



The National Association of
School-Based Teacher Trainers

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NASBTT response to Teacher Labour Market in England Annual Report 2022

The National Foundation for Educational Research (NFER) has today published its [Teacher Labour Market in England Annual Report 2022](#).

The report warns that there is a substantial risk that teacher recruitment targets will not be met this year across a large range of secondary subjects, including English, a subject that usually meets its target, with recruitment challenges in other subjects that tend to recruit well, including geography, biology, art and religious education.

It also projects that there will be a recruitment shortfall in persistent shortage subjects, such as physics, which is estimated to be recruiting at less than 20% of the level required to meet its target, and that subjects including maths, chemistry, computing, design and technology and modern foreign languages, will continue to have recruitment challenges this year.

Further findings from the report show:

- In February 2022, the number of ITT applications are 23% lower than in February 2021.
- Teachers continue to work longer hours than similar individuals in other professions during term time and are more likely to want to work fewer hours.
- Schools' capacity to mentor trainees and new teachers is likely to remain under strain due to a range of pressures. This could be linked to the increased demand for schools' mentoring capacity as a result of the Early Career Framework national rollout, which began in September 2021.

NASBTT Executive Director Emma Hollis said:

"Teacher recruitment is a complex picture, with many different factors impacting on teacher supply across all phases of education, and of course in specific subject areas. However, as this report clearly highlights, pay is a fundamental issue.

It is imperative that teaching can compete with other graduate professions which require postgraduate study (and therefore additional costs, time and commitment) in order to qualify. Whilst starting salary changes recently announced in the teacher pay reforms begin to make steps towards ensuring that this is the case, they do not represent the whole picture. Care must be taken not to adversely affect the attractiveness of the profession for experienced teachers by simply redistributing limited funds rather than committing to funding the profession as a whole, at all stages, adequately. Our instinct, however, is that more attractive salaries will attract a wider pool of candidates who may not otherwise consider teaching as a profession due to other competing professional possibilities.

We also note the report's emphasis on support for trainees and early-career teachers as an important non-financial factor. The requirement outlined in the ITT market review report for how

high-quality mentoring must be used to develop trainee expertise is a big one. Practically, lead mentors/members of a mentor leadership team will have initial training of 30 hours and 12 hours of annual refresher training. 'General' mentors will undertake 20 hours initial training and six hours of annual refresher training. They will be required to support trainees for a minimum of 1.5 hours per week.

Our own research on mentoring found that 97% of ITT providers are concerned about the time and capacity for mentoring and a further 93% of respondents reported they do not expect the availability of mentoring to improve within the next 12-18 months. Solutions must include facilitating more release time from other school responsibilities. This latter point, whilst bigger than just ITT, is absolutely critical to support aims for high-quality mentor training programmes.”

-ENDS-

NASBTT is a registered charity committed to promoting high-quality schools-led programmes of training, education and professional development of teachers. NASBTT represents the interests of schools-led teacher training provision in relation to the development and implementation of national policy developments. Our members include SCITTs, School Direct Lead Schools, Teaching School Hubs, HEIs as well as a range of other organisations involved in the education and professional development of teachers. We have over 250 members representing more than 12,000 individual trainees.

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