

**Education and Skills Committee
Teacher Workforce Planning Inquiry**

Headteacher and other senior management questionnaires

Contents

Headteacher and other senior management questionnaires	1
PRIMARY SCHOOLS NAMED SUBMISSIONS	3
LORRAINE FACCHINI	3
AMY GUIDI.....	5
MARIE GUTHRIE.....	7
AILEEN MACKAY	9
SEAN STITT	12
MOIRA STRUTHERS	15
ALISON VASS	19
ISABEL MARSHALL	20
PRIMARY SCHOOLS ANONYMOUS SUBMISSIONS.....	23
ANONYMOUS 1	23
ANONYMOUS 2	24
ANONYMOUS 3	26
ANONYMOUS 4	28
ANONYMOUS 5	30
ANONYMOUS 6	32
ANONYMOUS 7	34
ANONYMOUS 8	36
ANONYMOUS 8	39
ANONYMOUS 9	40
ANONYMOUS 10.....	43
ANONYMOUS 11	44
ANONYMOUS 12.....	46
ANONYMOUS 13.....	48
ANONYMOUS 14.....	49
ANONYMOUS 15.....	51
ANONYMOUS 16.....	53
ANONYMOUS 17	54
ANONYMOUS 18.....	56

ANONYMOUS 19.....	58
ANONYMOUS 20.....	62
ANONYMOUS 21.....	64
ANONYMOUS 22.....	66
ANONYMOUS 23.....	67
ANONYMOUS 24.....	68
ANONYMOUS 25.....	70
ANONYMOUS 26.....	73
ANONYMOUS 27.....	74
ANONYMOUS 28.....	76
ANONYMOUS 29.....	77
ANONYMOUS 30.....	79
SECONDARY SCHOOLS NAMED SUBMISSIONS	80
CATRIONA MCCALL.....	80
BRIAN ASHER	82
JOANNE HESFORD.....	86
ANDREA STRACHAN.....	88
SECONDARY SCHOOLS ANONYMOUS SUBMISSIONS.....	90
ANONYMOUS 31.....	90
ANONYMOUS 32.....	91
ANONYMOUS 33.....	94
ANONYMOUS 34.....	97
ANONYMOUS 35.....	99
ANONYMOUS 36.....	102
ANONYMOUS 37.....	106
ANONYMOUS 38.....	110
ADDITIONAL SUPPORT NEEDS SCHOOLS ANONYMOUS SUBMISSIONS.....	111
ANONYMOUS 39.....	111
ANONYMOUS 40.....	113
ANONYMOUS 41.....	115
ANONYMOUS 42.....	117
SCHOOL UNKNOWN- ANONYMOUS SUBMISSIONS	120
ANONYMOUS 43.....	120
ANONYMOUS 44.....	121
ANONYMOUS 45.....	123
ANONYMOUS 46.....	125
ANONYMOUS 47.....	127
ANONYMOUS 48.....	128

ANONYMOUS 49.....	129
ANONYMOUS 50.....	131
ANONYMOUS 51.....	132
ANONYMOUS 52.....	134
ANONYMOUS 53.....	136
ANONYMOUS 54.....	139
ANONYMOUS 55.....	140
ANONYMOUS 56.....	141
ANONYMOUS 57.....	144
ANONYMOUS 58.....	146
ANONYMOUS 59.....	148
ANONYMOUS 60.....	149
ANONYMOUS 61.....	152
ANONYMOUS 62.....	154
ANONYMOUS 63.....	155
NURSERY SCHOOL NAMED SUBMISSIONS.....	159
AVRIL WILLIAMSON.....	159
NURSERY SCHOOL ANONYMOUS SUBMISSIONS.....	161
ANONYMOUS 64.....	161

PRIMARY SCHOOLS NAMED SUBMISSIONS

LORRAINE FACCHINI

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Head Teacher of a three centre school.
- Q2** Whereabouts do you work?
East Ayrshire Council,
Barshare Primary School, Supported Learning Centre and Early Childcare Centre
- Q4.** What are the positives that keep you in the teaching profession?
That you can make a difference to children and their families
The responsiveness of learning, teaching and assessment to current needs/research
Collegiate working
- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I intend to retire early at the end of this session (I would have worked longer)

- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

No but staffing is a real issue – no replacement for classroom assistants who have left or cover for any classroom assistants off sick – including long term sick. Very difficult to find cover for teaching staff which results in Senior Managers having to cover for long periods of time.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Temporary teaching staff appointments – staff leaving at end of contract or taking up permanent posts during temporary contract

Part time vacancies difficult to fill – again high turnover as staff get fulltime posts

Probationer teacher

Maternity leave – resulting on occasions in part time working

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

There are plans to merge two primary schools in the area. The new building is scheduled to open in August 2019 if planning goes ahead as planned.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Semi - Rural location

Many vacancies are temporary – e.g. maternity leave or because of merger reluctance to appoint on a permanent basis

Lack of career structure and career opportunities – limited PT or DHT posts

Behaviour management – managing high tariff pupils in a mainstream setting with limited support

ASN – getting the right people in post for our specialised centre

Salary is falling in real terms – lack of competitiveness in attracting high quality graduates into teaching

Workload and expectations of what can be realistically achieved within 35 hour week

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

For our school ASN specialisms, PE specialists, Music, ICT and STEM

Highly trained classroom assistants

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Career opportunities – clear progression pathways
Incentives, including financial, to work in rural and semi rural areas or schools which are challenging
Salaries which would attract the highest graduates
Professional recognition for all the work that teachers/support staff do
Tackle workload issues – make some really brave decisions and changes

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

For the last three years the availability of supply staff has been difficult. We have been fortunate to be able to use a retired teacher (previous staff member) on occasions

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Not formally

AMY GUIDI

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Deputy Head Teacher

Q2 Whereabouts do you work?

North Ayrshire Council

Q4. What are the positives that keep you in the teaching profession?

Making a difference to the lives of children, particularly vulnerable children and families. I enjoy introducing and developing new initiatives in my school, supporting staff to deliver these and seeing the impact they have on the pupils.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I would like to diversify my career within education. I hope to progress my career to working on education policies and approaches across a whole local authority or nationally.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?
Yes, Deputes in class three days per week or more to cover absences or vacancies that we cannot fill.
- How well are they working?
The deputies are working very well in the classes but this means that other aspects of school life are being neglected.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
They are temporary, assuming we can fill the vacancies at a future date.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
High

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
Teachers

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

It is very difficult to plan for this when we do not know how many staff will be allocated to us from the local authority pool (probationers and result of local authority recruitment). We have a number of teachers on maternity leave or about to start maternity leave and a number of staff who work part time. We need to ensure that the staff that are allocated to classes are the best available teachers with appropriate skills to challenge and support the learners and not simply just a body who is available as is sometimes, unfortunately the way it needs to be.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

I think the main challenge is in allocating staff that are enthusiastic and committed to life long learning- teachers who are not fully aware of how challenging the job can be. Some of the teachers coming out of University appear to be ill equipped to deal with the challenges of some pupil's behaviour or health needs (ASD for example) and seem to be ill prepared to be creative and innovative in their teaching approaches.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

I don't believe that there is a particular specialism that faces the greatest challenges.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Speaking to graduates across all degree courses to promote the post graduate degree and the profession in general- encourage more graduates from a mixture of Degree backgrounds; Life Sciences, Languages, Engineering, Law, Accountancy etc.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We use two retired teachers for supply as these are the only people available from the supply list. We use these staff members every week to cover non

class contact time (McCrone agreement) and to release a staff member who is developing literacy through a local authority funded learning academy initiative.

We can not get any supply teachers to cover absence and as such the depute heads cover this.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

As far as I am aware, this is collected at a local authority level.

MARIE GUTHRIE

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Head Teacher

- Q2** Whereabouts do you work?

West Dunbartonshire Council, St Mary's Primary, Duntocher

- Q4.** What are the positives that keep you in the teaching profession?

I enjoy working as a head teacher in West Dunbartonshire. It is a very good LA to work in. I think in Education we are very well led. We are encouraged to work within national, local and school priorities. We are encouraged and supported in this through effective learning and area learning community working. In West Dunbartonshire there is a clear framework for school improvement.

- Q5** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I am currently also working as an Associate Assessor with Education Scotland alongside my role as head teacher. I think that I will probably work in schools until I retire.

- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

I have had to use retired teachers to work as supply teachers to fill vacancies as there were no/or few applicants during recruitment for the posts. In a previous position as HT in a smaller school I engaged in a shared headship position for one year.

- How well are they working?

It is not ideal filling vacancies in this way. In my experience supply teachers do not want to assume full responsibility of a class eg report card writing, reporting to parents, PRD-professional development, commitment to working full time planning and preparation for a class, assessment and moderation and also engaging in monitoring and tracking.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
Covering vacancies

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

I think it is just above medium

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

As a new head teacher I had the opportunity of appointing a DHT just before I took up position in the school (two years ago). I also appointed a PT last session. I have appointed 3 CTs last session and just been part of a local authority approach to recruit/appoint CTs. I have had 3 CTs matched to vacancies for August.

I am also about to recruit for second DHT due to retirement of existing DHT. I have been involved in recruitment for LA posts within West Dunbartonshire

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

As described above. Recruiting in advance of the vacant posts. WDC have employed a few approaches over last two years to ensure recruitment procedures are timely, enabling retainment of probationer teachers, and attracting new staff from outwith WDC

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

I think there does not seem to be the same numbers/volume of teachers applying for posts. Five years ago there were over 100 applicants for one vacancy-now there are times when there are no applicants. Is this a university issue with regard to numbers of students? Have numbers of students decreased? In the Catholic sector it is much more difficult. Catholic teachers need to have achieved approval and also accreditation through professional development and training to enable ability to teach in Catholic school. There now seems to be a few ways that this can be achieved after qualifying as a teacher-this is encouraging, but perhaps more students need to be accepted at Glasgow University.

There also seems to be sense of disgruntlement with workload issues cross the profession. This has led to professionals being watchful/mindful of the school priorities and how this might impact on themselves. I have heard younger colleague expressing discontent re salary as it does not match to other professions I have also heard younger and variety of 'age group' colleagues express concern re pensions and also the fact that they could be working until age 67. This is a great source of concern and does not make the job attractive. (For these reasons I have engaged local EIS representative to speak to staff about succession planning, future planning etc)

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

I think West Dunbartonshire have looked at this and ensured a early intervention, collective (whole authority) approach to recruitment in some cases eg class teachers

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Staff in my school have left for the following reasons: to take up another position closer to home (2); promoted post obtained (3); retirement (3)

Additional comments

I think measures need to be in place to improve recruitment. I think it lies with numbers of students at university. There just does not seem to be the same numbers. The staffing issue needs to improve as it can impact on school improvement.

I mentioned that I was involved in a shared headship approach several years ago. I do not think that this is a good approach to school leadership. For me this was a time when I felt very dissatisfied with my position

AILEEN MACKAY

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Head Teacher – currently on LA secondment – Strategic Quality Improvement Officer

- Q2** Whereabouts do you work?

Highland – Smithton Primary

- Q4.** What are the positives that keep you in the teaching profession?

Dedicated colleagues; resilience, determination, desire to enthuse others about learning; vocation!

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I expect to continue in the teaching profession until I retire

- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Daily pressures to cover classes means management and leading tasks are done in our own time – often feel that I am a supply PSA/teacher. Our authority is currently reviewing the management of schools and shared heads in small schools will be the ‘norm’.

- How well are they working?

As part of my secondment I carried out interviews with the whole range of stakeholders with regards to cluster schools and as I was one of the first

cluster heads in Scotland I have a genuine understanding of the variety of pros and cons.

At school level I can see across the authority there are major stress factors building up due to the lack of supply. As part of my secondment I have taken supply teachers under my remit to build them up, to make the booking system as easy as possible for all, I have ensured that all have access to a PRD and to provide up to date information on a regular basis. If we have confident, happy supply staff coming into our schools managers and leaders will be able to concentrate on their day rather than picking up the pieces of poor supply. The other benefit would be that staff who are about to retire will see supply staff keen and happy and might help them to consider remaining with the GTCS and therefore go onto the supply list themselves.

The alternative is losing the management and leadership skills of our SMT who want to make a difference but the reality is covering classes, juggling timetables and losing heart.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

While I would never ask other staff to breach their conditions of service (e.g. breaking up a class and distributing therefore breaching composite classes of over 25) I have been known to take over the games hall to take two classes myself which then means other classes don't get to use the facility all day. I am very uncomfortable about doing this but I tend to use my time to gather information from the 'pupil voice' on those one off days to make it as profitable a time for the young people as well as spending my time wisely. Being on secondment I can see that no primary schools is over staffed but our secondary schools can be way over because of subject choice.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Because we have to take probationers rather than getting permanent staff there is a medium to high turnover however staff would choose to stay if given a choice. I would like to see staff indicating 5 years in advance of retirement and extra students and probationers being allocated to those schools as additional staffing to work with experienced staff and not in place of these staff – better continuity for the staff, young people and the whole community as agreed policies can be followed through rather than everyone having to revisit almost every year

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

For the first time this year staff absences in support staff due to stress at work – additional needs causes stress and if SMT are unavailable to step in to the same extent or to take over so that PSAs can relax properly there will be the continued build up of anxiety. At our school the turn over has been because of probationer teachers or retiring teachers.

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

Building up of quality staff for promotion ensuring they understand the complex operational issues as well as leading and managing as these are key factors in a successful school operation

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

I was ten years as a HT before I was able to interview for a teacher for my school! All changes had been covered by movement from other schools, changes to LA policy (nursery teachers were all redeployed) and probationers. This has made it very difficult for me as a HT to build a very good school – never mind excellent school – as these are not always people I would have chosen. This makes it very difficult for a HT or SMT to lead in exactly the way he/she/they would like. This grinds you down after a while when you are limited by the staff you have.

Having revamped the supply IT system in my secondment at least schools will know within 3 clicks whether there is a supply teacher available or not but we need to revisit positivity with supply staff, make them feel special as they are absolutely required and perhaps revisit national guidance on payment – major setback in Highland because of the distances people have to travel. We lost lots of enthusiastic young supply staff who left the profession as they needed to pay their mortgages, etc.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Role of HT – wrong people stepping forward and eventually they are ‘run into the ground’. Good DHT will not step up as they can see the pressures the HT is under

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

- Revisit HT workload and causes of stress – support where necessary and have the hard questions if HT not good – doesn’t make them bad teachers!
- Better relationship with the media -show good things happening in everyday classrooms rather than allowing the focus on disruption, knife crime, stress, etc
- Keep political motives to the political stadium – allow the profession to thrive and show you have confidence in us

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

I do this at school level – no one has left because they didn’t want to continue in the job other than two supply teachers who left the profession to start a new career which would give them the pay they required.

Additional comments

Social media creates a crisis of confidence in many staff and HT in particular. As parents and young people can virtually say what they want on social media with no need to take responsibility if you are on the receiving end decisions

you make after that may be hampered as you consider how this might look on social media. This cripples staff making bold decisions and therefore leaves many schools reliant on the local authority or the Scottish Government to hide behind. I would like to see something tackled about this. (I am currently working with the overarching parent council group in Highland to do this so not expecting someone else to do this – I want to be part of the solution!)

Also as part of my secondment I am working with universities and students. While it is commendable and right that they are working on high messages of social inclusion, equality, equity, social justice, etc it is unrealistic for the universities to expect a student to learn all the teaching skills and strategies while on placement – this is not the role of the mentor or the school. This then leaves a vacuum of knowledge and understanding which probationer CPD needs to address instead of building on from the student learning and initial teacher education. I am working with the LA partner universities but this needs to be addressed as a nation – I would consider it vital that the Scottish Government takes a close look at ITE especially as there are so many routes to qualification, which I welcome, being looked at currently.

SEAN STITT

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

I am a Primary Principal Teacher

Q2 Whereabouts do you work? (Please specify the education authority area that you work in, and if you wish you can state the name of your school but this is entirely optional)

East Lothian Council

Q4. What are the positives that keep you in the teaching profession?

I am passionate about the potential education has to change lives and support children and their families. I enjoy knowing I have made an impact to children's lives either in an educational capacity or a more nurturing way. Teaching is a social, collaborative profession that is demanding and challenging and I have chosen to progress my career into leadership because I am passionate about being part of change that influences continuous improvement of standards.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I am 7 years into my career and have reached Principal Teacher level. I am currently developing my knowledge of Leadership and Management in a look towards becoming a Depute Head Teacher. I have no idea what the end point

of my career will look like, but what I do know is that I enjoy variety and challenge and a career in Education certainly provides that.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

No special measures have been put into place, however:

Staffing can be a significant problem at times in my current school. As soon as there are one or two absences the impact of this becomes apparent immediately.

Supply cover is in short supply and occasionally the standard of teaching cover provided is questionable.

The support for learning teacher or senior management have to step in and cover classes. This has a significant impact on their ability to drive forward school improvement as they are in classes covering absence.

- How well are they working?
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teachers - (promotions, NQT turnover, reduction in hours, maternity, job share, leaving due to long term ill health etc)

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

The Senior Leadership Team in my school are experienced and intuitive when it comes to succession planning and usually pre-empt staffing challenges very well. This allows for the impact of staff changes/turnover to be minimised.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Retaining teachers is often down to geography in my opinion - I think because ELC is close to City of Edinburgh, many teachers/staff may opt instead to work in the city. There appears to be a distinct lack of supply teachers and fewer supply teachers taking up offers of short term work. Undoubtedly this must be down the pay and conditions they are offered. You could earn more money in an easier role elsewhere.

Recruitment of quality teaching staff is what concerns me most. I have had the opportunity to work with, support or accommodate student teachers in my school and at times I am concerned about the the apparent drop in standards placed on them. I also feel similarly about NQTs. I completed the 4 year B.Ed degree which provided me a solid grounding in education theory and around 28 weeks in schools on placements over the 4 years. I am about to have a post graduate teaching student with me next term and I know she will have spent 18 weeks in schools before the end of her post graduate 'year' (I say year - but the PG course appears to finish in May) This is a difference of 10 weeks experience at the training stage.

I often discuss this with other experienced colleagues, and it would seem that a proportion of students coming out of University with a post graduate education qualification appear to sometimes lack even the most basic of classroom organisation and management skills. I strongly believe this is due to a lack of time spent in the school setting during post graduate year. One years worth of learning about teaching and education is not enough to achieve the high standards of professionalism the Scottish Government are expecting from the teaching workforce. When these NQTs enter the profession I think there is an aspect of being overwhelmed about the reality of the job as the training does not necessarily reflect this.

I am aware of the teacher recruitment issues in certain subjects (especially STEM subjects) at secondary level.

Graduates with STEM qualifications are NOT going to opt for a career in teaching using their high level skills when they could gain employment elsewhere that pays them significantly more.

The standards, expectations and responsibility level placed on teachers and education staff is rightly very high. However, expectations of this level in other professions would result in a significantly higher pay level

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

STEM subjects at secondary level I believe

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

The best graduates need to be given incentives (monetary?) to enter education. These incentives however, should not result in just a short term gain - it would need to support retention.

Education as a profession needs to have its profile heightened and represented as a more attractive option than it currently is.

The salary scale needs to be addressed. It should have a much higher starting and end point. 28,000 pa start point, 40,000 pa end point for example. Performance related pay (to some extent) may incentivise poorer teachers to improve and the best teachers to keep doing excellent work.

After 6 years teachers hit a wall in terms of salary increase. Some incredible teachers are therefore not being rewarded for their efforts and talents and are being paid the same as colleagues with equal number of years experience but who may be nowhere near as effective in their role. This would not happen in private industry.

Often the best teachers may opt to progress their careers out with the classroom, or go in to management to develop their career and earn more money. The talent is often leaving the classrooms because of this.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

There is a distinct lack of supply teachers. I have experienced this both within City of Edinburgh Council and East Lothian Council.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)

EA level

MOIRA STRUTHERS

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Principal Teacher

- Q2** Whereabouts do you work?
(Please specify the education authority area that you work in, and if you wish you can state the name of your school but this is entirely optional)

South Lanarkshire Council

- Q4.** What are the positives that keep you in the teaching profession?

The children – the progress they make, and the confidence they gain when learning new knowledge.

The staff I work with – feeling worthy and part of a great team makes it a good job even on the difficult days.

The variety – no two days are ever the same

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I will stay in teaching until I retire, but hope to retire early. I do not think a person of 65 should still be teaching. I have seen colleagues working until retirement and they do not have the energy for the role which impacts on the children

- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

We are currently decanted 10 miles from our school. The HT is now managing the school and the nursery (which is back in our village) SLC allowed her to have her PTs (I job share this) out of class for most of the week. We cover 1.5 days of CCC. We have both also been given an extra 0.5 additionality because of the shortage of teachers across the council.

Due to a lack of CCC teachers we are having to cover the other CCC times for the school in our management time.

- How well are they working?

Allowing us to be out of class has been hugely beneficial to the school, as well as covering management issues when the HT is out of school, we have also been able to lead initiatives in the school and withdraw children to give them more support. All of this has had a notable positive impact on the teaching and learning in the school.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

This additionality has only been for this school year 2016/17. This is unfortunate as having PTs out of class has had an impact on the attainment in school as we can focus on particular children and curricular areas.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

This year we have a full complement of staff in a permanent role. The previous few years we have had area cover or probationers covering vacancies. This year therefore I would say low, but previously high.

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

The PT retired in June 2017, when my job share and I were interviewed and were the successful candidates.

See previous question re teaching staff.

Support staff have had hours reduced but same adults for a few

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

The HT ensures distributive leadership across the school, therefore if she moves on staff will be able to continue initiatives in the school.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

The biggest problem for staffing in our school is that it is in Clydesdale, which is seen as a rural area of SLC. Teachers from areas like Hamilton refuse to travel to our area for supply days, partly because of the distance, partly

because the supply rate is so low now, that by the time they add travel and petrol costs in to the equation it is not worth them working.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Staff coverage for CCC because we only need a teacher for part of the week. If they were to be offered a full time, and could be used for pupil support the rest of the week I think we would be more successful. Travelling a distance to Clydesdale, for between a half day and two days puts people off.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Support teachers, don't keep expecting them to do more and more. In the last couple of years alone we have had significant aspects of learning which we were just beginning to grasp, when this was removed and Benchmarks introduced. It is demoralising to do lots of planning and preparation for a new curriculum to then have the goal posts moved again. Let us teach.

The experiences and outcomes (of which there are many) are difficult to ensure you cover in depth in the time required. Some are so vague ie "I have experienced the vastness of space." These have then been broken down again into progression lines, making it almost impossible to cover them properly.

This then means you touch on outcomes and find yourself not teaching thoroughly, children end up not having a proper grasp of the main concepts in maths and language which are vital. This has an impact on teachers who feel they are failing the children because they don't feel they know the basics – but will have learned two other languages, and a host of random other facts!

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

Our support staff do a good job, but we don't have them for enough hours. The team leader post has never been filled, and an absence never filled either. This means the remaining staff are trying to do an extra 2 jobs, which is impossible. One support staff member must be with a child on a 1:1, one is in the office full time. This means we have one full time and one two day member of staff to cover five classes, it isn't enough.

We cannot get supply staff via our local authority. If she is free we can get our retired PT to come out for the day, otherwise it is covered in school. We had an absence from October to January which had to be covered by HT and the PTs.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Other than the retirement, the only staff to leave the school haven't been on permanent contracts. All would have loved to have stayed but the authority has a strange way of working and doesn't seem to take continuity in to account, therefore the next year we would get different area cover.

Additional comments

I love my job, please listen to the teachers. We get a lot of “teacher bashing” from parents, and the Scottish Government. They seem to think that because they were once a pupil in school, they know everything about schools. I work with a lot of dedicated people, and quite honestly I do wonder how long they will remain in teaching because of the stress and extra hours they put in. I choose to work part time, but spend at least one of my days off on school work. I am in work for 8am and never leave before 530pm. Full time teachers in our school work on average another two hours a night when they go home. I worry about what is going on in our schools and the thought of the testing the government is bringing in fills me with dread. We teach children at their ability level, this could mean a p7 child working on first level, but if that is their working level then so be it. I encourage that child to believe in their abilities and provide work that is their level, they can manage but also challenge them. This gives the child a sense of worth and achievement when they are successful, removing the stigma of not being able to do anything. All this is going to be lost when testing comes in as they are going to have to sit the same test as their peers, they will find it difficult, and therefore will believe they can't do it. This will undermine ALL the work done in school to make them feel like “successful learners” and “confident individuals.” We work on ensuring the children meet these capacities but this ill thought out, one test fits all will erode that completely.

Additional Submission

- The additional workload that is continually put on teachers, the fact that pay has not increased over the years meaning that we are no longer on a par with other professionals.
- Do you have views or insight into the process for recruiting the right number of teachers to satisfy the demand for teachers in Scotland's schools (including the availability of up to date information such as on supply and demand)?
- Having a uniformed view on the applications would be a good start. Last year we had a fantastic probationer who would have gone on to be an asset to any school she worked in. She sent her application to SLC and didn't even get an interview, her feedback was that she had "used bullet points" in her application. At no point does it say you can't, and talking to other HTs some said they prefer bullet points, others prefer prose. This fantastic teacher, trained in Scotland is now teaching in Liverpool!
- What are the factors that influence whether teaching is considered an attractive profession compared to other professions by those that might consider a career in teaching?
- Pay is a main consideration. Also workload, none of my friends have to work in their holidays, weekends, or evening. Teachers are no longer respected by parents or others.
- Are there patterns or key reasons why some trainee teachers do not complete courses, or do not choose to go into teaching having qualified?
- Don't know
- What is the impact of teacher shortages in certain parts of Scotland or in specific disciplines?
- Management having to cover classes, meaning that other important aspects of their job are having to be shelved or done at home. In our local secondary

they are short of core teachers eg English which is impacting on the children's learning and inevitably their exam results.

- How effective are the various approaches taken to cover shortages of teachers in schools?
- They aren't, supply rates are so poor. I work part time but no longer consider supply as it is not worth the travelling and hours for the pay.
- What factors influence teachers deciding whether to stay in the profession or to leave?
- Better quality of work/life balance which you can get in other professions.
- What factors influence teachers when deciding whether or not to apply for promotion to senior management/headteacher level?
- I have recently been promoted to PT, I would not wish to be an HT as their is so much admin, and the latest suggestion of devolving budgets to schools is crazy, HT are not trained accountants, they should be allowed to lead the teaching and learning, not be administrators.

ALISON VASS

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Head Teacher

Q2 Whereabouts do you work?

Portessie Primary School, Moray

Q4. What are the positives that keep you in the teaching profession?

The children

The Staff I work with

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

More than ever, I am considering my future as I feel really under pressure because of the number changes and pressures of the job. I work in an authority which tries its best to adhere to the changes dictated from Scottish Education, but is lacking in resources and is too small. My role is becoming more related to fire fighting and keeping the school afloat rather than what I want to be doing which is progressing learning and the wellbeing of the pupils.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Removal of Principal Teacher

- How well are they working?

No Senior management team in the school, added pressures on HT

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
Permanent

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

10%

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teachers moving to fulltime to job share. SFL Teachers, Support Staff due to changes in pupil numbers.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

Budget restrictions in the authority which threaten the future of the school

Increasing numbers of pupils with behavioural and learning difficulties who need support but there is no budget available

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

The uncertain future of the school

The pupils who some of the support staff are asked to work with makes them frustrated and exhausted

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Support for Learning
Head Teachers

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Reinstate Principal Teachers as this would provided a career step for those interested in a management post.

Create a better mentoring system for those aspiring to be HTs or DHTs where they are fully supported

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

Supply Teachers can be reluctant to come to take classes on a short term or short notice basis (as happens when someone is off sick but you don't know about it till that morning)

ISABEL MARSHALL

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Headteacher

Q2 Whereabouts do you work?

Midlothian Council, Newtongrange Primary

Q4. What are the positives that keep you in the teaching profession?

Interaction with pupils

Interaction with staff

Feeling of a team spirit

Belief that I am having an influence on lives

Interaction with parents, positive comments and thanks

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I have tendered my resignation after 33 years in teaching and 12 as HT as I feel emotionally and physically exhausted. I will leave school in June 2017. I regret having to make this decision however I no longer feel I have the resources to do the job to the level I feel it requires.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Over the last three years the DHT and I have had to cover substantial blocks of absence cover for sickness. This session I recruited an additional DHT, this would allow for one year to have two non-teaching DHTs. However due to illness of one of the DHTs we had only one DHT. The LA provided an additional class teacher until December but I did feel guilty that this was at the expense of colleagues who were doing class cover as I had previously.

- How well are they working?

Additional member of staff required additional management of their role but this did allow "breathing space" as the new DHT settled into their role until the existing DHT returned from illness.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Temporary measures

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Turnover at school has been low for some time however we have had over half the staff change in the last three years. This refreshed the staff team.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Class teachers retiring and moving to alternative posts across the country after spending a long time in this school.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

Not aware of any succession planning at LA level – annual changes as per staffing allowances.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

We are a popular school so we have always managed to recruit however temporary contracts mean people move to permanent ones elsewhere for financial security

Behaviour of pupils – extreme anger and acting out expected to be dealt with
ation – some children are beyond this with even very talented staff.

Public perception of level of behaviour difficulties through negative portrayals and focus in press/media.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Difficult to get music specialists or drama specialist

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Tackle the workload and stop making changes – need a period of curriculum stability so we can get established. Don't mind making changes if we know these will be lasting for some time.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

No supply available – over staffing this year will allow us to cover internally

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

We have informal discussions but no LA measures

Additional comments

My two sons have left school in the last four years. Having seen how behaviour impacts on their teachers and the impact of the hours I put into my job neither of them would consider teaching as a career though I do speak highly of it. Both are studying Physics at Uni and would consider professions linked to this for salaries – not comparable with teaching.

I am not always a good role model to younger teachers who see me putting in long hours and still not clearing my tasks and going home exhausted. I do feel respected but others see what I do and don't feel it's attainable or attractive.

Other agencies under stress are impacting on our jobs – we see Health Visitors leaving, Social Workers stressed with increasing workloads.

Specialist Behaviour Units/Support Teachers are not available for children showing extreme need with problems of anger – throwing furniture, hitting adults, swearing, - depression and bereavement and loss. We can't correct all the social ills.

Parental criticism on social media has a negative effect on perceptions of our job and our self esteem – with no right to reply.

I love my job and will miss it terribly but I need to take a break!

PRIMARY SCHOOLS ANONYMOUS SUBMISSIONS

ANONYMOUS 1

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Acting Head Teacher

Q2 Whereabouts do you work?

Aberdeen City Council

Q4. What are the positives that keep you in the teaching profession?

Working with children and making an impact on their learning. Every day is a different day. The holidays.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I would like to remain in post until I retire but only in a SMT position.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Using the DHTs to cover class shortages. Used PSA time for half of a teacher vacancy job. Aberdeen City Council claw back 100% teacher vacancy so I used PSA time for 12.5 hours. I was lucky to employ a teacher for 2 and a half days but this left 2 and a half days vacancy.

- How well are they working?

DHTs didn't have enough hours in the day to teach and carry out their SMT remit.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

It is on a temporary basis. The new teacher will start the second week back this term.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Before I came the turnover was 50%.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Cost of living in Aberdeen. The amount of paperwork required by teachers. Staff morale.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

We will be fully staffed the second week back this term. Hopefully I will continue to stay that way.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Salary and cost of living in Aberdeen. Less new initiatives enforced immediately. Too much importance on raising attainment which is vital but the school ethos has to be right before tackling attainment. Teachers feel they are overworked and underpaid. All teachers work over their contractual hours.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Staff working with children with ASN. There has been a big increase in children with complex needs with no support. Staff require more training in working with children with ASN. We struggled to get applicants for the post of supporting children with ASN.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

A cost of living supplement like they do in London. Aberdeen is the 2nd most expensive place to live in.

HTs should also be paid more. I currently earn £500 more each month than my DHTs. That does not take into account all the responsibility of a HT. At the end of the day the buck stops with me and for £500 more a month I really don't think that is good. People working in the oil industry in a similar role earn a my more than HTs. I do the job because I love it not for the money but I think the salary should reflect all areas that the job entails.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

There are no supply teachers. It is also hard to get supply Early Years Practitioners and PSA. If a teacher is off sick SMT have to cover it.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Authority level and is optional.

ANONYMOUS 2

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Head Teacher

- Q2** Whereabouts do you work?

Highland

- Q4.** What are the positives that keep you in the teaching profession?

Relationships with pupils and staff, making a difference in a community.

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
- I still enjoy my job, but increasingly find myself questioning how long I can keep doing it for – it is exhausting. I would prefer to remain in school but would very much hope to be able to retire in my mid 50s.
- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
- What are they?
- Despite significant staffing reductions, the same demands are being made. Now losing staff to those schools who have received additional SACs funding and are offering Promoted Posts, very difficult to backfill.
- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
- Medium
- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
- Teachers, support staff (again SACS and PEF fund is already increasing the turnover of support staff)
- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?
- Too often feels like fire -fighting rather than succession planning. Certainly no capacity to provide any over- lap/transition periods when staff move on.
- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
- Numbers of staff available, particularly for Rural Schools.
Early burnout of existing staff.
Increased number of staff absences.
- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
- Maths, Physics, Home Economics, CDT
- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?
- Make career in teaching more attractive, salaries, workload
- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
- Increasingly difficult to get subject specific support staff.
- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Not on a formal basis

Additional comments

Teaching is a fabulous profession, but it is on its knees. We are at crisis point with staff morale at an all-time low.

ANONYMOUS 3

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Depute Head Teacher

Q2 Whereabouts do you work?

Glasgow City Council

Q4. What are the positives that keep you in the teaching profession?

Improving the life chances of young people; working with young people; making a difference in their lives

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I will stay until I retire

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

The senior leadership team has had to take over the timetables of staff who have left but whose posts cannot be filled as there are no supply teachers available (With the 3 day cover policy, other staff will not take these classes so SLT have to so that children are not disadvantaged)

- How well are they working?

The children are taught – but not necessarily by a specialist – simply a member of SLT. This has a detrimental effect on the normal work the SLT would usually deal with – this does cause stress amongst the SLT

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Hopefully a temporary measure but has had a significant impact this session – one member of staff left in October!

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Support staff – leave and are not replaced

Teachers – leave/retire and there is no supply cover available

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

In terms of staffing, this is decided at authority level not by schools. Although in some situations (e.g. someone retiring as opposed to someone deciding to leave) we would submit a request for a replacement teacher to the authority. For the last couple of years the requests are submitted but there are no supply teachers to take up the post

The challenges are dealing with poverty in the main. There is an assumption that all children have access to technology (wi-fi, computers/laptops etc) and for this school it is very much NOT the case! These children are disadvantaged in that some exam material must be typed up and sent to SQA. We try our best to accommodate this shortfall by making the school computers available.

Many of our children simply cannot study at home – there is just nowhere suitable for them to complete homework or study – again we have tried to assist where possible

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Not just to our school but to the profession as a whole – there is poor morale. No matter what problem is raised in society (from knife crime, to bullying/cyber bullying etc. etc.) the answer is always “the schools should do more”.

Head teachers are seldom allowed to advertise and appoint their own staff – the posts are filled by the authority. In some cases these teachers are dreadful – getting them removed takes up to 2 years – how much damage is done to the children they teach in that time?

The workload on teachers is unbearable at times. I am at my desk from 7.15am every day usually till at least 6.30pm and I then work at home for a couple of hours most nights and at least one day at the weekend – I still cannot get everything done. Many other teachers feel these same pressures and work stress.

As a profession I firmly believe teachers are no longer valued. Everyone has an opinion on schools/teachers because they attended school at one point and they feel that this qualifies them to pass judgment – this doesn’t happen with other professions (e.g. most people have at one point or another gone to a doctor – they don’t by virtue of that consider themselves to have enough medical knowledge to diagnose and treat others).

Additionally, the abuse that staff take – on a daily basis – from parents/carers is absolutely unacceptable. Whilst recognising and having awareness of the many issues that some parents/carers have (drug/alcohol dependency etc.) they have no hesitation in being abusive to school staff and think it is acceptable. This is not just isolated issues – it happens on a daily basis. If adults behaved in this way in a hospital or shop – they would be charged.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Most curricular areas

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Whilst recognising that teachers do have a decent salary, in real terms this has declined for several years. I am aware of course of the global recession and the impact that this has on everyone, however teachers are the people who enable our society to have doctors, lawyers, engineers, scientists. We say as a society that Education is important but this is not reflected in the way we reward our teachers. The example most affecting me is the moving of the pension goal post! Having taught for 30 plus years my pension will not be nearly what it was expected to be – this is grossly unfair. I understand the need for pension reform – but that should have been passed on to those who are joining the scheme – not those who have been in it for 30 years.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We use supply teachers when we can get them

Support staff are not being replaced when they leave – this means the most vulnerable children are not being adequately supported.

Also the quality of some support staff is poor in terms of their own academic ability – some have limited literacy and numeracy skills and yet are supposed to assist pupils in class on a daily basis

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

The school knows why teaching staff leave and there is an “exit” form which is processed by the Council.

Additional comments

If the Government really wants to make Education a priority, it needs to look at supporting teachers – financially (salary and pension). It needs to give HT's the power to refuse to admit pupils who want to change schools mid-session (in most cases this has a detrimental effect on the school and other children). At present if you have a space in your school, you must admit them. In many cases the children are refusing to attend their current school and the “placing request” comes as a result of that. Or there are major behavioural issues – the effect on yet another year group or class is so damaging - but if there is a space

ANONYMOUS 4

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below.

Acting Head Teacher

- Q2** Whereabouts do you work?

Aberdeen City Council

- Q4.** What are the positives that keep you in the teaching profession?
Working with children and making an impact on their learning. Every day is a different day. The holidays.
- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
I would like to remain in post until I retire but only in a SMT position.
- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
• What are they?
Using the DHTs to cover class shortages. Used PSA time for half of a teacher vacancy job. Aberdeen City Council claw back 100% teacher vacancy so I used PSA time for 12.5 hours. I was lucky to employ a teacher for 2 and a half days but this left 2 and a half days vacancy.
- How well are they working?
DHTs didn't have enough hours in the day to teach and carry out their SMT remit.
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher/ other posts has reduced?)
It is on a temporary basis. The new teacher will start the second week back this term.
- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
Before I came the turnover was 50%.
- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
Cost of living in Aberdeen. The amount of paperwork required by teachers. Staff morale.
- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?
We will be fully staffed the second week back this term. Hopefully I will continue to stay that way.
- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
Salary and cost of living in Aberdeen. Less new initiatives enforced immediately. Too much importance on raising attainment which is vital but the school ethos has to be right before tackling attainment. Teachers feel they are overworked and underpaid. All teachers work over their contractual hours.
- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
Staff working with children with ASN. There has been a big increase in children with complex needs with no support. Staff require more training in

working with children with ASN. We struggled to get applicants for the post of supporting children with ASN.

Q12 Do you have any suggestions for how challenges with recruitment and retention might be addressed?

A cost of living supplement like they do in London. Aberdeen is the 2nd most expensive place to live in.

HTs should also be paid more. I currently earn £500 more each month than my DHTs. That does not take into account all the responsibility of a HT. At the end of the day the buck stops with me and for £500 more a month I really don't think that is good. People working in the oil industry in a similar role earn more than HTs. I do the job because I love it not for the money but I think the salary should reflect all areas that the job entails.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

There are no supply teachers. It is also hard to get supply Early Years Practitioners and PSA. If a teacher is off sick SMT have to cover it.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Authority level and is optional.

ANONYMOUS 5

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Headteacher

Q2 Whereabouts do you work?

Orkney Islands Council

Q4. What are the positives that keep you in the teaching profession?

Seeing pupils succeed, giving pupils the opportunity to have life changing experiences both within and out with the classroom, facilitating the opportunities for staff to do all of the above.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

At the moment, and due to my age, I will most likely work in schools until I retire.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Due to issues with recruitment of specialised staff, we have had to change / alter timetables, split classes and introduce rotas to ensure most pupils receive a positive learning experience with subject specialists.

- How well are they working?

In the short term they work but they are not perfect. Every time a colleague leaves we worry about recruitment. Pupils only experience S4, S5 and S6 once and if a teacher in a subject is missing, that opportunity has passed. In this profession, there is rarely a second chance and this can lead to conflicts with parents and the community.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

They are temporary measures to cover vacancies.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Staffing turnover is medium.

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Main areas would be teachers but we have had turnover in senior management and support staff.

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

In the short time I have been head teacher I have attempted to introduce 'Associate Principal Teacher' and 'Associate Senior Leadership'. Staffing issues and changes to the curriculum have, in the main, prevented these initiatives from achieving their potential as staff feel their efforts are needed to keep up to date with the challenges of teaching the new curriculum, formally tracking and monitoring pupil progress and formally reporting this up to 5 times a year. Some colleagues feel this increase in workload is taking all the time they have to give.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

In my opinion, the main challenge to recruitment is the shortage of staff in the subject areas. Retaining teachers I believe is a difficult one. Teaching is not as highly regarded as a profession as it used to be. I have attempted to get parents onto whole school working groups and one of the parents, during a group meeting, said that most teachers go home at 3.30. In the school where I work I see staff arriving before 7am and leaving after 5pm. The number of curricular changes together with the increase in tracking monitoring reporting and the increase in the amount of marking of added value units and end of unit assessments has led to a huge increase in workload. Burn out is not uncommon. This and associated red tape, together with increased accountability with little or no recourse, unworkable and meaningless working time agreements, poor salary increments that do not reflect the actual hours worked have all impacted on teacher retention.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

The subject specialisms that gives the greatest challenge to recruitment and retention are Maths, Physics, Chemistry and Technical (Design Technology).

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

When I speak with teacher training institutions, they tell me that they have places on the teacher training courses but are unable to fill them. Is this really the case across all subjects or just in some? I would like the government to consider why we can't get graduates to take up a career in teaching. In the twenty two years I have been in teaching I have seen a number of changes, most of which have increased workload. Teachers should be given time to teach and the time to reflect and improve. Instead I see them spending a lot of time testing, marking, re testing, re marking, moderating, filling in reports and having little time to reflect on their practice.

The recent announcement from the SQA, which was meant to reduce workload has in effect increased workload. Most teachers now feel the light at the end of the tunnel has been turned off. This has reduced moral and will most likely lead to more conflict in the profession and a wasted opportunity to move forward.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We use a number of supply teachers to fill current vacancies. Supply teachers have little or no responsibility for preparation marking and reporting. This leads to increased workload on colleagues and at times conflict with parents.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

I have conducted informal (not officially recorded) exit interviews and all staff who have left have done so for professional reasons i.e. promotion or to go to another school.

ANONYMOUS 6

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Deputy Headteacher with class commitment

Q2 Whereabouts do you work?

Moray

Q4. What are the positives that keep you in the teaching profession?

It can be a rewarding career. The holidays

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I would like to leave education but feel that my age and skill set is probably against me moving out. But my love and passion for the job is not there anymore. I feel teachers are so demoralised and overworked it is very hard to see the future in a teaching career. We are very good and achieving as a school and staff but it is the constant message of "Now what...How can you improve....?" I think the fact that inclusive practice is so strong but all the funding and support is being very quickly taken out is another huge problem and area of stress. We have staff who are not inclusive to the majority of the class as they are dealing with one or two individuals. This issue is never addressed. There are very little positive reasons for staying and are hugely outweighed by negatives. We currently have a young, very enthusiastic and innovative teacher who is a credit to the profession. She sees the more experienced members of staff feeling they still haven't cracked it and is now applying for jobs outwith education. . We have a very positive staff and a great ethos that outside visitors, students and colleagues from other schools comment on so it is not as if we are negative and pessimistic. It's the constant moving on and new initiatives that primary teachers seem to have to take on.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low turnover although we find it almost impossible to get supply cover.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

There seem to be so few teachers out there applying for any posts. I think the reduction of supply pay has made teachers leave the profession and seek employment elsewhere. A lot contracts are part time or temp so people aren't prepared to move.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

I think better pay and conditions sadly.

Better training at college/university – awareness of actual needs of teaching from the providing training establishments

A lot of graduates are not fully aware of what teaching involves or have had sufficient training and therefore struggle and give up.

Grads. coming out who have no training in languages / technology savvy to name but a few.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We are fairly lucky as we have a lot of jobshares who are willing to do the odd day supply. We also have a staff who are rarely absent from work.

Additional comments

As a school we don't have a problem retaining staff who wish to stay in the profession. It is a problem trying to fill retired teacher posts or maternity leave.

ANONYMOUS 7

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

I am a Headteacher

Q2 Whereabouts do you work?
City of Edinburgh Council

Q4. What are the positives that keep you in the teaching profession?

I love working with children!

Teachers have an excellent opportunity to make a positive change to the outcomes for young people in Scotland.

I like how each day is different.

I relish the challenges – yes I do, mostly!

I have built a fantastic team who support the children, and each other, very well

My team always strive to offer their best, are highly reflective and desperate to make a difference to our children.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I can retire in three years but will most likely work well beyond this as I do enjoy my job.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Yes, my management budget has been significantly cut over the past 4 years and this means that I have had to vire money from my sickness absence budget to bolster management time.

- How well are they working?

My DHT covers most absences now. Fortunately, we have a low level of absence in school. This, of course, impacts on my role/ working hours as I have to pick up a significant chunk of the DHT remit.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Permanent measures

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Support staff (2 left to start teacher training, 2 retired at 60, Business Managers (2) moved country)

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

I've really not had an issue with retention. Leavers have retired, been promoted or gone onto higher education (teacher training)

I'm lucky that I manage to retain most staff, especially my teachers

Edinburgh's new system for recruiting permanent (and long term temporary) teaching staff from Probationer lists appears to be successful for August starts but it tends to become more difficult to recruit later on in the session as there are far fewer candidates.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Teachers' salaries need to be reviewed. Many of our young teachers have friends graduating in other disciplines who are earning far higher wages (and for less work)

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We seldom require support staff. Last session and the session before, we had issues trying to get supply and this is one of the reasons why my DHT covers absence.

I also covered quite a bit last session (mainly for teachers going on courses)

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

No – all reasons are explicit i.e. retirement, career progression etc.

Additional comments

Local Authority Responsibility

I have been a Headteacher for fourteen years, serving in four schools. Three out of the four headships have proved to be highly rewarding – with attainment high!

The only one that wasn't was in a large school in an affluent area in the city, where a significant number of challenging teaching staff had been 'dumped' on the school (prior to me arriving) – redeployed due to issues in other schools. The ethos was awful. More than this being a management and leadership nightmare for me...children were seriously affected. Good teachers left to take up posts elsewhere.

More needs to be done, within authorities, to address teacher incompetence, incapability and indifference.

Initial Teacher Education

Masters? Why? We now have different course in different councils across Scotland. In Edinburgh University, trainee teachers experience only 8 full days

in a school each year for their first two years. The cost of higher education is extortionate and yet we will have funded 2 years for hundreds of young people who won't realise they have chosen the wrong career until year 3! Moreover, how can we say we're serious about tackling mental health issues when we know the impact our young people will face dropping out in year 3. They'll feel like failures – and we've funded it!

From an education standpoint, these trainee teachers will be so ill equipped. For the first time in my career, I believe that teacher 'on the job' training in England (Classroom and Teaching Assistants) is far, far better.

In Year 3, these students are then fired into schools for a full year (!) and no funding is given to the school – shocking! Year 4 is spent in University, studying, so the students will have forgotten the most important aspects of the job.

I don't; know a teacher who graduated 2+ years ago who isn't reflective and keeps abreast of current practices and I believe it's because they have been full on with the children and want to make a difference.

ANONYMOUS 8

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Head Teacher

Q2 Whereabouts do you work?

East Renfrewshire Council, Springhill and Auchenback Primary School

Q4. What are the positives that keep you in the teaching profession?

I have always loved my job and I would not want to do any other occupation. I have been in teaching for 28 years and have always enjoyed the variety and career progression that teaching offers. I have been:

- A class teacher – teaching at every stage from nursery to P1-P7
- ESL teacher
- NCCT teacher
- A senior teacher
- Assistant HT
- Depute HT
- Head Teacher
- I have worked full time and part time
- I have worked abroad
- I like the fact that teaching always offers the opportunity for staff to continue to learn and develop professionally. I have attended many great courses but have also taken on Masters level study to support my career progression. I have enjoyed working with colleagues from other schools/ authorities when completing the FRH programme.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I can see myself working in schools until I retire. However, as indicated above, education always offers variety that can be pursued such as working in the

Education Dept at authority level or a role within Education Scotland. I cannot imagine moving outwith Education.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

For the last 5 sessions, East Renfrewshire Council have given additional staffing to schools for 3 terms to support the attainment of pupils in the lowest 20% category. In session 2017/2018 the allocation has been adjusted to address equity issues in different schools so my allocation will increase to 1.5 FTE teachers.

- How well are they working?

This has been beneficial. In truth, the 'lowest 20% teacher' has also been used as an in-house supply teacher when we have been unable to get supply cover.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

3 terms per session

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

I have been in post for almost 2 sessions. Until I was appointed, the greatest turnover was in the HT post.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

I have a number of staff members who have and who will approach retirement age over the past 2 sessions and next few years.

ERC ensure HTs have staffing returns in by Jan/Feb for analysis of staffing levels and recruitment opportunities. All HTs with vacancies were then involved in the recruitment process which was completed by the end of March. I had 2 full-time class teacher posts and these have now been filled, with the teachers starting in August 2017.

My DHT retired at Christmas, I appointed a temporary DHT so that I would not have any time without this role being filled. Following P1 registration, I had my pupil numbers confirmed, which has now led to the recruitment process for a permanent DHT.

I feel ERC are very good at keeping all staff informed of vacancies through internal communications and of keeping HTs informed about recruitment processes within individual schools through good links with HR personnel.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

I think the biggest challenge is not in recruiting class teachers. My recent experiences showed a really high calibre of candidates (100+ applicants), resulting in a high quality short list and the recruitment of 2 very eager teachers who have high expectations for their careers.

I think the challenge is in management. I had 6 applications for the DHT with 3 being short listed for interview. In my authority there have been a number of recent HT retirements leading to increased numbers of acting HTs. Several of these posts have had to be advertised 2/3 times before a HT has been appointed.

I think the challenge for recruiting DHTs/HTs is probably a workload issues. These posts are not 35 hour per week jobs and changes to management structures mean that many management teams have been cut in recent sessions.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Support for learning in primary schools. I think the role of support for learning teachers has diminished significantly over the course of my career and this has been detrimental. These specialist roles do not exist and are not advertised and are completely dependent on class teachers taking on this role in individual schools – many teachers are reluctant to be away from class doing other roles for more than a session or 2.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

I think HTs need to be aware of staff morale, address issues when they come up, don't let things fester. And this is a tough thing to tackle.

I also think it is important for staff mental health issues and life/ work balance issues to be a priority within schools.

I think it is important that education courses for university students reflects the skills required to teachers to do their jobs well and should have an element of management within the programme so that the career projection is mapped out at an early stage.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We are very lucky in my school that our support staff all have permanent contracts. I know of other schools that have an annual turnover due to having support staff on variable hours of long-term temporary contracts.

I have also been fortunate this session that one of the retired teachers from last session is happy to do supply work at short notice and this has benefitted me greatly.

HR have also updated the maximising attendance policy and this has had a positive impact on reducing staff absence.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Yes, we conduct exit interviews. Supply staff tend to leave once their contract expires. So far, teaching staff have left due to retirement (sometimes early retirement).

ANONYMOUS 8

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Acting Headteacher

Q2 Whereabouts do you work?

East Ayrshire Council

Q4. What are the positives that keep you in the teaching profession?

- Job Satisfaction
- Pay
- Job Security

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

- Until I retire – My job is varied and I am constantly developing myself both professionally and personally which gives me enormous job satisfaction. I see my role as a commitment to education

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

We have additionality of a staff teacher and classroom support assistant to support nurture

- How well are they working?

Very well there has been a marked increase in attainment and decrease in violence to staff incidents

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Temporary but I am anticipating that with the impact they will become permanent

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

low

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teachers who are keen to advance their careers and move on to promoted posts

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?
- I am keen to develop staff and expect a turnover of staff. I must ensure that vacancies are filled in a timeously manner to ensure the pupils learning is not disrupted
- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
- Not enough applicants for posts
- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
- I work within an ASN environment and I think if there was more of a focus on ASN in the teaching degree that applicants would more readily apply for this sector of education
- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
- We provide in house support staff training and also utilise supply staff. However it would be beneficial to have more supply teachers trained specifically for the ASN sector
- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
- At an authority level

ANONYMOUS 9

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
- I am currently a Depute Head Teacher in a primary school.
- Q2** Whereabouts do you work?
- Perth and Kinross.
- Q4.** What are the positives that keep you in the teaching profession?
- The opportunity to work with children
 - The opportunity to make a difference in the lives of children and their families
 - The joy of seeing learning take place daily
 - The collaborative nature of teaching and the opportunity to work with like-minded people
 - The continuous process of learning and developing your skills and practice
 - The challenge of the operational management of a school
 - The challenge of developing strategic direction and leading people
- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

Despite the fact that I love my job, I have considered leaving the profession because of the daily challenges that schools face due to:

- lack of resourcing for the inclusion agenda
- the pressure to meet learners needs without suitable resources and the distress that causes children, parents and staff
- the increase in mental health problems in children and simultaneous decline in support for issues from health colleagues and the distress this causes all stakeholders
- the increase in children presenting with social and emotional difficulties and the subsequent impact on safety and learning
- the constant frustration of hearing politicians make complaints about schools/education, sweeping generalisations or being subject to the latest whim of government that has taken no account of the issues or that bear no resemblance to the true situations that school staff face daily
- the lack of understanding by the current government that education is not the panacea of all ills in society – Scottish Attainment Challenge is a case in point! No account has been taken of ‘readiness to learn’ or the fact that the biggest influence in a child’s life is their home life. The Attainment Challenge is treating the symptoms and not the root cause of the problem.
- the perpetual myth, disseminated by government and the media, that teachers are lazy and just not doing their job
- the fall in attainment since the introduction of Curriculum for Excellence and the inclusion agenda – the system is failing pupils not teachers!
- the marketisation of education through a focus on competition and performativity, school leadership accountability and the diminished role of local authority advocated through the governance review
- the neo-liberal concepts of individualism and choice that are the driving force of the governance review
- the lack of respect for educational professionals in the public arena
- the very poor remuneration that the teaching profession receives in comparison to other professions

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

No – the Senior Leadership Team have covered staff vacancies/absence on average 3 days a week from January – March 2017. When a centrally funded RCCT cover post become vacant, the SLT were expected to manage this vacancy too. Learning and teaching has been significantly impacted and attainment in the affected classes has suffered. Where it wasn’t possible for SLT to cover a class, the children in the class were split across the school and did not receive any teacher-led instruction on those days. The SLT has had to devise plans to manage situations where staff absence/vacancy has compromised the safety of pupils

- How well are they working?
- N/A
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Both teachers and support staff

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

There is no formal succession planning but staff are encouraged to undertake leadership at all levels within the school

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

We have advertised for two posts recently which resulted in a very poor response of no more than 1-2 applications for each post. The school has above the national average level of pupils with ASN, particularly those with SEBD. As all teachers get paid at the same rate, it will be more attractive to work in a more affluent area where the impact of deprivation is less or where there are fewer behaviour issues. Smaller schools find it harder to recruit staff as teachers perceive larger schools as offering more opportunity for professional development

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

STEM subject specialists
Teachers of pupils with ASN

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

- Increase the salary scales for the teaching profession
- Raise the profile of teaching as a profession in the media
- Value the current teaching workforce through public recognition by government
- Reduce teacher workload and manage expectations about what is possible in 35 hours a week
- Make the profession more attractive by reducing the rapidity of government policy change

- Stop using education as a political football to score points!

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

The school has requested supply staff to cover vacancy/absence on every occasion. There has only been one occasion in this academic year when the school has been able to secure a supply teacher to cover an absence/vacancy.

Changing the rate of pay for supply teachers and devaluing the contribution that they make to education caused many people to seek alternative employment.

Teaching is not perceived as a stable, valued profession and therefore if people have financial commitments to meet they have sought alternative employment. It was once calculated in the staff room that a check-out operator in a supermarket earns a very similar wage to a NQT. What message does that send to the teaching workforce?

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Yes

ANONYMOUS 10

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

PT (Primary)

Q2 Whereabouts do you work?

Midlothian

Q4. What are the positives that keep you in the teaching profession?

- Working with children
- Making a positive impact on children's learning and seeing the results of this
- Relationships with families
- Genuine interest in education and developments

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

- Until retirement

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

- Medium

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

- Senior management (high), teachers and support staff (medium)
- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?
- Authority are developing a PT/DHT Network to allow for collaboration, networking and professional development
 - Do not have a permanent HT or DHT due to secondment and forthcoming retirement
- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
- Low numbers of supply staff
 - Not specific to school but constantly changing expectations of teachers – eg encouragement for play in early years but Government pushing extremely demanding benchmarks for Early Level
 - Lack of respect for teaching in media and by politicians (though sometimes teachers don't help themselves!)
 - Demands of parents and wider society
 - Trying to do a good job gets harder and harder
 - Teaching is demanding and it is an absolute privilege to be involved in supporting children's learning but expectations keep rising and it's so hard to stay on top of everything.
- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
- Supply staff
- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?
- Mentoring of new members of staff and time allowed for this
 - Let ideas bed in (developments e.g. Visible Learning etc)
 - Consistent expectations from Education Scotland, Scottish Government and local authority
- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
- No supply teachers to cover for illness, professional development – covered by Head Teacher and Depute Head Teacher or with support of other class teachers

ANONYMOUS 11

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Headteacher
- Q2** Whereabouts do you work?
East Ayrshire Council
- Q4.** What are the positives that keep you in the teaching profession?

Making a difference to the lives of young people. The joy and fun of working with children – no two days are ever the same. Being part of a community. Working in a village school, with supportive parents and a nice working environment.

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

At present I cannot see myself being able to sustain this workload in to my 60s. I imagine that I will leave early.

- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

In August my staffing will drop as at present there is enhanced staffing.

- How well are they working?

Enhanced staffing enables straight P1-P7 classes however next year there will be composite classes.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Unable to get additional classroom assistant hours covered.

Unable to get supply teachers.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low turnover of teaching staff.

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

I am the 3rd HT in the past 2 years.

Classroom assistant hours have been reduced.

The clerical staff have changed frequently – new senior clerical started in Dec 16.

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

I started as HT in January 2017 and had some time with the previous acting HT to discuss the school. At present no succession planning has been put in place however this will be address as and when the need arises.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Location of schools, pupil behaviour (not current school), job satisfaction, stress caused by work – paperwork, pace of change, salary.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Leadership roles for the Primary sector.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Reduce class sizes – this will improve job satisfaction as teachers get to spend more time with individuals and support needs.

Increase support staff – more classroom assistants to support teaching and learning, early years CDOs to support infants, and clerical staff to support day-to-day running of school.

More recognition of the amazing work many teachers do. Everyone needs praise!

Increasing salaries would help. If teachers are expected to be master level qualified the salary needs to reflect this.

Give opportunities to move around authorities to experience different schools and for secondments.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We struggle to get supply cover for staff absences. If we do get cover it is usually booked well in advance to cover meetings or to release teachers for courses. Supply teachers are reluctant to take upper school classes due to previous experiences with bad behaviour.

Classroom assistants are very tightly timetabled to support teaching and learning and work with identified children. Also to support children with medical needs.

ANONYMOUS 12

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Principal Teacher

Q2 Whereabouts do you work?

North Ayrshire

Q4. What are the positives that keep you in the teaching profession?

I enjoy working with children and young people. I am determined to make a positive difference to the lives of children and young people to support further opportunities.

I am keen to change how mathematics is taught based on research rather than a traditional model of teaching algorithms and procedures.

The supportive attitude of the overwhelming majority of parents and carers.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

Potentially leaving due to workload.

Having my non-class contact time and management time continually taken away to cover classes due to staff absence and no supply teachers to cover classes.

Not having breaks to cover lunch duty when in-class all day.

Working beyond a 45-hour week with a young family.

Occasionally receiving verbal abuse from parents.

Not having time to personally develop and continue my own research into maths education, teacher professional development and social emotional and behavioural needs.

Not having the time to do the many roles we are increasingly being asked to do due to a reduction of support staff or staff changing their roles (i.e. educational psychologists not providing additional support, social workers not visiting children in school, and therapeutic work not being carried out with vulnerable children and being left to the class teacher).

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

High

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

It has been across the board DHT, PT, class teachers.

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

Succession planning relies on the goodwill of the person coming into post finding the time to come in and meet the personnel leaving.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Workload.

Support for dealing with challenging pupils.

Additional activities being put on to teachers – i.e. writing up the children's wellbeing plans.

Principal teachers not always receiving Non Class Contact Time and frequently missing out on the tiny amount of "management time" given when they also have responsibility for numeracy or literacy, risk assessments or Eco Schools, and lunch duty once a week.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Class teachers, PTs, DHTs.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Reduce workload.

Ensure that not jobs that are designated to others also receive the adequate time that they need.

Ensure that there are supply teachers who can cover classes.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

The school tries to call in supply teachers however we very rarely are able to get any.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Not to my knowledge. However, from speaking to recent staff who have left they would be reluctant to say all of the reasons for fear that this would prevent them in future roles

ANONYMOUS 13

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below: Headteacher

Q2 Whereabouts do you work? GLASGOW PRIMARY

Q4. What are the positives that keep you in the teaching profession?

I love my job, despite the significant challenges.

I find the rewards outweigh the difficulties.

Working with people who share my vision means that the children get the best possible opportunities.

Having a role in the shaping of young people's futures and supporting their families, where required, to provide the best parental care they can.

Working in partnership with other agencies to provide life time memories and opportunities for all pupils.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I plan to remain in school until I retire.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

For a few years we faced continuous changes of staff as result of temporary contracts and, in my opinion, a ridiculous staffing policy, which put continuity for pupils low on the priority list. This meant that moving the school forward was frustratingly difficult as we had to keep going over any progress made.

This changed a year or so ago when HR began to pay more attention to HT requests for continuity and the school continues to enjoy this period of stability.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

I have a new DHT as a result of the retiral of my previous DHT. The greatest changes have been in unpromoted class teachers.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

If I understand this question correctly, relating directly to staffing, I would say that robust PRD procedures, encouraging and promoting leadership skills among unpromoted staff and a comprehensive staff development programme are among the key aspects.

Having said that, staff have to attend twilight training most often as staff absences, staff shortages and a lack of supply staff make daytime training almost impossible. Twilight training is not ideal as teachers are fatigued at the end of the day and often need time to plan and prepare for regular classwork. In my experience teachers work well in excess of their contractual obligations and certainly in excess of their 35 hour CPD requirement.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Lack of supply staff.

Continuity of staff must take priority.

HTs not normally permitted to appoint their own unpromoted staff.

The process of getting rid of failing teachers needs to be more streamlined and more efficient.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Glasgow needs to kick start their recruitment process sooner as we often lose Glasgow trained teachers to other Authorities, as they interview earlier, it seems.

I believe that teachers generally feel overwhelmed and overworked, undervalued and underpaid. We need to attract people into teaching by reviewing these issues as a matter of urgency.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We have been unable to secure any supply staff for the past year or two. The reduced daily rate has discouraged teachers from taking up these roles. We have had to use the 'raising attainment teacher' to cover classes, where required, which has impacted on progress made in this area.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

No we don't conduct exit interviews, although I know why I only lose staff due to promotion or end of temporary contract.

ANONYMOUS 14

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Headteacher (primary)

- Q2** Whereabouts do you work?

Moray Council

Q4. What are the positives that keep you in the teaching profession?

The children and staff in our school. I thought about applying for a QIO post a few years ago but then realised that I felt I was making good progress within my school and wanted to see that through further.

I am never bored! Every day is different. I enjoy the challenge most of the time.

I feel that I am successful in my own school to a reasonable extent and that makes me keep going.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

Yes, but that is only about 3 years away for me now. I feel that the job is getting much harder and am glad that I do not have another 10 years to go.

The main challenges I feel are

- The recruitment of teaching staff which is increasingly difficult and impossible for temporary posts and the stress this places on me and DHTs as DHTs are currently fully teaching committed and I am teaching far more than in previous years. When I have been teaching more I feel that things such as wellbeing of the children and behaviour in school is slipping as I (or DHTs) are not there to pick up and manage these things quickly (or at all). For temporary staff (eg. maternity cover) there are usually no applicants so this puts a huge strain on the school. In order to cover this we sometimes have to employ someone for a whole year as we know that we will not find someone in October, for example. This means a financial strain on our already tight budgets.
- The lack of ASN budget to support children who need support. There is insufficient support and therefore the children who need support are not having their needs met and I (and DHTs) spend a huge amount of time dealing with their issues as a result. It is not an effective use of my time but it has to be done.
- The pressures from central government to implement certain initiatives which may not be the school's priorities. There is little space now to continue to develop what we feel we need to be working on.
- Behaviour of children is becoming more challenging and children are coming into school with more issues than in the past (eg. not speaking). Children also do not have the resilience of children previously and parents are quick to come to school when there is the smallest problem instead of equipping their children with the skills to manage some of these things themselves. Parenting skills is an issue and we are hearing parents describing young children (eg. P2) as being out of control at home. Schools are being asked to fix all the problems of society.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Staff turnover at our school is low (below 10%) as staff are generally happy here and we have a very good staff and staff morale.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Support staff have changed considerably.

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

I am already concerned about whether there will be a new HT when I retire and that is 3 years away. There seems to be little desire for people to take on HT posts here in Moray.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

The lack of available teachers in the area. People prefer to work in central Scotland so it hard to recruit people up here unless they are already local. There are really no supply teachers any more so finding temporary or long term temporary cover is almost impossible.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

I would like to see a big recruitment drive from abroad. Having watched a programme about South Korea, where teaching is the most respected job, I would like that avenue to be investigated. I am sure there would be challenges, but these teachers are incredibly hard working and I believe many speak good English. If they were already trained as teachers, I am sure that schools would be willing to support them in becoming familiar with CfE and they could be given 3 year contracts initially. Perhaps it is pie in the sky, but we cannot continue as we are at present and need to be thinking out of the box!

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

Hardly ever as there are none! Yes, this is a huge issue and is worse each year.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Collected at Authority level.

ANONYMOUS 15

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Headteacher

- Q2** Whereabouts do you work?

Fife

- Q4.** What are the positives that keep you in the teaching profession?

The feeling of making a difference to children and families.

The joy of seeing children grow and develop new skills, in confidence and resilience.

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
- I cannot imagine ever wanting to leave the profession. I am proud to be part of the teaching profession
- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
- Low
- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
- As a teaching head I have to cover from staff RCCT which cuts into my management time. If there are staff absences etc. I have to cover more than I class to ensure the teacher has their entitlement to RCCT. Yet I have no entitlement to protected management time. I feel the profession would benefit from RCCT not existing as it causes undue stress to management teams.
- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?
- There are plans in place to create a joint headship model within the next 2 years. I would like this opportunity.
- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
- The media portrays the job as low paid (which it is in relation to other degree posts), as well as the workload issue. I knew early in my career, I would have to work longer hours than my contract. I and many other teachers accept this. The unions seem to be constantly referring to this and encouraging working only a 35 hour week. Children are not average and some weeks we need to put in a bit more other weeks a bit less. The rewards of the children outweigh the negatives.
- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
- Maths teachers.
- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?
- Increase pay. Do not allow fast track entry. Teachers should be educated to a high standard.
- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
- It is very difficult to find supply cover although we need it. I am often left to cover myself.
- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
- Local authority level

ANONYMOUS 16

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Headteacher

Q2 Whereabouts do you work?

Argyll & Bute

Q4. What are the positives that keep you in the teaching profession?

The children and my basic interest in education and the importance of a primary school at the centre of the community.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I am 60 but cannot draw my pension until I am 66. Like many others, I would like to be able to go part-time a couple of years before then. This is not currently possible in a HT role within A&B. I am a teaching Head (60%, working with a mixed-age class of P1-P4, 16 children). If I were a parent of young children, I am not sure that I would want my children to be taught by somebody at the tail-end of their career – I have lots of experience but my energy levels are not the same as they were when I was in my 30s! It would be good to be able to use my experience for my Headship duties (40%) but employ a younger person for the teaching part. There needs to be more flexibility.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low (teachers) last 2 years

High (support staff) las 2 years

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Support staff – see above

Headteacher – I began my post January 2015. Before that, there had not been a substantive HT for almost 5 years due to illness and difficulty in recruiting. I had been a HT of a small school in England and was the only applicant in the recruitment round in which I was successful. I took a pay cut in order to come. The decision was based on lifestyle choice.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

No succession planning. Will need to recruit when I retire (likely to be between 3 and 6 years in future). Nobody currently living within community.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Location, percentage of role allocated to teaching leading to huge workload, salary.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Insufficient skills within community. Limited training available.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

More imaginative approach to advertising, less bureaucracy for interviewing etc.

We sometimes lose support staff once the seasonal tourist jobs start in the spring as these offer more hours. We also compete with Carers where the hourly rate is much more. Sometimes people combine these two jobs. There are no local admin jobs here and very little retail.

In England my budget was entirely devolved to me and so I could be flexible about staffing costs if I saved money in other areas. This sometimes enabled me to be more proactive. We were not told how many teachers or classroom assistants we could employ. We had a staffing budget and could make our own decisions how it was used. These were not easy decisions as there was never sufficient money for what we wanted to do but the decisions we made were based on our knowledge of the needs of particular year-groups etc.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We don't use them very much but there is almost no availability. This means that we usually need to sort cover internally which adds to our workload and does not provide the best outcome for children. This restricts the amount of CPD staff can have.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Only informally.

ANONYMOUS 17

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Depute Head Teacher

Q2 Whereabouts do you work?

North Ayrshire Council – Primary School and Early Years

Q4. What are the positives that keep you in the teaching profession?

The children
Security
Holidays

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

Over the past 2 years I have considered alternative employment. There are a few contributing factors to these thoughts:

- workload – Heavy workloads result in extremely long working weeks which then become expected (Almost all teachers and school management teams work nights, weekends and holidays). The current lack of supply adds to this workload as SMTs are constantly planning for, reporting on and covering classes (effectively being a supply teacher by day and manager/leader by night).
- Lack of resources - it appears that more and more is expected of education staff without appropriate resources or support to carry this out. E.g. reduction in classroom assistants/ office staff/ lack of support from specialists such as SALT, OT, Ed Psych (inclusion is promoted and although I support inclusion, I am extremely frustrated that mainstream schools lack the appropriate resources and expertise to meet the needs of all pupils).
- Behaviour – a major issue that needs to be addressed. Large class sizes, open plan classrooms, lack of support all impact on children's behaviour. There are also limited consequences that can be effected and the children know this.

These are only a few issues that increase the stress levels of staff. As a result, I find it difficult to imagine how I could sustain this pace and level of workload until retirement age.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?
Teaching staff pulled from nurseries to cover classes.
DHTs in class almost full time (covering absence and providing nurture).
No longer any pupil support in school.
- How well are they working?
These issues have had a negative impact on the quality of learning and teaching in the nursery and have had a significant impact on leadership across the school.
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Temporary – however with the significant lack of supply available, this has been the case in our school for the past 3 years. It is difficult to see an end to the issues.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

High

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teachers

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Workload

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Pupil support

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Additional staff in schools

Smaller class sizes

Improved support from other specialists/ professionals

Tackling bureaucracy at national and authority level

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

Unable to get supply teachers

Support staff being cut across the authority to save money

Additional comments

I have always loved my job and I am extremely committed to ensuring all children receive a high quality education. However I am really concerned about the issues I have raised in this survey and feel that they have a significant impact on the quality of education provided.

ANONYMOUS 18

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

DHT

- Q2** Whereabouts do you work?

South Lanarkshire Council

- Q4.** What are the positives that keep you in the teaching profession?

The difference that we can make in ensuring more positive outcomes for children.

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

Until I retire

- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

This session in September, temp staff who were covering mat leaves and secondments, were given permanent contracts and guaranteed they would be in our school for the entire session.

- How well are they working?

Now at this stage in the session, as mat leaves return (some having changed to part time contracts) there is a bit of additionality in staffing which supports teaching staff absence.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
Temporary measures for our establishment, although these teachers are now permanent to the authority.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

medium

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

SMT & support staff

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

Staff who are likely to apply for promotion

Potential mat leaves and return to a part time contract

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Headteacher- increasing demands and reduction in resources and support.

Teaching staff- seems to be difficult to recruit/retain staff in absence cover-type posts, and from very early on in a session there are no cover teachers for absences. Apart from this session, SMT in my school, have covered both short and long term cover, multiple concurrent absences, for large chunks of the session.

Nursery teachers/Early level teachers- interest in and retention of teachers in nursery is low. The demands are different and expectations can be overwhelming for teachers, especially inexperienced staff. Teaching staff in nurseries are crucial. More should be done to 'grow' confident nursery teachers.

Support staff- increasing demands and expectations on staff re ASN including SEBN, coupled with low pay, has had an impact. Centrally there seems to be no extra staff. We currently face long term absence and as a rule, we do not get support staff cover. This has a huge impact on health and safety and GIRFEC.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Retention of Primary teachers in supply roles.

Recruitment of HTs

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Some seeds of ideas -see Q10

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

It is unlikely that, when faced with a teacher absence, there are supply teachers to cover.

Support staff- if we have a SSA absence, the policy is to re-prioritise with existing staff. Our support staff are deployed to meet pupil need and ASN, so when a staff member is absent this can have major implications for pupils.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

At school level we do not collate this information.

ANONYMOUS 19

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Headteacher

Q2 Whereabouts do you work?

City of Edinburgh

Q4. What are the positives that keep you in the teaching profession?

- Love of the job
- Curriculum development
- Raising attainment
- Ensuring children have best life changes
- Managing whole school, budget, building, staff, links to community

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

- Yes, or in another area of education or project management

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?
- Additional classes and rooms created as a result of the rising numbers.

- How well are they working?
 - Good, but numbers are 50% higher in the last few years.
 - Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
 - Additional classes and teachers are required whilst the capacity is needed, therefor permanent.
- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
- Staff turnover is medium due to the size of the school: some retire, others have promotions, seek experience in a different type of school or move homes or go on maternity leave or work part time.
 - Only one probationer has changed jobs – he moved city and earns more installing energy meters – pity, he was a good teacher!
- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
- In our school it is support for learning staff, they quickly gain promotions after they are confident in using the systems I have developed with the staff over a number of years.
 - Good support for learning teachers are hard to find as the city has employed them centrally – it would be better if they were attached to schools (especially English as an Additional Language teachers – we are all used to dealing with languages in the City).
 - At City/ National Level: Pressure on senior management has grown too much in the last few years, leading to too many experienced people looking for other positions, retiring earlier than planned.
 - DHTs are staying in post as they see the stress and responsibilities workload HTs cover, and the difference in salary is not enough, especially when there are added costs, such as increased pension contributions at HT level.
- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?
- Leadership opportunities are given to class teachers to prepare them and give them the skills and opportunities necessary to apply for Principal Teacher positions.
 - I have trained DHTs to be ready for Headship, however, this does take a commitment in time and energy from HTs, at a time when there is more pressure to do more in school.
 - Changing management can be unsettling for staff, too many changes too quickly does not build progression.
 - Job sizing is restricting career opportunities: to solve this, have all DHTs paid one salary, they will have different opportunities and time out of class if they move from a small school to a large school. Headteachers should be paid depending on the size of the school, to recognise and reward the addition responsibilities involved. This would encourage experienced HTs of small

schools to move to larger schools and leave openings for new HTs in the smaller schools.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

- Salaries are a major issue – they are not comparable with other professions and recognise the commitments made.
- Children who are violent or aggressive, especially those who have autism as staff do not like being punched, bitten or pushed.
- Parental engagement and expectations can be unrealistic.
- Travelling to work across the city and lack of parking.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

- Headteachers.
- Depute Headteachers.
- Support for learning teachers:

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

- Salaries need to improve.
- Too much time is spent on change within education, consistency is needed if standards are to rise.
- The voluntary transfer scheme was good, it allowed teachers to further their career by experiencing different schools in terms of sizes, socio economic catchments and clusters, and/or saved travelling time and costs if they moved house. However, it must not be used for moving underperforming staff – other measures should be used for that as it destroyed the ethos of the system before.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

- Good supply teachers work well in schools they are comfortable with, which are close to their home and they have relationships with the school.
- Schools need to build relationships with teams of supply staff in clusters or localities to maximise positive outcomes for staff and children.
- Headteachers are currently working on ways to address this to ensure there is good partnership working and bonds between schools and supply staff.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

- No: my staff have only ever left if they have been given a promotion, retire or seek to broaden their experience by working in a different type of catchment area.
- It is only when good teachers, do not secure a position early in their career, they move jobs, especially if they move out of the City.

Additional comments

Suggestions to save costs:

Non Contact Time from the McCrone Agreement:

This should be removed as it would save a lot of organisational time, energy and costs to schools / City/ Government. There is something wrong if teachers need more than 10 hours to prepare and mark learning activities in a school week of 25 hours contact time with children (an additional 2.5 hours are given each week, to each teacher from P3-P7 for planning etc, reducing their contact time with children to 22.5 hours per week.). The staff who currently cover non-contact time, could be employed as class or supply teachers.

To solve this without upsetting Unions, staff or parents and carers, extend break and lunch times to give either 30 minutes break in the morning –when they have 15-minute morning break, some of it is lost lining up, coming in and out (or add a 15-minute break in the afternoon) plus have 1 hour for lunch instead of 45 minutes – this would give the children more time to wind down between lessons and have time for creative, free play. Staff would benefit from this as they could prepare between sections of the day. Parents would be pleased as it would not shorten the school day, teachers and unions would be pleased as it is not adding to workload, children would be pleased as they have more time to play. Significant savings to the budget and workload for management would be achieved.

Probationer Cover:

Remove the additional time out of class for probationers. A normal school week is 25 hours, It doesn't say much for a 4 year degree course if a probationer teacher can only teach for 18 hours per week – this does not prepare them for lifetime of work, or set a realistic expectation of the world of work.

New teachers should be well able to handle a 22.5 hour teaching week (or 25 if non-contact time was removed) with 12.5 hours (or 10 hours) for preparation and marking.

This again would free up teachers (or teaching time in each school) to work in other areas, plus save costs for all.

Chartered Teachers:

Chartered teachers are no longer self-appointed, but existing chartered teachers are on a protected salary. They do not contribute more than standard teachers, despite encouragement and guidance. Unfortunately, rarely are the projects they cover for the course continued when they qualify. They are paid almost the same as a DHT and more than a Principal Teacher for very little, if any contribution to leadership or management tasks.

To solve this: Conserve their salary for three years and encourage them to apply for promoted posts.

Ways to encourage career development:

- If a teacher completes a master's degree, move them up one point/level on the pay scale to acknowledge this.
- Headteachers who have the SQH or other qualification for headship should be moved up one level on the pay scale to acknowledge this.

- We are the only profession which does not reward additional qualifications, which is quite ironical!

ANONYMOUS 20

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Head Teacher

Q2 Whereabouts do you work?

Dundee City

Q4. What are the positives that keep you in the teaching profession?

- Sense of 'making a difference'
- Commitment to development of young people
- Good conditions of service
- Good pension prospects

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I will work in schools until I can afford to retire, despite my job satisfaction being tempered in recent years by excessive bureaucracy (mostly generated nationally) and negative perceptions of scottish education engendered mostly by agenda-based politics and individuals

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

After our staffing entitlement under local agreements is established, there is rarely any cover for unplanned events e.g. sickness absence, short and long term; maternity/paternity cover; staff leaving e.g. for promoted posts or to pursue other careers. This also applies to support staff. Because of a lack of availability of 'supply' staff, all cover has to be provided internally, meaning an increase in workload for promoted staff (and promoted posts staffing levels in primary schools have been minimised) and changes to timetabling which has an adverse effect upon delivery of planned teaching programmes eg provision of whole school assemblies to allow teachers their contractual non-contact time

How well are they working?

These arrangements are leading to considerable workload issues for school leaders, with consequentially negative effects upon our ability to lead learning and monitor and teaching effectively. There is also disruption to learning programmes for pupils as we attempt to cover classes and to provide non-contact time.

Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

It is nominally 'temporary', but the situation has been the same for a number of years now with no 'supply' teachers available on request.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teachers – main issue for us is with Maternity Cover or short term absence cover.

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

We have no 'succession planning,' although leadership learning opportunities are given to unpromoted and promoted teachers alike. I'm not sure what 'succession planning' would look like or mean in a school context, with 'fair selection' processes in operation?

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Our issue is one of recruitment of temporary teachers, not retention, although there are issues with availability of suitable qualified Catholic teachers. Across Dundee, however, recruitment remains a major issue – there are not enough applicants for the posts which become available and not enough teachers wishing shorter term, ie supply, work.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Improved levels of pay.

Reduced levels of bureaucracy and administration.

More positivity around education.

Recognition that attainment is not all about schools – social factors are hugely influential.

Reduction in political rhetoric around what 'should' be happening in schools – using schools as the vehicle to cure all of society's ills without increase in resource or training.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We would use Supply Teachers to cover maternity/other longer term vacancies if any were available!

We have a good range of support staff in school and they support learning very effectively in partnership with teachers. Unfortunately, there is rarely any cover available if any are on sick leave or any other kind of leave and recruitment of replacements for departing staff seems to take forever.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

I hold informal 'exit interviews' with any staff who leave (very few in last few years). No information is collected at Authority level to my knowledge.

Additional comments

There is no question that the lack of availability of cover teachers is detrimental to the workings of the school and to the health and wellbeing of promoted staff. Combined with the very flawed promoted post Job Sizing toolkit, the erosion of living standards seen in recent years and the increased expectations of and pressures upon School Leaders it is little surprise to me that recruitment and retention of Head Teachers is such an issue at present. Head Teacher sickness absence statistics, especially those associated with anxiety and stress, would make interesting reading.

ANONYMOUS 21

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Head Teacher

Q2 Whereabouts do you work?

A Scottish one. (sorry)

Q4. What are the positives that keep you in the teaching profession?

I came into this job to make a difference. I am proud of my profession and believe I have made a difference at every level – teaching and management.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

As soon as I can financially afford to, I will leave my position as Head Teacher.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

high

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

teachers

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

There is no succession planning as we cannot recruit teachers until a job is available. WE support students and newly qualified teachers, putting in major time and effort for their professional development.

Last year our newly qualified teacher left due to the overwhelming stress of her class and this year our newly qualified teacher will be returning to college to study outdoor learning.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

There is a lack of teachers available who can cope with the never ending change to curriculum , and pressure of time.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Classroom teachers

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

There needs to be a recognition that this is not a 9-5 job.

Too much time is being spent reinventing the wheel in schools across the country resulting in everyone doing a poor job rather than focusing on a few things and doing it well.

I think the pressure on class teachers up to speak 2 further languages with limited support is another stress factor. I am unable to monitor any French teaching in my school due to my lack of ability , I am a maths and science graduate and feel we will lose the teachers with this specialism as we look for literacy able graduates

The benchmarks for subjects areas raise the bar but only if teachers are able to deliver. When will teachers learn how to write code when learning French from scratch?

The increase in early childcare and education is destroying the quality of early learning as we remove teachers from nursery to make them financially viable.

Teachers need time to study pedagogy. There has been so much time spent on the what to teach after years of uncertainty surrounding the CFE we have lost our way on best teaching models.

Authorities are cutting back on staff due to shortages. More and more teachers are picking up housekeeping jobs that were once the job of classroom assistants but as school budgets get tighter cuts are made to support staff.

Pressure on Head Teachers are invariably passed down to class teachers . do more for less is breaking the back of teachers with dropping standards for our future generations.,

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

I was unable to secure supply 2 sessions ago for a number of staff who all succumbed to ill health at the same time. My depute and I were teaching full time for months. I was the returning to the school to undertake my HT role at the weekend. My family suffered hugely due to this stress and if I was in a position to go then I would most certainly have gone.

The quality of supply teachers is very variable and I am still trying to address difficulties children have due to poor teaching 2 years ago.

It is accepted we will be unable to gain the services of a supply teacher and so we make arrangements to cover classes internally.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Education authority collate responses.

Additional comments

I would say we are at crises point. I am truly concerned about the morale and future of our teachers . The prospect of having to work till we are 67 to gain our pensions will impact on the choice to join this profession. I do not believe that teachers will have the ability to teach effectively at that age. Give us a shortened career like police and firefighters. This is a young person's game. It is full on. We deal with high level stress with more and more families facing crises and inability to manage their finances and their children's behaviours. As a result we deal with emotional turmoil on a regular basis.

ANONYMOUS 22

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Yes – Head Teacher

- Q2** Whereabouts do you work?

North Ayrshire Council

- Q4.** What are the positives that keep you in the teaching profession?

Having a positive impact on children and families within my community

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

Leaving early – unable to sustain the level of time, stress, responsibility over a long period of time. I will be burnt out in 5 years.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

All of the above

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

Older teachers are due to retire taking the experience away from the staff team.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Lack of teachers available to recruit particularly during term time when they are on long term supply.

Teachers are given temporary contracts instead of permanent.

The quality of teachers can be unsatisfactory and if they are given a contract they can be in your school for a long time.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

ASN

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

More teachers trained to a high standard at university.

A new/different approach to covering NCCT as this would free up many teachers back into the classroom.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

WE require supply teachers to cover absence and staff training but we are unable to get supply teachers therefore the PT and HT are covering classes. This has an impact on the strategic running of the school.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Both

Additional comments

Covering of non class contact time is the biggest issue when staff are absent. Timetables require to be changed daily, management team have to cover, staff have an entitlement to this time but it is not always in the best interests of the education of the children.

ANONYMOUS 23

- What are the main challenges in relation to teacher recruitment and retention?

I think the hours and the work life balance are the main issues.

Some of the hours are because teachers want to do a good job and are under scrutiny to do so - so we know that feedback is the most effective way to improve pupil learning - we also know that feedback given orally is most effective but we have teachers spending hours writing comments on jotters (some of which cannot be even read by the pupils due to their age) so that management teams have evidence for quality assurance!

We need to get back to establishing trust in the Teacher profession - when we have teachers being 'checked' by management teams and management teams being checked by Qio 's the whole system becomes paperwork driven rather than anything else.

There has also been a huge amount of confusion in the implementation of CFE which has caused experienced teachers to feel confused and with many schools all

working additional hours to work at the coverage of E's O's into a meaningful and progressive curriculum developing progression pathways etc instead of working on good quality learning and teaching has resulted in worn out and disillusioned teachers.

I also think supporting our most vulnerable youngsters where there is a lack of either expertise, support and staff can result in additional stress.

-Are there patterns or key reasons why some trainee teachers do not complete courses, or do not choose to go into teaching having qualified?

Not sure - perhaps their experience of the above or that they feel their training has left them ill equipped for the demands of the job

-How effective are the various approaches taken to cover shortages of teachers in schools?

I am not sure what different approaches have been taken - but I know that management teams have been trying to cover RCT through assemblies - lots of children sitting on their bottoms for long periods of time

-What factors influence teachers deciding whether to stay in the profession or to leave?

Work life balance

I left my role as a Head Teacher not because I didn't love what I was doing but that in terms of salary verses workload and hours - I was better off leaving and the prospect was not getting any better for me. With budget cuts - I was expected to teach more hours in class and I couldn't manage both with any integrity that I would do a good job in either.

-What factors influence teachers when deciding whether or not to apply for promotion to senior management/headteacher level?

I think many teachers look at senior management teams and see the immense pressure they are under from parents and from education departments

Child protection issues And think it may not be worth it!

ANONYMOUS 24

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

I am a Principal Teacher - Primary

Q2 Whereabouts do you work?

North Ayrshire Council

Q4. What are the positives that keep you in the teaching profession?

The main reason I remain in this job is because I know that my input can make a difference to individual children. In my 15 years of teaching I have helped children succeed in many ways. A small part of the job is to ensure that they achieve academically. I really enjoy seeing the children achieve in other areas especially outdoor learning, after school clubs and supporting the local community.

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I have found the last few years very difficult due to the workload demands of a Principal Teacher in a small school. We have the same demands as any other school but we are only entitled to 1 PT. I hope to continue in teaching until I retire but should the demands continue to increase and my work related stress levels do not decrease then I will seek alternative employment.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

I am the 3rd PT to take post in our school over the last 5 years.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

We cannot get supply teachers to cover any courses or sick leave.

I know several retired teachers who will not return. They explain that the rate of pay is not good enough for short-term supply. They further added that they would not cover classes that have a high level of children who are considered disruptive. They added that the behaviour of pupils is too stressful and they do not wish to return to it even for a short period of time. They further added that most classes now have children who have additional support needs and there is no adequate support for them.

Younger teachers are looking for permanent contracts so they can get mortgages so supply teaching is not a route they can consider. We had a young teacher who was covering my PT post's teaching commitment so I could take on a management role (0.5) in running our newly formed Early Years 2-3 Room and our 3-5 Year room. She also had a 0.2 teaching commitment to release our Primary 3 teacher so she could attend our NAC Professional Learning Academy Raising Numeracy Attainment Courses. In December 2016 she was successful in securing a permanent contract with another council. This has now impacted on the workload of our Head Teacher, as I will no longer take on the Early Years duties without adequate management time. We have been unable to replace her.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Class Teachers, Pupil Support Teacher (PST) and SMT

Class Teachers will only apply for twilight courses and do not consider attending full day courses, as they know that cover cannot be found. If someone is off ill then it is either our Pupil Support Teacher or PT (me) who provides the cover. We have been using our PST to cover NCCT or thankfully the goodwill of some teachers who say they will do without it so I can give the class whose teacher is off some consistency. I have since January 2017 covered 6 weeks of staff absences. We have the budget to

cover it but we just can't get the supply teacher. This has impacted on my SMT role. I know of 1 Pupil Support Teacher who has resigned because they are being used as sick leave cover.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Each school has a permanent teacher that is not class committed. It is at the discretion of the Head Teacher how this teacher will be used. This will attract young teachers looking for permanent contracts.

Ensure that all schools have adequate support for children with additional support needs e.g. more classroom assistants.

Increase the rate of pay for short-term supply teachers.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We cannot get supply teachers. I have for the last 2 years along with my Pupil Support Teacher covered all staff absences in our school. We managed to get a young teacher taking a year out to cover a few weeks as her sister worked with us. However, she is now not available and has a permanent contract with another council starting in August 2017.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

As a school we do not collate such information. I am unsure if North Ayrshire Council does this.

Additional comments

With regards to teacher recruitment I have heard that some student teachers leave the course due to a lack of support during placements. I too had difficult placements as a student teacher but thankfully my probation year was supportive. I feel that the placement of students can be a hit or miss. There are some teachers who find this role very difficult and do not have the qualities to support students but are not given the choice by their HT. I feel that Universities should establish partnership placement schools so that all students are given the same support during their placements.

ANONYMOUS 25

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Head Teacher

- Q2** Whereabouts do you work?

South Lanarkshire

- Q4.** What are the positives that keep you in the teaching profession?

The difference made to the lives of children and young people.

Being able to support staff to develop professionally.

Working as part of a team towards school improvement.

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I would definitely consider leaving early as the stress levels associated with the role of Head Teacher are getting greater year on year. I believe that this is / will impact on my health long term and is impacting adversely on my work life balance.

I feel that I am spending less time being effective as a school leader and more of my time is spent being reactive to critical incidents and the burdens of increasing bureaucracy and demanding parents.

I no longer spend as much time supporting children and making a difference to their learning as I did even 2 years ago.

- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

We have been granted some additionality to our full time allocation, on a term by term basis. This is based on part time staff being willing to work additional hours.

- How well are they working?

This has allowed us to give some targeted support to high tariff children. However, the temporary nature of this additionality means that it is hard to plan strategically. Also, in my current setting, we miss out on a second DHT by only a few children; this means that as a SMT we are stretched to the limit and find it difficult to be strategic in terms of school leadership and managing change effectively as all of our time is taken up in day to day management tasks.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Temporary on a term by term basis.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

All of these but mostly in teaching staff.

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

Succession planning is not something we have been able to do to take account of recent turnover as these staff have moved on at short notice. Also, as our local authority manages recruitment centrally, it is hard to plan strategically as we have little or no input into new staff assigned to posts.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Teachers: the opportunities for permanent class posts are few; the need to apply for bulk interview if a member of staff wishes to move to another school, or move from part time to full time contract, puts people off and therefore, although giving a more stable staff, it does not support professional development.

Support staff: these are allocated centrally and as HT I have no control over how many staff are allocated or what type of contract they are offered. This can make it difficult to utilise support staff efficiently. No/ little paid time for training to support staff/ whole school development. Stress related illness (due partly to behaviour management and ASN needs) has impacted on staff retention.

SMT: high workload; challenging parents

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

More flexibility to take account of the school role and impact on SMT; i.e. allow a sliding scale of additional management allocation rather than a fixed number of pupils per senior manager. This way you could allow for additional management time in schools who are at, or near, their maximum numbers per depute head, thus relieving some of the pressure and allowing more time for strategic planning and pupil support.

Numbers of support staff allocated according to the needs of the pupils in each school. This is currently done in part however there is a fixed pool from which staff can be allocated which means that most schools do not have the number of quality support staff to truly meet pupils' needs; this is due to budget constraints.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We are not given the option to have supply support staff so absences are rarely covered.

Supply teachers are rarely available so absence tends to be covered by SMT or by collapsing the non-contact timetable and holding longer, more frequent assemblies.

Both of the above impact negatively on pupil attainment and pastoral care.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

No we don't; I don't know if this is collected at authority level.

ANONYMOUS 26

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
HT of two schools
- Q2** Whereabouts do you work?
East Ayrshire Council
- Q4.** What are the positives that keep you in the teaching profession?
Working with children and seeing the value added as a result of what we do is still the main motivator.
- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
I imagine I will always work in schools – I cannot imagine not doing so. However, I may consider stepping down from being HT to being a class teacher again. If I was financially able to I would do it now. I would love to get back to doing what I love every day without the added bureaucracy management brings. I have been an HT for 12 years now and, whilst I still love my job, I am beginning to tire of aspects of it.
- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
 - What are they?
Shared Headship
 - How well are they working?
Well enough but largely because my PTs in either school are competent. I would prefer to concentrate on one establishment. They are very unequal in size so I am more often at one of them.
 - Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
permanent
- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
low
- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
teachers
- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

There are simply not enough teachers out there. I recently had 3 applicants for a full time permanent teaching post. By contrast I had 112 for a 20 hour classroom assistant post which was subsequently pulled.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Higher numbers of teachers need to be trained.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

I would love to have access to supply staff. When someone is off, the impact is grave.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Yes and it is collected at authority level.

Additional comments

The teacher shortage is having a devastating effect on many things including school improvement.

ANONYMOUS 27

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Head Teacher

- Q2** Whereabouts do you work?

North Ayrshire Primary School

- Q4.** What are the positives that keep you in the teaching profession?

- I want to make a difference
- I am good at my job

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider

I would like to stay a HT till my kids are in high school 2 more years. I would then like to seek another post. I would like another post as I want to ensure my health survives beyond the next 10 years. Paperwork that does not impact on teaching and learning (completing insurance forms). As more cuts come so will more paperwork. This is not the job I want to be doing. While accountability is welcomed, the burden of this in light of new testing etc is stressful as while we know what needs to be done we don't have the staffing to do it.

- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?
 - a. Removal of 0.6 support teacher staffing.
 - b. We are about to have a major reduction 62% in classroom assistant support as well as a review of SMT time/staff
 - How well are they working?
 - a. Pupil support intervention removed
 - Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
 - a. Teacher moved to cover absence elsewhere
- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
Unclear, new to post
- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?
Distributed leadership encouraged to allow everyone who wants promotion opportunities to lead developments. Staff encourage to seek leadership training.
- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
Short term supply at a lower rate has impacted staff availability as it often not worth teacher's while.
Pay has been stagnant for sometime (my sister earns more as an Aldi manager than I do as a HT)
Reductions in SMT opportunities mean promotion is harder to achieve. This can prevent people switching careers.
In retaining staff, stress and the demands of the job, in particular the pace of change, can encourage staff to leave/retire early who might have been willing to stay.
The pressure of underfunded inclusion is also having an impact on staff moral.
- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
It is my understanding that all teacher roles are suffering with a shortage
- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?
Better pay
More promotion opportunities
Allow CFE to work - no more change
I like the English incentive to be paid to train for a year.

P/T training for CA who have a degree – training should take 2 years.

P/T MA training for people who wish to train while working. Placements would need to be arranged.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We would love to use supply teachers but there aren't any. We would use them for absence or for project work(to release teachers).

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

I am not clear if this is conducted at Ed Au level

ANONYMOUS 28

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

DHT

- Q2** Whereabouts do you work?
(Please specify the education authority area that you work in, and if you wish you can state the name of your school but this is entirely optional)

Midlothian

- Q4.** What are the positives that keep you in the teaching profession?
passionate about education

Enjoy leading staff

Enjoy working alongside children

No day is ever the same

Challenge of the job

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

Until retirement

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

10-20%

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

All of the above and nursery staffing too

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

Seeking a permanent SLT

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Demands of the job

Pressure/deadlines

Lack of supply teachers

Changes in SLT

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

SfL teachers/ Learning Assistants

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Offer permanent contracts not temporary

Review pay

Provide consistency within schools

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

No supply teachers available

5 Learning Assistants employed – full and part time

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

No

ANONYMOUS 29

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

I'm a Partnership Head Teacher of 2 small schools.

- Q2** Whereabouts do you work?

Dumfries and Galloway

- Q4.** What are the positives that keep you in the teaching profession?

Working with the children and their families. Making a difference to outcomes for children across the partnership.

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I will likely consider leaving in the next few years. I am 43 and have been a Head Teacher for 6 and ½ yrs. The role has changed significantly in the past 3 years and I am not comfortable with the direction of travel.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they? I am a Partnership Head Teacher and manage 2 schools which are 8 miles apart.
- How well are they working? I do my best to split my time equitably but this is not always practical. It is hard to feel effective in either location. One school wishes to work in partnership and the other doesn't! It makes for tricky relationships at times.
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?) This is a permanent position

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low turnover

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Support staff, due to cuts in D&G region.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

There is no current succession planning

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Locality and working within a Partnership. If it is for the role of Principal Teacher, there is very little incentive to fulfil this role or see it as a leadership step. It is a full time teaching position with next to no management time, but with me as the Head Teacher only there half of the week. They are effectively Deputies but not recognised or paid as such!

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Difficult to pin point. For example I had only one candidate for a recent maternity leave cover post that was from Feb to December.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Supply staff are not available and often not prepared to come out and work for half a day or any less than a few consecutive days that then enable

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We use supply teachers to cover sickness and to release staff for cluster development. We have a couple of supply staff who we call on regularly. Difficulty comes if they are not available.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
No

ANONYMOUS 30

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Deputy Head Teacher

- Q2** Whereabouts do you work?

Glasgow City Council

- Q4.** What are the positives that keep you in the teaching profession?

Enjoy working with young people and seeing them learn and thrive through the educational experiences the school provides.

Making a positive difference in the lives of children who have many challenges facing them – poverty, lack of English language, parents with little or no positive school experiences, etc

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

Have only a few years left and at the moment I intend to continue working in my current post until I retire.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Over the past few years extremely high.

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teaching staff

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

Succession planning has been very difficult due to the changing population of pupils. This session alone we have taken in an additional 60 pupils – most of whom have no English.

These pupils are not included in our funding and staffing as they are not in school when the budget is set. This means there is a financial burden on the school to try to provide basic teaching materials.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Teaching is becoming a less rewarding profession – the salary has been fairly stagnant for years. I along with many colleagues have less money to take home monthly now than in previous years.

The demands of teachers to maintain standards with an increased curriculum is very demoralising as it is not possible.

There is not enough account taken and recognition given of children and teacher successes working with children who cannot achieve the National Expectation – whether due to English not being their first language or the demands of working in large classes with such learning extremes. In our Primary 7 classes we have children working at Early Level up to Third Level of CfE.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Promote teaching as a valued profession, recognise what is important – teaching not paperwork. Give staff the financial remuneration they deserve. Focus on preparing students for the classroom rather than focus on their own academic success. Many young teachers entering the profession, through no fault of their own, are stressed because they do not feel they have the skill set to fulfil the duties of teaching a class of pupils.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

Supply teachers tend to be recruited by individual schools and depend on the good will of retired ex-staff to support in times of need. The support staff ratio in my school has been cut drastically over the past two years regardless of the rising school role or the needs of pupils.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Nothing official in school – we talk to staff to find out their future plans.

SECONDARY SCHOOLS NAMED SUBMISSIONS

CATRIONA MCCALL

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Principal teacher

- Q2** Whereabouts do you work?

Dumfries and Galloway

- Q4.** What are the positives that keep you in the teaching profession?

The pupils, most parents, variety of working day.

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I am only six years off retirement so will stay in teaching I think. If I had longer to go I would be actively looking for alternatives.

- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but

measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

We have a cluster head teacher for two schools. Principal teacher in charge while she is at other school or attending meetings.

Big drop in support for learning staff.

- How well are they working? They don't. I have 50 minutes a week for management duties. While the CHT is out I am in charge dealing with usual issues and the phone in the afternoon when we have no office staff. I have a P 4-7 class with 5 reps to look after with greatly reduced support time. CHT works hard but parents throughout Dumfries and Galloway unhappy with clustering unless they live in larger towns which still have own HT.

Recruitment for these CHT posts originally came from teachers who had been head of single small school. These posts no longer exist so no one has the experience to jump from principal teacher to CHT.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Permanent

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Support staff

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

Dissatisfaction of parents, low morale of staff

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Workload

Dumfries and Galloway's policy of having NQT's and rather than keep them replace with new NQTs each year.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

English teachers

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Keep good teachers rather than continually replacing with NQTs as other regions do.

Get rid of cluster schools. The savings must be minimal if anything at all and increased stress levels are huge.

Go back to subjects being chosen at end of S2 to give pupils more time to focus on subjects they really want to do.

English, history, geography, modern studies teachers given more non-contact time as their marking time much greater than that for other subjects.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

Supply teachers hard to get. NQTs who haven't got jobs leave region or profession. Last day I was out of school my class taken by a lady in her 80s no one else available. My class enjoyed their day but frustrating when we can't get cover.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Education authority level

BRIAN ASHER

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Headteacher

Q2 Whereabouts do you work?

Dumfries & Galloway, Lockerbie Academy

Q4. What are the positives that keep you in the teaching profession?

- Making a difference in and for the lives/futures of the young people in my school
- The feeling that I am making a difference as a school leader and improving outcomes as a whole school, to benefit individuals but also the community as a whole, as a result of the improved reputation of the school in the eyes of the wider community of our region
- The privilege of serving the people of Lockerbie / Dumfries & Galloway and playing my part in providing young people the best possible start in life
- At Local Authority level, I receive excellent and much appreciated support both personally and professionally. This advice and experience is invaluable to me in my day to day job. I know who to ask for advice and I have confidence in those giving it.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

No. I am 42. I have been in SMT 10 years, HT for 3 years. The job is getting more and more challenging, with fewer and fewer resources of every kind with which to accomplish it. This applies at school level, regionally and nationally. Unless support for Education becomes more of a national priority and salary

scales/job-sizing are addressed, my job is beginning to look less attractive for me for the next 20 years. We need to pay better and support education more if we are to recruit and keep the best people (I am not claiming to be one of those, I am just concerned about the future of the profession). Surely to invest in education is a stake in our future as a nation? If current trends continue, within the next ten years, I will seek employment elsewhere, out with education. My only reason for leaving would be because I felt I was unable to achieve my aims as HT due to factors out with my control (and out with local authority control). I am and should be, held to account for those things I can control, but increasingly, my colleagues and I face challenges in making the difference we seek.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?
 - I am now working with my three neighbouring schools, which we call “Network East” (12.2 miles away, 16.3 miles away, 18.2 miles away) to share delivery of Advanced Higher Courses, College courses (delivered as satellite provision in one of our four schools) and we are now looking at sharing staffing across schools – these are local arrangements between the four HTs.
- How well are they working?
 - AH and college courses are working well. As a network of four schools, we have secured transport (a minibus each) to ameliorate transport costs, but time is an issue. We must look to harmonise our timetables, to minimise disruption to student timetables due to travel. We are looking at staffing solutions this coming session and the exercise is ongoing, so too early to comment on success.
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
 - These are permanent solutions. We have the highest ratio in Dumfries & Galloway (as far as I know), staff:pupil on mainland Scotland. Any relaxation of the Scottish Government position is likely to mean a reduction in our staffing levels, so we are planning jointly and flexibly to prepare for what that might mean.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Overall staff turnover is low, year on year, but cumulatively, there has been a great deal of change in the past 3 years. In my school this can be ascribed to retirement, promotion and relocation for personal/family reasons

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Over the past three years as HT, I have appointed:

- 3 DHTs (two temporary posts my predecessor created, which I made permanent upon arrival – these arose from retiral and promotion and the third post was replacement of a retiral last year)
- 4 PT Faculty posts – 2 retirals, 2 promotions
- 3 Pupil Support posts – 2 retirals, 1 promotion
- Unprompted teaching staff – 11 FTE staff, for the reasons given under Q7.

All told, between a third and a half of the teaching staff complement of the school in a three year period as HT.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

We have a deliberate intention to appoint staff who are both the best candidate for that vacancy as well as someone who possesses the skill-set and ambition to undertake the post which is “one up” from the post they will immediately fill. This policy keeps us fresh with talent and aspiring practitioners. All of my DHTs will be HT one day (if they choose to) and all of my PTs possess the capacity to be DHT. All of the unprompted appointments we make are staff who show the ability to lead and manage in one way or another.

The challenge we face is a paucity of opportunity. The flattened management structure means there are fewer opportunities for staff and that the jump is bigger than ever before:

- No APT posts, Senior Teacher or Chartered Teacher posts, so to bridge the gap from Classroom to Faculty Leader is difficult for everyone and a disincentive for many
- Fewer PT posts means fewer leaders in the system, so fewer coming through for Senior Leadership
- Fewer DHT posts means bigger, harder remits and a bigger jump between PT and DHT, again a disincentive for some
- Salary – DHT posts are far more demanding than PT posts, but PT salaries in big schools can be greater than DHT salaries in some cases. There is not enough differential between middle, senior and HT salaries, to be as attractive as possible to the best candidates. A comparison of industry and education salaries in Scotland will show that it is not an attractive proposition financially.

We try to overcome the lack of promoted opportunities through short term Higher Paid Duties, where we internally advertise a time-limited post to lead an initiative or develop an aspect of our work. This costs us the additional salary associated to the post, but gives candidates the experience of leading and managing that they need. This has motivated and stimulated a significant number of our staff.

Dumfries and Galloway have a number of leadership and management courses which run to help and support aspiring colleagues in their careers – I value these and see them as a great help to staff in schools looking to develop their future progression within teaching.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Geography is a difficulty. Recently, Dumfries & Galloway advertised 42 teaching posts, receiving only 52 applicants. The lure of the central belt causes us problems as the majority of the population lives there and wants to work there. Once staff come to us, they tend to want to stay or move on in the region/school, depending on opportunities

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

We struggle significantly as a region to recruit:

- Computing
- Business Studies
- Technical
- Home Economics
- Physics

I think this is common to much of Scotland in these disciplines

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Ultimately, Teaching has to be made attractive to potential candidates financially, if they are to be drawn to education rather than industry. The above disciplines offer careers (out with teaching) earning far more at present, so it is hard to compete for graduates. In some cases, councils offer a “golden hello” to staff. Perhaps a loyalty bonus could be considered, where staff commit to staying in a region for a minimum time?

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

It is nearly impossible to source and use supply staff because they are such a rare resource. Very few staff are available and they are almost always fully booked. In the last two weeks of term, I personally covered 10 lessons each week – not the best nor most cost-effective use of my time, but the children come first and need a teacher in front of them. I am not unique in this. Many of my colleagues do similar duties on a very regular basis, simply because of the unavailability of supply staff. A good supply teacher in Dumfries and Galloway does not remain a supply teacher. He or she will be employed on a permanent basis. This inevitably means that there are then even fewer supply staff available. This is an ongoing issue facing every authority in Scotland and a matter that will continue to cause problems until we can find a solution.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

I offer exit interviews, but these are declined, since with one exception in the past three years all colleagues who have left Lockerbie Academy have either:

- relocated to a school closer to home for family/personal reasons
- Retired
- Been promoted within / beyond the school

The authority may have exit statistics, but I am unaware of these

Additional comments

Last session, current session and next session, I am relying on Trainees to fill vacant posts. Information on availability of Trainees arrives late in the day for me, so I face significant uncertainty in planning for next year. It is becoming the case in some of our schools (not just D&G, but other rural areas of the country) that the curriculum is shaped in part by who can be recruited, rather than by what our Curriculum Plan, Rationale or Design say. We may desperately want to deliver a particular aspect of BGE, but if no teacher can be recruited, it is simply impossible to do in the same way or to the same level of quality that would be possible with a specialist.

Overall, teacher salaries have not kept pace with industry, due to the public sector pay freeze for approximately ten years. In real terms, all bands of salary are at least £10,000 behind their counterparts, as well as the aforementioned disparity between PT/DHT/HT pay scales. Over the same ten year period, Scottish Education has slid down PISA rankings and other outcome measures like SSLN have shown a decline in standards. We have had Donaldson and McCormack reviews, but not the impact that their work could have had. Scottish Education is not yet in crisis. Swift, decisive Scottish Government action can prevent us from reaching that point, but I do feel that we are at a crossroads and we must take the right path; the right action for the sake of my own children, the children of Lockerbie Academy and the rest of Scotland.

JOANNE HESFORD

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
Head Teacher
- Q2** Whereabouts do you work?
Aberdeen City
- Q4.** What are the positives that keep you in the teaching profession?
The young people
Improving the life chances and opportunities of our young people – helping to make a difference for young people and their families
There is also never a dull day – it is exciting, rewarding and fulfilling.
- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
Retirement – Potentially, early as I cannot imagine sustaining the pace into my 60s and beyond!
- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but

measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Reduction in pupil support staff available for small group interventions etc. as priority had to be given to whole classes being taught. For example, a member of pupil support staff had to take up an RME post that we could not fill.

Young people not receiving their full entitlement to every curricular area as we have no permanent modern languages teacher. This involved collapsing the timetable and moving the classes elsewhere in the school

- How well are they working?

The RME teacher is loving it and would like to continue with a mixture of both RME & pupil support.

Pupil support PT is concerned about the impact on staff morale and YP. This has been shared with the union representative.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Temporary - however if we cannot fill the positions they will have to continue.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium

We started in August with 4 vacant positions (2xDHT) then progressed from there. We have retained 4 from the 5 probationers with us this session.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Only took up post in August, however there has been a change in all areas.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

Continue to try to recruit teachers but at present we continue with the same vacancies. Offer student and probationer placements with the view to retaining them. Recruiting PSAs who wish to pursue a career in teaching, again with the view to retention.

Review SP curriculum structure to offer more opportunities collectively across the city and in partnership with colleges and third sector.

Encourage and facilitate more distributed leadership opportunities.

Review the school leadership structure over time.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Cost of living, relocation

Out-with central location

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
- All – however this year
 Modern languages
 Mathematics
 English
 Design & Technology
 RME
 HE
- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?
- More positive incentives for new teachers to relocated away from the central belt as a NQT and then incentivise to stay within these areas.
- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
- Without supply teachers & SLT teaching this year we would have struggled to cover classes. Over the past year we have used in excess of 7 different supply teachers. Some of the issues are:
 Supply teachers frequently require suport regarding effective classroom management
 Teachers who only want to work supply to minimise workload and/or create flexible working to suit them which has a negative impact on L&T
 Supply teachers registered with GTCs (provisional) but have never taught a class let alone have an understanding of Scottish Education and the challenges some of our young people experience
- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
- Yes, we ask as a school** – Personal reasons mainly relocation or career progression

ANDREA STRACHAN

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
- Faculty leader of Science
- Q2** Whereabouts do you work? (Please specify the education authority area that you work in, and if you wish you can state the name of your school but this is entirely optional)
- Aberdeen city
- Q4.** What are the positives that keep you in the teaching profession?
- Enjoy working with children, different every day, the challenge and teaching for children to better themselves through education.

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
- Will stay till I retire but only because I am in my 50s.
- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
- Over 20%
- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
- Teaching and support staff also head teacher.
- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?
- There is no way to prepare for succession as no teacher s available
- Closing the attainment gap along with new changes to qualifications.
- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
- No one willing to move out of central belt, cost of living in Aberdeen, shortage of good teachers who are willing to work in a different school and area, especially when you are judged on results.
- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
- Science, home economics, technology, computing and English.
- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?
- Better pay, less work load, listening to us and the government not making the same mistakes again in relation to the national qualifications.
- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
- Every day use supply staff. Pupils not being taught by specialists.

Additional comments

Teaching is no longer a profession where teachers are respected. One a daily basis we are screamed at shouted at and sworn at. We are supposed to educate learners but spend more time disciplining them.

The government continually changes the qualifications and the goal posts. You just start to understand what is required and ironed out the problems and another change comes along.

I am a good teacher willing to learn and develop my skills but even I am starting to feel the pressure. Something needs to be done so another generation do not receive a half-baked education.

SECONDARY SCHOOLS ANONYMOUS SUBMISSIONS

ANONYMOUS 31

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Principal Teacher of Guidance

Q2 Whereabouts do you work?

North Ayrshire Council

Q4. What are the positives that keep you in the teaching profession?

The positive impact I can have on the lives of the young people I work with. Ensuring that they leave school with all the necessary personal skills to cope in the real world is my main priority, both as a Guidance teacher and as a class teacher.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I have always assumed I would teach until I retire, however, in the past year and, in particular, the past few months, I am not sure that I will be able to maintain my current workload until then. The amount of paperwork and level of need within my caseload is no longer manageable without significantly more hours in school and working at home in the evenings and weekends. During holidays I am in several days, in the summer I am usually in school for at least a week. Without these extra hours the work I am expected to complete would not be done. It is impossible to complete everything within 35 hours and still have time to teach and develop new lessons.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

We have lost two essential members of support staff, including our attendance officer. No measures have been put in place to support this area.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium. This year we will lose 5 staff and they will be replaced mainly by temporary or probationer staff. There is a significant issue with consistency.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

All areas have been affected. In the past 5 years we have lost approximately 30% of our experienced staff, both teaching and non teaching.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

There has been very little succession planning.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Long hours and staff feeling overworked has meant many people do not see teaching as a viable option and many experienced staff are leaving due to the pressure to raise attainment with less resources, less time and less support.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

All areas are struggling. There will be a significant shortage of staff at senior levels in the next few years as many staff cannot sustain the workload and the added pressure that comes along with a senior post. Due to this there are less un-promoted staff willing to seek promotion.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

A very serious look at teacher workload and the management points each school receives. The number of senior staff has been cut significantly in recent years and this has resulted in less support for un-promoted staff. If more Senior positions were available this would support all staff in schools.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We rely heavily on supply teachers and support staff. However, there are very few good supply staff and this has resulted in significant behaviour issues. Our support staff have also been cut which has put a huge strain on resources and has resulted in some pupils with ASN not receiving appropriate support.

Additional comments

I absolutely love teaching. However, the current structure is not working for the pupils and this is putting significant strain on all members of the teaching community.

ANONYMOUS 32

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Headteacher

- Q2** Whereabouts do you work?

Perth and Kinross.

- Q4.** What are the positives that keep you in the teaching profession?

Many and varied. Working with children and young people is a vocation and is something I believe to be both worthwhile and enjoyable. I have been in education for over 20 years and I have enjoyed working in every school I have been in and in every post I've occupied. I believe that education can provide all pupils with the skills and the qualifications, the freedoms and opportunities required to make a success of their lives whatever their background. Having

grown up in relative poverty, I believe in the power of education to change lives and enable people to change their own narrative. As a teacher, it is a privilege to walk with young people for an important part of their lives towards their goals.

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I would consider working in other roles within education as I do not believe I would be able to continue at my current pace/level of workload until the age of 68 (or even 60). I am currently 47. While it is almost a cliché, the workload of all people in schools who aim to do a better than adequate job cannot be completed within the hours and resources provided. This means that I am completing questionnaires like this one during my much needed holiday (and I am completing this before I complete other tasks which need to be done before I return to school).

- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

The establishment of the all through school in 2009 meant the joining of a nursery/primary with a secondary school in a new, purpose built community campus. This required 1 HT rather than 2, and this was made into a saving, ie a reduction of 1 person in the senior management team.

There has been a reduction over time of PTs and the removal of APT posts. This is resulting in a more limited pool of recognised leaders within schools.

- How well are they working?

This has undoubtedly led to increased workload for us.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Permanent.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium.

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Support staff can be difficult to maintain, in part because some are employed by the local authority directly and are moved by them. This can be a source of frustration although the LA has good reasons to do this.

Teachers are currently in a very powerful position, agreeing to take jobs but then still interviewing for others and subsequently reneging on the job offer

when they have been successful closer to home or in a more desirable school (for their own reasons). This happens frequently due to the acute shortages.

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

As a denominational school in the east of Scotland we have real issues with succession planning for guidance and senior leadership posts. As the school has always appointed the best candidate for non-reserved posts, this means that most of our PTs in the secondary are non-Catholic and not eligible for senior leadership posts in the school. This applies to teaching staff going into guidance posts too.

In the primary, the Church approval process provides us with real challenges as we cannot recruit enough Catholic teachers for all our classes. The Church has become more forceful in applying its procedures in recent years – and at the same time that there is a more general crisis in recruitment. A number of Catholic teachers positively choose not to teach in the Catholic sector because of the extra demands made by the Church on teachers and also on headteachers.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Geographical location – including the proximity of universities which provide Catholic teachers.

Lack of qualified support for learning and guidance teachers. The removal of these additional teaching qualifications from universities has been a great loss to the system.

The qualifications required for Headship which are extremely demanding.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Guidance and support roles are highly specialised roles. Too often they are allocated to people who have the demeanour which is well suited to the job rather than all the skills required. I note that the lack of professional qualifications in these areas was discussed at the EC meeting focused on ASN and I would very much support the views expressed.

Physics, HE, technical and primary teachers.

In recent years we have been unable to fill some posts and in other cases our leet has been made up of 1 or 2 candidates. We have appointed candidates which have met the criteria but we have had reservations about.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Current role out of the Catholic Teaching Certificate to universities other than Glasgow is a real positive.

More inducements such as travel/rent for an initial period of time.

Removal of the two-tier payment for supply teachers (although this could return when there is over capacity in the system).

Renegotiation of the McCrone agreement. Removal of the notional 35 hr week and replace this with a more realistic figure (45-50hrs?) which is then supported by core hours and flexible working.

Compulsory 1 year temporary appointments before permanency offered. Removal of teachers and promoted staff more easily. Inadequate staff creates a significant workload for others and diminishes morale, which impacts on retention.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

The school uses both supply teachers and support staff. The LA system in place which aims to provide staff for us is inadequate and I understand this is the same across all LAs. The issue is particularly acute in some secondary subject areas and with primary teachers. We have our own networks but at key times this is often not enough. The English system has private companies which access supply staff for schools – I do not think this should be the way forward in Scotland. However, a social enterprise company or an organisation run at arms-length by SG would perhaps do a better job if it had appropriate incentives to offer flexible people.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

We always speak with staff who are leaving. We do not collate this information.

Additional comments

If you have any other comments please detail them below:

In my LA there are many schools with small numbers of children and high pupil-teacher ratios. They are also almost all in affluent areas. Schools like my own are at a disadvantage as a result. There needs to be greater political will to close small schools so that the children benefit from larger environments and the system benefits from the staff and resources saved/redistributed as a result.

ANONYMOUS 33

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Depute Head Teacher

- Q2** Whereabouts do you work?

Glasgow City Council

- Q4.** What are the positives that keep you in the teaching profession?

Improving the life chances of young people; working with young people; making a difference in their lives

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I will stay until I retire

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

The senior leadership team has had to take over the timetables of staff who have left but whose posts cannot be filled as there are no supply teachers available (With the 3 day cover policy, other staff will not take these classes so SLT have to so that children are not disadvantaged)

- How well are they working?

The children are taught – but not necessarily by a specialist – simply a member of SLT. This has a detrimental effect on the normal work the SLT would usually deal with – this does cause stress amongst the SLT

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Hopefully a temporary measure but has had a significant impact this session – one member of staff left in October!

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Support staff – leave and are not replaced

Teachers – leave/retire and there is no supply cover available

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

In terms of staffing, this is decided at authority level not by schools. Although in some situations (eg someone retiring as opposed to someone deciding to leave) we would submit a request for a replacement teacher to the authority. For the last couple of years the requests are submitted but there are no supply teachers to take up the post

The challenges are dealing with poverty in the main. There is an assumption that all children have access to technology (wi-fi, computers/laptops etc) and for this school it is very much NOT the case! These children are disadvantaged in that some exam material must be typed up and sent to SQA. We try our best to accommodate this shortfall by making the school computers available.

Many of our children simply cannot study at home – there is just no where suitable for them to complete homework or study – again we have tried to assist where possible

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Not just to our school but to the profession as a whole – there is poor morale. No matter what problem is raised in society (from knife crime, to bullying/cyber bullying etc etc) the answer is always “the schools should do more”.

Head teachers are seldom allowed to advertise and appoint their own staff – the posts are filled by the authority. In some cases these teachers are dreadful – getting them removed takes up to 2 years – how much damage is done to the children they teach in that time??

The workload on teachers is unbearable at times. I am at my desk from 7.15am every day usually till at least 6.30pm and I then work at home for a couple of hours most nights and at least one day at the weekend – I still cannot get everything done. Many many other teachers feel these same pressures and work stress.

As a profession I firmly believe teachers are no longer valued. Everyone has an opinion on schools/teachers because they attended school at one point and they feel that this qualifies them to pass judgment – this doesn’t happen with other professions (eg most people have at one point or another gone to a doctor – they don’t by virtue of that consider themselves to have enough medical knowledge to diagnose and treat others).

Additionally, the abuse that staff take – on a daily basis – from parents/carers is absolutely unacceptable. Whilst recognising and having awareness of the many issues that some parents/carers have (drug/alcohol dependency etc) they have no hesitation in being abusive to school staff and think it is acceptable. This is not just isolated issues – it happens on a daily basis. If adults behaved in this way in a hospital or shop – they would be charged.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Most curricular areas

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Whilst recognising that teachers do have a decent salary, in real terms this has declined for several years. I am aware of course of the global recession and the impact that this has on everyone, however teachers are the people who enable our society to have doctors, lawyers, engineers, scientists. We say as a society that Education is important but this is not reflected in the way we reward our teachers. The example most affecting me is the moving of the pension goal post! Having taught for 30 plus years my pension will not be nearly what it was expected to be – this is grossly unfair. I understand the need for pension reform – but that should have been passed on to those who are joining the scheme – not those who have been in it for 30 years.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We use supply teachers when we can get them

Support staff are not being replaced when they leave – this means the most vulnerable children are not being adequately supported.

Also the quality of some support staff is poor in terms of their own academic ability – some have limited literacy and numeracy skills and yet are supposed to assist pupils in class on a daily basis

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

The school knows why teaching staff leave and there is an “exit” form which is processed by the Council.

Additional comments

If the Government really wants to make Education a priority, it needs to look at supporting teachers – financially (salary and pension). It needs to give HT's the power to refuse to admit pupils who want to change schools mid session (in most cases this has a detrimental effect on the school and other children). At present if you have a space in your school, you must admit them. In many cases the children are refusing to attend their current school and the “placing request” comes as a result of that. Or there are major behavioural issues – the effect on yet another year group or class is so damaging - but if there is a space.

ANONYMOUS 34

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Acting Head Teacher

- Q2** Whereabouts do you work?

Aberdeen City Council

- Q4.** What are the positives that keep you in the teaching profession?

The impact teachers can have on the positive outcomes for young people continues to be the main draw to the profession. Teachers working together for a common goal is also a positive.

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

The plan is to stay in school until retirement. The physical and emotional drains of the profession mean this is highly unlikely to be near the retirement age of 67. The demands of the job, the hours required and the family sacrifices do not make this a job that can be done with the same intensity to this age – I believe we are doing the pupils a disservice to believe that we can.

- Q6** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

- How well are they working?
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

The school has seen a shortage of teachers for some years and this has meant the timetable and curriculum has had to be altered regularly. Some subjects have not been available due to inability to recruit staff e.g. Home Economics and some have not been available throughout the BGE e.g. technical.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Up until recently, turnover has been very high amongst teachers. Over the past 8 months this has become low.

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teaching staff has seen a high turnover of staff. 3 out of 4 senior managers have left in the past year (2 early retirement and one to a permanent promoted post)

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

The school is in a unique position as it is merging with another school in August 2018. All future (since August 2016) promoted posts are temporary. This may lead to issues as staff leave for permanent posts.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

In the North East the lack of teachers in the job market is critical in recruiting new staff – there tends to be a ‘robbing Peter to pay Paul’ scenario as staff move within the region. Despite incentives, staff trained outside the North East seem unwilling to move to the area. Those that do are often looking for a chance to return.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

The challenge seems to be in all areas now. Science, Maths, Technical, Modern Languages, Home Economics remain the most difficult, but there have been no areas where we have had a significant number of applicants for posts.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

More teachers are required in the system. The Attainment Challenge has meant that a significant number of additional teacher vacancies have been created in the Central Belt and this has led to staff remaining in the area post training. I do not believe that this was allowed for in any workforce planning as the staffing is left up to individual schools to determine. For quality staffing (and that is what the pupils deserve) we need a surplus of teachers for

competitive interviews. Currently our supply staffing is reliant on retired teachers and this should not be the case. To entice people to join (and remain in) the profession would require: talking up the profession by government, Education Scotland, COSLA etc; suitable remuneration (this does not require massive increases in pay but requires an acceptance that to get the best you may have to pay a bit more); promotion prospects that are realistic for people joining the profession (the reduction in promoted posts has undoubtedly not just meant people have left the profession but has meant some staff motivation has reduced); offering pensions that recognise the stresses and strains of the profession – 67/68 is too late.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

Supply teachers are used all the time to ensure classes have a registered teacher in front of them. They are not specialist in the area required and this does impact on the pupil experience. Where vacancies and absences are long term we have been largely unable to recruit supply staff in the appropriate curricular area. This impacts on long term attainment and means that we have had to adapt timetables to ensure pupils studying for qualifications have a specialist in front of them. This increases the workload of the staff we have in the school and severely reduces the experience of pupils in S1-3. The more we increase workload, the greater absences are likely to be.

Q14 Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Informal exit interviews are now carried out (since September 2016) and the authority has an exit interview process (though not all employees complete this).

Additional comments

Workforce planning nationally must take into account the additional staffing being recruited from Attainment Challenge and Pupil Equity funding. The planning must also acknowledge that students tend to train where they want to work so we must be training more teachers in the North and North East to end the staffing crisis and ensure we can provide the excellent education the young people (no matter where they are growing up) receive. The staffing crisis is undoubtedly having a negative impact on pupil achievement and attainment, will be creating a 'gap' between those schools that can staff their schools (is this an economic and social 'gap'?) and is impacting on the workload of those teachers that remain (and this is unsustainable in the long run).

ANONYMOUS 35

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Yes – Deputy Headteacher

Q2 Whereabouts do you work?

South Lanarkshire Council

Q4. What are the positives that keep you in the teaching profession?

Positive impact on young people's lives. Working with passionate professionals who are driven to improve the life chances of young people. The strategic role I can play in helping support the direction of the school – shaping our values, vision – and coming up with the strategies to help us all attain these.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I do not believe I will have the energy to sustain school work until retirement age. It constantly feels like pressure is building with new policies, SQA changing approaches, the constant impression that HMIE are coming – I am not convinced it is possible to stay in teaching till retirement and maintain your health and wellbeing.

I also aspire to a head teachers post in the next 5 years and as I am relatively young (35) – I would want to strive to make a positive impact within school(s) but am aware a headteacher should not stay in one school forever – it is important to allow new ideas and fresh blood to be brought into an establishment.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

I am responsible for staffing and cover. South Lanarkshire invited schools to offer part time and local teachers on the supply register to cover some days in the school. We were able to access a few extra days and a retired teacher to help us out. However, although this was extended from Christmas till May – it was done on an ad hoc basis. We, as individual schools, were fighting for this cover and it is proving near impossible to access supply staff – as there are nobody out there.

As for long term absences, throughout the year we have been able to access cover through South Lanarkshire council to fill specific posts successfully. However, often the response is they do not have a "Physics/Art/Home Economics" teacher and therefore we are back to square one looking for ourselves.

- How well are they working?

Inconsistent. Some impact – but nowhere near the impact that a few additional teachers added to our staffing would have made. As I am DHT in a small, rural school with a dropping school roll – we are significantly struggling with the constant drop in staff on an annual basis. These cuts are hitting us at a time when we are trying to expand and offer a curriculum for the 21st century.

The cover situation is not working well with a number of schools having no cover for long term absence. However, the suggestion was made that this was moved to schools to try and organise – as pointed out above – there are no supply staff out there and it would be dire if I was left to try and find people to fill short term posts.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Temporary. However, SLC offer an area cover pilot whereby a small number of staff are assigned to help with cover. This was put in place approx.. 5 years ago and has been very helpful in cutting down on the amount of cover that has to go out to general staff. Believe this is an excellent scheme – however, it doesn't replace specialist subject teachers teaching their subjects.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Entire SMT has changed in the time I have been at the school (3 years.) Most of the teachers who are leaving are doing so to retire or seek employment closer to home.

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

With recruitment procedures, it is often difficult to plan in enough provision for succession planning. Often there are gaps between a member of staff leaving and someone taking up post (we ran for 6 weeks with a DHT down this year.) All succession planning is done on an ad hoc basis in individual schools – there are no systems for this.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

SLC prefer recruitment drive approaches which mean schools cannot appoint a specific teacher to a specific post. I would like to see more flexibility built into the recruitment procedures -which, still meet the legislative demands, but allow schools to get the right people for them. The streamlined management structure is not allowing staff opportunity for promotional opportunities – more and more often I am hearing of teachers taking 2 years out to teach abroad due to limit chances within establishments.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Home Economics

Maths

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Push local authorities to allow schools to recruit individual posts. Offer additional funds to offer incentives to schools in areas of multiple deprivation or rural areas. Try to get a period of stability in Scottish education – stop a sense of moving the goalposts every year and allow teachers time to focus on improving the quality of learning and teaching.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

The notion of supply teachers is a myth. There are no supply teachers out there. Annually, I receive a budget to spend on supply to bring staff in to help with areas such as CPD, staff absence short term – however, there are no staff out there. Every year we reallocate these funds as I have no means of spending them. It is incredibly frustrating. Area Cover where teachers are employed to support cover in areas is good – but the role is viewed very poorly by staff and therefore teachers who get these posts are always looking for permanent posts. We need to find ways of showing area cover is a great means of developing skills across different schools and make you a good candidate for promotion.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

No we don't – but this is a good idea and we will consider it.

Additional comments

I am delighted that the Scottish Government are looking at this important issue. Schools remain focused on learning and teaching and trying to offer pupils the best experiences possible – however, please takes, unreasonable cover demands and issues around staffing are adding to the workload burden of staff. Innovative solutions are needed to try and make things better but this would be an excellent focus for improving the low morale in Scottish education.

ANONYMOUS 36

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

I have been in the profession for 28 years. I am currently a depute headteacher, and have previously been headteacher for several years in another secondary school.

- Q2** Whereabouts do you work?

West Lothian

- Q4.** What are the positives that keep you in the teaching profession?

Making a difference to young people

Seeing 'the penny drop'

No two days are the same

Making a difference to colleagues

Conditions of service and pension

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I have loved teaching all my working life, and gladly and easily progressed my career. I did not however enjoy the role of headteacher due to extensive political interference, increasingly unreasonable societal expectations which diminish the role of parents and families, and swingeing cuts to education and local authority budgets which mean very dedicated and hard-pressed individuals are continually asked to do more with less.

I do not enjoy my current role when it involves:

- spending a considerable amount of time resolving trivial feuds that arise in the community or on social media and impact on pupils in school.
- Cajoling/accommodating pupils who are not disciplined or emotionally stable enough to be able to follow simple and reasonable instructions
- having to justify the actions of classroom teachers to unsupportive parents who refuse to believe their child could have made a mistake or done something wrong
- having to log every single communication with a parent/carer, in case it later becomes the subject of a complaint.
- Having to ask teachers to work with pupils who have demeaned them and abused them in front of others, compromising their authority with the rest of the class
- Sitting through weekly meetings to monitor every senior pupils' progress in exam courses and the actions taken to ensure they pass (covering our backs)
- Having to abandon key tasks that move the school forward in order to manage misbehaviour or in order to cover classes of absent colleagues
- Continually adapting curriculum policy and exam presentation strategy to incorporate the latest changes made by SQA or Cabinet Secretaries – teachers are so fatigued by 'innovation' and 'improvement'.
- Working to unrealistic development deadlines, including annual improvement plans and annual self-evaluation statements – it takes a long time to make lasting change, please let schools plan (and manage budgets!) over 3 years, not one.

I am too young to retire, but am worried about how long I can keep going. I have considered alternative employment, but fear I would lose out in terms of pension entitlement.

I have always been an enthusiast, a positive team member with creative solutions. Now I am just tired, have memory problems, feel cynical and jaded (though try very hard not to let this show to colleagues, pupils or parents), and sometimes feel ashamed of my attitude, compared to how I used to be. I recently received counselling in connection with my work.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Short-term changes to pupils' timetables have been made to accommodate staffing shortages. For example, some junior pupils received no technical education for a term after a teacher left, but received extra literacy/numeracy instead.

Members of the management team are taking Maths and French classes, due to lack of funds to afford a Maths teacher, and lack of available Mod Langs teachers. The Faculty Head for Maths has taught more than his statutory 50% timetable for the whole session, without complaint, but with an impact on his availability for whole school responsibilities.

- How well are they working?

Pupils have not all had the same curricular experience. Yet to be seen how significant this turns out to be.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Most measures are temporary.

However, reduction in specialist support for learning staff is permanent. Retiring specialist will not be replaced.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Senior management

Modern languages

Technical education

English

Computing

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

There does not seem to be very much succession planning in the school. There is no long term curricular vision, there is no long-term plan regarding pupil numbers. Most decision-making seems to be short term.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Recruiting challenges:

- Availability of well-qualified teachers. (some candidates cannot spell, punctuate or count.)
- Salary and conditions, and status of teaching are clearly not attractive to the most able young graduates, therefore:
 - Increase salary.
 - Increase planning and preparation time allowances during the school day, so that teachers have less to do in the evenings, allowing them to have a family life/social life during term time.
- It is essential that teaching lessons be an integral part of the recruitment process, in addition to the traditional interview. Local Authority restrictions make this difficult.

Retaining staff:

- Working in schools currently is draining, whether in teaching roles, support roles or admin and clerical roles. Many other jobs are less stressful, better paid and therefore more attractive.
- Continual curriculum and assessment changes. Teachers pride themselves on doing a good job, and will improve year on year, given the chance. They cannot do this when assessments and courses keep changing – we need a period of stability.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Support for Learning

Maths

Home Economics

Computing

Modern languages, especially German

Physics

There is a general need to facilitate dual qualification. GTCS is addressing this.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

- Increase Salary and conditions, and status of teaching profession
- Drastically increase support for pupils' health and wellbeing, especially mental health and wellbeing – eg provide every school with a trained counsellor. This will undoubtedly have a beneficial impact on behaviour management
- Stop interfering in the curriculum.
- Further reduce bureaucracy – not re SQA but in relation to accountability and performance management

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

Our school rarely uses supply teachers because so few are available and the quality of those who are available is so poor. It usually creates more problems than it is worth!

This means middle and senior managers undertake a lot of cover and are therefore not available to provide the sort of effective support that builds capacity in relation to effective classroom management, teaching, and learning.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Authority collects exit interview information, I believe.

Additional comments

Staff turnover mid-way through term time is highly problematic for senior classes, and presents schools with another barrier to overcome to raise attainment.

English schools used to have termly deadlines for handing in one's notice, enabling heads to hold teachers until the end of each term, contractually. Please consider introducing a similar system in Scotland.

ANONYMOUS 37

I have been a teacher for around 25 years, 12 of which I have spent in a promoted position in a secondary school. I am a guidance teacher but have held Acting Depute posts on a few occasions.

In addition I have played an active part in EIS union discussions and activities.

I will attempt to answer some of the points highlighted.

The main challenges regarding recruitment and retention:

Unfortunately the teaching profession is not regarded as an attractive profession within society. The main reasons include low salary with little chance of any improvement for most workers. My salary has not changed for a decade despite the fact that the cost of living has gone up considerably. It is now common knowledge that teachers have become much poorer over the past ten years. The general public as well as young people are well aware of this fact.

Promotion prospects have drastically been reduced in all sectors. The creation of faculty posts has resulted in a reduction of middle management principal teacher posts. Additionally the local authority cuts as well as so-called management restructuring has also cut middle management as well as senior management posts. Chartered teacher posts were also attacked in a government effort to cut costs. Why spend a great deal of time and effort to secure a good university degree only to remain stagnant at the same salary for most of your career? This is the reality of what most teachers now face.

The conditions of the job have deteriorated dramatically over the past ten years. Teacher workload has increased and continues each session to increase. Whether it is SQA related internal assessment marking or the huge increase in bureaucracy linked in to GIRFEC procedures. Every term we face new procedures or initiatives that hit our workload hard and often new initiatives do not replace the old ones, they are expected to run alongside them. The workload has become completely unmanageable and it has had a huge impact upon family life as well as teacher health and wellbeing. On top of this my pension has deteriorated. I will now have to work much longer in a very demanding job and at the end of it I will receive much less. At one point teacher pensions were viewed in envy but that is no longer the case. It is also sad to say that teaching has become a very small part of a job that grows daily. Whether we are expected to deal with cyber bullying, prevent teenage pregnancy or look out for the potential rise of youth extremism. The responsibility and accountability widens every session and now we have the approach of the 'named person' role. This has been forced onto already overworked professionals who do not have the capacity to deal with this. Another attempt to try to get teachers to do the job of social workers. More work with no more time and no more pay-very much a common theme within the profession.

Teacher health and wellbeing is a huge concern. Staff are expected to take on more and more work, spending hours at home marking pupils' work. Teachers now work more hours weekly than most other professionals and it is now a very family-unfriendly job. Stress, anxiety and depression are commonplace and staff absenteeism has been affected. Needless to say there are no supply staff to help out when teachers are off work ill. Many teachers are now either leaving or giving up promoted positions and going back to class teachers status to protect their health.

No one can deny the huge impact that local authority cuts have had upon the profession. Teachers want to help their students but we have never experienced as many obstacles in our path as we attempt to organise support for young people. Most areas that commonly support vulnerable youngsters and help break the barriers to learning have been demolished by recent cuts. These include ASN support (staff cuts), mental health support (cuts to youth counselling, CAMHS and educational psychologists-leading to much longer waiting lists), scrapping of attendance officers and attendance councils (this role linked in to child protection), decrease in guidance and pastoral care jobs (again linked in to child protection as well as the area of attachment), destruction of many behaviour support roles as well as the increase in class sizes that most staff have experienced. Despite the importance of Literacy and Numeracy we have seen S1/2 English and Maths class sizes go back up to 33 when a decade ago they had been reduced to a maximum of 20 pupils-the Scottish Government have allowed them to increase in size by an incredible 65%. On top of this school budgets have been slashed and this has affected resources as well as simple ordinary everyday tasks like photocopying and printing. This is only a snapshot of the cuts but it has made

it impossible to help pupils overcome their problems and this has made our job completely frustrating.

Needless paperwork has also helped destroy the job. We do expect to fill in some forms but the incredible increase in bureaucracy cannot be understated. A decade ago it would have taken around 15 minutes to complete a referral for youth counselling input for a child. This now takes about 2 hours due to an increase in the paperwork attached. Much of the paperwork asking for duplicate information. This is only one example of many that could be used to highlight this unacceptable increase in workload.

Teachers are experiencing a huge lack of support from many areas-SMT, SQA as well as the Scottish Government. At the same time children and parents are much less resilient than they were 10 years ago. This has much to do with social changes and an increased sense of entitlement. Parents and children are much more likely to ask the school for help, even in situations that are not seen as a school issue. This has also increased workload.

Inclusion has resulted in the closure of many specialist educational establishments that were able to deal with very complex needs. These needs are now expected to be dealt with in mainstream schools and teachers are finding that many pupils with real difficulties cannot be fully supported in mainstream. Again a huge increase in workload as well stress.

Behaviour has deteriorated in most schools over the past decade. One of the reasons is that there are less staff in most schools, in particular less managers to deal effectively with discipline.

Teachers are experiencing a huge amount of pressure from many areas whether it is unrealistic parents, politicians or the media. Teacher- bashing is rife and despite the fact that most political parties declare education as one of their top priorities, none of them have admitted that teachers need to be paid an attractive salary.

Lastly teachers talk to others and express their opinion about their profession. At one point teaching was a profession that successive family members entered but this is no longer the case. Many of us go out of our way to make sure that our children, our nieces and nephews do not enter the teaching profession. This is very sad but I want my children to be happy at work and to be rewarded and valued. I do not believe that teaching would offer them that.

As well as recruitment it is true that retention is becoming a growing issue. Last year alone I witnessed the resignation of three promoted colleagues, all extremely respected and experienced, one Head Teacher, one Depute and a PT Learning Support. All were so completely sickened by the local authority cuts and management restructuring programme that they decided that they had had enough and left the profession, giving up rather than wait a few years for their retirement. At present many of my colleagues are looking into lucrative teaching opportunities in the Middle East and some others have said that they will pack in teaching after their mortgage is paid off. Many staff with

financially secure partners are leaving and I know of a few who have opted to work in supermarkets instead.

This is pretty simple. To recruit and retain graduate staff you must treat them well and respect as well as value them. They must be paid an attractive salary and they should not become poorer as every year goes by. They must have good working conditions as well as attractive pension arrangements. Teachers do not have an award scheme like many other graduate professions, no chance of private medical care, a company car or a yearly bonus. It is therefore vital that the annual salary is very attractive to ensure that good graduates not only enter the profession but choose to stay. Workload must not be overwhelming such that many of them end up stressed or depressed. These are obvious steps that would help make sure that the teaching profession grows and strengthens. At present we are a lost profession and morale is lower than I have ever seen it. A time of mending and healing is the only way out of the mess that presently exists.

In relation to trainee teachers many of whom are not completing courses-many of the students see the reality of what the profession is like at present when out on placement. They see the effect of the cuts, the large class sizes, the poor behaviour, low teacher morale, lack of resources etc. They hear colleagues complain in the staff rooms and they realise what they could be letting themselves in for so they quickly go. They decide that they can secure a more lucrative job with better conditions in another profession. This is particularly true of the STEM graduates.

Staff shortages are not being covered effectively as there is no supply staff available most of the time. Our school relies heavily upon the goodwill of a few retirees who worked at our school many years ago. Apart from that teachers are taken below their minimum non-contact time to cover emergencies. This is becoming more common.

Most teachers are not attracted to promotion at present as they realise that the workload as well as the responsibility and accountability increases dramatically at that level. As education is in a complete mess at the moment few want to be in a position where the buck stops with you. With dwindling resources, fewer support mechanisms, less staff -running a department never mind a school has become a impossible task therefore more teachers are opting to abandon promoted posts than apply for them!

To summarise the big issues that influence staff when deciding to stay or leave the profession are

- Pay, conditions and pension
- Workload and Bureaucracy
- Promotional prospects
- Health and Wellbeing
- Accountability and Responsibility
- Pupil behaviour
- Support from others (in order for me to do my job)

Morale-Do I feel valued in my job?

In most of the areas stated above there has been a sharp decline over the past ten years or so.

Teacher morale is at an all-time low and if we do not address this then Scotland will continue to lose teachers. In all honesty it saddens me greatly to witness what has happened in our schools.

I loved my job but I feel that my profession was taken from me. I can only hope that wisdom prevails as I believe we owe that to our pupils.

I hope that I answered some of your points. I work with so many wonderful teachers who try so hard every day and I felt that I owe it to them as well as to myself to try to give a full answer.

ANONYMOUS 38

Q1 – I am a Depute Headteacher

Q2 – I work in a secondary school in the north east of Aberdeenshire

Q4 – Most of the time I enjoy what I do. I am motivated by the believe that education has the power to give people opportunities. I also realise that my role allows me to have significant input into helping young people who are facing significant difficulties due to financial, home background and other issues, which I also find rewarding.

Q5 – I intend to continue in my present post until I retire. I have no intention of applying for a Headteacher position as I do not believe it would allow for a healthy work/life balance.

Q6 – We are having to limit the number of pupils who can choose science, technical and business subjects due to constant staffing difficulties. This particularly harms those who may be less successful at more academic subjects and wish to learn woodwork and metalwork skills as we are able to run less classes than we could easily fill with pupils. In other subject areas we are having to split classes between a subject specialist teachers and supply cover due to our inability to attract staff. It is not unusual to advertise posts several times in succession without receiving a single applicant. We are aware that some parents have chosen to send their children to private schools in Aberdeen because of our staffing difficulties and the impact this may have on their children's opportunities.

Q7 – Turnover is medium – but the question implies that staff are coming in to replace those leaving. Our difficulty is that we often can't get staff 'in' in the first place!

Q8 – The main area of turnover would be with unpromoted teaching posts. Once someone secures a promoted post the tend to stay in post until they achieve a further promotion or until they retire.

Q9 – Succession planning is provided for as part of the Professional Review and Development scheme which seeks to help staff identify their development needs at then help meet them.

Q10 – Main challenges in recruiting: housing costs are more expensive in Aberdeenshire than elsewhere in the country though salary scales are nationally determined. I believe an Aberdeenshire weighting allowance similar to the allowance teachers get for working in remote islands – would help compensate for this.

Q11 – All posts now have difficulties though science, technical, maths and business specialists are harder to find.

Q12 – General pay levels are becoming a real issue – we have lost a number of staff who have left for better paid positions in industry. In addition, we have lost staff who have resigned to move to a part of Scotland with less expensive housing – one in particular would have been willing to stay if he could have secured a council house rather than the expensive private rented house he was living in, but the council could not provide him with one so he resigned.

Q13 – We employ supply teachers all the time – on many occasions we would employ more if could find them. We have had to pull teachers out of training events or cancel school trips at the last minute due to lack of available supply staff or last minute illness that we can not fill with supply staff.

Q14 – The Council collates details about the reasons why staff leave.

Final comment – why is it acceptable that teachers in Scotland are paid less than in England? If Education really was a priority for the Scottish Government, this would not be the case.

ADDITIONAL SUPPORT NEEDS SCHOOLS ANONYMOUS SUBMISSIONS

ANONYMOUS 39

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

DHT

Q2 Whereabouts do you work?

ABERDEEN

Q4. What are the positives that keep you in the teaching profession?

Enjoyment of work with children, and seeing the results of your input. Supporting pupils to overcome difficulties. Supporting colleagues to develop their skills and abilities.

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
- Would consider leaving for alternative employment. Job is extremely stressful- managing a large amount of staff and trying to improve practice with ever-increasing expectations within education. Staffing shortages and subsequent workload issues make this extremely difficult. Pay is not equal to the responsibilities involved.
- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
- What are they?
- No – just having to cover other jobs in addition to my own due to teaching staff shortages.
- How well are they working?
- Not well – covering two jobs at once is difficult
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
- Temporary – covering vacancies – however this could well be long term as it is extremely difficult to recruit teachers (working in ASN)
- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
- High
- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
- Teachers
- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?
- Significant challenges – aiming to recruit a new head teacher (has been advertised twice already, to no success). Post will be difficult to fill due to type of school (Mainstream school with 7 ASN classes- getting someone with experience/ interest in high attaining mainstream as well as complex ASN is tricky).
- A number of mainstream and ASN teaching posts to be filled.
- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
- Recruiting teachers who are willing/ interested in working with pupils with additional support needs is difficult. When we get applicants for posts (which is not every time we advertise) not all candidates are suitable/ quality, and therefore if you take them on they will need heavily supported which does not

decrease your own workload. Retaining teachers in the area is difficult due to local economy – many teachers have left due to partners losing employment in the area/ not being able to afford housing in the area.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Additional Support Needs Teachers

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Training higher numbers of teachers – looking for those who will stay in the area. Aware this could be seen as prejudice, however if people come to Aberdeen University from another area, they will likely move back to this area. Could tie them in with a contract to stay for x number of years?

More training at University for working with pupils with additional support needs- should do at least one short teaching practice in ASN environment.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

Few supply teachers are available – especially those who are willing to work in ASN. We use a lot of supply support staff. Issues are getting hold of them – lists kept centrally are not always updated & you can spend a morning phoning people who do not answer/ return your calls/ are already working long-term elsewhere. Quality of those who you do get is not always very high.

ANONYMOUS 40

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Principal Teacher. Overall responsibility for the management of a secondary department within an all-through ASN school.

- Q2** Whereabouts do you work?

Ayrshire. Reluctant to give details due to potential repercussions at local authority level.

- Q4.** What are the positives that keep you in the teaching profession?

Seeing the difference you can make with individual pupils and their families.

Being able to support colleagues develop professionally and seeing the impact that this has on their practice and therefore on the experiences gained by pupils.

High level of autonomy and the trust in which my manager devolves to me. This gives me the freedom to make decisions quickly and for the benefit of all pupils. (This has not been my experience in every school.)

Knowing that I am making a difference to the life skills and life opportunities for all pupils. Being the voice and fighting the corners of the most vulnerable children and young people.

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
- Leaving for alternative employment. Although I consider myself to be fit and healthy in the main, I cannot possibly continue this line of work until I am 68. I do not think the physical and mental demands of teaching are appreciated by those who do not do the job.
- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
- What are they?
- Class sizes are going up. School is working over its capacity. This is due to an increasing role but no increase in staff (teachers or classroom assistants). Expectations of existing staff have therefore risen.
- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
- Senior Management – low.
- Middle Management – high. Due to stress levels.
- Teaching staff – medium.
- Classroom assistants – extremely high. Due to very poor pay in relation to duties and working conditions (minimum living wage).
- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
- Support staff – Classroom Assistants
- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
- Lack of quality staff – we end up setting for individuals because they are available for work, rather than them being the right person for the job.
- Classroom Assistants are not paid fairly for the work they do and the level of responsibility they have. Minimum living wage is inappropriate for those who are doing the jobs that were historically done by Speech and Language therapists, physiotherapists, occupational therapists, nurses, personal carers and finance assistants.
- Council is reluctant to advertise permanent positions, so only ever employs people on a temporary contract. These individuals then move to other council areas for permanent contracts.
- Many middle managers and teachers leave due to stress levels. The expectation put on teachers, and in particular on teaching managers, is unrealistic.

Lack of non-class contact time. Staff do not receive their entitlement due to a lack of people to cover.

The single biggest issue is that of workload. No teacher I have ever met works a 35 hour week. All tasks expected of them cannot be met in this timeframe. Failure to complete work leads to professionalism and competence being brought into question, while challenging unrealistic workload leads to accusations of laziness and being an anarchist.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

ASN/special schools

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

No official training programme is in place for ASN teachers.

There is no longer (since the introduction of Curriculum for Excellence) an ASN curriculum. If there was, this would significantly reduce the workload of ASN teachers.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We do not have the opportunity to use support staff as there are none available. Management cover classes when teachers are absent.

In some cases, Classroom Assistants have been left with classes for full days when no one else has been able to cover.

Because teachers know the impact of their absence, many come to work when they are clearly very ill and should not be in school.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Officially, yes. In practice, no.

Additional comments

The single biggest challenge in retaining staff is workload. If the Scottish Parliament could make only one change to the educational establishment, then that should be firstly appreciating how many hours a week teachers work, by conducting a national survey, and then putting into place a plan which will be measured and monitored at ground level – not left for interpretation and manipulation by Senior Education Managers.

ANONYMOUS 41

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Yes Head teacher

- Q2** Whereabouts do you work?

Aberdeen City Council, pre-school additional support Service

Q4. What are the positives that keep you in the teaching profession?

The children and the families that we support -I feel that we are making a real difference to these families . I enjoy leading a team of dedicated staff.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I am already passed the age of retiring through the teacher's pension scheme (60 years) but I feel that I still have something to contribute. I cannot imagine doing anything else.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

SMT required covering staff absence and teaching more than allocated within their remit.

Ht covering two sites.

- How well are they working?

Reduction in the amount of development work and outreach to other provisions when required.

Scheduling of meetings for two provisions rather than one so doubling up work e.g two staff meetings instead of one etc.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Permanent

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Staff turnover is low.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teachers and early years practitioners

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

School amalgamation being planned and sharing of expertise already in place. HT?DHT manual being produced to support new appointees.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Cost of living in Aberdeen.

Stress of managing a school when you spend best part of the day making sure you have adequate staffing in place. Ht more a manager than ever before.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Head teachers

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Weighting for Aberdeen/ starter housing payment scheme.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

Use them if they can be found. Most on the list either already covering long-term absence or vacant posts.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Yes and this is passed onto line managers.

ANONYMOUS 42

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Head Teacher

- Q2** Whereabouts do you work?

Aberdeen City Council

- Q4** What are the positives that keep you in the teaching profession?

I have made teaching my career and have actively sought promotion. The young people, although increasingly challenging, are key to my enjoyment. The moments when I can fully engage in working alongside them and listening to their thoughts on Learning are invaluable.

I also work with colleagues who have embraced change and challenge with commitment.

I love my school and the community within which I serve

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I am considering looking for alternative employment and doubt that I would continue in education.

There have been too many changes enforced on a hard pressed profession with little regards to their professional views. The current curriculum is failing our young people.

There is an increasingly negative perception of the professionalism of teacher. Too many initiatives that are being asked of us that reflect on poor parenting within society. Increasing lack of respect from pupils fuelled by parental viewpoints.

Lack of opportunities for promotion and career opportunities for teaching staff. The Faculty Head System has led to a lack of career development.

The pay structure is not designed to attract retention.

Lack of support for resources and knowledge about how schools run from the authority

Cuts in real terms that impact on staffing. Increased class sizes, lack of specialist staff. Poor quality of applicants from outside Scotland .

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?
- Cut certain subject areas. Focussing on the basics but by doing so, narrowing the curriculum.

Reduction in buying in outside providers.

Increased use of Local College and partnership working with local secondary schools in a consortium capacity

- How well are they working?

The young people who benefit from a more vocational approach are not accessing appropriate courses.

The consortium arrangement works reasonably well but the transport infrastructure does not help in enabling young people to travel across the city

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Mixture of both.

Very difficult to fill vacancies – cost of living in Aberdeen puts it beyond the reach of young staff

Have had to reduce numbers of staff because of council budget cuts. Savings that would normally go towards supporting such initiatives as Mental Health are being clawed back

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

We would normally say that turnover is around 10% however, this has seen a marked change with a number of staff taking early retirement or leaving the area. Now it is about medium

Q8 Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teachers have been the main area of turnover.

- Q9** What succession planning is there in your school and what upcoming challenges does it need to address?

Staff are encouraged to take up opportunities for Leadership and we run a variety of internal CPD courses in various management requirements as well as offer a range of external CPD.

I am really concerned about the lack of desire to be a Depute and a HeadTeacher

- Q10** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Finance including salaries, accommodation expenses, staff morale .Lack of attraction for teaching as a profession

Why would you want to become a senior leader of a school if you are paid the same as a Faculty Head Teacher or less than you can make in industry? Head Teachers are running a massive business,

SQA are a huge challenge. The implementation of the new qualifications is an absolute nightmare for teaching staff. They are at breaking point.

The changes to the Nat 4 and 5 are not helpful. Young people are stressed.

The lack of recognition for recognising positive achievement is a potential disaster and workload issue

- Q11** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Computing Studies

Business Studies

Design & Technology

Home Economics

Mathematics

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

GTCS needs to be less bureaucratic and make it easier to recruit good teachers from outside Scotland

Build a positive profile of the profession of teachers and back them up

Make teaching more attractive by paying a decent salary and having a better career structure that is recognised financially.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

If we can get supply teachers we use them, but we cannot access any in this climate. No problems in attracting support staff:

We can have zero applicants for a teacher of English but 75 applicants for a PSA

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Staff who leave always let me know personally their reasons for leaving .

Additional comments

Start listening to Head Teachers and the profession otherwise the education system in Scotland is on the verge of collapse

SCHOOL UNKNOWN- ANONYMOUS SUBMISSIONS

ANONYMOUS 43

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Teacher

Q2 Whereabouts do you work?

East Ayrshire Council

Q4. What are the positives that keep you in the teaching profession?

- The children
- The variety
- The challenge

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

Possibly stay until I retire. Would consider suitable secondment.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Headteacher

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

Workload

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

- High stress levels
- Very demanding job
- Over loaded curriculum

- Left behind with regards to salary (poor salary)
- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?
- Try not to overload the curriculum
 - Only essential paperwork carried out
 - Allow for professional judgement
- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
- Shortage of supply teacher in our area
- Support staff are a great help, more required.
- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
- Not that I am aware of

ANONYMOUS 44

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
- Depute Headteacher
- Q2** Whereabouts do you work?
- Stirling
- Q4.** What are the positives that keep you in the teaching profession?
- The children and families that I work with and the positive difference teachers make in the lives of the community. The love of learning with and from the children, their families and my colleagues is the main thing that keeps me in teaching.
- My length of service in the profession and areas of expertise mean that it is difficult to imagine not being in the profession, however, my experiences and the current workload, speed of and quantity of change and the bureaucratic processes associated with these changes have seen me looking to change career.
- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
- No, I consider leaving or changing what I do. This relates to the overwhelming demands on management within schools and the impact this has on work-life balance. I consider myself to be performing well but recognise that the overspill into my personal time is not something that I wish to sustain for much longer.
- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but

measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they? Support staff not being replaced and increased numbers of temporary teaching staff.
- How well are they working? Transition planning becomes very difficult to sustain and pupils are losing out. Management spend increased time coordinating crisis management for teacher absences and secondments.
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Temporary for teaching staff but permanent for Support staff.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

High.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

All three.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

Increased numbers of young teaching staff, secondment transitions and changes in support staff numbers.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Period of transition led to staff changes.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

General.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

More transparency and coordination of advertising periods between local authorities.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

There are major issues with lack of supply staff despite the proactive stance of the local authority.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

No, neither is done.

Additional comments

If you have any other comments please detail them below:

The current pace of change and reducing staff in the face of increased workload/bureaucracy are 2 of the main factors in a general feeling of discontent and being overwhelmed.

ANONYMOUS 45

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Headteacher

Q2 Whereabouts do you work?
(Please specify the education authority area that you work in, and if you wish you can state the name of your school but this is entirely optional)
Fife Council

Q4. What are the positives that keep you in the teaching profession?

Spend almost 30 years in education and at my age there are very few alternatives!

Good working with children and making a difference to their lives

Working with a variety of people

Holidays

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

Original plan was to retire at 55 but with the change of the pension scheme that will not be possible. Now plan to leave at age 60 at the latest and will need to work in alternative employment as will not get full pension until age 66.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?
- How well are they working?
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

High turnover as staff leave for a variety of reasons or look to decrease the amount of hours that they are working

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teachers
School support assistant

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

Difficult to get sustainability in school as teaching staff keep changing as a result of different issues. Staff are always happy in the school but personal circumstances means that staffing has been inconsistent over the last 5 years which makes it very difficult to drive through with major developments. Key staff end up taking on too many roles

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Main challenge is keeping full time teachers as the demands are too much for full time work and many staff look for part time work which they feel gives them a better work life balance. Or teachers near retirement age are going early or looking to work part time.

Senior management team have to field concerns from the parent body who do not like their child being taught by part time staff.

Some probationer teachers do not have a realistic view of what it is like to be part of the teaching profession and once probation is complete they do not stay long in the profession as had not anticipated the long hours and high demands continuing after their probationer year.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Train more teachers

Universities to fail students who are not coping with teaching practices

Students to be made aware of the demands of the job

Less pressure put on staff when it comes to inspection, attainment levels, collecting data, analysing data, having to constantly discuss the impact of what is going on in the classroom.

Agree with inclusion but need to have adequate supports in place to have this working properly in order to reduce teacher stress and burnout.

Better services to deal with children who are displaying social, emotional, behavioural issues

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

Supply teachers are almost impossible to get, the one we have managed to get for a period of time was a retired teacher who was a good teacher in her

day but was not up to speed with IT, full inclusion, restorative practice etc which then causes issues.

Supply teachers are not prepared to plan for the amount of money that they are paid.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Assume authority level, we discuss the reasons with individuals why they are leaving but no data is stored at school level.

Additional comments

Majority of people in school work way beyond their contracted hours with many working at least 50% more.

One staff member in the school that I work has taken on a second job and looking to take on a job in the holidays to supplement her income as being at the top of the teaching scale for many years and with very little pay increase she is much worse off now than a number of years ago.

Many teachers are extremely unhappy with the demands on them as many are not linked to direct teaching which is what they were trained to do.

ANONYMOUS 46

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Head Teacher

- Q2** Whereabouts do you work?
(Please specify the education authority area that you work in, and if you wish you can state the name of your school but this is entirely optional)

Highland

- Q4.** What are the positives that keep you in the teaching profession?

Relationships with pupils and staff, making a difference in a community.

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I still enjoy my job, but increasingly find myself questioning how long I can keep doing it for – it is exhausting. I would prefer to remain in school but would very much hope to be able to retire in my mid 50s.

- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Despite significant staffing reductions, the same demands are being made.

Now losing staff to those schools who have received additional SACs funding and are offering Promoted Posts, very difficult to backfill.

- How well are they working?
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teachers, support staff (again SACS and PEF fund is already increasing the turnover of support staff)

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

Too often feels like fire -fighting rather than succession planning. Certainly no capacity to provide any over- lap/transition periods when staff move on.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Numbers of staff available, particularly for Rural Schools.
Early burnout of existing staff.
Increased number of staff absences.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Maths, Physics, Home Economics, CDT

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Make career in teaching more attractive, salaries, workload

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

Increasingly difficult to get subject specific support staff.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Not on a formal basis

Additional comments

Teaching is a fabulous profession, but it is on its knees. We are at crisis point with staff morale at an all-time low.

ANONYMOUS 47

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

HT

Q4. What are the positives that keep you in the teaching profession?

Improving the life chances of children through having a privileged role in education. Supporting the academic, personal, social and emotional development of children in partnership with families.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

No.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Whilst working as a HT I supported my local authority by completing a joint headship. In addition, significant staffing cuts in the management structure of my own school meant a reducing of 4 Principal Teachers being reduced to 2 and 2 DHTs being cut to 1. Of a school of 410 including a 40/40 nursery this had significant impact on management delivery.

Reductions in teaching staffing in general meant that opportunities for pupil support contact time was reduced significantly.

- How well are they working?

These measures did have an impact on the operation and effective delivery of education within the school. This impact was not positive despite a highly skilled team working hard to support and counteract measures that impacted pupils.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

The management measure (ie reduction of Pts and DHTs) was permanent. This is not an approach that has been taken by all local authorities. The reduction of teaching staff was temporary and due to teacher number shortages. The shared headship was a short term arrangement for a one year period to support the local authority with long term contingency planning.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

High however this was not only due to staffing shortages and a high number of temporary or newly qualified teachers being in place. Other issues such as retirements and maternity leave also affected turnover over the past few years.

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

All groups with the exception of support staff. However this is an area that North Lanarkshire have reduced this session 2016-2017.

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

The school has utilised all succession planning at the time of my departure. Local authority contingency support is required to ensure effective delivery of standards.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Recruitment processes can at times be a lengthy process. Other LAs at times were ahead of recruitment drives therefore many NQTs had already secured permanent posts before our LA had advertised.

Some permanent pool staff were moved schools due to needs of the LA and priority absence cover needs.

We did not have an issue with retaining staff who were made permanent to the school.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

Yes supply staff were used frequently when budget was available to be accessed and a supply teacher could be sought. In addition, the variety of skill set and standards of quality in supply staff was varied.

At times supply staff do not engage in high level CLPL (due to various school placements) therefore effective opportunities to upskill were not accessed and as such high quality teaching and learning can be affected.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

No. This was completed at LA level however as far as I am aware this information is not used for self-evaluation purposes.

ANONYMOUS 48

In my opinion the main reasons for difficulties in recruiting and retaining teachers and promoted staff are; Salary - there needs to be a complete overhaul of the Scottish Teachers salary structure. I find it very inequitable that a Depute in a Primary School is paid more than a Headteacher of a smaller school. Increasingly, Headteachers

are being asked to manage more than one school and unfortunately they are not paid sufficiently to reflect the added responsibility of this.

The starting scale for NQTs is too low and will not attract sufficient numbers to undertake teacher training.

Staffing- More and more is being asked of staff without addressing the need for classrooms to have support assistants to help to manage increasing numbers of children with a variety of additional support needs. Support Assistants are relatively cheap to employ and would boost morale and levels of attainment if available in every classroom.

Respect - respect for teachers and support staff has been eroded partly because of too many changes put in place by the Scottish Government. Staff, particularly in Secondary Schools have had to deal with numerous changes to courses over the past few years and unsurprisingly this has resulted in lowering of moral for school staff and erosion of attainment for students.

Solutions

If the Scottish Government wants to make a difference to the outcomes for future generations then now is the time to invest in Education. Restructure salary scales to make teaching an attractive option for all whether classroom teachers or promoted staff. Get rid of the current inequities as described above.

Give control of curriculum back to schools and let schools have the flexibility to construct learning opportunities that will break through poverty and inequality. Encourage schools to develop management boards ,not necessarily made up of parents but with representatives from local businesses, community etc. that will oversee the running of the school and that will support the Headteacher and staff to develop educational opportunities to maximise the potential of each child.

Make very clear to parents and the general public that they all have an important part to play in ensuring that local schools are given support to enable them to be successful.

ANONYMOUS 49

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Acting Head Teacher

Q2 Whereabouts do you work?

Aberdeen City Council

Q4. What are the positives that keep you in the teaching profession?

Have devoted over twenty five years to the profession and still find it a noble and rewarding profession –that has lots of variety and is never dull –always learning

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

Yes will continue to work in present school till I retire.

- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

All part-time teachers all working extra days to cover vacancies. All known supply teachers covering vacancies staff overstretched. SMT vacancies unfilled as they would be internal candidates creating further classes to be covered.

- How well are they working?

Staff overstretched – staff absence a struggle to cover SMT class committed regularly

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Posts advertised twice-no response to adverts –temporary measures to cover classes to continue till posts can be filled by probationers at best

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium 10%-20%

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teachers –with 2-3 years' experience want new challenge or change of school. Maternity Leave. Workforce is mainly women. Lots of job sharing after return to work.

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

Middle management needs to be further encouraged but a range of experience across stages in a school necessary first for good grounding in skills approaches and most importantly the curriculum.

More men attracted to the teaching profession.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Some cities like Aberdeen too expensive to rent or buy property for public service workers. Should have attractive relocation package and help with finance.

Role-model for boys. More men attracted to the teaching profession- female dominated at present and for some time career guidance in secondary schools. Work experience offered to graduates

More incentives for graduates to enter teaching. Work experience offered to graduates

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Restore final salary pension scheme as opposed to current career average pension scheme in order to attract and retain professionals into teaching.

Reduce the pension age to 60 with no penalty to final salary. This should not be tied to state pension age. Make teaching more financially rewarding and attract the brightest and the best.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

None available on supply list when requested –all usually booked in advance by schools where they are known to management

They are in short supply because the pay is not deemed attractive enough and they are often covering classes where teachers are off with long term stress related illnesses

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

This would be an excellent activity to gather feedback

ANONYMOUS 50

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

DHT

Q2 Whereabouts do you work? Glasgow

Q4. What are the positives that keep you in the teaching profession?

I enjoy the work I do very much. I have worked in a pupil support context for 12 years, firstly as a pastoral care teacher and now as DHT with a remit for pupil support. I love working with teenagers, every day is different, my work is rewarding and although it is hard, I believe that my contribution is worthwhile.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I can't possibly sustain this level of work. I work in the school building approx. 50-60 hours per week. School takes over my life. I will probably need to give up my DHT post in 4-5 years and go on the supply list. I am sure that I will be burnt out and I would certainly like to have more time with my family.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teachers and SLT, mainly as a result of retirement

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

A number of development opportunities have been offered to staff recently with the raising attainment funding to allow staff to step up and take more responsibility.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

When recruiting, it's just about getting the right people. Teachers who are willing to do more than what is expected of them in the classroom. There is so much to do, so much going on for the pupils that all hands on deck are required. Unfortunately, as ever, it is always the same few people who come forward.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

I think that there is a lack of dynamic science teachers coming through. STEM subjects are being pushed and there are so many opportunities out there for young people but the enthusiasm needs to start in the classroom.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

More staff, reduced workload, less stressed out staff, more time to be creative and enthusiastic about their jobs

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We can find it very difficult to get supply staff.
Senior management are regularly taking cover classes.
Staff are stretched to the limit.
Support for learning provision is buckling under the weight of pupils with additional support needs and additional exam arrangements required/requested by pupils, staff and parents. It's unsustainable.

ANONYMOUS 51

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Depute Head Teacher

Q2 Whereabouts do you work?

West Dunbartonshire

Q4. What are the positives that keep you in the teaching profession:

This is a most rewarding profession.

Making a positive difference to young lives, not only educationally but also in a pastoral way.

Staff and colleagues within the establishment.

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
- I will work in schools until I retire.
- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:
- What are they?
 - How well are they working?
 - Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
- Filling absence and maternity cover has most difficult this session in particular.
Senior management have covered but this has caused uncertainty for pupils and parents. It has also caused PT to miss out on extra development activities and H.T. and D.H.T. to have an increased workload.
- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
- medium
- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
- teachers
- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?
- There is a proposed nursery- new staff, building works, children
- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
- Workload/ salary
- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
- Learning support roles
- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?
- A salary relevant to the demanding job.
- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
- Extreme difficulty in obtaining supply staff.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Unknown

ANONYMOUS 52

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Head Teacher

Q4. What are the positives that keep you in the teaching profession?

Supporting children on their learning journey. Helping children progress towards their goals and seeing the progress they make.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I have wanted to teach since I was 4 years old and am lucky to be following my chosen career. There have been many changes over the time I have been working and I would very much like to continue until I retire.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Our school is currently on Phase 2 of [the education authority's] plan to have one HT for two schools. One is a large school and one is between 130-150 in size. This has caused a great deal of stress and both schools do not feel it will give the best to the pupils or the different schools and communities. It is also in my view uneconomic as the new HT will be paid more, plus two deputies are planned to be employed to 'run' the schools and travelling expenses will have to be paid. Currently one HT is class committed and we are happy with this.

I don't believe the people making the decisions actually know what is involved in managing a school. We are told the agenda is to save money but this seems to be a sticking plaster solution and not a long term view that considers first the quality of education into the future. We can identify numerous ways to save money and the joint HT is not one of them.

This scheme will put in yet another layer of management in place that is further removed from the actual job we are doing. Both schools have approximately a third of pupils with a high level of needs and we cannot see how the HT will manage to run back and forth to deal with issues and with parents and ultimately set a positive ethos in both schools on different locations – a sense of pride in your school.

Additionally there is a continual increase in local authority Care and Learning Managers – 65 heads of department! Do we need all this?

I have been teaching a long time and very strongly feel schools are competent to manage their work. Large corporate contracts i.e. for IT seem to sap huge

amounts of money and result in poor and expensive service. When we were dealing with local companies prior to contracts we got good deals and service.

Rather than more managers in head office we would welcome more Additional Support Needs Teacher time and for HTs just to get on with the job. We understand that more pupils equates to more management time.

The best way to save money and release staff for cover is to sort out the CCR issue. If P4-7 staff could be paid more (would be cheaper than employing other teachers) or times could be increased/ rationalised with P1-3 and secondary teachers – 22.5/ 25 hours.

CCR staff are variable, are sometimes moving about so much they have little connection to the school/ pupils. They will move if they get a permanent contract somewhere. Often HTs end up dealing with behaviour issues during CCR lessons and regularly you will hear staff say that they have to get their class back together after the CCR teacher has been working with the children. For pupils it is often not the best use of time.

Also even if you have a CCR teacher in your school for just a day THEY are entitled to 30 minutes CCR time! So either you pay them extra or your management time covers to give the CCR teacher CCR time!!

Finally PE staff were got rid of in primary schools and replaced by Sports-coordinators. You can get a teacher to do PE on CCR time if you are lucky.

However in our experience all the Sports Coordinators do is to arrange after school clubs and activities. Please bring back PE teachers then all children will get weekly quality input. Yes the 2 hours of PE is happening but less than a half (if that) go to out of school clubs.

- How well are they working?

Our permanent class teachers and management staff work exceptionally hard and work well beyond the nominal 35 hours. I work on average between 60-80 hours a week.

It is exceptionally difficult to get relief staff so management covers and sometimes pupils are spread across classes.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Please see above re CCR.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

It is very low – less than 10% for permanent staff.

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

It is difficult to get any consistency in relief staff and CCR staff have a high rate of turnover.

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

Each year our roll predicts staffing levels and this can fluctuate. We would appreciate decisions around roll and staffing numbers being made earlier in the year and not just before the holidays or in the first week back.

Knowing if you have CCR staff is difficult.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

We have been very fortunate with the class teachers' team we have in the school.

Main issues are getting CCR staff and staff to cover specific days or for cover. Relief staff is a 2 hour ring round the list. We have tried a computerised system but you are lucky if you get someone.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

PE staff

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

See above on points particularly with regards to CCR.

We have had a number of students and probationers over the time and would suggest more rigorous vetting of the one year PGE students. Some do not seem to have a concept of what teaching is all about or what is involved.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

Please see above. This is a major issue for us and would be 'solved' by sorting out the CCR issue.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

We do and I'm sure the region keeps a log of these.

Additional comments

I apologise for my frankness but am concerned about the direction of education as a whole and wanted to point out the issues as I see them.

I have decided to be anonymous as I feel there are pressures to conform and would not like to be identified.

ANONYMOUS 53

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Acting Headteacher

- Q2** Whereabouts do you work?

Highland Council

- Q4.** What are the positives that keep you in the teaching profession?

A job which offers security in terms of having a permanent contract.

A job which offers diversity and challenge – no 2 days are the same in the teaching profession.

A job which offers satisfaction when a child achieves or learns something – you have guided them towards that!

The holidays which offer working parents a great opportunity to create a better work/ family balance, knowing that you do not have to work when the children are on holiday. This obviously has financial benefits too, in terms of childcare.

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I honestly cannot see myself doing any job other than teaching/ HT, but there are times when I wish I could do a less stressful job! However, I worked hard to get where I am and would not give it up easily

- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Our school is currently in consultation to change the management structure and replace the HT with a cluster HT/ PT combination.

We do not currently have an ASN teacher, and it is unlikely that this will be reinstated. A cut to our PSA hours has also affected us substantially.

- How well are they working?

The lack of ASNT and PSA reduction has put undue pressure on my teaching staff and upon myself. I have had to learn quickly about a range of learning difficulties, which I had no prior experience or knowledge about – something that an ASNT would normally manage. This has eaten into my management time a great deal this session.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Unsure

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Very low!

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Management – current re-structuring since previous HT resigned.

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

Difficulty to recruit supply teachers in the area and Gaelic Medium teachers.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Location and housing. There is not a high turnaround of staffing, however it is extremely difficult to recruit Gaelic Medium teachers – we may see a reliance on probationer teachers which is difficult in our small school and community.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Gaelic Medium teachers!

ASN Teacher – the previous job which was advertised spanned a geographical area of approx. 200 miles and involved a great deal of travelling. Nobody applied unsurprisingly! Limited housing availability does not help in our small, rural communities.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Ensure additional support with housing/ accommodation.

There is currently a rural allowance for those who relocate to the Islands and remote areas, however, smaller communities which are still quite remote would benefit with this allowance allocation too, to encourage applications. Generally, accommodation is expensive and new teachers at the lower end of the scale will be reluctant to relocate to areas like ours as they cannot afford it!

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We would use supply teachers if we could get them! There is no such thing as Gaelic medium supply! This results in us having to split our smaller classes or I give up precious management time to cover classes when necessary (as a Gaelic speaker).

Additional comments

This past year I have been a mentor for a probationer, which has been a challenging experience. What I have found it that this NQT is not prepared to teach all areas of the curriculum. As a PGDE student, his time on placement was very limited. He came with a great knowledge of inclusion, Global Citizenship, Developing the Young Workforce etc – basically all the current government priorities – but he did not know how to plan and teach a maths lesson, a reading lesson, how to teach children to write. The reality hit this probationer very quickly and has had a negative impact on his motivation and confidence in the job. I have had to provide a great deal of support to my probationer, well beyond the allocated time, which was not expected. We need to ensure that colleges are training students effectively in the basics of teaching, as well as the new/ current initiatives.

Over the last number of years, it has been an increasing challenge to teach. When I started teaching 14 years ago, the job was very different. Since then, we have had to ensure we teach 2 hours of PE, Health and Wellbeing, Emotional Literacy, Developing the Young Workforce, Global Citizenship etc— all putting pressure on an already crammed timetable. Children's literacy and numeracy are being affected and attainment is on the decrease- we need to return to focusing on teaching the basics! Pressure to provide evidence of learning is also putting stress on teaching staff. We need to relax and give

teachers the professional autonomy to teach and self-evaluate without the need to produce copious amounts of paperwork to prove their worth/ work!

ANONYMOUS 54

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below
headteacher
- Q2** Whereabouts do you work?
North Ayrshire
- Q4.** What are the positives that keep you in the teaching profession?
Working with children and parents and making a difference
- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)
I am seriously considering leaving after only a short time in post due to the pressures and stresses of the workload, too much focus on paperwork and not enough on teaching and learning.
- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
low
- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
Teachers moving on to obtain permanent contracts elsewhere/a lot of sickness absence in senior management
- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?
Small school always faces challenges in succession planning. Training for potential leaders but cover available to allow them to be released
- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
Availability of staff
- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?
Support at all levels
Adequate numbers of supply staff to allow time and opportunity for staff development
- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We can rarely get supply staff and as a result can be less concerned about the quality of people we use.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

No exit interviews have been conducted at school level to date

ANONYMOUS 55

- Q1** Are you a head teacher / deputy head teacher / a teacher with a senior management role within a school - please specify below

Head teacher

- Q4.** What are the positives that keep you in the teaching profession?

Making a difference in the present and future lives of our young people and contributing to helping create a more equal and just society.

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

Consider leaving early because of the constant change in the role, the challenges presented by ever increasing paperwork, the lack of staff available to allow development and improvement to take place and the hours required to do the job well.

- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Have been carrying vacancies on and off for two years and there are often no applicants for posts which have been repeatedly advertised.

- How well are they working?

Repeated adverts have little success. Early recruitment for next session may help however total lack of supply/ inability to fill vacancies impacts significantly on improvement agenda

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teachers

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

There are very few qualified teachers applying for temporary or permanent vacant posts and no supply available at all. The challenges we face are due to the limited number of trained teachers available.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Very few qualified teachers for denominational schools are available and the distance from city also a consideration.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Primary RC approved teachers.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Have more teacher training places so more qualified teachers are available and continue to address work load issues for teachers.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We need supply teachers to release staff to take forward developments in the school, allow staff to attend training opportunities and to facilitate peer observation within and across schools. We have been unable to secure any supply teachers at all this session for cover from one day to months. This impacts on the improvement agenda.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

I collate data – 2 members of staff who have left have moved closer to home

Additional comments

The inability to secure permanent class teachers and supply teachers is having a significant impact on my school. The uncertainty of a teacher for a class from term to term is very challenging and planning for development is very difficult. The repeated use of DHT and HT to cover classes has an impact both professionally and personally. Training opportunities for staff are restricted and opportunities for developing leadership hampered. We strive to constantly improve and provide the best we can for our pupils but the lack of teachers is having a considerable impact on this.

ANONYMOUS 56

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

I am a head teacher.

Q2 Whereabouts do you work?

City of Edinburgh Council

Q4. What are the positives that keep you in the teaching profession?

I enjoy overcoming challenges and ensuring that children can experience the best education possible.

I enjoy pulling a team together to overcome barriers to learning for vulnerable children.

I enjoy implementing change and supporting a team on that journey.

I enjoy supporting less experienced colleagues.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I am not planning to work in schools until my new retirement age of 67. I do not think I will have the energy/ stamina at that age to work at a pace I consider acceptable. I will look for alternative and less demanding employment or find ways to retire at my expected retirement age of 60 to 65.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

1. We have had to divert a support for learning teacher to covering classes when we cannot find relief teachers. This has suspended our support for learning program at times. Senior staff have also had to be taken off normal duties to cover classes when there is no supply staff. This extends the working week as senior staff catch up on normal duties at evenings, weekends and during holidays.

2. We have had to limit staff training during the school day because of lack of supply staff. This means staff increasingly carry out training out of school hours during evenings and weekends. This is adding to the rapid extension of working hours beyond the 35 hour working week.

- How well are they working?

See above.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / otherposts has reduced?)

1 above is temporary but is turning into a regular occurrence.

2 above is a permanent measure until teacher supply improves.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

High.

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Teachers and senior management team.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

We are currently developing a first and second tier of teachers to take on future leadership roles. We are endeavouring to grow our own future leadership team. Challenges include paying for time out of class to develop real experience of leading staff, projects and challenges. Challenges include having enough management time to support developing leaders. The pathways to headship are expensive, time consuming and undesirable for teachers with family commitments.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Current challenges include

- Over complex and time-consuming assessment framework which is extending the working week of teachers.
- Lack of support at the right time for children with significant additional support needs. This makes classroom management challenging and stressful.
- Too many expectations being placed on schools which should lie with other agencies. This includes aspects of the Named Person scheme. This is extending the working week of senior managers.
- Teacher and senior manager pay has fallen behind other comparable professions.
- Still not enough reduction in unnecessary bureaucracy, recording, compliance and mandatory training which is often time consuming and ineffective.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Primary classroom teachers.

Primary classroom teachers with relevant modern languages, science, technology, expressive arts and maths expertise.

Pupil support assistants.

Specialist teachers of Music, PE, Drama, Art.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

- Increase supply of teachers (recruit abroad, train more teachers, create 3-year teaching degrees which can be condensed into a longer University year, incentivise workers to move from maths, science and expressive arts fields into teaching, fully fund 2-3 years of initial work rather than the current guaranteed one year)
- Increase payments to supply teachers. This was reduced to the lowest spinal point a number of years ago and many supply teachers stopped working at that time.
- Increase teacher and support staff pay.
- Increase training places for teachers of specialist subjects.
- Reduce the demands made on schools so that we can manage the working week back down to 35 hours. Continue reducing assessment, planning, reporting bureaucracy, unnecessary communication, Named Person Scheme workload.

- Consider reconfiguring the Teaching Profession for the 21st Century agreement to mitigate the current teacher shortage. This might include "buying out" teacher non-contact time by reducing the "Remaining Time".
- Consider standardising the teaching year to avoid "burn out" in longer terms. Some countries have opted for four terms of equal length (10 weeks each)
- Consider revising the national school management structure and funding to fully fund managers. This is not the case at the moment and schools often have to have managers also class committed. This reduces the time available to support staff and children.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We request supply staff regularly. We are rarely allocated staff. There is a very poor system for recruiting, retaining and deploying supply staff which simply does not work.

There are ideas for app-based self-service systems but these need to be developed and funded.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

We always ask why staff leave.

ANONYMOUS 57

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Headteacher

Q2 Whereabouts do you work?

Highland

Q4. What are the positives that keep you in the teaching profession?

I do love my job for the most part. I want to ensure I run my schools efficiently.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

Yes I will stay for definite.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

My position as head in one of my schools as there were problems with recruiting before me.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

I currently have a 2 school cluster which will be broken apart next year as it is across

2 ASGs.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

The main problem is if I need a supply member of staff I am very lucky if I can get someone to cover. Sometimes I have to take a teacher even if they are not capable. Sometimes I have to rely on other teachers in the school, borrow an ASN teacher or teach the class myself. There are simply not enough teachers out there and those on the supply list are either really not capable or only want to work very few days or are working elsewhere.

Local avenues for teacher training have helped in my area as we are very remote. With cuts to funding in colleges and universities I do wonder if this will continue though.

If CCR time was brought to an end it would make a huge difference as this would free up lots of teachers, this is also a job that not many people enjoy. If pay was given to class teachers to compensate for this and workload reduced I am sure it would solve a lot of problems.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

I work in primary so this does not apply.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

I have answered this in qu 10 through local training, reducing workload, letting us get back to teaching and not constantly assessing. Remove CCR time as we do not have the luxury of excess teachers to provide this. Reflect this in pay.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

I am not sure what is meant by this question.

There are severe issues with support staff as every year this is being cut. We often cannot bring cover in. We rely on goodwill for flexibility and for duties. ASN budget is not meeting children's needs.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

This hasn't been relevant for me.

Additional comments

If you have any other comments please detail them below:

I am really worried about the state of the education system at the moment. CfE has dramatically increased teacher workload along with other initiatives constantly being thrown at us. We are expected to be trained in everything and a lot of it is unnecessary or just meeting a political target.

There really should be a return to expectations placed on parents for various aspects of children's lives and not always placed at the door of the school.

Named person still remains a big issue. Cuts to all services have meant it is harder to access all agencies and the named person system means that anything can just be bounced back to us. Everyone else can choose if people are on their waiting list except we cannot do this. All children are on our waiting list.

I think a lot of this puts people off wanting to take on a headship.

The necessity for a qualification for headship is going to present a huge problem for the recruitment of HTs. We can barely recruit now so this is just going to make things worse especially in my area. The best HTs are not necessarily the ones who intend to climb the ladder and are willing to study to achieve this aim.

I never intended to be a HT but after doing it in a short term acting role I realised I enjoyed it and could do it justice. This route will be lost. We are simply putting barriers in the way.

ANONYMOUS 58

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior *management role within a school - please specify below*

Headteacher

Q2 Whereabouts do you work?

Falkirk

Q4. What are the positives that keep you in the teaching profession?

I believe that we need to provide quality education for all young people.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I will probably stay in school until I retire.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Staff have left and without replacements management team have picked up teaching commitment. Management team also covering non-contact time.

- How well are they working?

Negative impact on school improvement plan and health of management team.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Ongoing.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

All three, support staff have left due to cuts. Management team has not been filled with permanent staff for many years now.

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

Failure to recruit quality staff to management team.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Long hours and huge remits are off putting to potential management. Too many temporary contracts offered.

No permanent contracts for support staff.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Management.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

An end to management covering non-contact time. Greater financial inducement to encourage staff into management.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

Supply staff non-existent.

Additional comments

I firmly believe that abolishing non-contact time or moving it to a Friday afternoon (as in Edinburgh) would relieve pressure of covering classes (often babysitting) and result in raised attainment as class teachers would have responsibility for their class for entire week. Week after week my management team (myself included) cover non-contact time and teacher vacancy. Management team cannot get time to work together to focus on driving forward school improvement and raise attainment. Priority is always protecting class teachers conditions and not pupil learning. Management team do without planning and non-contact time to ensure others always get this.

ANONYMOUS 59

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

DHT

Q2 Whereabouts do you work?

FIFE

Q4. What are the positives that keep you in the teaching profession?

Relationships with children and their families

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I do not think it is possible to work in my current role until 67/68 with the added pressures including the physicality of the job so yes I would be looking for an alternative employment.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

What are they? DHT taking 7 classes at a time for "assembly" to cover NCCT. DHT supposed to have 50% teaching responsibility on top of all aspects of the job – just not practical!! Maternity leave cover/sickness all need covered on top. Vacancies are not always filled due to lack of applicants for temporary posts.

How well are they working? How well do you think it would work with 200 pupils sitting on their bottoms for 50 minutes every week? I can make it all singing and all dancing but that does not meet everyone's needs.

Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?) This has been going on for several years and we are not the only school to do so.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

SLT – at least 3 HT in 3 years and myself as an additional DHT.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Posts being temporary/maternity cover, not enough staff out there to apply, quality of staff applying.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

ALL

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Changing NCCT!!!

Working a 35 hour week which is all we get paid for might actually tempt people into the profession.

Providing enough support staff to work with the additional challenges within the classroom – most PSA hours are used to support medical and behaviour and not learning and even then you have to fight to get them. 33 children in 1 class can be very different from 33 in another.

Valuing support staff more – so many on temporary contracts and especially working in nurseries, don't know if they have enough hours for next session or where they will be working.

Too many new initiatives that everyone is supposed to absorb and get on board with "yesterday" – as well as managing a class of 33 with a whole range of physical, emotional, social and behavioural needsoh yes and learning!

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

Supply staff are very rare!

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

I certainly haven't been asked why I have left previous posts and I don't feel it would be acted upon or be favourable to myself in applying for other posts.

Additional comments

I don't feel the questionnaire really gets into asking the true reasons people are leaving or thinking about leaving: workload, working very long hours before and after the school day, media coverage making the profession out to be "lazy/whinging", physical and verbal incidents, general health and wellbeing of staff having to deal with a whole range of issues and the "named person" scenario where all other agencies lay expectations and paperwork at the school's door.

ANONYMOUS 60

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

yes

- Q2** Whereabouts do you work?

Perth and Kinross Council

- Q4.** What are the positives that keep you in the teaching profession?

I love teaching and I love leading a school and knowing we are making a difference to our children's lives.

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I don't think that I will work in school until I retire, I am 50 and I will look to move out of schools in the next 5 years. I feel that I won't have the energy to continue as a Head Teacher in a school in an area of high deprivation unless we can address the teacher shortage, lack of supply teachers and increasing class sizes.

- Q6.** Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Due to not being able to fill a 0.4 FTE teaching vacancy since October, my DHT has to teach the class one full day and my Nursery Teacher takes the class for the other day.

- How well are they working?

It's not an ideal situation, DHT has her own remit and we have very vulnerable children in our school. Taking the nursery teacher out of nursery for one day for this coming term is a measure I didn't think I would ever have to take. This means that I will be based for a large part of the day in nursery, However, we have advertised this post three times with no applications.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Temporary measures at present to cover vacancy

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

I would describe it as low

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Support staff – Support for Learning Teacher, as of March we have a further vacancy in this role, currently advertised but no one appointed yet, this is done centrally by our local authority. Therefore we will be operating with a class vacancy of 0.4FTE (2 days) filled internally by DHT and Nursery Teacher and no Support for Learning Teacher – we should have 0.8FTE (4 days)

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

We have a relatively young workforce and we have had / will have a number of maternity leaves, this is what has caused our staff shortages. Staff stay with us and are happy working but some have returned on flexible working

arrangements after maternity leave. Our biggest challenge is filling vacancies externally, there just aren't teachers applying for vacant positions.

Some staff would be interested in secondments to promoted posts, but we are unable to support these moves as we don't have the capacity to backfill and are already running the school with staff vacancies that can't be filled.

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Retaining staff is not a problem, but when a vacancy arises, despite advertising nationally we are not getting any applicants.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

It seems to be generally across the board in primary schools for teaching staff.

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

I think there are fewer people interested in staying in the profession for a number of reasons:

- Bigger class sizes with less support
- More children with additional support needs in mainstream classes which is something we all support however it needs to be properly supported: some teachers have classes of 33 with several children with a huge range of needs ranging from English as an Additional Language, specific medical needs, Autism, ADHD and children with significant Social and Emotional Difficulties – it's exhausting and having to plan a curriculum to suit the needs of all these children with support being cut is an impossible job.
- Increased challenge in pupil behaviour with less support in classes, teachers find the daily challenge of teaching with increased behavioural issues a strain. Teachers report being worried about the other children in the class having to put up with disruptive behaviour.
- Longer term, I think the pay structure for teachers needs to be changed. A teacher at the top of their profession is no longer earning enough to buy a modest flat let alone raise a family.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We put in requests to local authority for supply teachers but in the past year we have not had one request filled. The local authority has a good system where they text all supply teachers, but this hasn't helped us as there are not enough supply teachers answering calls. This may be due to the lower pay for first couple of days.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Yes, we conduct exit interviews, staff who leave us have moved for promoted posts. We don't have a high turnover of staff but any vacancies. Caused by

reduction in hours are not being filled. We have noticed a huge issue with this over the last year.

Additional comments

Teaching and support staff work incredibly hard to meet the needs of all children. The needs however, appear to be increasing. Staff is expected to be experts in handling a wide plethora of additional support needs. I think we need to rethink how we support all children in schools.

Maybe having a social worker assigned to a cluster of schools could help. As a manager a significant proportion of my time 50-75% is spent chasing late arrivals to school, absences and dealing with Child concerns (we have over a third of our children who have child concern folders).

ANONYMOUS 61

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Headteacher

Q2 Whereabouts do you work?

North Lanarkshire Council

Q4. What are the positives that keep you in the teaching profession?

Working with the children, being given the opportunity to see pupils flourish as they go up the school.

The changes in the curriculum that allow the pupils to be more prepared for the world at work as it is now.

Being able to nurture and develop staff to be the best they can be.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

I am sure I will stay in my role as HT until I retire. The role has changed significantly over the last few years and has become very much an office based post. Even though I have to ensure I make time to interact with the children, it is still a role I love.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

The Management structure within the school changed and I lost my DHT.

- How well are they working?

This has been a huge loss to the school and has had a detrimental effect on my workload. I now rely on my PT's to take on more of a DHT role even though they have their own classes which is unfair.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

These are permanent measures which have been made worse by the shortage of teachers. I have been covering staff non-class contact time and staff absence a lot this year as well as continuing my HT role.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Staff turnover is medium/low.

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Support staff.

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

We always try to plan ahead but many staffing decisions are taken very quickly not giving us time to plan. Even though we do our best to plan sometimes we just do not have enough staff to cover. At present we are still waiting to see if we will have support staff (classroom assistants) next session. If we don't we will have no supervision within our playground and the management team will need to cover that. This isn't sustainable when we are having to cover classes also.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Staff are now recruited centrally and schools have little or no say in the appointment of class teachers.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Schools should be able to recruit their own staff.

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We are only able to employ supply staff if we can find a name and number and hold onto them.

We do not have the budget or the power to hire our own support staff.

If we require a an Additional Support Needs Assistant then they are sent to us from a supply list the authority holds, these are people phoning up looking for part time work, they often have no experience and no training for the post.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

North Lanarkshire send staff an exit questionnaire, I do not know what they do with the feedback or the results.

ANONYMOUS 62

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Principal Teacher

Q2 Whereabouts do you work?

Aberdeen

Q4. What are the positives that keep you in the teaching profession?

I love working with young people. There is immeasurable satisfaction to be gained from seeing them progress academically and socially.

The SMT are excellent at my school and all is moving in a positive direction.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

Retire

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?
- How well are they working?
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

Staffing is a major issue across the authority. We are lucky in this school.

Q7. Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low

Q8. Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

A lot of people have retired.

Q9. What succession planning is there in your school and what upcoming challenges does it need to address?

Q10. What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Aberdeen city council are very difficult to work for compared to my last authority as there is no money. I spend more time worrying about my work budget than I do my own.

Q11. Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

At present all!

Q12. Do you have any suggestions for how challenges with recruitment and retention might be addressed?

I think more emphasis needs to be placed on retaining teachers rather than recruiting. London inner city pays more. I think Aberdeen city need to pay more for all teachers as the cost of living is extortionate compared to other places.

There also need to take in a higher intake at the University.

I think scaremongering and terrible press about teachers has an horrendous impact. We live in an oil city. No one mocks oil workers for having long periods off whereas teachers get a hard time in the press. I think politicians and the media have a long way to go to make it feel like a profession that is respected. There is a difference between telling us to be reflective and strive for better- which is right- and making people feel like they are useless in their jobs.

Q13. To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

Supply is difficult to get. More supply needed and more support staff. This is a major issue with this authority.

Q14. Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

Authority level.

ANONYMOUS 63

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Head Teacher

Q2 Whereabouts do you work?

Aberdeen City Council

Q4. What are the positives that keep you in the teaching profession?

- Making a difference to the lives of young people and their families
- Sense of public service
- Supporting the development and leadership of colleagues
- The level of personal challenge

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

At the moment I would not envisage a career out with education. I experience a very high level of job satisfaction. However the challenges facing Head Teachers at the moment and levels of accountability are significant and I am not sure if that is fully recognised or rewarded.

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?
- Due to repeated unsuccessful attempts to recruit in some subject areas (such as Design & Technology) the curriculum has had to be adapted to suit what the school can staff rather than the rationale of our curriculum model. For example we have had to replace the period per week allocated to Design & Technology in S1 and S2 with an alternative experience. We have had to reduce some of the options we offer in the Senior Phase in subjects that are hard to recruit to resulting in some narrowing of pupil choice and compromising some of the alternative experiences and options we would like to offer our pupils. The areas that are most difficult to recruit to and could, in the future, impact on our curriculum are Design & Technology, Computing, Physics, Home Economics, English and Modern Languages
- How well are they working?
- We have put measures in place to ensure pupils receive their curricular entitlements as much as possible and some other schools / the authority have been worse effected than us however we have been forced to compromise on our strong curriculum rationale for curriculum for excellence. Where we do have long term vacancies there is a significant lack of specialist supply staff in these areas
- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)
- A mixture of the two. As we have been unable to recruit a Design & Technology teacher for two years we have had to make a permanent change to what we offer and provision in the BGE. Where we have been unable to get subject specialist supply staff we look to internal changes with the timetable to try and ensure the pupil experience is not compromised. Invariably this involves allocating more teaching periods to current teachers meaning many staff are at their contractual minimum non teaching allocation and thereby reducing the amount of time available for the significant amount of development work due to the level of change schools have been dealing with over the last five years. This may well be a factor in the ability of schools to retain staff –the combination of staff being required to teach to their contractual minimum non contact time, pick up cover requirements regularly and move forward and develop all the areas for change at the moment is a challenge for schools and staff. We place great store on supporting the well being of staff and reducing bureaucracy with a message on focusing on what makes a difference but even with these approaches the above combination of factors create significant demands on teachers. We recognise and acknowledge that staff are going above and beyond in these circumstances but I am not sure how well recognised that is nationally and it does not help retain staff and keep them in the profession.

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Medium

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

The main area has been in teaching turn over. Much of this has been due to local factors such as the cost and standard of living on a teacher salary in Aberdeen city and shire compared to the Central Belt. This is an issue at all levels of recruitment and retention. Often probationers who previously had no family and social ties with the area will not stay in Aberdeen at the end of the probationary period due to the cost of living and will apply for their first permanent posts in the Central Belt where there is better value accommodation and the point 1 salary goes further to allow a better quality of life. We have had a number of cases where we have appointed to vacancies only for them not be taken up when preferred candidates start looking for accommodation and realise the cost. We also have had cases where teachers have taken up posts and after a couple of years apply for jobs in other areas purely for economic reasons despite having a very positive experience at the school. We do not have any problems recruiting to support staff positions at the moment such as Pupil Support Assistants, technicians and admin staff. In fact we can have 30+ applications for Pupil Support Assistant posts and have had 0 applications for an English teacher vacancy despite advertising the post three times. Over the last 5 years we have seen a reduction in the number of applications for Senior Management vacancies in the school. I think we would be perceived as an attractive school for posts at this level so I think the reason for this is there is no significant salary differential between Principal Teachers at the higher end of the scale and Depute Head Teacher salaries. There is also, of course, a higher level of accountability and leadership challenge at Depute Head Teacher level so together, some of the incentives that might encourage the best Principal Teachers to consider promotion are missing. In a primary school context in our local area this is compounded by the significant primary teacher recruitment challenge so many Depute Head Teachers are required to cover classes on a daily basis and therefore have less time for strategic and leadership work that is part of their remit

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

We place great store in developing tomorrow's educational leaders in the school and provide leadership opportunities for all teachers whether promoted or not. We have also appointed staff to acting promoted positions to provide them with leadership experience. The challenge then comes when these staff are successful in being appointed to promoted posts outwith the school because of the experience they have gained and trying to recruit to the consequent vacancies. We are finding that with the ever challenging budgetary context we work in and because of the difficulties in recruiting/lack of specialist supply teachers have less capacity to take on whole school and faculty leadership roles because they are having to teach more and have less

non contact time for development and leadership projects. It also becomes much more challenging to release these teachers for leadership CLPL opportunities that are run during the school day.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Please see answers to questions above. Nationally the lack of a significant pay rise since McCrone is a major factor which is then compounded by the local economic circumstances in the North East. If we add to this the significant increased levels of expectation on the role of teachers in taking forward the national priorities and the constant level of change teachers have been dealing with on an almost daily basis I can understand why some might be put off from considering teaching as a career and staying within the profession. That is not to say we are not fully signed up to improving Scottish education and outcomes for all our young people. As a school we are 100% about this. That is why teachers enter the profession and make all the change they have been dealing with over the last few years work for our young people. Time to focus on developing the best quality learning and teaching, time for undertaking professional development that supports teachers do this and develop their leadership potential and a higher level of financial and public recognition would support recruiting and retaining more staff. In addition the role of the GTCS in supporting recruitment from outwith Scotland needs to be reviewed. At the moment it is overly bureaucratic, places significant hurdles in the way and takes far too long. There have been a number of cases where teachers from other parts of the UK who would seem to have appropriate degrees and experience have found real difficulty in navigating the registration process and securing full registration. We have had examples in the authority where staff in this position have just given up.

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Within the school and across the authority an increasing number of subject areas are proving more difficult to recruit to. The main areas for us have been

Design & Technology

Physics

Maths

English

Modern Languages

Support for Learning / Specialist ASN

Home Economics

I am aware that other schools have encountered difficulties in recruiting to other subjects such as Computing, RME, Business Studies

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

Please see answer to Q10

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

As stated above there is a real issue in the lack of supply teachers and in particular in the subjects areas that are most challenging to recruit to

NURSERY SCHOOL NAMED SUBMISSIONS

AVRIL WILLIAMSON

- Q1** Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Head Teacher

- Q2** Whereabouts do you work?

Glasgow City Council

- Q4.** What are the positives that keep you in the teaching profession?

The pleasure and satisfaction of working within the nursery sector

- Q5.** Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

Yes – but only in Nursery Sector

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?

Low

- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)

Support Staff and Head Teacher. There are no other Teachers employed in this Nursery School

- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?

I am a qualified Teacher with a specialist qualification in Early Years 3 to 8yrs. I will be replaced by a BA qualified practitioner when I retire. There is no one on my staff team who holds this qualification.

- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?

Given the Governments recent Commitment to putting an additional graduate or Teacher into Nurseries in areas of high deprivation by 2018 I am concerned about the fact that the increased intake of teachers for 2017 will not be available to work in nurseries until 2019 as they will first have to complete their probationary year in the Primary Sector. The Minister has indicated in correspondence to me that the intention is that the increase in probationer numbers in 2018 will free up those already in the system to work in the nursery sector. I am not confident that teachers in this situation will feel

enough incentive to work in the nursery sector as there is currently no career pathway opportunities in this sector for teachers and, that they might feel that coming out of the Primary Sector even for 1 or 2 years may have a negative impact on their ability to get back into the Primary Sector.

There is no difficulty in recruiting Early Years Practitioners as such; we just never seem to have enough in the system

- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?

Primary Teachers who hold a Specialist Qualification in Early Years.

This is vital for any teacher who wants to work effectively within the nursery sector. More newly qualified teachers need to be encouraged with further SASS funding to undertake this training on a full time basis at the beginning of their career. There also needs to be increased funding to encourage teachers already employed to undertake this training.

- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?

1. Reinstate the now defunct 56 Code to the Education Act to ensure that all Local Authority nurseries have a teacher or BA graduate on their staff Team with a specific identified role out with the core ratio.

2. There needs to be a clear strategy to encourage Teachers to return to the nursery sector perhaps a rolling secondment programme where Nurseries are matched with Primary Schools and teachers spend 2 years in nursery before taking on a P1 or P2 class.

3 Time spent teaching in the Nursery Sector needs to be actively valued and encouraged as a positive CPD opportunity.

4. Reinstate/Create career pathways for teachers in Early Years sector, perhaps by giving them Principal Teacher Status for the duration of the secondment which should be for a minimum of 2 years to make it worthwhile for both the nursery and the teacher

- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?

We have needed 2 supply staff this year to cover a retirement and a long term absence. There was no difficulty.

- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?

We do exit interviews at the establishment level

Additional comments

There was a long standing legal requirement ie since 1956, to have at least one teacher on the staffing compliment of nursery schools until 10/11 years ago when the Education Act was revised. Since this was removed there has been a significant and steady decline in the number of teachers working in the nursery sector as Local Authorities have replace retiring Head Teachers with BA qualified staff who cost less. The evidence for this can be found in recent statistics published by the Scottish Government.

The BA degree in Early Childhood practice has more of a management focus as opposed to Pedagogy and Learning and Teaching.

The content of this degree needs to be reviewed to meet the Challenges of Raising Attainment and Closing the Gap.

NURSERY SCHOOL ANONYMOUS SUBMISSIONS

ANONYMOUS 64

Q1 Are you a headteacher / deputy headteacher / a teacher with a senior management role within a school - please specify below

Head teacher- early learning and childcare

Q2 Whereabouts do you work?

East Renfrewshire

Q4. What are the positives that keep you in the teaching profession?

Commitment to improving the early learning of children and the pedagogy of early years.

Q5. Do you consider that you will work in schools until you retire or do you consider leaving early including for alternative employment? (If you consider leaving, please specify why if it relates to your enjoyment of your role)

Until retirement

Q6. Have any measures been put in place as a result of changes to staffing numbers at your school (this can include not just classroom teachers but measures at other levels such as multi-school headship/leadership teams)? If so:

- What are they?

Increase in management structure following change to family centre and now operating all year round with depute heads of centre managing outwith term time.

Loss of a teacher (2015) and pupil support assistant (2017) as a result of local authority budget cuts.

- How well are they working?

Able to provide early learning and provision throughout the year due to deputes.

Significant impact on early learning / curricular leadership due to reduction in teacher numbers. Increased workload for one remaining teacher.

- Are they permanent or temporary measures (ie is it covering vacancies at present or is it to reflect the number of teacher / other posts has reduced?)

permanent

- Q7.** Would you describe overall staff turnover at your school as low (below 10%), medium (10% to 20%) or high (over 20%)?
Low- medium
- Q8.** Which are the main areas which have seen turnover in the last 5 years (teachers, support staff, senior management etc)
Child development officers
- Q9.** What succession planning is there in your school and what upcoming challenges does it need to address?
Need to ensure high quality early years workforce as we approach 1140 hours early learning and childcare entitlement in 2020. Local authority plan to increase this workforce through training opportunities.
Need for degree qualified early years practitioners- 4 staff qualified to degree level and an additional 2 staff currently undertaking degree training.
- Q10.** What do you think are the main challenges, if any, in recruiting or retaining teachers (and other staff) at your school?
Lack of teachers willing to work in early learning and childcare due to reduction in teachers in this sector nationally. Limited career opportunities for early years teachers.
Lack of high quality child development officers
- Q11.** Which particular subject specialisms/support roles face the greatest challenges with recruitment or retention?
Early learning and childcare
- Q12.** Do you have any suggestions for how challenges with recruitment and retention might be addressed?
Need to improve pay and conditions for early years practitioners and up-skill the workforce by enticing higher quality recruits into this career.
- Q13.** To what extent does your school use supply teachers or support staff and are there any issues in relation to this?
Currently two long term temporary CDOs in post. There can be challenges getting supply staff- teaching and non-teaching.
- Q14.** Does your school conduct exit interviews or collate other information on why staff leave the school (or is this collected at education authority level)?
Yes