



The NAHT school recruitment  
survey 2016



## The NAHT recruitment survey 2016

### Overview

NAHT's third annual recruitment survey records the experiences of school leaders recruiting teachers and senior leaders in 2016.

The picture is bleak. For the third consecutive year, school leaders report that there is no improvement in teacher supply. Our survey shows that there is no improvement in the struggle to recruit newly qualified and experienced teachers; middle leaders; senior leaders, including school business managers; and head teachers.

Decisive action is needed to deal with the on-going recruitment crisis, by making teaching a more attractive profession to join, and to stay in.

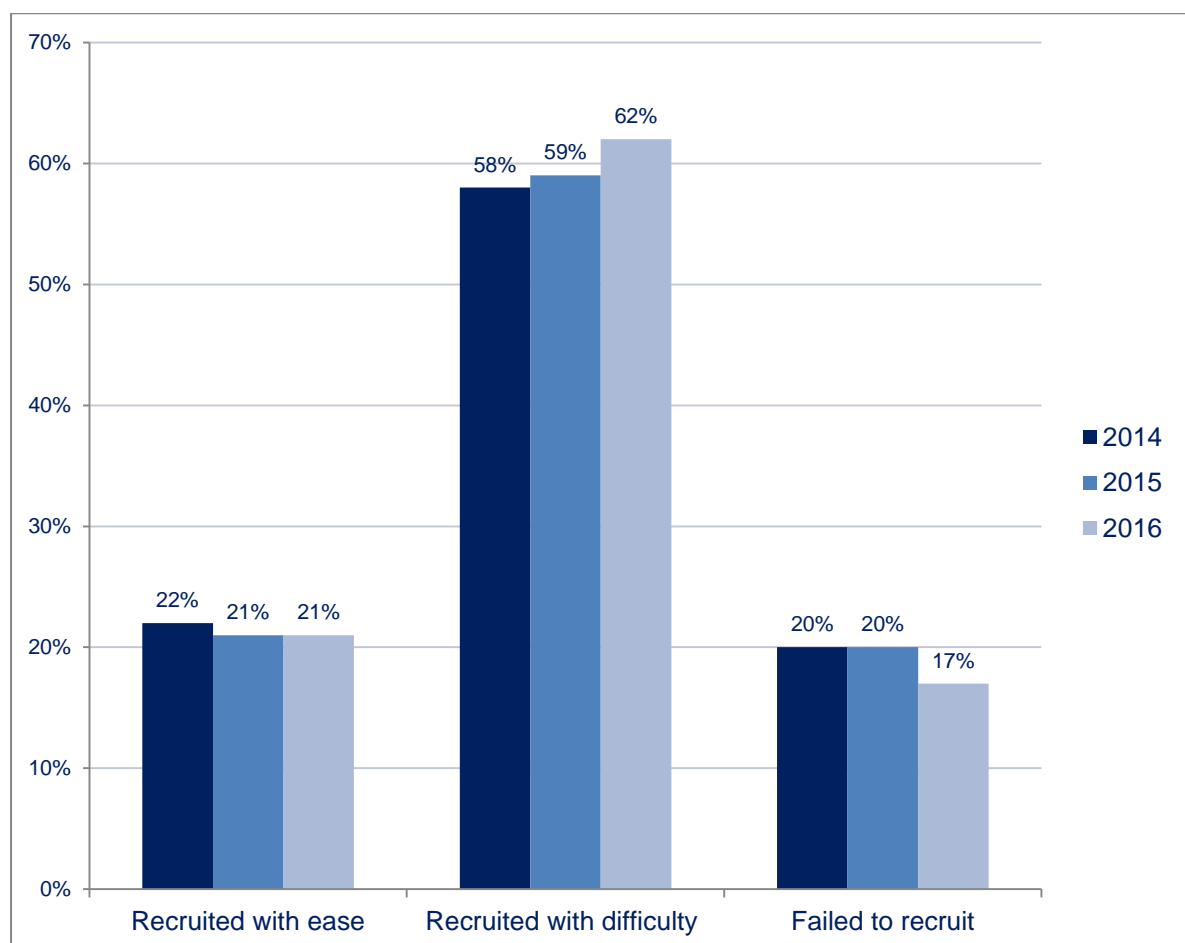


Figure 1 Respondents recruitment experience across all roles, in 2014, 2015 and 2016.

## Key findings

- For the third year in a row school leaders report a continuing problem with recruitment across all roles, from teachers to senior leaders.
- Overall, a very high proportion (79%) of posts were difficult to recruit for; of this 62% of posts were a struggle to fill and the remaining 17% were unable to be recruited for at all.
- As we found in 2015, where schools were not able to recruit at all this was most commonly the case in relation to a position for more experienced staff including:
  - Teacher on the upper pay scale (30%)
  - Teaching roles with a teaching and learning responsibility payment (TLR) (24%). These are middle leader roles such as head of department or head of subject or key stage.
  - Teaching roles with a special educational needs (SEN) allowance (20%)
- Recruitment difficulties for the main middle leadership roles in schools are pronounced. Of posts carrying a TLR or Special Educational Needs Coordinator (SENCOs) responsibility, only 17% of roles were recruited to with ease; members reported difficulty in recruiting to 60% of these posts, and in 23% of cases the school failed to recruit altogether.
- Members also responded on the struggle to recruit to school leadership roles: with schools that had vacancies struggling to recruit head teachers/principals in 69% of cases, deputy head/vice principal in 59% of cases and assistant heads in 58% of cases.
- The main reasons given for why schools struggled to recruit included an overall shortage of staff (in 57% of cases) and the suitability of staff applying for vacancies (44%).
- Over the last three years, the perception that the shortage of teachers is why schools are struggling to recruit has increased by thirteen percentage points, rising from 44% in 2014 to 57% this year.
- For the third year respondents reported in increasing numbers that recruitment difficulties were due to the number of teachers leaving the profession in their area. This figure, which more than doubled between 2014 and 2015, increased by a further nine percentage points this year, with 42% of respondents citing it. This continues to be the third highest reason cited for their recruitment problems. This reflects other report findings, which suggest similar trends, including the DfE's own data.<sup>12</sup>

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<sup>1</sup> Between 2011 and 2014, the number of teachers leaving rose by 11%, with schools recruiting more teachers as a result. Among leavers, the proportion leaving for reasons other than retirement rose from 64% to 75% (National Audit Office, 2016).

<sup>2</sup> Of 24,100 state school teachers to qualify in 2010, 30% had left by 2015 (Written parliamentary answer by Nick Gibb in October 2016 - the full response can be found [here](#)).

- Nationally, there has also been a large increase in the number of school leaders citing high housing and living costs as an explanation, with a seven percentage point increase seen between 2015 and 2016. This is another large increase, on top of that seen between 2014 and 2015, when this reason increased from 17% to 24% and rose from the 7th most common reason to the 4<sup>th</sup>.
- In London 60% of respondents said their recruitment difficulties were attributable to high housing and living costs.<sup>3</sup>This reflects recent research by the Guardian, which found that a primary or secondary school teacher on the average London teacher's salary – £40,580 a year – would need to find at least a 63% deposit to fund the purchase of the average property in the capital, using a 25-year repayment mortgage.<sup>4</sup>
- A deeply worrying aspect was that the number of respondents highlighted that budget pressures were to blame for their failure to recruit, rising from 9% in 2015 to 22% in 2016. This corresponds with the findings that NAHT reported in our September 2015 'breaking point' survey<sup>5</sup>. Respondents are saying that the school funding crisis is preventing them from paying the salaries that will attract or retain teachers.
- A breakdown of the data again underlines that this is a nationwide problem, with some regional variations. However, all regions are struggling and failing to recruit to the required levels.
- For the first time this year, our survey asked NAHT members to provide their Ofsted rating so that we could compare recruitment experiences across schools with different ratings. This indicates that schools with 'requires improvement' and 'inadequate' judgements have a consistently greater struggle to recruit, despite their need to recruit good teachers to fill vacancies and drive school improvement.
- Looking at NQTs specifically, since 2014 there has been a slight increase in the number of individuals reporting a failure to recruit to this role; rising from 8% in 2014 to 10% in 2015 and 2016.
  - There has also been an increase in those reporting a difficulty with recruiting NQTs, increasing from 58% in 2014 and 2015, to 64% this year.
- The two most common reasons given for difficulty in recruiting NQTs (shortage and quality) have remained the same between 2015 and 2016.<sup>6</sup> However, concerns about the quality of NQT applicants have increased by four percentage points, since last year.

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<sup>3</sup> Note that multiple options were available for this question

<sup>4</sup> According to online estate agents HouseSimple, it would take teachers earning the average London salary more than 71 years to save up a 63% deposit, even if they managed to put aside 10% of their net salary every year. The full Guardian report and data can be found [here](#).

<sup>5</sup> The full report can be found [here](#).

<sup>6</sup> This was a new addition in 2015 so there is no data for 2014. There are also a number of response options that were new additions for 2016, so no comparisons can be made for these.

- Failure to recruit School Business Manager's (SBMs) has fluctuated over the last three years, with a large decrease seen between 2014 and 2015. However, this has not been maintained, and there was a four percentage point increase this year, with 11% of respondents reporting failing to recruit for an SBM role.
- Across all roles, for those that failed to recruit, supply agencies were the most common solution pursued in 70% of cases of unfilled roles, with significant cost implications. However, most worrying was that 41% reported that their solution was for the teaching hours to be covered by a member of the Senior Leadership Team. NAHT's recent 'Balancing Act' report<sup>7</sup> identified that deputy and assistant heads and principals were struggling to balance their leadership and teaching roles due to excessive teaching workload. This research supports this view – it is an issue that must be addressed if schools are to retain and attract sufficient candidates to become future leaders.
- The growing struggle to recruit means that nearly half of schools reported using recruitment agencies to recruit their permanent roles (44%); with 69% of those saying they had done so as they had failed to recruit previously.

## Key recommendations

- Whilst not the only driver to attract and retain teachers and school leaders to the profession, the gradual decline of pay since 2010 compared to other professions is clearly adding to the recruitment crisis. Increasingly, schools are struggling to recruit and retain teachers, particularly at a time when recovery in the private sector has led to increased graduate recruitment. The School Teachers' Review Body's 26th Report recognised this, stating "Based on our assessment of recruitment and retention considerations alone, there is a case for an uplift higher than 1% to the national pay framework, to strengthen the competitive position of the teaching profession at a time of growing demand for graduates." NAHT agrees. We are clear that without a review of teaching pay scales comparable to other professions, the profession will increasingly struggle to recruit and retain good graduate teachers.
- In 2016, for the first time, we correlated respondents' experiences of recruitment against their school's Ofsted rating. The results indicate; those with the lowest Ofsted ratings struggled the most to recruit across all roles. Arguably, these are the schools that most need to recruit good teachers to drive school improvement. A punitive accountability regime makes roles in 'requires improvement' and 'inadequate' schools unforgiving and pressurised. The professional risk of taking up a post in one of these schools acts as a disincentive to good teachers. Government needs to urgently address the impact that a high-stakes accountability system is having on teacher recruitment.

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<sup>7</sup> The full report can be found [here](#).

- NAHT’s survey reports the problem in recruiting is for all roles, including those at senior leadership level. This reflects the findings of a new report by the Future Leaders Trust, Teaching Leaders and Teach First, which projects that England will face a shortage of up to 19,000 school leaders by 2022.<sup>8</sup> Government must address the projected shortage of senior leaders in our schools. Investment is needed in today’s teachers and middle leaders to give them the opportunity to develop into future leaders. Experienced leaders and teachers are being driven from the profession by an accountability system that has led to a narrowing of the curriculum and a poorer experience for pupils. Constant, ill-considered change and a focus on structures rather than learning and leadership have had a massive impact on teacher workload, while pay has steadily fallen behind. To retain existing leaders and develop tomorrow’s leaders, pay, workload, professional freedom and status must be urgently addressed.
- Our survey shows that the cost of housing continues to be a major barrier to recruitment, not just in London and the south east, but across the country. High housing and living costs deter newly qualified and more experienced teachers. Even for those on experienced salary grades, the cost of housing is prohibitive. Little affordable housing is available either in the private rental sector, or on the open market. A strategy is urgently required to address this issue for teachers, which affects many other sectors of employment in the public sector.
- Too often senior leaders are picking up the gaps left by the growing recruitment crisis. NAHT’s *‘Balancing act’*<sup>9</sup> survey demonstrated how budget and recruitment pressures have meant that the leadership roles of deputy and assistant heads are compromised, because they are needed to teach in order to plug recruitment gaps, and this recruitment survey shows that in 41% of cases where schools were unable to fill a teaching role, the solution was to ask members of the leadership team to cover it. This undermines the impact of leadership in our schools, and creates impossible workload pressures. Such pressurised roles are unattractive to those aspiring to senior leadership. As noted elsewhere, the projected shortage of future leaders is a matter of grave concern – action is needed to resolve the recruitment crisis in order that leaders can focus on their key responsibilities.
- NAHT believes that solving the recruitment crisis requires a fresh, inclusive approach to the profession.
  - Recruitment problems are most pronounced for more experienced staff. Priority must be given to retaining these professionals in order that leadership, balance and experience are available to new and less experienced teachers.
  - High quality graduates seek good pay, career entitlements and benefits. Teaching must offer this if it is to compete against well paid graduate professions that offer clear career paths and guarantees to professional development and training.

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<sup>8</sup> [The School Leadership Challenge: 2022](#)

<sup>9</sup> The full report can be found [here](#).

- To retain teachers and develop tomorrow's leaders a genuine entitlement to, and structure for, individual high quality continuing professional development is required. The standards for teachers' professional development state clearly that CPD programmes should be sustained over time and prioritised by school leadership. NAHT's view is that school leaders must be appropriately supported, funded, and given the tools to develop a career-long approach to CPD which has retention at its heart.<sup>10</sup>
- Schools need fair and equitable funding that reflects the challenges that they face when recruiting staff and ensures that all schools have equal access to the best teachers.
- There must be a school curriculum and system of assessment that teachers and leaders support, over which they are able to exercise much greater professional control. Retention is strongest in such systems.
- The high stakes accountability system must end – it currently acts as a disincentive to senior leadership, and damages recruitment and retention across all roles.

Workload must be manageable, so that teachers are able to achieve a healthy balance between their professional and personal lives.<sup>11</sup> Work to achieve this balance must begin in the initial teacher training phase and be followed through as a new teacher is inducted into the profession. The importance of high quality training, underpinned by ongoing CPD is highlighted by the core framework, mentoring and behaviour reports for ITT commissioned following the Carter review. Our survey findings regarding newly qualified teachers are set out in detail below.

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<sup>10</sup> The full report from the Teachers' Professional Development Expert Group (The Standard for Teachers' Professional Development) can be found [here](#).

<sup>11</sup> The three reports issued in response to the Carter review can be found [here](#).

## Respondent profile

The survey was completed by 1,094<sup>12</sup> school leaders in September 2016, representing the most up to date and comprehensive view of school recruitment. It was sent to NAHT members in England, Wales and Northern Ireland, with the majority of responses (97%) received from members in England. The survey was distributed to NAHT members who were involved in recruitment of the staff within their schools: head teachers and school business managers. Of those that responded the majority were head teachers or principals (83%).

The majority of responses (92%) were received from leaders working in the primary phase of education (including nursery, infant and junior schools). Two percent were from secondary phase schools and five percent were from special schools.

The table below shows the type of settings that respondents were working in.

**Table 1 Type of school settings**

School Type	No.	%
Academy - within a multi academy trust	117	11%
Academy - single	50	5%
Independent School	8	0.8%
Community school	566	55%
Foundation school	39	4%
Voluntary aided school	147	14%
Voluntary controlled school	80	8%
Free school	1	0.1%
Special non-maintained	5	0.5%
Grant maintained (NI)	3	0.3%
Controlled (NI)	8	0.8%
Integrated (NI)	1	0.1%
<b>TOTAL</b>	<b>1025</b>	<b>100%<sup>13</sup></b>

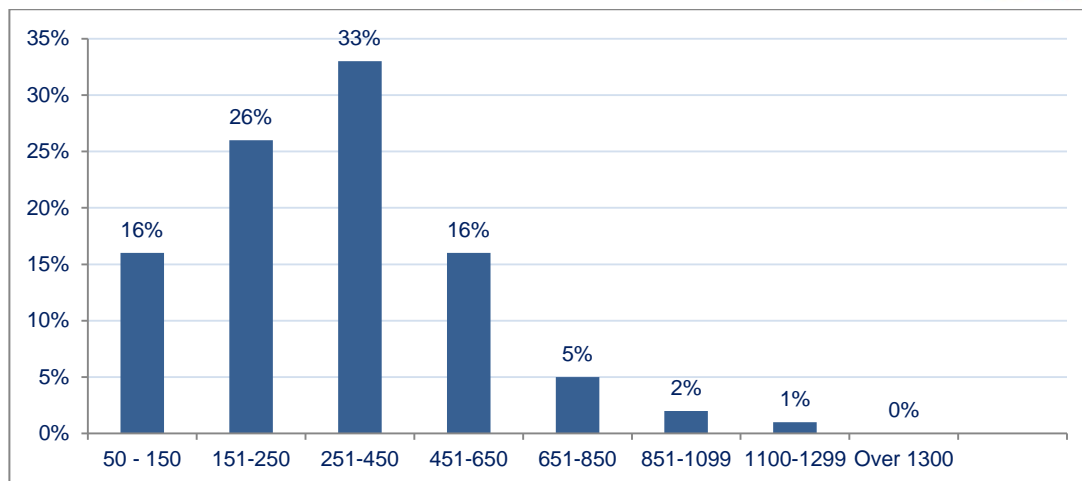
Overall, the majority of respondents are responsible for one school (91%), with 7% responsible for 2 schools, and the rest responsible for three or more.

The most common school size was between 251 and 450 pupils (e.g. a two-form entry primary school).

<sup>12</sup> Due to the nature of the survey the number of responses varies by question. As such, the calculation of the percentages within the report is based only on those individuals who responded to that question. Therefore, wherever this report refers to "X%" of, this should be interpreted as "X% of individuals who responded to that question."

<sup>13</sup> Where numbers have been rounded, it may mean that total percentages do not add up to 100





**Figure 2 Number of pupils in the school**

## Experiences in recruitment

Over the last year, respondents reported having advertised a total of 4,479 jobs, with teachers on the main pay scale (excluding NQTs) the most common role advertised (1,599).

We asked members about how easy it had been over the last year to recruit for various roles and the table below shows responses from those who had advertised vacancies for these roles.

**Table 2 Respondents recruitment experience across all roles in 2016**

Answer Options	Recruited with ease (i.e. received a lot of good quality applications)		Recruited with difficulty (i.e. received few applications or had to advertise more than once)		Failed to recruit	
	No.	%	No.	%	No.	%
Head teacher/principal	15	13%	82	69%	21	18%
Head of school	7	21%	22	65%	5	15%
Deputy head/vice principal	52	30%	101	59%	18	11%
Assistant head/principal	47	33%	83	58%	14	10%
Teaching role with TLR	49	16%	180	60%	73	24%
Teaching role with SEN allowance	15	20%	46	61%	15	20%
SENCO	21	18%	74	63%	22	19%
Teacher on the upper pay scale	20	13%	92	58%	47	30%
Newly Qualified Teacher	143	26%	349	64%	55	10%
Teacher on the main	96	13%	487	67%	143	20%

pay scale (excluding NQTs)						
School Business Manager	32	34%	51	55%	10	11%

The overall picture of the total number of vacancies recruited for shows that just 21% were recruited with ease, 62% were recruited with difficulty, and that for 17% of roles, the school failed to recruit. A slight improvement in the number reporting a failure to recruit since our 2015 survey, has been offset by an increase in the proportion of respondents reporting difficulties with recruitment, so that on balance, the figures are very close and consistent.

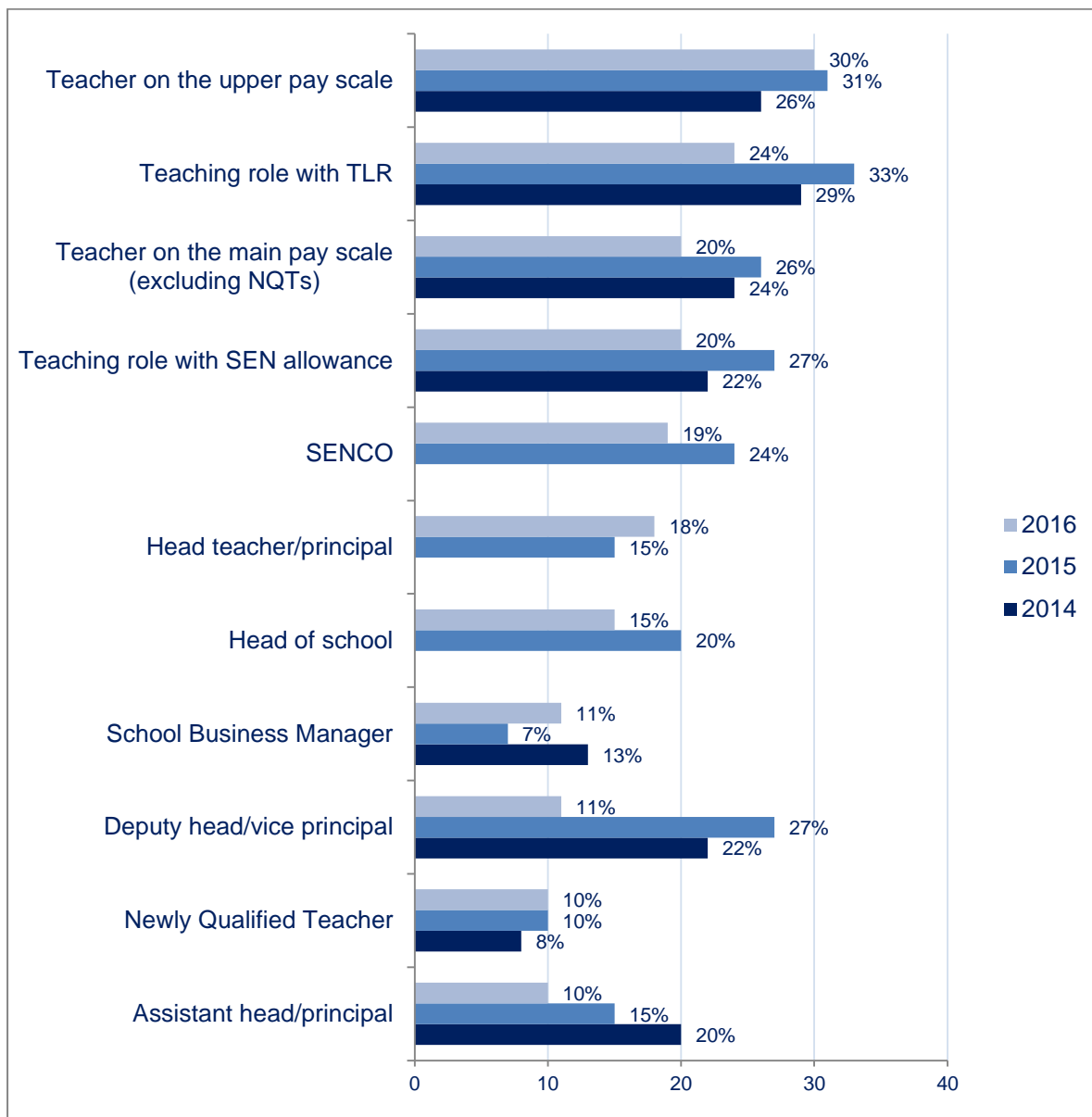
Combining just those roles within middle leadership (TLR and SENCO), 17% were recruited to with ease, 60% with difficulty, and for 23% of cases the school failed to recruit. Again, we see a slight drop in the percentage of people saying that they failed to recruit to these roles altogether compared to last year, an increase in the percentage of people reporting a general difficulty.

Overall, these trends are very similar to last year, suggesting that the difficulties that schools reported facing when it comes to recruitment, are continuing. The top three roles most commonly reported as having failed to recruit to were:

- Teacher on the upper pay scale (30%)
- Teaching role with TLR (24%)
- Teaching roles with SEN allowance (20%)

Although these are the same roles as last year, teaching role with TLR, has dropped from being the first to being the second most likely role to fail to recruit to, since 2015.

Overall, we found that the data for roles where schools were struggling to recruit was very similar to that reported by our members in our 2015 and 2014 recruitment surveys. The comparison for each role can be found below, although data for three of the roles was only collected in 2015.



**Figure 3 Percentage of respondents reporting failing to recruit to a role in 2014, 2015 and 2016**

The data shows that since last year there has been a three percentage point increase in the number of people reporting a failure to recruit a head teacher or principal.

Following an increase between 2014 and 2015, the number of respondents reporting failing to recruit teachers on the upper pay scale and NQTs, has remained at a similar level in 2016.

The failure to recruit SBMs has fluctuated over the last three years, with a large decrease seen between 2014 and 2015. However, this has not been maintained, and there was a four percentage point increase this year, with 11% reporting failing to recruit for an SBM role.

The rest of the other roles have decreased, either since last year, or across both 2014 and 2015.

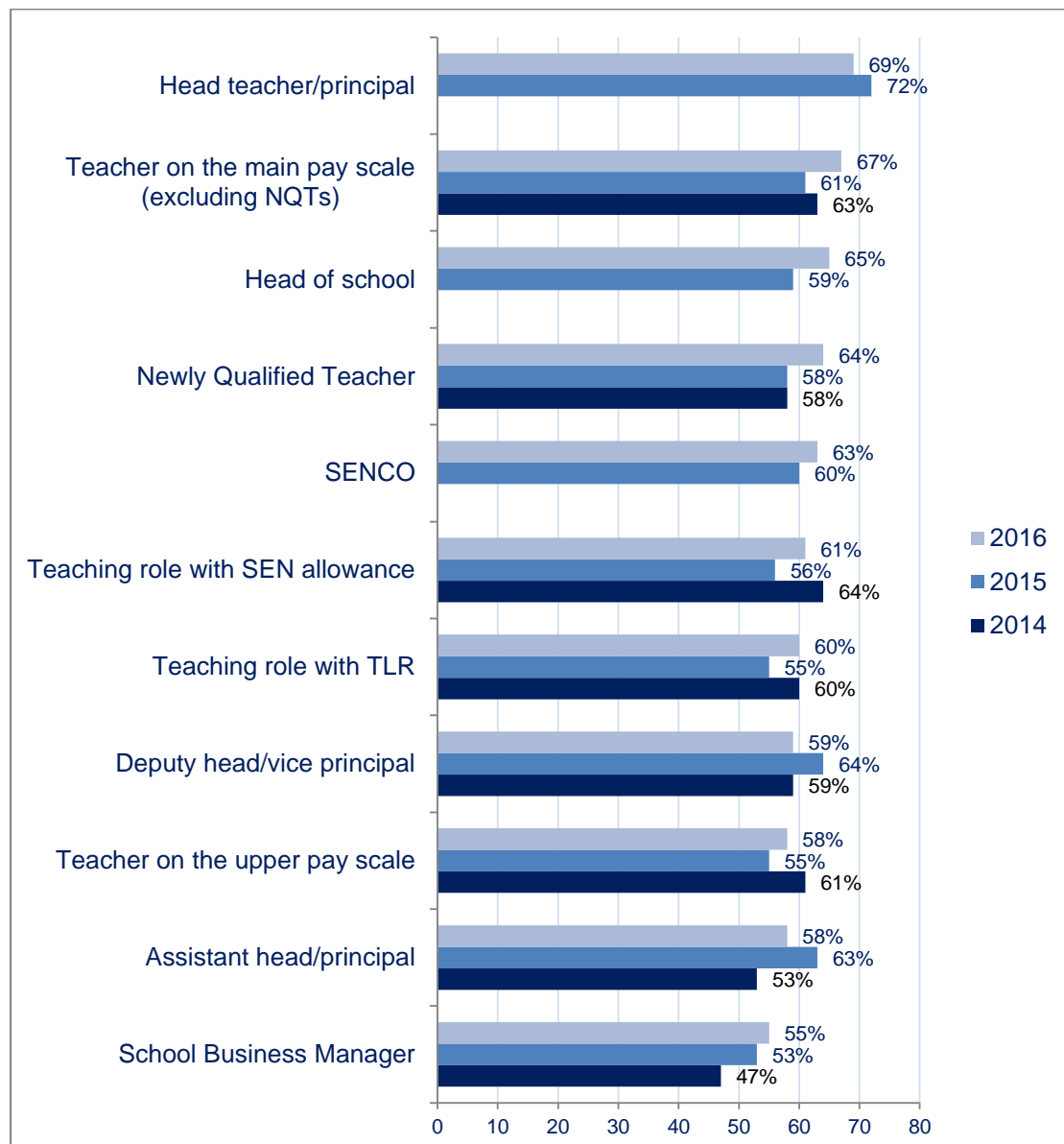


Figure 4 Percentage of respondents reporting struggling to recruit to a role in 2014, 2015 and 2016

For those reporting struggling to recruit to a post, the areas of most concern are the recruitment of head of school, teachers on the main pay scale and newly qualified teachers (all have had an increase of six percentage points from last year), and teaching roles with SEN and TLR allowances (both have had an increase of five percentage points since last year).

## School type

When the responses were broken down by the school type the three roles that schools most often failed to recruit were slightly different for maintained schools compared with academies.

**Table 3 Percentage of respondents reporting struggling to recruit to a role in 2016, by school type**

Roles that schools failed to recruit	Maintained schools		Academies and free schools	
	No of instances where failed to recruit	%	No of instances where failed to recruit	%
Head teacher/principal	17	18%	4	21%
Head of school	4	16%	0	0%
Deputy head/vice principal	14	11%	2	7%
Assistant head/principal	11	11%	3	9%
Teaching role with TLR	54	23%	19	32%
Teaching role with SEN allowance	8	14%	6	40%
SENCO	13	14%	8	42%
Teacher on the upper pay scale	41	33%	5	18%
Newly Qualified Teacher	46	10%	9	10%
Teacher on the main pay scale (excluding NQTs)	117	20%	24	19%
School Business Manager	10	13%	0	0%

In academies, the main roles which failed to recruit were SENCOs (42%), teaching role with SEN allowance (40%) and teaching roles with TLR (32%). In maintained schools, the top three roles were teachers on the upper pay scale (33%), teaching roles with TLR (23%) and teachers on the main pay scale (excluding NQTs) (20%).<sup>14</sup>

It is clear from the data that despite the greater flexibilities that academies have in terms of offering pay and conditions, they struggle similarly with recruitment.

## School inspection (England only)<sup>15</sup>

We also analysed responses by Ofsted inspection grade. This is the first time that this question has been included, so no comparisons from previous years can be made. As the numbers were small for many of the roles, these findings should be considered with caution.

<sup>14</sup> Note that the number of respondents for the academies and free schools are very small, and therefore may not fully reflect actual trends.

<sup>15</sup> Numbers were too small for Wales and Northern Ireland to break it down for analysis

**Table 4 Percentage of respondents reporting struggling to recruit to a role in 2016, by last school inspection review**

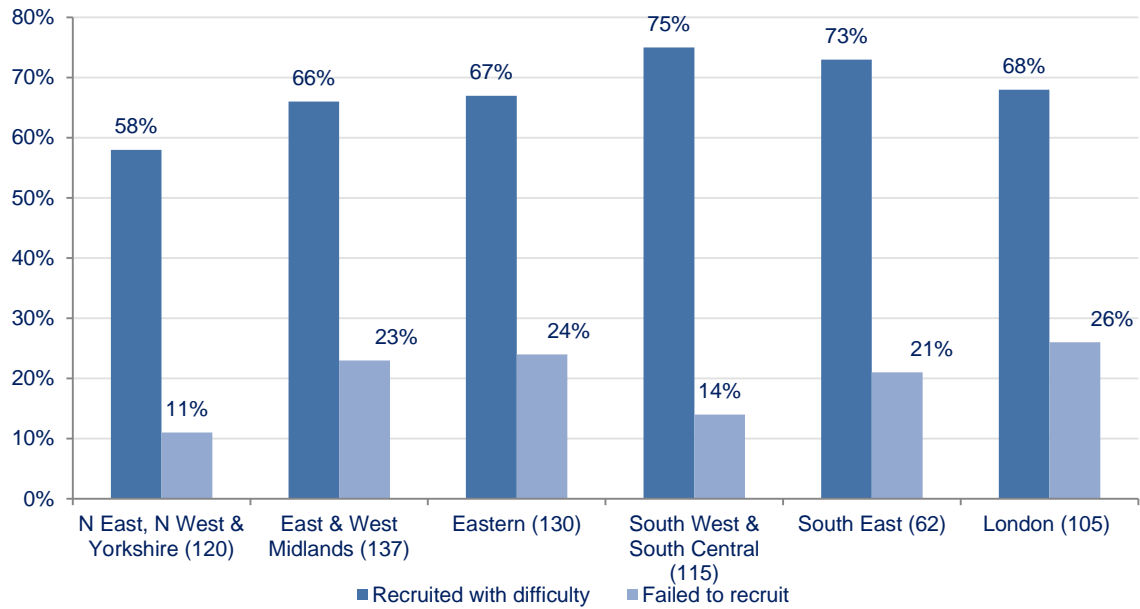
Roles that schools struggled to recruit to	Outstanding		Good		Requires Improvement		Inadequate	
	No.	%	No.	%	No.	%	No.	%
Head teacher/principal	11	15%	49	15%	17	26%	1	9%
Head of school	2	3%	15	5%	3	6%	1	10%
Deputy head/vice principal	13	19%	66	18%	16	27%	4	36%
Assistant head/principal	4	6%	52	16%	19	31%	6	46%
Teaching role with TLR	28	35%	115	30%	31	44%	4	40%
Teaching role with SEN allowance	8	12%	31	10%	5	10%	1	10%
SENCO	2	3%	54	17%	14	25%	3	27%
Teacher on the upper pay scale	13	19%	63	20%	12	23%	2	22%
Newly Qualified Teacher	50	52%	235	49%	53	66%	7	58%
Teacher on the main pay scale (excluding NQTs)	71	59%	324	58%	68	71%	8	53%
School Business Manager	4	7%	38	12%	7	14%	2	20%

This data indicates that those schools judged as ‘requires improvement’ and ‘inadequate’ struggle most to recruit. More needs to be done to ensure that such schools are supported to recruit the good teachers and leaders that they require to drive their school improvement journey.

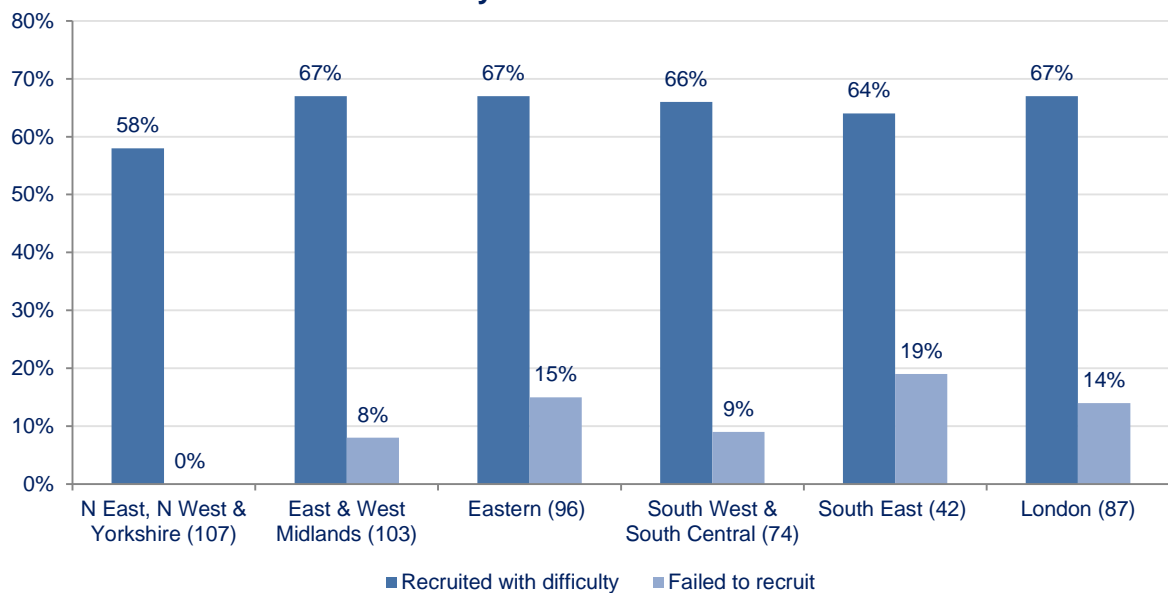
## Regional analysis

The percentage of respondents who recruited with difficulty or failed to recruit by region is displayed in the graphs below. The number in brackets gives the number of respondents for that region who had been involved in recruiting for the role displayed. While the small sample sizes in most cases mean that differences between regions cannot be reliably identified, it is nonetheless clear that the recruitment crisis is not confined to one area of the country, although it appears to be more severe in London and the South East.

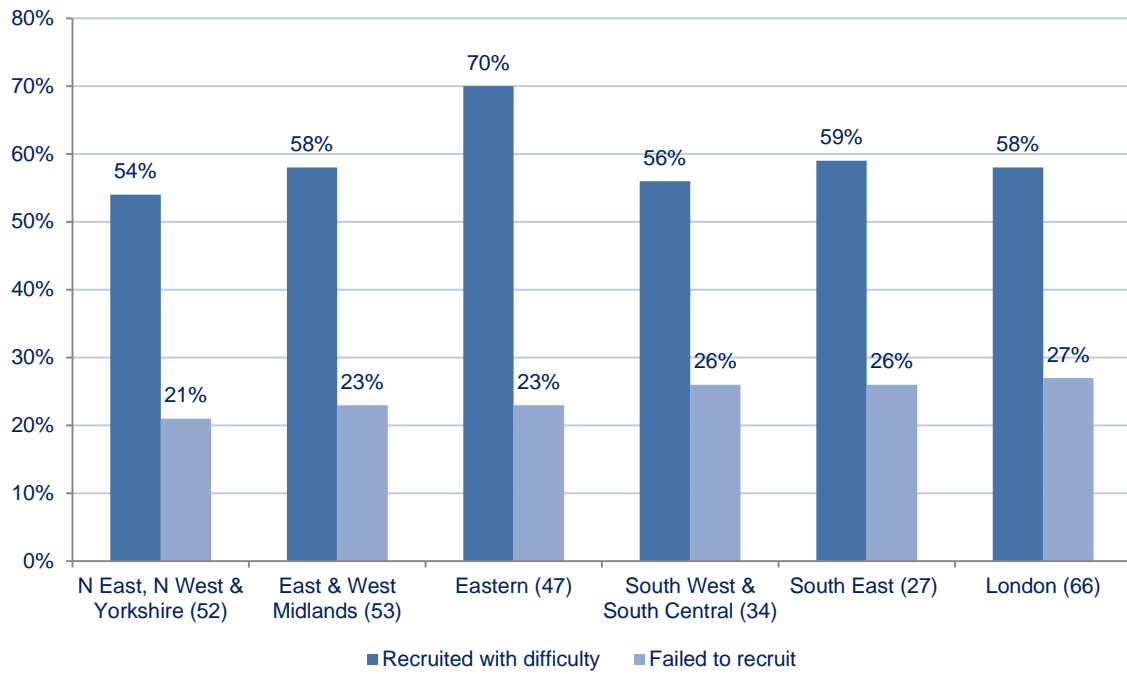
### Teachers on the main pay scale (excluding NQTs)



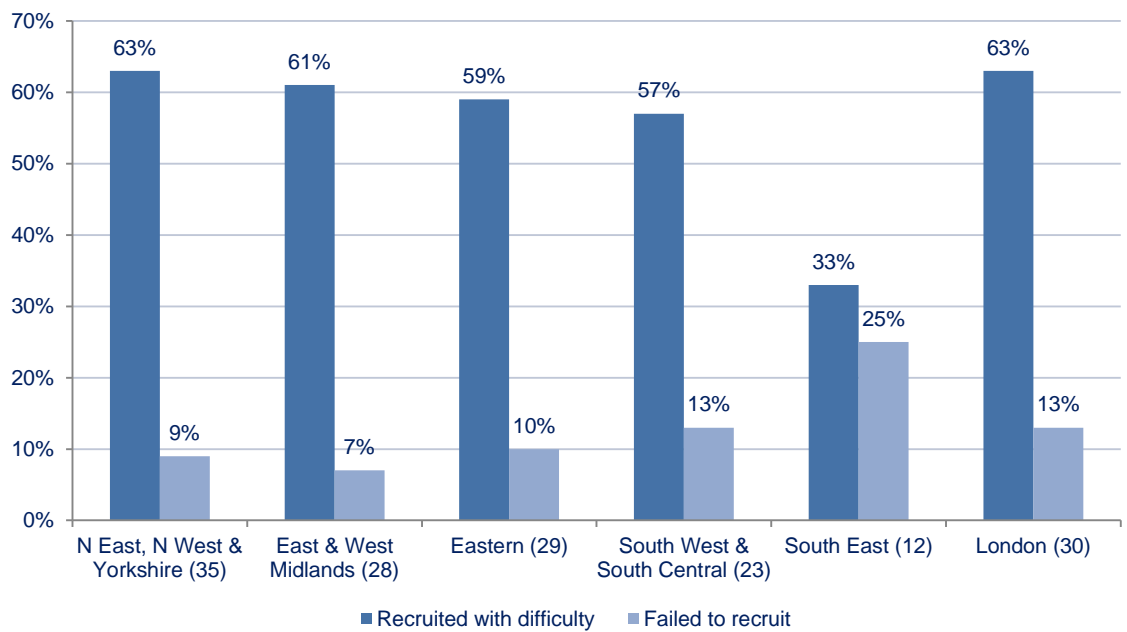
### Newly Qualified Teachers



### Teaching role with TLR

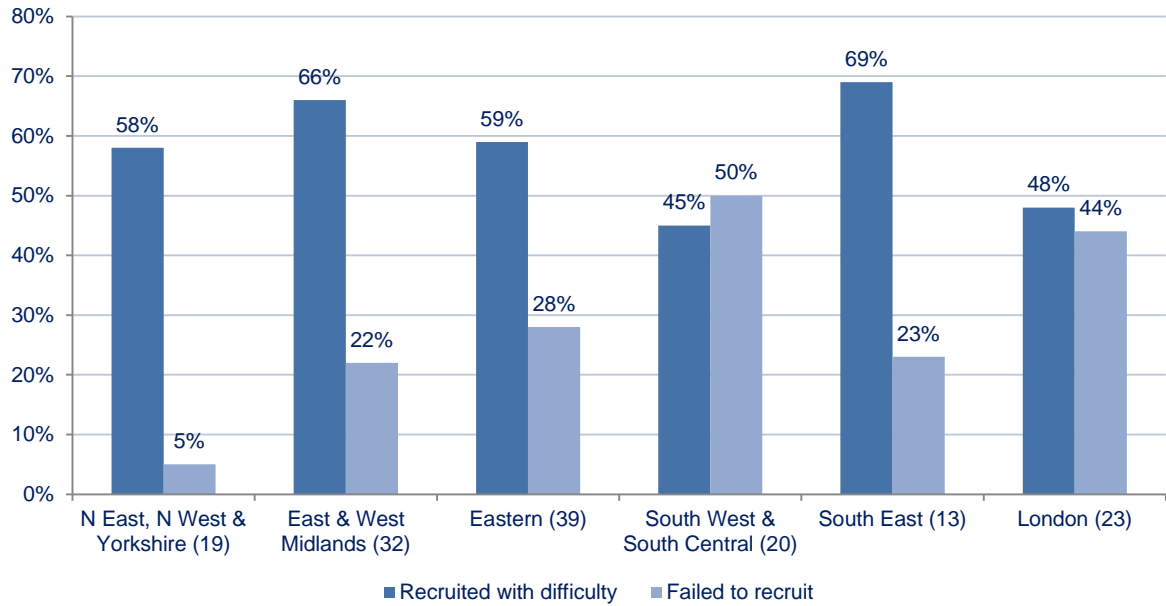


### Deputy head / vice principal

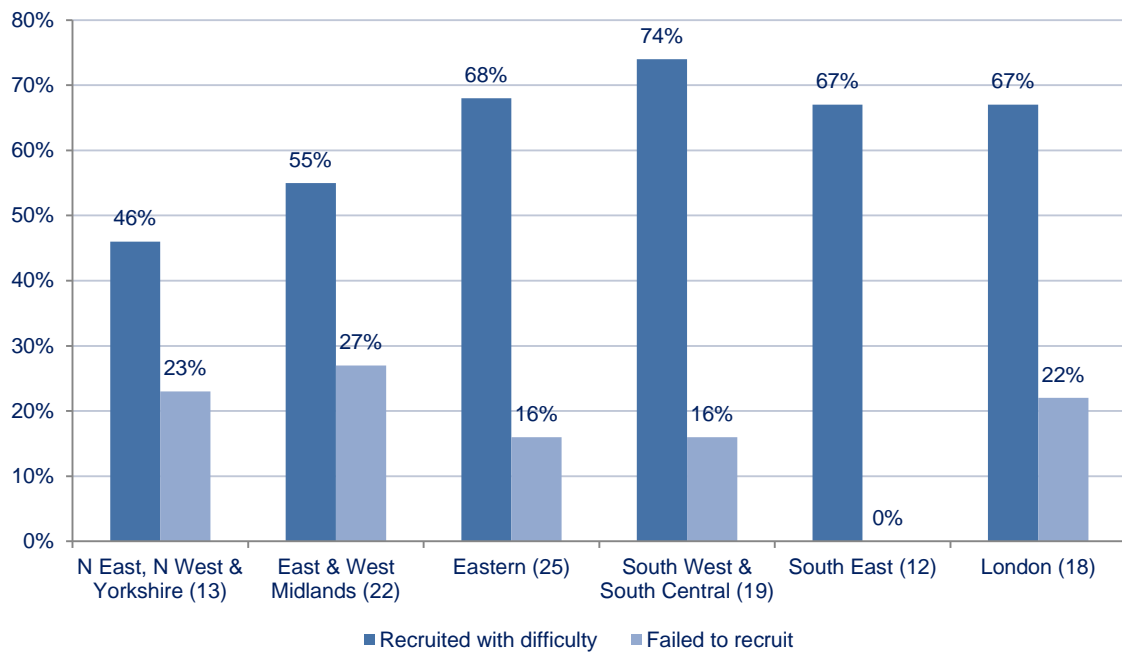




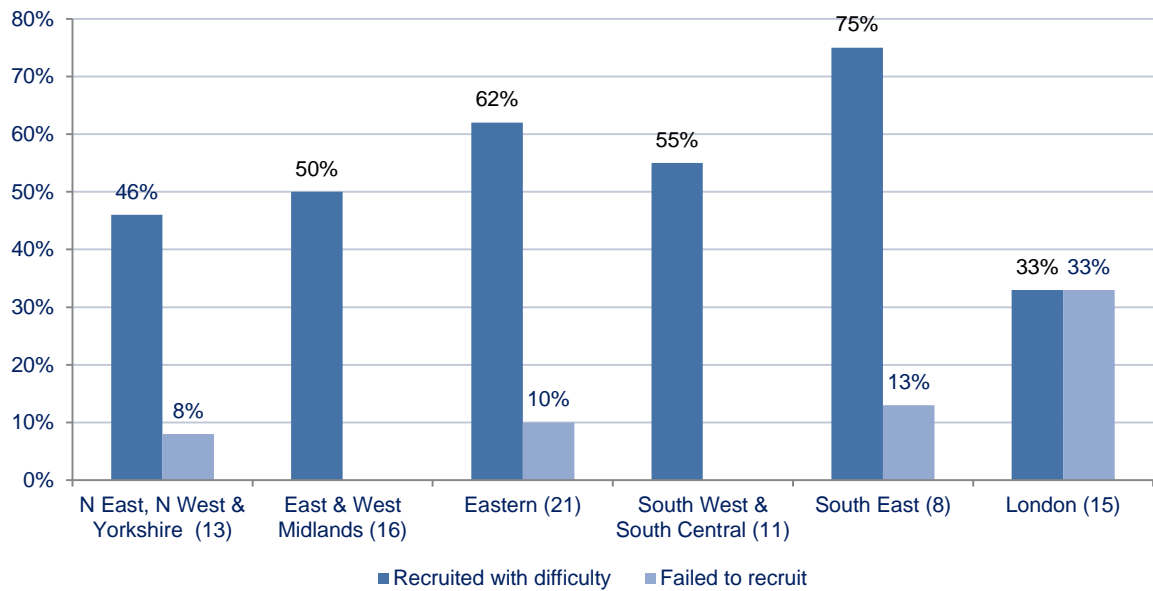
### Teacher on the upper pay scale



### SENCo



### School business managers



### Head teachers / principals



## Reasons that schools were struggling to recruit

### Newly qualified teachers (NQTs)

We asked members who had struggled or failed to recruit NQTs to provide reasons for this, allowing them to tick any of the responses that applied to their experience.

The most common reason for struggling or failing to recruit was the shortage of NQTs available in the area with 46% of respondents stating this reason. This was closely followed by a shortage of good quality applicants available in the area (44%) and the third highest reason given for failing to recruit NQTs was a school's location and high housing and living costs (32%).

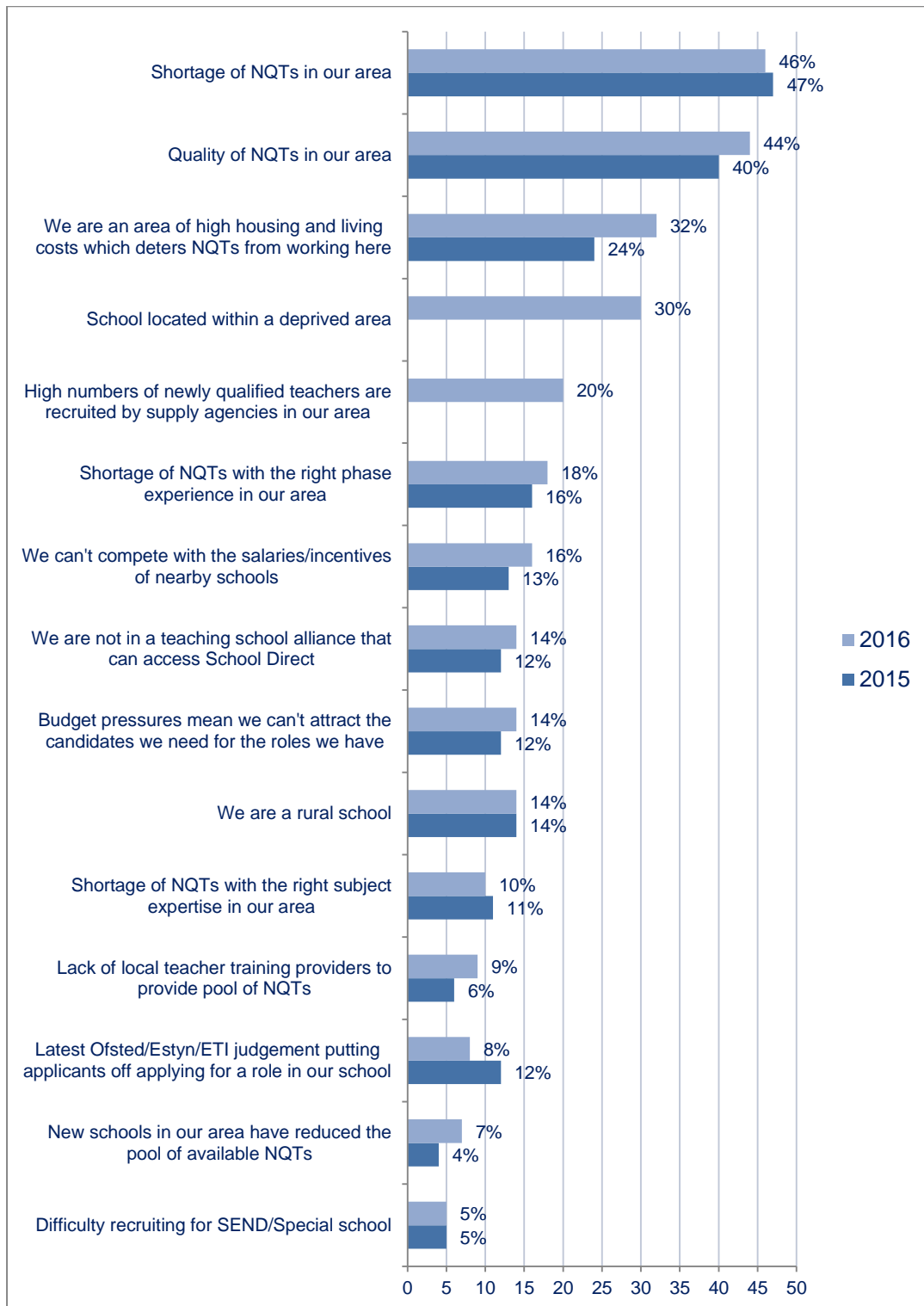
The two most common reasons given for difficulty in recruiting NQTs (shortage and quality) have remained the same between 2015 and 2016.<sup>16</sup> However, **concern about the quality of NQT applicants has increased by four percentage points, since last year.**

There have also been large increases in some of the other choices that respondents selected:

- The impact of high living costs of the local area has increased by eight percentage points since 2015.
- 'Lack of local teacher training providers to provide pool of NQTs' has increased by three percentage points.
- 'Can't compete with nearby incentives' has increased by three percentage points.

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<sup>16</sup> This was a new addition in 2015 so there is no data for 2014. There are also a number of response options that were new additions for 2016, so no comparisons can be made for these.



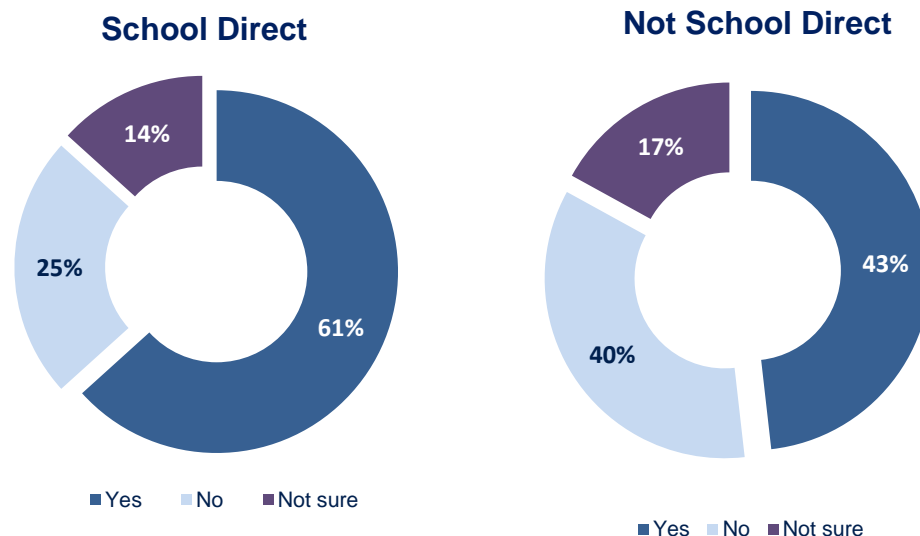
**Figure 5 Respondents perceptions of why they had struggled or failed to recruit NQTs**

As in 2015, we analysed the results taking account of whether schools offer their own teacher training through School Direct, thereby creating a 'ready supply' of NQTs, compared to those who are not involved in this programme.

The reasons given for struggling to recruit NQTs in both types of schools were very consistent, and the small gap between those running their own teacher training through School Direct and others has closed from 6 to 2 per cent.

Where those involved in School Direct did differ however was in relation to whether the NQTs that they had recruited within the last two years were well prepared to start working in schools,

**Do you think that your NQTs recruited in the last two years are well prepared to start working in a school?**



Overall, just over half of respondents (51%) thought that the NQTs recruited in the last two years were well prepared to start working in a school, with a third thinking that were not prepared (33%). The rest were not sure (16%). This is an on-going trend, with similar findings seen in both our 2014 and 2015 surveys. More research is needed to understand the reasons behind these differences.

When we asked respondents whether they thought that the extent to which NQTs are prepared has changed over the last five years, they responded as follows:

Answer Options	Response Percent	Response Count
No, about the same	36%	234
Yes, I think they are less well prepared for work in the classroom	38%	247
Yes, I think they are better prepared for work in the classroom	17%	109
I'm not able to comment	9%	51

These trends replicated those found in 2015.

We then asked respondents what areas they thought were lacking in NQTs' knowledge and skills and their responses are outlined below:<sup>17</sup>

In 2016 the top three areas perceived to be lacking were:

- A good understanding of the demands of the role (79%)
- Understanding classroom/ behaviour management (70%)
- Subject knowledge (66%)

These three concerns mirror those reported in 2015, although there has been a two percentage point increase in the number of people selecting 'a good understanding of the demands of the role' and an eleven percentage point increase in respondents choosing subject knowledge since 2015.

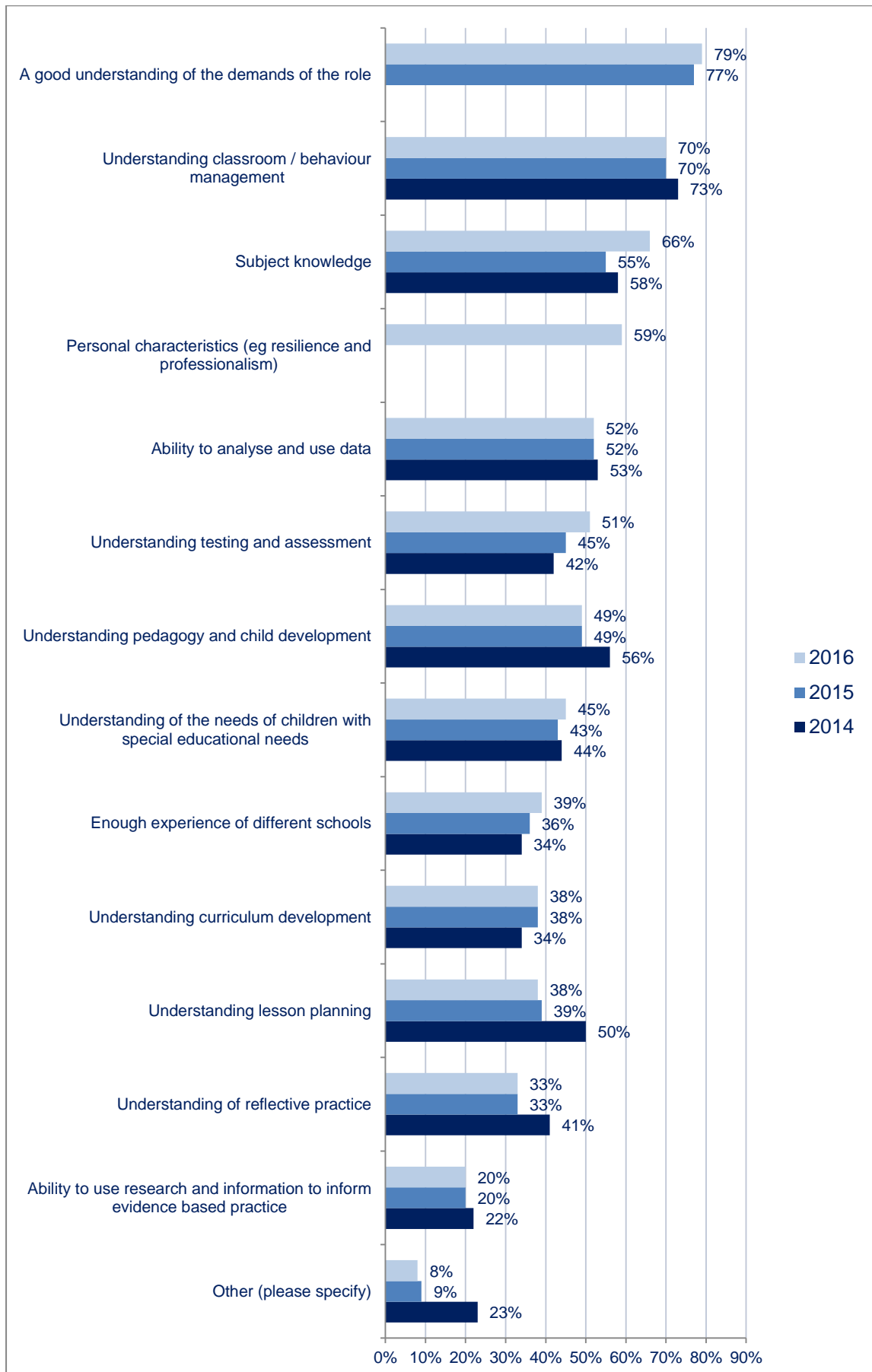
Between 2014 and 2016, there has been a nine percentage point increase in concerns about NQTs' understanding of testing and assessment.

Between 2014 and 2016, there has been a three percentage point increase in concern about 'Enough experience of different schools'.

Between 2014 and 2016, there has been a twelve percentage point decrease in understanding lesson planning.

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<sup>17</sup> Understanding classroom/ behaviour management was worded slightly differently in 2014, which might have affected the result. Personal characteristics is a new category in 2016, so there is no previous data.



We asked members where their trainees were recruited from and they responded as follows:

Answer Options	Response Percent	Response Count
A higher education institution at post graduate level	51%	325
A higher institution teaching degree with QTS	47%	296
School Direct (England)	34%	214
Graduate teacher programme (Wales)	0.9%	6
Other School Centred Initial Teacher Training	16%	103
Teach First	6%	38
Overseas Training	4%	24
Graduate teacher programme (Wales)	1%	6
Troops to Teachers	1%	5
Other (please specify)	2%	12

### Struggles to recruit other teaching roles and school business managers

Respondents were asked about the reasons in struggling to recruit to roles other than NQTs; the responses from 2015 and 2014 are also shown below to compare their experiences over the last three years.

The top three reasons cited were:

- Shortages of teachers in their area (57%)
- Lack of quality teachers in their area (44%)
- Number of teachers leaving the profession (42%)

**Over the last three years, shortage of teachers as a reason given has increased by thirteen percentage points, rising from 44% in 2014 to 57% this year.**

The third reason given for the number of teachers leaving the profession has increased dramatically over the last three years, more than doubling between 2014 and 2015, and then increasing a further nine percentage points this year.

There has also been a large increase in the number of individuals citing high housing and living costs as an explanation, with a seven percentage point increase seen between 2015 and 2016. This is another large increase, on top of that seen between 2014 and 2015, whereby this problem increased from 17% to 24% and rose from the 7<sup>th</sup> most common reason to the 4<sup>th</sup>. There is also a significant increase in those citing budget pressures, increasing from 9% in 2014 to 22% in 2016 as the crisis in school funding starts to bite.<sup>18</sup>

<sup>18</sup> This aligns with research NAHT undertook last year as part of their funding survey 'breaking point'. The full results for this survey can be found [here](#).



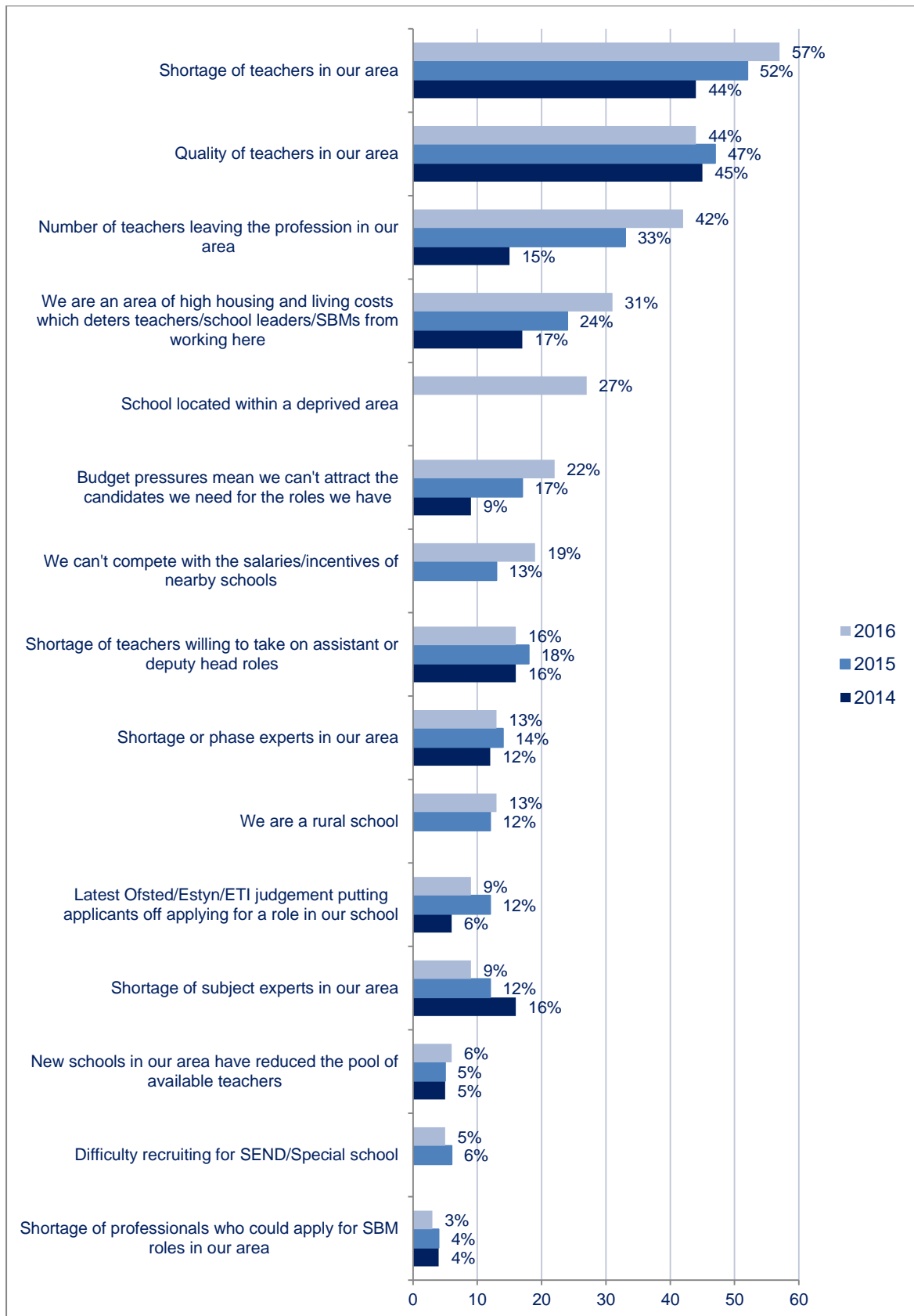
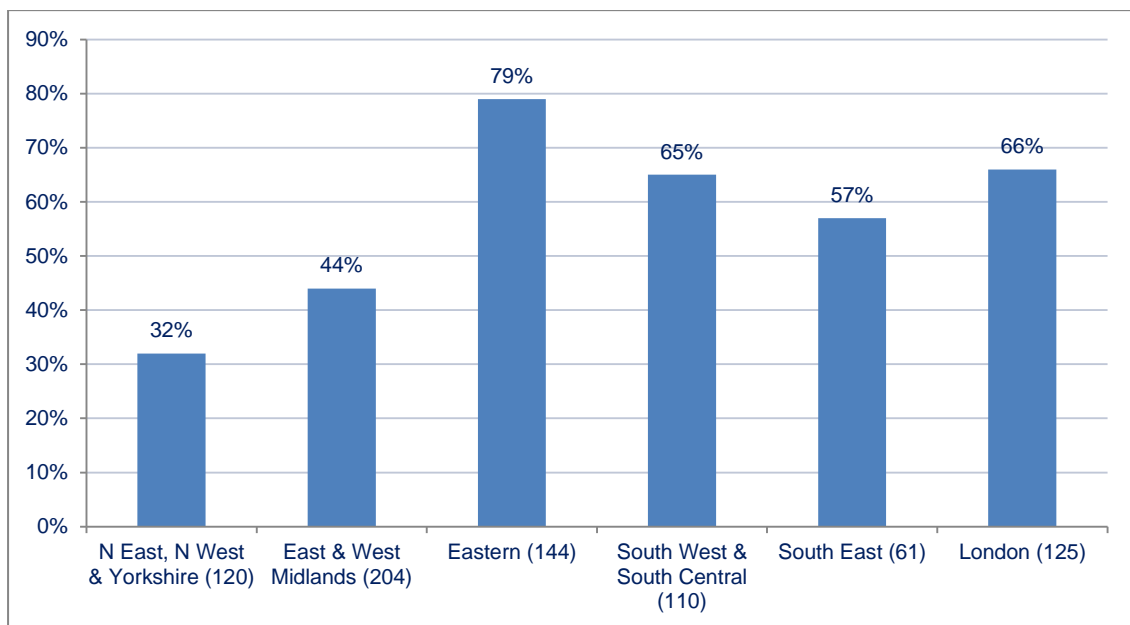


Figure 6 Respondents reasons for why they are struggling to recruit to roles other than NQTs

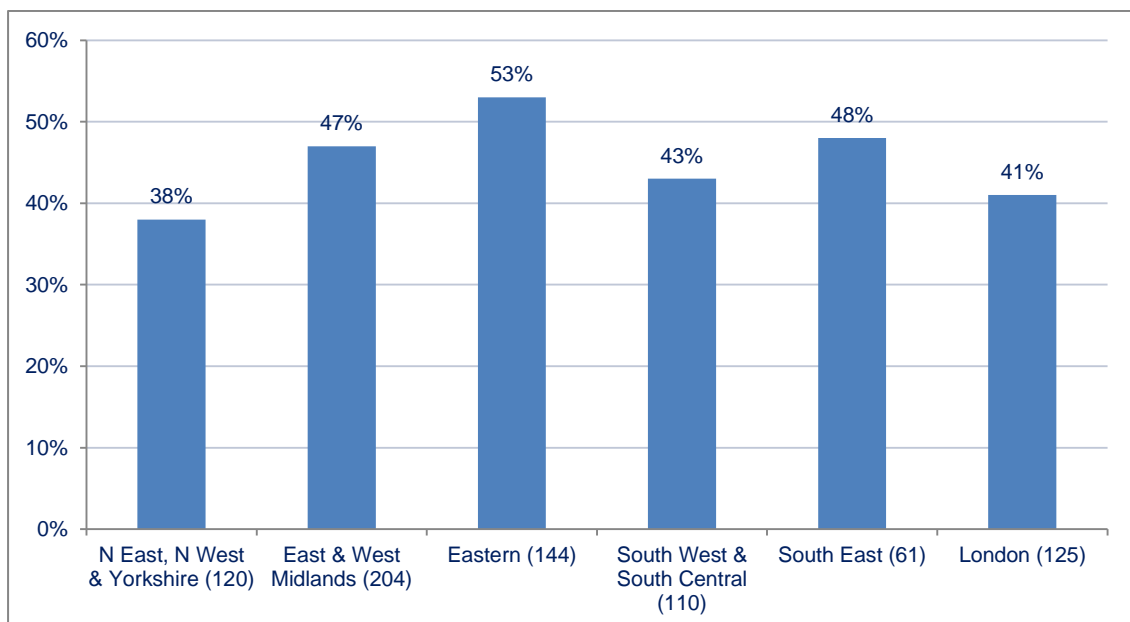
The top three reasons remained fairly consistent across the regions. The graphs below show how the top three reasons overall varied by region.

Sample size for this question, for each region, is indicated by the number in brackets

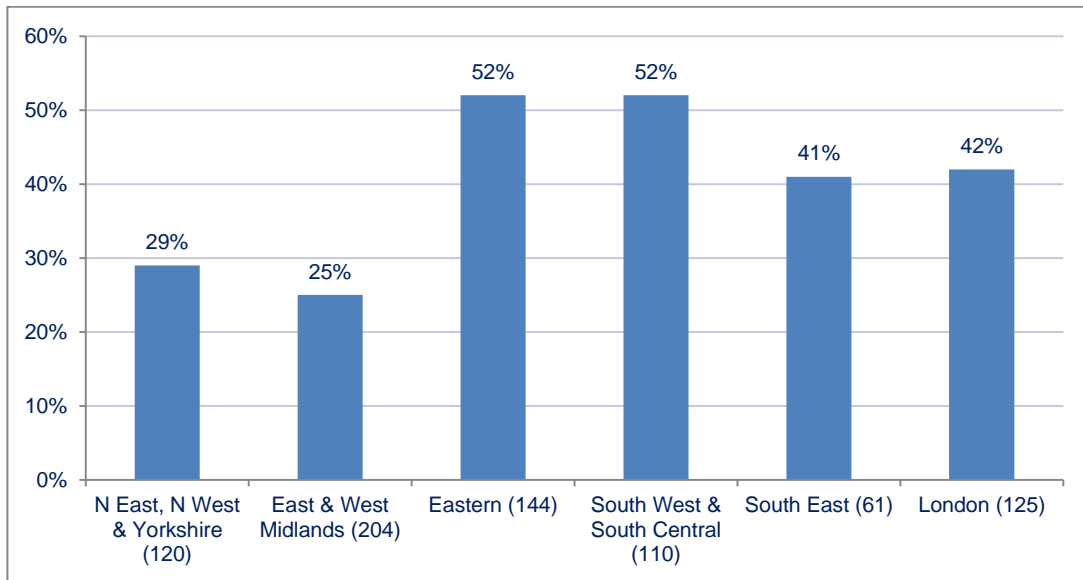
### Shortage of teachers in our area



### Quality of teachers in our area



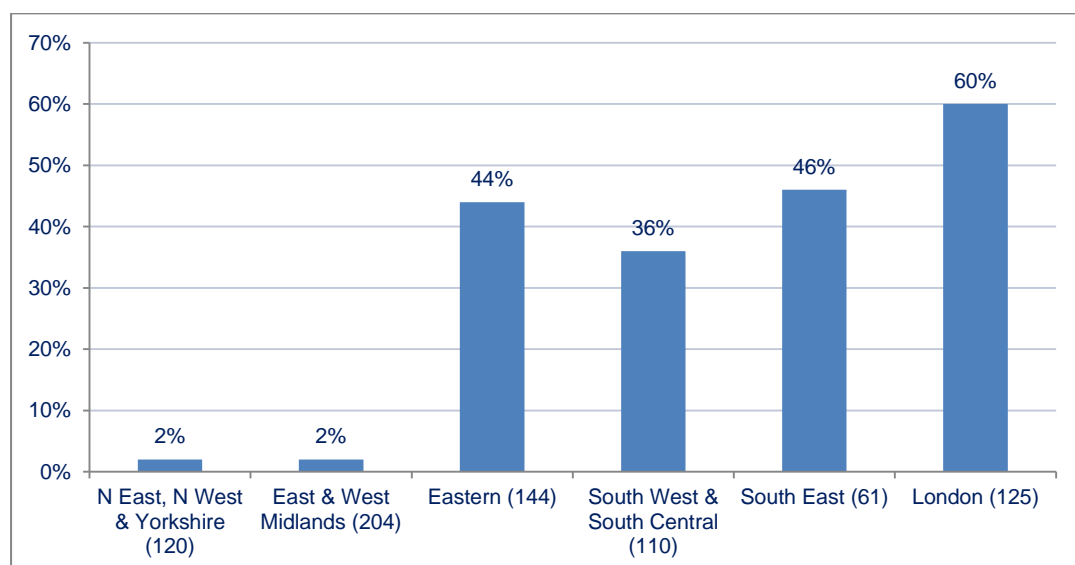
### Number of teachers leaving the profession in our area



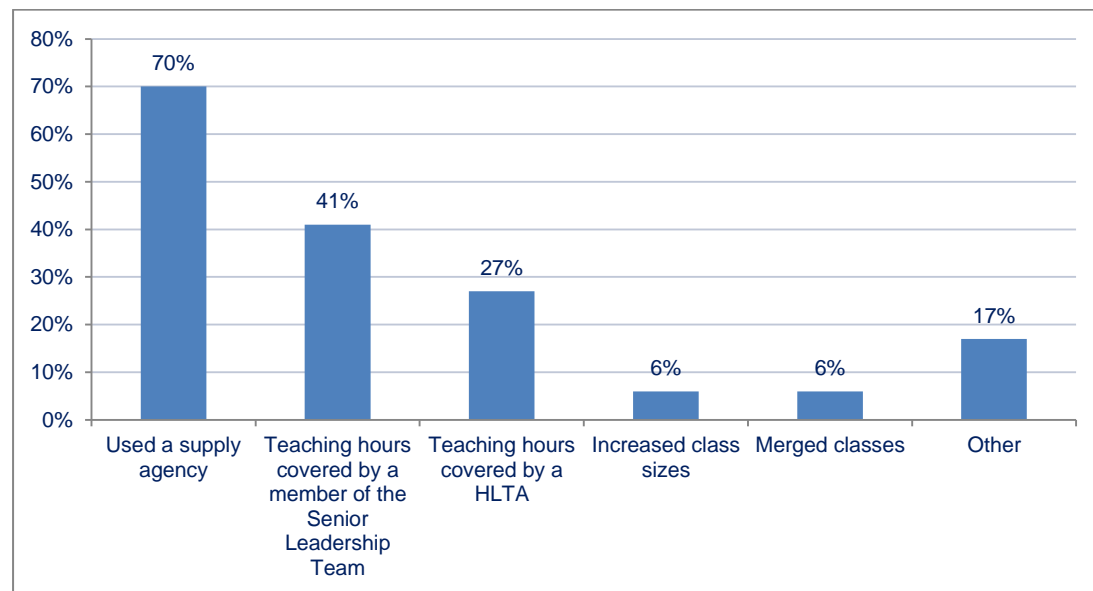
As in 2015, high housing and living costs are predictably reported as a much bigger problem for London and the South, although the Eastern and South West/South Central areas are not far behind. The graph below shows the situation in 2016.

Nationally, the percentage of respondents citing this problem increased from 17% in 2014 to 24% in 2015, and rose from the 7<sup>th</sup> most common reason to the 4<sup>th</sup>. This year it increased by a further seven percentage points, to 31%, remaining the 4<sup>th</sup> most common reason selected. While the small samples mean there will be a fairly large margin of error, it is clear that the problem is worsening

### We are in an area of high housing and living costs which deters applicants from working here



For those that failed to recruit, ‘used a supply agency’ was the most common response (70%), followed by having ‘the teaching hours covered by a member of the Senior Leadership Team’ (41%).<sup>19</sup>



**Figure 7 Responses to the question “If you failed to recruit to a teaching post, what did you do to fill the gap?”**

## Recruiting through agencies

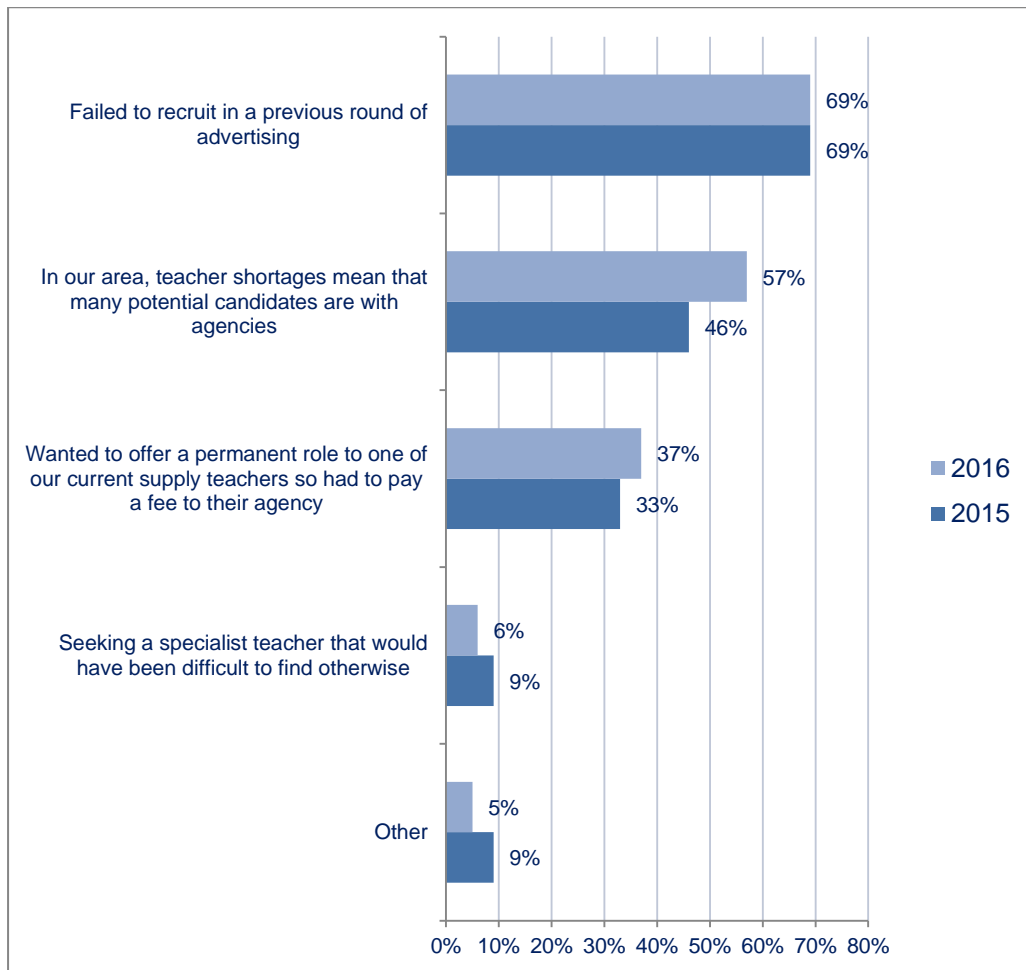
The recruitment crisis highlighted in this survey means that schools are increasingly resorting to the use of recruitment agencies, adding to the costs that they bear to recruit posts. We asked our members whether they used teaching supply and/or recruitment agencies to recruit to permanent posts and 44% said that they recruited through a recruitment agency.

This is a drop from last year; when it was 56% but this now represents an average spend of £3,221.50 per vacancy.

Of respondents surveyed, 69% said that they used supply agencies after having failed to recruit in a previous round of advertising; this has remained at a consistent level since our 2015 survey. This was closely followed by ‘teacher shortages mean that many potential candidates are with agencies’ (57%); which has increased by nine percentage points since last year.

The table below compares the responses this year to those in 2015.

<sup>19</sup> Note that respondents were able to choose multiple options and as such answers will not add up to 100%



**Figure 8 Responses to the question “What was the reason for using such agencies?”<sup>20</sup>**

We also asked members about their experience of working with supply and recruitment agencies. Half of respondents said that the overall experience of working with a teacher supply and recruitment agency has been a balance of both positive and negative experiences. Only 20% said their experience had been mainly or predominantly negative. However, this is a six percentage point increase from last year.

<sup>20</sup> Multiple options were allowed.

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