headteachers of maintained and foundation schools in Wales for completion.

The questionnaire aims to collect "hard numeric" information rather than anecdotal views or perceptions. However, we have also been conscious of the need to avoid adding to the bureaucratic burden of such surveys on headteachers. The Council has, therefore, developed a short survey instrument that encourages response through ease of completion and which minimises the amount of work required to complete the questionnaire. Headteachers will be able to make use of much existing data in answering the questions. This current study has been restricted to the secondary sector only and also to a limited number of subject areas where the Council has anecdotal evidence of recruitment issues.

#### The Benefits of Completing this Survey

I would strongly encourage you to respond to this survey. By providing the Council with up to date information, you will be assisting the profession in identifying a more accurate picture of the current recruitment situation in Wales.

A full response to this survey is important, as the Council is seeking to ensure that the results are statistically reliable and can be used with confidence.

## ANNEX C

The Council is committed to publishing the results of the survey and you will be provided with a personal copy of the results. Individual responses will be treated in the strictest confidence and will not be disclosed to any other parties. Results will be published at an anonymised summary level. This survey is the first stage in further work on teacher recruitment in Wales. It is intended that the results from the survey will be used to influence the shape and content of future annual National Assembly for Wales data collections in respect of teacher information.

### Return of Questionnaires

I very much hope that you will assist in this important area of work. I would be grateful if you would return the completed questionnaire using the pre-paid envelope provided by Friday 28 September 2001 at the latest.

If you have any queries or views regarding the survey, please do not hesitate to contact Hayden Llewellyn, Registrar on 029 20550364.

Yours sincerely

Gary Brace  
Chief Executive



## ANNEX C

20 September 2001

Dear colleague

### Teacher Recruitment Survey

I wrote to you on 28 August 2001 to inform you that the Council was undertaking a survey on the subject of teacher recruitment in Wales, and was pleased to provide you with a copy of the questionnaire for completion.

As stated in my original letter, by providing the Council with up to date information, you will be assisting the profession in identifying a more accurate picture of the current recruitment situation in Wales. The published results are expected to receive a high profile.

The final return date for questionnaires for this study is Friday 28 September 2001, and it has been noted that the Council has not received a completed questionnaire from you at present.

I very much hope that you will assist in this important area of work and would strongly encourage you to respond to this survey.

If you have any queries regarding this work, or require a further copy of the questionnaire, please do not hesitate to contact Hayden Llewellyn, Registrar on 029 20550350.

Yours sincerely

Gary Brace  
Chief Executive