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Llywodraeth Cymru
Welsh Government

Mr Darren Millar AM
Chair
Public Accounts Committee
National Assembly for Wales

7 February 2014

Dear Mr Millar

Thank you for your invitation to attend the Committee meeting on 14th January and present our evidence on the findings of the Auditor General in his report on *Covering Teachers' Absence*.

During the meeting you asked us to provide additional supplementary information which I have set out below in relation to the five key issues.

1. The number of supply teachers registered and listed on both local authority and agency lists.

- This data is not collected and therefore we cannot provide the information requested. However as we stated in evidence to the Committee, we are working with the General Teaching Council for Wales (GTCW) to make direct contact with supply teachers. We will seek agreement from them to allow their contact details to be used to provide them with relevant information and advice. We will also use this process to collect data (subject to agreement of the supply teachers) to identify with whom they are registered. We intend to complete this process by June 2014.

2. The numbers of sick absence days taken by teachers and whether there is a pattern of causes.

- As part of our evidence, we provided the latest available information from the Statistics for Wales bulletin on "Teachers in service, vacancies and sickness absence" (January 2013) which identified that the number of sick days taken by teachers during 2012 was 187,377 which was over 25,000 less than in 2011. I attach a copy of this bulletin for information at annex 1. (This document is not available in Welsh.)
- In terms of pattern of causes the report from the Wales Audit Office report stated "neither schools nor local authorities routinely monitor adequately the reasons for teachers' absence, and therefore do not always understand the reason why cover is required" (Page 18, paragraph 1.13). We are therefore currently unable to confirm if there is a pattern of causes in relation to sickness absence taken by teachers. We

will, however, raise this issue in our discussions with the WLGA to ask them to work with local authorities to establish a consistent system for the collection of this data which would allow a more detailed analysis of all absences.

- As we stated during the committee hearing, we will be developing guidance for schools and local authorities which will support them to address the issues concerned with teacher absence. In particular the guidance will provide information on how the attendance and absence of teachers should be monitored and managed effectively. This guidance is due to be published in September 2014. We will also request that Estyn undertake a thematic study during 2016/17 to identify how successfully the guidance has been adopted.

3. The numbers of newly qualified teachers undertaking induction via the supply route

- As of 30th January 2014, a total of 543 supply teachers are registered with GTCW as undertaking their statutory induction.

4. The number of supply teachers undertaking Masters in Education practice (MEP).

- As of 30th January 2014, a total of 13 supply teachers are registered for the MEP – 12 teachers in Cohort 2 and 1 teacher in Cohort 1. Participation in the MEP is optional and all prospective students are subject to the same eligibility criteria. Information on participation in the MEP is available to all newly qualified teachers through the Welsh Government and GTCW websites.

5. A note on how effective the external mentoring scheme is and whether the investment in the scheme is providing good VFM

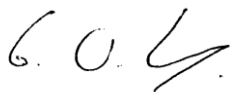
- The external mentor role has been introduced to provide all newly qualified teachers (NQTs) in Wales with consistent, high quality support from experienced practitioners throughout their statutory induction period and through the three years of the MEP (for those NQTs who choose to undertake the MEP).
- The rationale for the external mentor role enables mentors to have the opportunity to work across a range of schools, sharing best practice and working in collaboration with their cohort of NQTs and with other mentors, both regionally and nationally. There are also tangible benefits for each mentor's school as they are able to use their mentoring resources within their own school and bring back and share the good practice they have observed in other schools. This is deliberately a cyclical approach to ensure that the mentor role benefits both the mentee and the mentor's school and forms part of the wider approach of school to school support the Welsh Government is developing.
- External mentors work with their NQTs on a part time basis. The amount of time that each mentor is required to dedicate to the role will depend on the number of NQTs that they are supporting and whether the NQTs are undertaking induction only or the MEP and induction combined. The funding has been calculated on the basis that if a mentor supports between 18 and 24 NQTs per year (which equates to the equivalent of 3 days per week) then the mentor's school receives sufficient funding to allow them to employ a full time NQT to cover the mentor's absence. This clearly creates some flexibility in how schools may decide to deploy the remaining time of the mentor

in the school. In practice, with the scheme still at a relatively early stage of development, most mentors are currently supporting a lower number of NQTs.

- The part time release and the nature of the induction and MEP programmes mean that the mentors largely have responsibility for their own timetables so they are able to plan their time away from school in advance to ensure that they are able to fulfil their role as a mentor whilst also remaining fully committed to their school role. This ensures their school is able to plan effective arrangements to cover their absence that ensures continuity of learning for those learners affected.
- The MEP programme has been running for 16 months. The second cohort of NQTs and mentors commenced the programme in January 2014 and showed an increase in numbers over the first cohort.
- The programme is therefore still at a relatively early stage, but initial feedback from the majority of students and mentors shows they are keen to remain with the programme for the full three years. Where there have been student drop outs or mentor resignations these have, in the main, been due to personal issues or changes in employment rather than an active decision to withdraw from the programme.
- Initial, informal analysis demonstrates that the MEP is providing value for money, with the most positive feedback directed at the external mentor role. MEP students and their headteachers consider that the practice based support provided by the external mentors is a unique component of a Masters programme.
- A formal external evaluation is due to report in Spring 2015. This evaluation will assist in determining whether the MEP contract should be extended. Value for money will therefore be one of the core evaluation criteria that will be considered. In the longer term, Estyn will also be asked to undertake a thematic study which will focus on the impact of the MEP on raising standards of teaching and improving learner outcomes.

I hope the additional information that has been provided addresses the issues that you raised. If you require any further detail, please contact me and I will endeavour to address your request.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'O. Evans', with a stylized flourish at the end.

Owen Evans

Teachers in service, vacancies and sickness absence, January 2013

This Statistical First Release presents data on the number of teachers in service, vacancies for full-time permanent teachers in maintained schools in Wales as at January 2013, and sickness absence during 2012. The information is taken from the STATS3 survey of local authorities (LAs) and is analysed by type of school, type of teacher, vacancies by subject and summary information relating to sickness absence.

Key points

Teachers in service (Section 1)

- There were 27,310 full-time equivalent (FTE) teachers in service with LAs, an increase of 333 since January 2012 (*Chart 1, Table 1*).
- There were 26,139 FTE qualified teachers employed at maintained nursery, primary and secondary schools in Wales, an increase of 394 since January 2012 (*Chart 2, Table 2*).
- There were 666 FTE qualified teachers at maintained special schools, a decrease of 26 since January 2012 (*Table 3*).
- The number of FTE qualified teachers providing education other than at school decreased from 327 to 277 between January 2012 and January 2013 (*Table 1*).

Teacher vacancies (Section 2)

- The total number of teacher vacancies in nursery, primary and secondary schools was lower in January 2013 (86) compared with January 2012 (93) (*Tables 4 and 5*).
The total nursery, primary and secondary vacancy rate is 0.3 per cent.
- There were no nursery school vacancies. The number of vacancies for teachers in primary schools was 47, a decrease of 9 compared with January 2012 (*Table 5*).
The vacancy rate in the nursery/primary sector is 0.4 per cent.
- There were 39 vacancies in secondary schools in January 2013, an increase of 4 from January 2012 (*Table 4*).
The vacancy rate in the secondary sector is 0.3 per cent.

Teacher sickness absence during 2012 (Section 3)

- 60 per cent of teachers took sickness absence during 2012, compared with 59 per cent during 2011 (*Table 7*).
- The average annual number of sick-days per teacher taking sickness absence was 11 days (*Table 7*).
- The total number of sick-days taken by teachers during 2012 was 187,377 – over 25,000 days less than during 2011 (*Table 7*).

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Next update: June 2014 (provisional)

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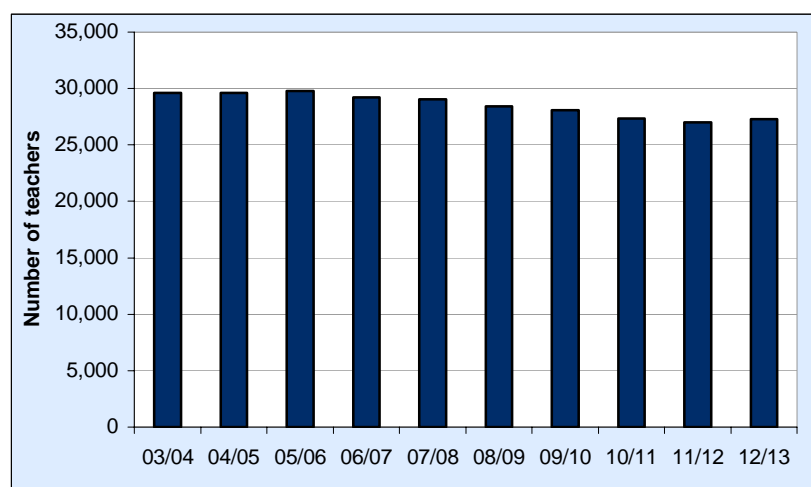
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Section 1: Teachers in Service

The teachers in service data is collected every January by LAs in Wales, and only includes qualified teachers.

Chart 1: Teachers in service with LAs



- 2012/13 has seen the first increase in teacher numbers since 2005/06.
- In the last ten years the largest number of teachers was in 2005/06 with 29,783.

Table 1: Teachers in service with LAs (a)

	2008/09	2009/10	2010/11	2011/12	2012/13 (b)
<i>FTE</i>					
Qualified teachers at:					
LA maintained schools (c):					
Nursery	75	74	73	57	55
Primary	13,090	13,072	12,758	12,736	12,944
Secondary	12,988	12,782	12,526	12,327	12,525
Total	26,153	25,928	25,357	25,120	25,524
Miscellaneous/divided service (d):					
Primary	417	426	343	324	322
Secondary	371	386	310	301	293
Total	788	811	653	625	615
Total	26,941	26,740	26,010	25,745	26,139
LA maintained special schools (c)	738	703	684	692	666
Other qualified teachers providing education other than at school (e)	430	371	361	327	277
Other teachers (f)	85	87	100	66	45
Adult Education Centres (g)	222	184	176	148	183
All teaching staff	28,417	28,084	27,332	26,977	27,310
of which on secondment for one term or more	28	26	26	22	21

(a) At January each year.

(b) Two local authorities were unable to provide supply teacher data.

(c) Includes:

- full-time teachers in regular service including those on secondment;
- full-time equivalent (FTE) of part time teachers in regular service;
- full-time teachers in occasional service including agency staff;

(d) Including peripatetic teachers and advisory teachers.

(e) Under the provisions of the Education Act 1944, Section 56 and the Education Act 1981, Section 3. Includes qualified teachers in pupil referral units.

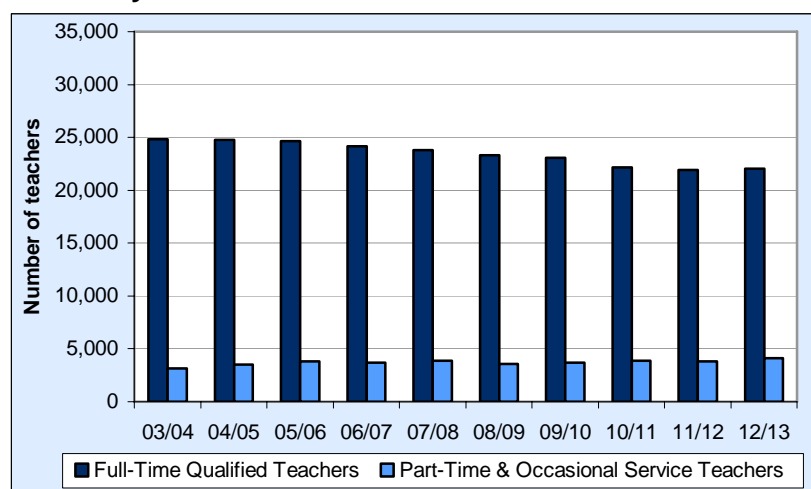
(f) Includes:

- any other full-time teachers in regular service including those on secondment;
- any other FTE of part time teachers in regular service;

(g) Includes:

- full-time teaching staff in regular service including those on secondment;
- FTE of part-time teaching in regular service;
- FTE of hourly paid part time teaching staff;
- FTE of all staff not paid on teaching staff scales but who spend all or part of their time teaching.

Chart 2: Number of full-time, part-time and occasional service teachers at maintained nursery, primary and secondary schools



- The number of full-time qualified teachers has fallen over the last ten years from 24,828 to 22,024.
- The number of part-time and occasional service staff has increased in the last ten years from 3,121 to 4,115.

Table 2: Teachers in service at maintained nursery, primary or secondary schools (a)

	<i>FTE</i>				
	2008/09	2009/10	2010/11	2011/12	2012/13 (b)
Qualified teachers in full-time regular service:					
LA maintained:					
Nursery schools	63	59	60	50	45
Primary schools	10,981	10,993	10,477	10,536	10,649
Secondary schools	11,756	11,446	11,152	10,894	10,948
Miscellaneous/divided service					
Primary	261	276	221	214	188
Secondary	280	288	236	222	194
Total	541	564	457	436	382
Total (c)	23,341	23,062	22,146	21,916	22,024
Part-time (FTE) & Teachers in occasional service: (including supply teachers):					
LA maintained:					
Nursery schools	12	15	13	7	10
Primary schools	2,110	2,079	2,281	2,200	2,295
Secondary schools	1,232	1,337	1,374	1,433	1,577
Miscellaneous/divided service					
Primary	156	149	121	110	134
Secondary	91	98	75	79	99
Total	247	248	196	189	233
Total (c)	3,600	3,678	3,864	3,829	4,115
All teaching staff (FTE):					
LA maintained:					
Nursery schools	75	74	73	57	55
Primary schools	13,090	13,072	12,758	12,736	12,944
Secondary schools	12,988	12,782	12,526	12,327	12,525
Miscellaneous/divided service					
Primary	417	426	343	324	322
Secondary	371	386	310	301	293
Total	788	811	653	625	615
Total (c)	26,941	26,740	26,010	25,745	26,139

(a) At January each year.

(b) Two local authorities were unable to provide supply teacher data.

(c) Includes those on secondment.

Table 3: Teachers in service with LAs at maintained special schools (a)

	FTE				
	2008/09	2009/10	2010/11	2011/12	2012/13
Qualified teachers in full-time regular service:	636	613	596	591	572
Part-time (FTE) & Teachers in occasional service: (including supply)	82	90	88	101	94
All teaching staff (FTE)	738	703	684	692	666

(a) At January each year.

Includes:

- full-time teachers in regular service including those on secondment;
- fte of part-time teachers in regular service;
- full-time teachers in occasional service;

- The last seven years has seen the number of teachers in maintained special schools fluctuate between 611 and 738.
- The 666 teachers in maintained special schools in 2012/13 is the lowest number since 2005/06.

Section 2: Teacher Vacancies

Teacher vacancies include advertised vacancies on 15 January 2013 for full-time permanent appointments or full-time appointments for at least one term's duration.

Further data for individual subjects and attainment levels can be found in Tables 4 to 6.

Key Points

Teacher vacancies in maintained secondary schools (Table 4)

- In 2012/13, the total number of vacancies in secondary schools has increased since last year, and stood at 39 in January 2013.

Teacher vacancies in maintained primary and nursery schools (Table 5)

- In 2012/13, total vacancies in primary and nursery schools fell to 47, down 11 from the previous year.
- All the vacancies in 2012/13 are in primary schools, none in nursery.

Table 4: Teacher vacancies in maintained secondary schools, by subject (a)

	2008/09	2009/10	2010/11	2011/12	2012/13
Mathematics	6	1	1	7	5
Computer Studies/ Information Technology	0	0	1	1	1
Chemistry	3	1	0	1	0
Physics	3	0	0	0	1
Biology	0	1	1	1	1
Other Science (b)	7	1	1	4	1
French	2	1	0	1	0
German	0	0	0	0	0
French/German	0	1	1	0	0
Spanish	0	0	0	0	0
Other languages	0	1	1	0	1
Welsh	6	6	0	1	1
English	4	0	1	4	5
Drama	1	2	1	0	1
History	0	0	0	1	1
Social Studies	0	0	0	0	1
Geography	1	0	1	1	1
Religious Education	2	0	1	2	1
Design and Technology (c)	2	1	1	1	2
Commerce/Business	0	0	1	0	1
Art/Light Craft	0	0	1	0	0
Music	5	2	1	0	0
P.E.	2	3	2	0	0
Special Educational Needs	2	2	1	1	1
Careers	0	0	0	0	0
Other main subjects	0	0	1	1	2
Combined subjects	0	1	0	0	2
Total	46	24	18	27	29
Headteacher vacancies	3	6	7	5	3
Deputy headteacher vacancies	5	3	4	3	7
Total vacancies	54	33	29	35	39
<i>Vacancy rate</i>	<i>0.4</i>	<i>0.3</i>	<i>0.2</i>	<i>0.3</i>	<i>0.3</i>

(a) At January each year.

(b) Including Key Stage 3 and Key Stage 4 Science.

(c) Includes Home Economics/Needlework.

Table 5: Teacher vacancies in maintained nursery and primary schools (a)

	2008/09	2009/10	2010/11	2011/12	2012/13
Nursery schools:					
Headteacher	0	0	0	1	0
Deputy headteacher	0	0	0	0	0
Other	0	1	0	1	0
Primary schools:					
Headteacher	6	16	16	15	11
Deputy headteacher	12	6	13	12	12
Other	25	22	32	29	24
Totals:					
Headteacher	6	16	16	16	11
Deputy headteacher	12	6	13	12	12
Other	25	23	32	30	24
Total vacancies	43	45	61	58	47
<i>Vacancy rate</i>	<i>0.3</i>	<i>0.3</i>	<i>0.5</i>	<i>0.4</i>	<i>0.4</i>

(a) At January each year.

Table 6: Teacher vacancies in maintained special schools (a)

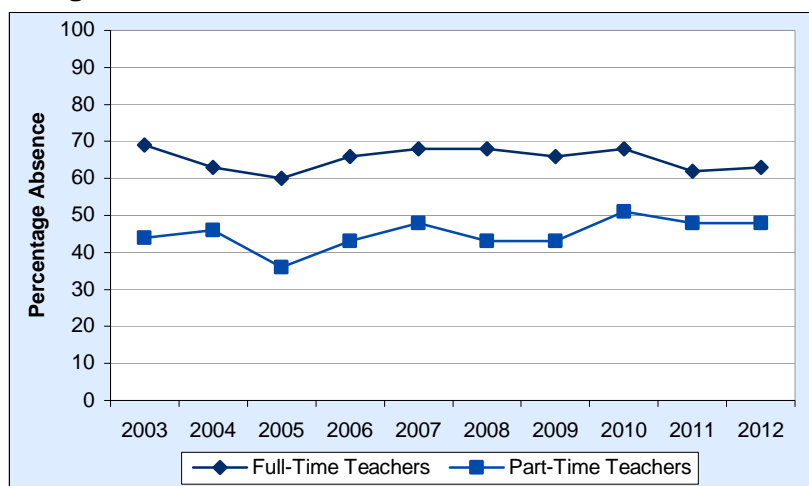
	2008/09	2009/10	2010/11	2011/12	2012/13
Special schools:					
Headteacher	1	0	0	1	0
Deputy headteacher	0	0	0	0	0
Other	4	2	2	1	1
Total	5	2	2	2	1

(a) At January each year.

Section 3: Teacher Sickness Absence

Sickness absence includes that recorded for full-time and part-time teachers, with permanent contracts or contracts of over 1 month (at maintained schools from 1 January to 31 December).

Chart 3: Percentages of full-time and part-time teachers taking sickness absence



- Over the last ten years the percentage of full-time teachers taking a period of sick leave has varied between 60 and 69 per cent.
- Over the last five years the percentage of all teachers taking sickness absence has varied between 59 and 64 per cent.

Table 7: Sickness absence of teachers in maintained schools: 1 January to 31 December (a)

	2008 (c)	2009	2010	2011	2012
Teachers taking a period of sickness absence (b):					
Total teachers:					
Number	18,777	18,230	18,409	16,949	17,204
Percentage	64%	62%	64%	59%	60%
Full-time teachers:					
Number	16,573	15,932	15,647	14,229	14,343
Percentage	68%	66%	68%	62%	63%
Part-time teachers:					
Number	2,204	2,298	2,762	2,720	2,861
Percentage	43%	43%	51%	48%	48%
Average number of days lost due to sickness:					
per teacher taking a period of sick leave	14	13	12	13	11
per teacher (all teachers)	9	8	8	7	7
Average number of days lost due to sickness:					
per full-time teacher taking a period of sick leave	13	13	11	13	11
per teacher (all full-time teachers)	9	8	8	8	7
Average number of days lost due to sickness:					
per part-time teacher taking a period of sick leave	14	15	14	12	11
per teacher (all part-time teachers)	6	6	7	6	5
Sickness absences by duration (in days):					
Full-time teachers:					
5 days or less	68,348	62,140	58,363	50,083	52,020
6 to 20 days	47,965	43,953	29,067	36,635	28,719
more than 20 days	106,694	95,946	91,075	94,032	75,447
Total days sickness absence taken by full-time teachers	223,007	202,038	178,505	180,750	156,186
Part-time teachers:					
5 days or less	8,530	8,186	10,058	8,498	8,731
6 to 20 days	6,388	7,833	6,537	8,409	5,772
more than 20 days	15,984	18,116	23,251	15,660	16,688
Total days sickness absence taken by part-time teachers	30,902	34,136	39,846	32,567	31,191
Total days sickness absence	253,909	236,174	218,350	213,317	187,377

(a) Sickness absence (including unpaid absence) of teachers with permanent contracts or contracts of more than 1 month.

(b) Headcount, not full-time equivalents.

(c) For 2008 one LA was unable to provide part-time absence data.

Key Quality Information

Caution should be used when looking at data on teacher vacancies, as they are only a snapshot of the year, and are taken as at a single day in January each year.

Source of data

STATS3 data collection from LAs

The STATS3 return is completed every January by each LA in Wales and records the number of teachers in service, and vacant posts. The return covers all maintained establishments as well as peripatetic teachers, advisory and miscellaneous teachers and teachers with service divided between schools and those on secondment.

Definitions

Coverage: Data relating to Middle Schools for the 2013 exercise was recorded with Secondary establishments.

Two LAs were unable to provide supply teacher data. In 2010 the two authorities had a combined figure of around 100 supply teachers.

Teachers: The following teachers, employed by LAs, are included in the STATS3 data collection:

- Head teachers and other teachers regardless of whether they had classroom duties on the survey date.
- Teachers on full-time or part-time regular engagements, of one month or more, including those provided by an agency.
- Permanent and temporary supply teachers.
- Teachers on engagements of less than one month (occasional service - including 'claims based' and agency staff) if they were employed for the whole of the survey date.
- Teachers on leave, sick leave or maternity leave who are still being paid by the authority/school. Teachers, whether full-time or part-time, seconded for service *with the authority from outside the authority's area*.
- Full-time teachers in receipt of full salary whilst full-time on training courses of one term or more.
- Teachers in receipt of full salary whilst on a training course of less than one term.
- Teachers seconded by the authority on full pay.

The following are excluded from the STATS3 data collection:

- Teachers seconded for teaching service in a maintained school or establishment outside the authority's area.
- Unqualified teachers employed in nursery schools and classes under Section 4(1)(a) of Schedule 4 of the Education (Teachers) Regulations 1982.
- Nursery assistants.
- Foreign language assistants.
- Students on teaching practice.
- Teachers employed by colleges in the FE sector.

Teacher vacancies: includes advertised vacancies on 15 January 2013 for full-time permanent appointments or full-time appointments for at least one term's duration.

Sickness absence: includes sickness absence recorded for full-time and part-time qualified and unqualified teachers, with permanent contracts or contracts of over 1 month.

Symbols: The following symbols have been used throughout the publication:

- .. not available
- . not applicable

Rounding: In tables where figures have been rounded to the nearest final digit there may be an apparent discrepancy between the sum of the constituent items and the total as shown.

Other countries' releases

Attached is the latest available release for England (includes data on teachers, vacancies and sickness absence), published on 30 April 2013:

[School Workforce in England: November 2012](#)

Scotland publishes some data on teachers as part of a larger publication on schools. Their latest release was published on 11 December 2012:

[Summary Statistics for Schools in Scotland, No.3 2012 Edition](#)

Related data for Wales

The Welsh Government also releases data **from a different source** (the Pupil Level Annual School Census – PLASC) in the form of a Statistical First Release:

[School Census Results, 2012](#) published on 11 July 2012 (2013 data will be published on 11 July 2013)

Since the above release is from a different source, figures may not match, and therefore caution should be taken when making comparisons.

Who are the key users of this data?

These statistics are used within and outside the Welsh Government. Some of the key users are:

- Ministers and the Members Research Service in the National Assembly for Wales;
- The Department for Education in England;
- Other government departments;
- Local authorities;
- Schools;
- Estyn, Her Majesty's Inspectorate of Education and Training in Wales;
- Wales Audit Office;
- The Department for Education and Skills in the Welsh Government;
- Other areas of the Welsh Government;
- The research community;
- Students, academics and universities;
- Individual citizens and private companies.

Comments on the coverage or presentation of this release are welcomed. Contact details are on the front page.

Data on teachers is also available from the School Census and General Teaching Council for Wales.

We would welcome any feedback on these statistics.