What needs to be done to promote teaching in further education as an attractive career option to top graduates and well-qualified industry professionals?

Strategic consultation on premium graduate recruitment.

A research piece by the Institute for Learning for the Education and Training Foundation.

March 2014
A note on terminology
Throughout this report, the term ‘teacher’ has been used to describe the full range of teaching, training and assessing job roles that exist in the further education and skills sector.

The term, ‘further education sector’ includes all provision and types of institutions within the further education and skills sector including adult and community learning, further education colleges, sixth form colleges, offender learning, independent training providers, independent specialist providers and employer providers.

The term, ‘learners’ is used to describe all of those enrolled on a programme of education and/or training within the further education and skills sector and includes, students, apprentices, trainees, clients, customers and pupils.
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1. Introduction

What needs to be done to promote teaching and training in further education and skills as an attractive career option to top graduates and well-qualified industry professionals?

“No education system can be better than the quality of its teachers.”
Rt Hon David Cameron MP, Prime Minister
Rt Hon Nick Clegg MP, Deputy Prime Minister
(The Importance of Teaching, Department for Education, November 2010.)

The quality of teaching and training is the single most influential factor is determining positive outcomes for learners. This statement is an important starting point to introduce this research conducted by the Institute for Learning, the professional body for teaching and training practitioners in further education and skills, funded by the Education and Training Foundation.

Research evidence, most notably the recent work of Professor John Hattie, shows that what teachers know, do and care about accounts for about 30 per cent of the variance in student achievement, second only to the ability of learners themselves¹.

As Hattie puts it, “What teachers do matters” (Hattie, 2009).

Teacher policy in further education has experienced turbulence in the last decade or so. This report will show the impact that this turbulence has had on perceptions of the further education teaching profession. But this recognition, that it is what teachers do that matters, does not detract from the need to ensure that further education is not only a highly valued part of our country’s education system as a place to work and develop a career, but also that it is an attractive sector of our economy and society as a whole to work, develop and give back.

For most teachers in further education, teaching is a second career. The average age of a new teacher in further education is 38 years old². The choice that people make to become a teacher comes at different points in people’s professional careers and for different reasons. This is explored further later in this report.

And so, attracting inspiring and talented graduates and industry professionals is a crucial place to start. To say that further education learners are a diverse cohort is probably an under-statement. Many have not had a positive experience in education and have experienced varying degrees of social, economic and educational disadvantage. This therefore makes teaching in further education important, sophisticated and complex work.


Horace Mann, described as “the father of American public education”\(^3\) made this powerful remark, particularly noteworthy for our work in further education:

> “Great knowledge is requisite to instruct those who have been well instructed, but still greater knowledge is requisite to instruct those who have been neglected.”

Unlike other professions, further education teaching does not have a high-profile and well-resourced national graduate recruitment scheme, a single point of information including up-to-date career profiles or national pay-scales or entry requirements. All of these points put further education teaching somewhat on the back-foot when it comes to competing for “top” graduates.

This report contributes to the discussion on how the further education sector can continue to meet the challenges of meeting the needs of learners, employers and government through the recruitment of talented and inspirational teachers.

To help, IfL has called on the insights and expertise of more than 700 teachers and trainers, leaders and managers across the country and we are grateful for their crucial insight and contributions.

The Institute for Learning is also grateful to sector partners who have helped and supported this research:

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\(^3\) http://www.mass.gov/portal/government-taxes/laws/interactive-state-house/inside-the-state-house/horace-mann.html

Institute for Learning
2. Executive summary

This report, commissioned by the Education and Training Foundation, offers insight and evidence on what can be done to motivate and attract skilled and inspiring to become teachers in the further education sector.

Using evidence from more than 500 teachers, the first part of this report looks at the reasons why they became teachers in the further education sector. We learn there are six key motivational factors; flexibility of initial teacher training, subject choice, profile and diversity of learners, progression from industry, flexible working opportunities and the distinct ethos of the sector. Exploring teachers’ experiences in more detail, it is evident that these are unique and attractive features of further education teaching and offers a valuable starting point in order to inform the development of future policy and initiatives in the area of teacher recruitment and development.

This research uses the additional insight of university careers professionals who work with undergraduate and postgraduate students on a daily basis to support them in making informed decisions about their future careers. These findings enable us to find synergies between the attractive features of careers in teaching in further education from the perspective on teachers, and some of the perceptions of further education teaching among university careers professionals and the students they work with.

The second part of this report analyses the findings of a survey of more than 170 managers and leaders from further education institutions. It examines how the sector’s strategic challenges have an impact on the types of roles, skills and qualities they need from the teachers of the future. We find that reductions in government funding, the introduction of compulsory English and maths and the drive to improve the quality of teaching, learning and assessment to be the top three factors influencing the recruitment of teaching staff.

The third and final part of this report looks in more detail at the contribution made by university careers advice professionals and their perspective on the features of successful and attractive graduate recruitment initiatives. This important section finds that inadequate, incoherent and often out-of-date information on careers in further education teaching makes it much harder for them to advise students than in other teaching and professional careers.

In addition to a strong online presence, this research finds that graduate recruitment initiatives that have a presence on campus, offer rotational work experience opportunities, add value through higher level credits and professional qualifications, and those which offer sustained and secure employment are most attractive and appealing to graduates.
3. Methodology

Using an online survey application, Surveymethods, IfL conducted two online surveys to help inform this research. One survey was designed for current further education teaching and training professionals. The other was for managers in further education institutions with responsibility for the recruitment and development of teaching and training staff. Both surveys were live for the same period of time (17 days) and were promoted using IfL and partner e-communications and social media.

The surveys were completed by more than 700 individuals from across the further education sector.

- Survey for teachers. ‘Your career: teaching and training in further education and skills’ – 553 responses
- Survey for managers. ‘Attracting the best teachers and trainers’ – 174 responses

IfL used its membership database in order to promote the survey to the diverse range of further education teaching staff, and in doing so achieved a sample which a good cross section and is broadly representative of the teaching and training workforce in terms of the types of institutions in which they work. We promoted the survey through a direct e-mail to our third party email distribution list, through our social media channels and member e-newsletter, ‘IfL Update’. Respondents spent, on average, 13 minutes completing the survey.

Taking into account the length of service respondents have declared, we estimate that respondents have collectively contributed more than 850 years to teaching and training in the further education and skills sector.

The survey for managers was promoted using partner channels through the Association of Colleges, 157 Group and the Association of Employment and Learning Providers. Responses to this survey show an over-representation of responses from further education college managers and an under-representation of managers in adult and community learning and independent learning providers. Respondents spent, on average, 13 minutes completing this survey.

Both surveys contained a combination of qualitative and quantitative, open and closed questions. Appendix 1 and appendix 2 provides a full breakdown of the profile of survey respondents.

Alongside the online surveys, IfL conducted eight in-depth telephone interviews with members of the Association of Graduate Careers Advisory Service’s Teaching and Related Professions Task Group from a range of universities and university departments. The sample included careers professionals working with under-graduates and post-graduates in research-intensive and post-92 institutions. The sample also included careers professionals working in different university departments.
including arts, humanities, science and education. Each phone interview lasted for between 30 and 50 minutes.
4. Why do people teach in further education?

To understand what more can be done to attract talented graduates and industry professionals in to careers in teaching and training in the further education sector, it’s important to listen to the voices of those already working in the profession on what it is that attracted them to our sector and what it is about their roles that motivate them to continue.

Our survey responses from current further education teachers indicate that there are six key drivers which motivated them in to the sector. These are:

- flexibility to train in-service
- subject choice
- profile and diversity of learners
- career progression
- flexibility
- the ethos of the sector.

For many further education teachers, the flexibility to train in-service is a unique and attractive entry feature of the teaching and training profession. The survey results demonstrate that this route allows for individuals with expertise in a vocational or subject area but who do not hold a traditional degree qualification or, at least at the time, hold a teacher training qualification.

“I did not achieve a degree on leaving full time education and instead, started employment.

Since moving into a training role in my late 30s, I decided on a career move and into education.”

- Tutor, independent learning provider.

“I hated school and left as soon as could go in to a job. Many years later I was told I was a good tutor and so I started delivering training, was put on a course, obtained several qualifications over the last 15 years and QTLS status.”

- Industry trainer.

“At the time I did not hold a relevant degree - I do now and am currently completing professional formation to gain QTLS and enable me to teach within schools in the future.”

- Teacher trainer, independent learning provider

A policy which has provided opportunities for passionate individuals to give back to their craft, skill, vocation or profession and undertake initial teacher training in-service is clearly a hugely valuable asset to the further education sector. From 2007, when further education teaching workforce qualifications were regulated, there was recognition of the value of in-service initial teacher training. This resulted in regulations giving flexibility for in-service training by stipulating a five year window in which a teacher in further education should achieve an initial teacher training qualification at level 5, equivalent to a PGCE. An impact study of these regulations found that they had resulted in an

increase in the number of qualified teachers in all parts of the further education sector, an increase in teachers’ English, maths and ICT skills and resulted in a culture shift even amongst teachers out of scope of the regulations to undertake initial teacher training. Another attractive feature of the in-service route as an option is the progression opportunities it provides from level 3 initial teacher training qualifications to higher levels 5-7 and qualified teacher learning and skills (QTLS) status.

“PTLLS, CTLLS and DTLLS provided me with a clear understanding of the role and responsibilities as a teacher. I have since completed a Foundation degree in Education and am currently completing a degree in education.”

- Lecturer, further education college

There are further benefits of an in-service teacher training model alongside an option of pre-service initial teacher training. Research with university careers guidance professionals indicates that whilst the pre-service, largely PGCE, route is more attractive to undergraduates because of its familiarity; an in-service route is more attractive to mature students and postgraduates.

“In-service training has particular appeal to mature students who have greater experience and confidence in work and in their field.”

- Senior careers advisor, university

Several careers professionals made the point that for older students, both undergraduates and postgraduates, the option of in-service teacher training is an attractive feature of careers in further education. This is because, as the quote above highlights, they are likely to be more confident in the world of work and may have existing expertise in their field of study. Furthermore, for postgraduates in particular, undertaking in-service initial teacher training is seen as more attractive than spending more time in full-time study.

It is therefore clear that a unique and attractive feature of entering a career in further education teaching is the option to undertake in-service initial teacher training. That is not to say that pre-service initial teacher training routes have no value. On the contrary, our research has found examples where pre-service training has provided a successful transition from undergraduate study and work into teaching but this has mostly been into the school sector before entry in to further education.

Future policy must therefore continue to recognise the benefits of this two-route system providing opportunities for people from different educational and employment backgrounds to enter the further education teaching and training profession. For example, as the sector increases the number of maths and English teachers as a result of government policy and seeks more graduates from these subject
areas, initiatives should recognise the appeal to this cohort of pre-service initial teacher training.

Our findings from the online survey of further education teachers and interviews with university careers guidance professionals also points to **subject choice** being a key attractive feature of teaching careers in further education. The further education sector specialises in offering provision which is responsive for the needs of individuals, communities and employers. This manifests as a hyper-diverse range of provision, both in terms of academic and vocational subjects and the levels of provision offer from very basic entry levels through to intermediate, advanced and higher education levels.

A large number of survey participants responded to the question, “What made you choose to teach or train in the further education and skills sector” citing that further education provided the opportunity to give back to their subject, vocation or craft through teaching and training.

“*In my subject area the type of work and the content taught at A-level and in Access to HE courses are more interesting.*”
- Lecturer, further education college

“I wanted to give back to the motor industry after pursuing a successful career.”
- Lecturer, further education college

“I was attracted to further education by the opportunity give back to my professional and local community, which I couldn’t have done teaching in a school or a university.”
- Assessor, employer provider

For many professionals in industry, seeking appointment into a full or part-time teaching or training role in further education was a deliberate and conscious choice. The breadth or provision on offer in further education helps to raise the status of teaching and training and in turn contributes towards attracting new teachers in trainers. It is unclear at this stage how perceptions of teaching and training in further education differ across different individual professional and vocational areas, which would be worth exploring further in future research.

Interviews with university careers guidance professionals reinforced the views of teachers and trainers; that subject choice is a particularly attractive feature of careers in further education teaching.

As will be discussed in more detail later, there was overwhelming consensus among university careers guidance professionals that a lack of coherent, up-to-date and high quality information about teaching in further education is the most significant barrier to attracting graduates in to the profession. However, there are particular opportunities for the sector to attract graduates of subjects not on the national curriculum but who have a desire to teach. This
includes social science subjects, such as psychology and sociology, law, business, accounting, some languages and engineering.

“Teaching in further education can be more attractive to graduate who teach non-national curriculum subjects but isn’t the first choice for prospective teachers in areas such as English and maths.”

- Faculty careers consultant, university

“I’d say there was a good level of interest [in teaching in further education] particularly from subjects hard to enter statutory age teaching, such as media, social sciences and business.”

- Careers advisor, university

Subject choice is therefore an asset to attracting individuals in to teaching and training in further education, however it is clear that different strategies should be used to promote and market these opportunities effectively to different audiences depending on the need of the particular further education and skills institution. For example, a further education college or independent learning provider might find it easier to recruit excellent new teachers for A level programmes by working closer with local universities in subjects such as English, maths, computing, science or some humanities subjects. Taking account of the combination of attractive features of teaching and training in further education, and the need for significant reform to the public information available on further education teaching careers, the evidence does suggest that further education institutions could be more competitive in these subject areas in particular.

Aspects of the profile of further education learners is a further attractive feature of careers in teaching in further education, more specifically, the opportunity to teach adults and older teenagers. From the more than 500 responses we received from teachers on the question, “what made you choose to teach or train in further education and skills” the profile of learners was a significant response. Analysis of the results shows that there are different aspects of the profile of learners in further education that draws individuals in to become teachers. These are age, socio-economic background, perceived attitude towards learning, prior educational attainment and experience in and out of employment.

“I like working with adults who have encountered difficulties in their formal education / lives and need help to enter the labour market and live independently.”

- Teacher, offender learning.

“My main reason was to be able to teach post 16 and adults in a less regimented setting. School had not served me well personally, but college did and I was inspired by the teachers who worked there.”

- Teacher trainer, higher education institution
“I enjoy working with adults who motivated to learn and achieve qualifications that can improve their employment and life skills. In Cornwall (where I live) there are many adults with poor literacy and numeracy skills who want/need help, but are unable/unwilling to attend College. I believe that everyone should have access to good numeracy and literacy learning opportunities.”

- Tutor, adult and community learning

There is evidence that a preference for teaching adults is a powerful attraction to the further education sector from practicing teachers and is a potential draw for graduates. Careers professionals reported that one of the difficulties in advising students about careers in further education teaching is that most students who have an interest in teaching, unless they have studied in further education themselves, will not have considered teaching adults. Further to this, career advice professionals find it difficult to provide career profiles which explain the positive features of working with older learners and what current teachers enjoy and get out of it.

One of the distinguishing and attractive features of the high profile and popular Teach First programme is that it provides graduates with the opportunity to teach in so called, “challenging” schools with children from areas of social-deprivation. Careers advice professionals report that some students are particularly drawn to the prospect of being able to use their skills to support disadvantaged people in their community.

The very same can be said for teaching in further education.

“I especially wanted to work with adults and produce a range of meaningful training outcomes that would provide them with confidence to continue in further education if they wanted to. I also work a lot with young people and adults with learning disabilities who are not well catered for in mainstream education.”

- Tutor, adult and community learning

Learners turn to further education for a host of reasons and at different points in their lives. The younger learners aged 14 or 16 for whom school is no longer where they want to be. The adult learners who want to up-skill or re-train or learn for leisure. What many further education learners share in common is the desire to learn in a different environment and in a different way from what they have experienced at school.

Further education teachers know that working with their learners is not the same as working with school pupils or university students. The role, skill-set, approaches and strategies matter equally but differ significantly. The point is this different style of working with learners is an attractive feature of a teaching career in further education.
“Helping students succeeding at something they thought they couldn’t do at school.”
- Tutor, independent learning provider

“I have worked in schools but prefer the FE and skills sector as I believe my teaching and training style is well suited to this sector. I believe there is better scope for individualised learning and opportunity to fit training to needs”
- Trainer, adult and community learning

“I find the required teaching styles in schools and universities to be quite restrictive whereas work-based training is much more flexible.”
- Trainer, employer provider

The profile of further education learners; the older age groups, lower socio-economic status, the diverse experiences of life and work but nonetheless a commitment to learning can, for some graduates and indeed professionals from industry, present compelling attributes of a career in teaching in further education in its own right, yet alone as an alternative to school or university teaching.

Many examples were given where teachers had progressed into further education teaching from non-teaching roles in further education and elsewhere. What these examples share in common was the idea that becoming a teacher of their craft or vocation was a natural next-step in their career, or an aspiration in and of itself.

“A natural progression from performing to training aspiring performers. FE Performing Arts colleges provide more practical training than universities and I also wanted to work with young people who wanted a career in the performing arts industry rather than in schools where dance is an activity.”
- Teacher, performing arts college

“I chose to enter an FE college that needed my skills in reinvigorating the engineering department. The challenge of developing a suitable environment where the students could progress rather than fail drew me.”
- Lecturer, further education college

“I have always worked in the voluntary sector so it has been a natural progression to become a trainer in that sector.”
- Trainer, adult and community learning

There was also evidence of how flexibility in employment patterns available as a teacher in further education made it possible to enter a career in teaching around family and professional commitments.

Numerous examples were reported which highlighted that many courses take place in the evenings, a few hours a week or at weekends and the flexibility therefore required of teaching and training staff can be an attractive feature of a career in teaching in further education to some. For example, this flexibility can offer part-time teaching hours allowing for someone to continue to work in industry alongside teaching.
It could also allow for someone, particularly post-graduates and higher education teachers, the opportunity to engage in scholarly activity alongside teaching.

“I like the flexibility and variety of teaching opportunities in adult education.”
- Tutor, adult and community learning

“I feel as though I get the best of both worlds. I’m a mechanic and a mechanic tutor. I get to respond to the needs of training providers and my customers and stay involved in the industry.”
- Assessor, independent learning provider

“"I wanted to work with adults who needed to develop their literacy and numeracy skills.

At the time I had a young family and could work hours that would fit in with family commitments and my career could expand as they grew up”
- Advanced practitioner, further education college

These themes, based on the views of hundreds of further education teachers are underpinned by a shared attraction to the sector’s ethos. In various ways, the idea of providing people with a second chance in learning is a strong attraction to teaching in further education. The commitment to addressing disadvantage and equality and diversity values are strongly attractive features of careers in teaching in further education.

There was a consensus among the university careers guidance professionals who took part in this research that the lack of high quality, coherent and up-to-date information on careers in further education is, in part, neglecting the sector, and our learners, of talented and inspiring teachers. As has been made very clear, there are many unique and attractive features of a teaching career in further education that require a different skill-set, initial training models and experiences to teaching in other parts of the education sector.

“I often come across students who want to go into teaching because they’re passionate about their subject and want to help people to succeed. Sometimes they specifically want to work with children in a school. Sometimes though they don’t, or they want to try other educational environments.”
- Careers consultant, university

Understanding and utilising the reasons why people teach in further education is a helpful platform on which to build an attractive and competitive offer for well-qualified industry professionals and graduates. On the one hand, we now know that different messages can appeal to different audiences, and they can be tailored to attract individuals from different educational and professional experiences into teaching in further education. On the other hand, these messages are currently not coherent, poorly publicised and are out-competed by other part of the education sector and other professional career options.
5. What are the main recruitment challenges facing providers?

Institutions across the further education sector continue to experience a plethora of strategic challenges. Managers of programmes, curriculum areas, delivery centres as well as HR teams are charged with the recruitment of teaching staff who can deliver for learners and the institution through the changing and developing priorities of government, employers and learners.

As policy changes, of course there are knock on effects on what is required of new teachers including their responsibilities, training requirements and qualification requirements. Policy changes also have an impact on the resources available to institutions in being able to offer competitive salaries, flexible contracts, initial training and continuing professional development.

Table 1: Top three responses to question, “To what extent do you think the [further education] sector’s strategic challenges will have an impact on the recruitment of teaching and training staff?”

<table>
<thead>
<tr>
<th>Strategic challenge</th>
<th>Very strong impact + strong impact on the recruitment of teaching and training staff.</th>
<th>cent) or strong impact (26 per cent) on the recruitment of teaching and training staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 16-19 learners to achieve GCSE English and maths grade C.</td>
<td>Almost 90 per cent of managers said that this issue will have a very strong (63 per cent) impact on the recruitment of teaching and training staff.</td>
<td></td>
</tr>
<tr>
<td>Improving quality of teaching, learning and assessment.</td>
<td>More than 80 per cent of further education managers said that this strategic challenge will have a very strong (41 per cent) or strong (41 per cent) impact on the recruitment of teaching and training staff.</td>
<td></td>
</tr>
<tr>
<td>At least 80 per cent of managers from further education institutions reported that these three main challenges will have the most impact on the recruitment of teaching and training staff.</td>
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In total, four in five managers reported that this strategic challenge will have a very strong (27 per cent) or a strong (53 per cent) impact on the recruitment of teaching and training staff.

Table 2, below, details the extent to which other strategic challenges may have impact on the recruitment of teaching and training staff.
Reductions in government funding

All 16-19 year learners to achieve GCSE English and maths grade C or above.

Improvement of quality of teaching, learning and assessment

Raising of the education and training participation age to 18 in 2015

Level 3 vocational qualifications reform

Improving the use of learning technologies

Employer engagement

Employer ownership of skills

Reforms to A levels

Table 2: To what extent do you think the sector's strategic challenges will have an impact on the recruitment of teaching and training staff?

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Very strong impact (%)</th>
<th>Strong impact (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reductions in government funding</td>
<td>26</td>
<td>63</td>
</tr>
<tr>
<td>All 16-19 year learners to achieve GCSE English and maths grade C or above.</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>Improvement of quality of teaching, learning and assessment</td>
<td>53</td>
<td>27</td>
</tr>
<tr>
<td>Raising of the education and training participation age to 18 in 2015</td>
<td>48</td>
<td>17</td>
</tr>
<tr>
<td>Level 3 vocational qualifications reform</td>
<td>46</td>
<td>17</td>
</tr>
<tr>
<td>Improving the use of learning technologies</td>
<td>46</td>
<td>12</td>
</tr>
<tr>
<td>Employer engagement</td>
<td>39</td>
<td>15</td>
</tr>
<tr>
<td>Employer ownership of skills</td>
<td>38</td>
<td>14</td>
</tr>
<tr>
<td>Reforms to A levels</td>
<td>34</td>
<td>6</td>
</tr>
</tbody>
</table>
The primary ways in which these strategic challenges will have an impact on further education institutions’ ability to recruit the best teachers centre around reduced funding. Requirements to embed and deliver English and maths at GCSE level and the push to improve the quality of teaching, learning and assessment create a delicate balancing act between ambitious entry requirements and attractive terms and conditions, such as competitive salaries, requirement for qualified teachers and contract arrangement.

“We will need to recruit staff with adequate maths and english qualifications themselves, and more staff that are comfortable teaching these subjects, as can be problematic. We will probably need to look for better qualified teachers but we don't have the funding to pay them any more money due to government reductions in funding for FE students. The quality teaching has to come from high quality staff, but teaching qualifications have also lost government backing so FE institutions now have to pay thousands for staff to achieve these... where does this money come from? I doubt we can change where we look for staff, but there seems to be fewer high quality staff available who want to work for FE institutions.”

- Manager (higher education), further education college

The introduction of compulsory English and maths presents another challenge for institutions, who will now have to be more explicit about the English and maths requirements they place on their own teaching and training staff, as well as new teachers that they recruit in the future.

“There is a shortage of English and maths teachers which needs to be addressed. In addition to this the skills of vocational teachers in English and maths needs to be addressed.”

- Manager (curriculum), further education college

“Maths and English teachers and the reforms around this make this highly competitive market. If a college has a low pay rate, almost impossible to recruit when others are paying more. Also, overall funding is at a point of crisis now and simply put, some provision will not be viable under the current regime. This will also drive up use of non-teaching contracts which can equal lower recruitment interest.”

- Senior manager, further education college

In work based learning settings, there was strong feedback that these reforms, with the additional requirements necessary for staff training with reducing government income, will particularly impact on smaller and more specialist training organisations.

“Most of the staff delivering our programmes are assessors. I am now insisting that all new employees have a teaching qualification and that all those already employed work towards gaining one if they do not already have one. (at least Level 4 Certificate in Education and Training)”

- Manager (higher education), further education college
As further education institutions innovate and develop their own approaches to the English and maths skills of their teaching and training staff, so too are they looking at teaching and training qualifications. Since September 2013, further education institutions have the power to decide for themselves whether new teachers should hold or work towards a teaching qualification, and the level at which that teaching qualification should be.

The improvement of teaching, learning and assessment as a strategic challenge has been driven, by and large, by the Ofsted common inspection framework for further education and skills introduced in September 2012. Under this framework, a further education institution’s judgement for overall effectiveness is more closely linked to the grade achieved for quality of teaching, learning and assessment than in the previous inspection framework. This means, in practice, that a provider can not achieve an overall effectiveness grade which is higher than the grade achieved for quality of teaching, learning and assessment.

The teaching qualifications held by teaching and training staff remains a vital indicator and influencing factor in a further education institution’s quality improvement agenda.

“In the past we have worked with having subject skills as being more important. With a greater emphasis on learning this means we are now considering having good teaching quals as being of at least equal importance.”

- Manager (curriculum), independent learning provider

“We will continue to require all our teachers to be fully qualified.”

- Senior manager, further education college

Considering these strong views from further education managers, now seems the most appropriate time to develop a graduate entry scheme for further education, particularly for English and maths teachers. At the same time, there remains a commitment from further education managers to ensure that new teachers hold or undertake an initial teacher training qualification.

The types of employment contracts on offer, and the prerequisite skills that institutions look for therefore has an impact on planning for the future, which in turn can help to inform future work in making teaching in further education a more attractive career option for graduates and industry professionals.

Unsurprisingly, more than 80 per cent of further education managers envisage a greater need for specialists of English and maths respectively. Growth in the English and maths specialists can form a lucrative basis for future
initiatives to benefit further education institutions.

Further education managers also highlighted the following forecasted areas for growth in terms of the teaching and training staff they will need in the future. In descending order of forecasted need, manager report that they will need teachers and trainers with:

- a science, technology, engineering and maths (STEM) background
- extensive industry/vocational experience in their field
- experience working with young people
- expertise in learners with learning difficulties and/or disabilities.

Further, there is a forecasted need for:

- part time teachers and trainers
- full time teachers trainers
- graduates
- teachers with adult teaching/training experience
- agency/contracted teachers and trainers.

A higher proportion of further education managers forecast a greater need to recruit in subject specialisms than more generic teaching specialisms. The greatest proportion in terms of subject specialism was for English and maths followed by STEM subjects.

Future teaching and training practitioners in further education may be required to have more experience in varying delivery methods for teaching and training. Managers informing this research highlighted other attributes that they will be looking for when recruiting teachers and trainers in the future including:

- designing and delivering distance and blended learning programmes
- innovative and contextualised teaching and learning
- holding teaching qualifications
- post-graduate level subject qualification
- ability to teach on higher level programmes.

Further education institutions, and individual teachers, have a variety of programmes, funding schemes and other initiatives to support the recruitment and development of teachers. The government funded improvement body for the further education sector, the Education and Training Foundation has launched and is in the process of commissioning and developing more schemes and initiatives to support further education institutions recruit and develop teaching and training staff. Alongside, the Institute for Learning is the professional body for individual teachers and trainers and offers professional membership and recognition as well as professional formation leading to QTLS or ATLS and continuing professional development programmes. The Department for Business Innovation and Skills (BIS) have recently announced funding of up to £20 million to attract maths graduates in to further education teaching.

Further education managers report high levels of awareness for the more established teacher
recruitment and development initiatives such as IfL membership and IfL fellowship (85 per cent and 72 per cent ‘fully aware’ and ‘aware’ respectively). The initiative with the highest level of awareness was Qualified Teacher Learning and Skills (QTLS) status and the lowest level of awareness was the very new Education and Training Foundation practitioner-led action research programme. Table 3 displays the survey results.
### Table 3: How aware are you of current initiatives to support the recruitment of teaching and training staff?

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Not aware (%)</th>
<th>Aware (%)</th>
<th>Fully aware (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership of the Institute for Learning</td>
<td>14</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td>Fellowship of the Institute for Learning</td>
<td>27</td>
<td>31</td>
<td>41</td>
</tr>
<tr>
<td>Qualified Teacher Learning and Skills (QTLS)</td>
<td>9</td>
<td>34</td>
<td>57</td>
</tr>
<tr>
<td>Associate Teacher Learning and Skills (ATLS)</td>
<td>20</td>
<td>31</td>
<td>48</td>
</tr>
<tr>
<td>IFL's fellowship research programme</td>
<td>44</td>
<td>35</td>
<td>48</td>
</tr>
<tr>
<td>IFL's sustaining criticality beyond initial teacher education programme</td>
<td>52</td>
<td>29</td>
<td>48</td>
</tr>
<tr>
<td>IFL practice-based CPD programme</td>
<td>27</td>
<td>42</td>
<td>28</td>
</tr>
<tr>
<td>Government bursaries for English, maths and SEN specialists graduates</td>
<td>23</td>
<td>43</td>
<td>28</td>
</tr>
<tr>
<td>Up to £30k recruitment incentive scheme from government</td>
<td>23</td>
<td>29</td>
<td>15</td>
</tr>
<tr>
<td>New bonus payments for graduates teaching maths and SEN learners</td>
<td>29</td>
<td>37</td>
<td>26</td>
</tr>
<tr>
<td>NCETM GCSE maths engagement programme</td>
<td>44</td>
<td>37</td>
<td>24</td>
</tr>
<tr>
<td>Education and Training Foundation practitioner-led action research programme</td>
<td>58</td>
<td>22</td>
<td>23</td>
</tr>
</tbody>
</table>

Note: Percentages might not fully add up to 100 per cent as a fourth option, “Would like more information” has been removed for analysis purposes.
It is encouraging that there are good levels of awareness across most of these recruitment and development initiatives, particularly the BIS funding initiatives which were announced in February 2014.

As the further education sector works to develop and promote initiatives to recruit and develop teachers and trainers, either generally or in specific subject areas, it is vital that university careers guidance professionals become central stakeholders in implementation, marketing and promotional strategies in the future.

Of the university careers guidance professionals who took part in telephone interviews, only one expressed some level of awareness of the new BIS funding incentives and that was because of a good, knowledge sharing relationship with a local further education college.
6. The features of popular professions among graduates?

Graduates have a lot to offer further education. But the sector is not competitive for talent and could be losing hundreds, possibly thousands, of brilliant new teachers every year.

Interviews with university careers guidance professionals indicate unanimity that the information available on careers in teaching and training in further education is inadequate. Unlike in school teaching, they report an absence of a single point of information that is coherent, up to date and comprehensive enough to be able to provide the advice that potential further education teachers would need.

“The main issue is a lack of clarity and lots of technical changes in policy. What’s needed is a go-to resource that is up to date and accessible. The UCAS Teacher Training system does this well. The deregulated landscape has made promoting careers in further education even harder because different institutions will have different requirements.

It takes a significantly more time and effort to advise on teaching in FE than on any of the other competitive professions.”

- Faulty careers consultant

The major difference between the school and further education teaching professions are that the latter is much more de-centralised. In further education, there is no single, easily explained entry route into the profession. There are entry qualifications, but these can be taken in different ways, pre-service or in-service, through an awarding organisation, or a university. The fees for these different qualifications vary and university careers guidance professionals report difficulty in assessing and advising the value that employers in the further education sector place on these different qualifications. There is no national pay framework for further education teachers in the same as there is for school teachers. Careers advisers and potential further education must therefore observe vacancies at further education institutions in order to gain a sense of pay scales and employment conditions.

Combined, these factors make a single-point of information that replicates what is available for schools unlikely. However, concerted efforts should be made to gather information up-to-date career profiles of teachers across the variety of teaching and training roles in further education institutions and a suitable online platform for them to belong. Alongside, careers advice professionals and students should be able to access information on what
qualifications and experience different types of further education institutions value and look for in new teachers and trainers, as well as the pay scales, career progression and professional development opportunities.

Providing this information would mark a major step forward in making further education teaching a more competitive career choice.

Graduate recruitment schemes are competitive but respected entry routes into professional occupations including media, healthcare, marketing, public services, armed services, management, retail, accounting and professional services. According to The Times Top 100 Graduate Employers\(^6\), successful and high-profile graduate recruitment schemes tend to be driven by large employers offering competitive salaries and opportunities for between 1 and 1500 graduates annually.

Popular and attractive graduate recruitment schemes share in common some a number of features. Firstly, each has a **strong online presence** with clear information on application processes, opportunities and benefits. This provides the information that potential future participants, parents and careers advice professionals need to be able make informed choices, or support those making choices. See samples on the next couple of pages.

\(^6\) [http://www.milkround.com/times-top-100/](http://www.milkround.com/times-top-100/)
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We’re looking for engineers who are passionate about making a difference. You’ll work on projects that will improve the way we travel and shape the landscape of the future.

Application deadline: 28 January 2014

Network Rail is an equal opportunities employer and welcomes applications from all suitably qualified candidates. This role is not open to employees of Network Rail or its subsidiaries.

We’re still taking applications for the following programmes:

- Civil Engineering
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We’re taking applications now for our graduate programme. It’s a great opportunity to make a real difference to the future of rail.

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- Competitive salary
- Learning and development opportunities
- Support from a mentor

Closing date: 28 January 2014

If you’re interested in making a difference, please visit our website and apply today.

Network Rail Graduate Programme

Go BIG!
National Graduate Development Programme for local government website (screenshot taken 17/03/2014).

The next feature that popular and attractive graduate recruitment schemes share in common are open and transparent entry requirements. Almost all graduate recruitment schemes ask for a minimum of a 2.2 degree classification. Some also include a specific number of UCAS points to indicate desired level of attainment at key stage 5 and a few stipulate a requirement on GCSE attainment.

Interviews with university careers guidance professionals were not conclusive on whether the idea of marketing graduate recruitment initiatives at, “top” or “premium” graduates was particularly helpful. On the one hand, some had argued that high entry requirements made a scheme prestigious, “something to aim for” whilst on the other hand some felt that being too prescriptive denied access to some professions where degree attainment is not necessarily a good measure of performance.

Teaching in further education was described by some university careers professionals as being a career where degree attainment was not a good indicator, at least by itself, of someone’s ability to become an excellent teacher.

“The definition of “top” or “the best” graduates is incredibly problematic, particularly in teaching. A maths graduate with a first could still be a terrible teacher. An FE system shouldn’t be fixated on degree classification.”

- Faculty careers consultant (education)

University careers guidance professionals report that effective graduate recruitment campaigns are visible on campus, offer rotational opportunities, deliver added value through professional qualifications and offer secure employment.

“Marketing is the most important feature of graduate recruitment schemes. Prestige, the idea that the scheme is exclusive and with high entry also makes them attractive. Attractive programmes have additional support and funded training opportunities, such as high level credits and licence to practise built in.”

- Careers advisor

The further education sector as a whole, and individual employers, could consider becoming more competitive for talented graduates by having a greater presence on university campuses. Examples from careers professionals on how professions collectively and individual employers do this ranges from
presence at careers fairs to full-scale marketing and promotional campaigns, employing student ambassadors and sponsoring student societies.

Examples provided by university careers guidance professionals on how employers and professions have promoted themselves to students include:

- Stands at careers fairs organised by the university
- Advertising on specialist graduate recruitment and student lifestyle websites, such as Milkround and NUS Extra
- Student societies, sometimes sponsored, providing mentoring, outreach and teaching opportunities in local schools
- Focussed “careers-weeks” involving employers and professional bodies
- Student ambassadors employed by graduate recruitment initiatives to lead campaigns on campus and promote careers and opportunities
- Employers, consortia of employers, professional bodies and graduate recruitment schemes promoting careers through advertising in student magazines, students’ union publications and websites.

The success of these different approaches, as described by university careers professionals, depends on a variety of factors. Carefully planned, timed and executed, schemes can be successful in attracting large volumes of applicants.

So in addition to the presence and visibility of a graduate recruitment scheme in a student’s journey through university, graduates respond positively to schemes which provide a range of opportunities, rather than time in a single job role at a single employer. **Rotational opportunities** which provide graduates with the opportunity not to commit to a particular job role or specific occupation are seen generally as attractive features of graduate recruitment schemes.

“Successful graduate schemes need to be credible. This means buy-in from well-known and high profile employers, available work placements and rotational opportunities or ‘streams’.”

- Careers consultant (post-graduate)

Considering the particular selling points of a career in teaching in further education discussed earlier in this document, a scheme which provides graduates with the option to experience teaching and training in a variety of contexts could be attractive.

Attractive graduate recruitment scheme also need to be able to provide **additional value** through professional qualifications, masters level credits, professional recognition and/or licence to practise. Again, it is feasible for the further education sector to offer an attractive package including in-service teacher training qualifications up to level 7, higher level qualifications in leadership and management, IfL membership and fellowship, practitioner-
research programmes and professional status and qualified teacher learning and skills (QTLS) status.

A further key attribute of attractive graduate recruitment schemes is the offer of **sustained and secure employment**. The schemes listed in the top 5 on the Times 100 Graduate Employers offer graduate recruitment schemes lasting around 3 years. Many careers advice professionals voiced concerns around advising students and graduates towards further education when a significant number of vacancies available are for sessional and insecure employment.

“Students look at job vacancies to get a sense of the job, the requirements and opportunities. Further education looks unattractive compared to other professions and other teaching jobs due to the large volume of sessional, fractional and part time contracts on offer. Graduates will prefer more secure employment over insecure employment.”

- **Senior careers advisor, university**

“Currently, an unattractive feature of careers in further education teaching is that the information students and graduates find on vacancies often entail insecure employment which “doesn’t look real.””

- **Careers advisor, university**

The diversity of teaching and training opportunities available in further education makes it a dynamic, interesting and varied place to work. These finding do suggest however that any future initiatives to attract graduates in to teaching and training in further education should also seek to be competitive on the grounds of offering secure employment opportunities, ideally over a given period of time.

What is clear is that there is great potential in having a new, co-ordinated graduate recruitment scheme for further education teaching, particularly in current and forecasted subject shortage areas such as English, maths and STEM subjects. Schemes which are currently popular and attractive among graduates however have the backing of some serious up-front investment. Teach First, for example, spent around £21.8million on delivering its charitable objectives and providing opportunities for graduates to enter school teaching7.

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7 http://apps.charitycommission.gov.uk/Accounts/Ends94/0001098294_AC_20130831_E_C.pdf
7. Conclusions and next steps

This report confirms that teaching and training in further education is an exciting and rewarding career and already attracts talented and committed individuals using their skills and backgrounds from the world of work and industry to transform the lives of our learners.

As the landscape in which further education operates continues to change, it is right that the sector considers an approach which raises the profile and status of teaching and training in the sector in order to secure a sustainable intake of motivated graduates and well-qualified industry professionals.

By consulting with a diverse sample of university careers guidance professionals, we now know that there is potential for teaching in further education to be a career of choice for far more graduates.

Leaders and managers from further education institutions reported, from their perspective, how the sector’s strategic challenges will have an impact on the skills, qualities and types of teachers and trainers that they need in the future. This is vital in order to develop future policy on teacher recruitment and development.

Throughout this report, there appears to be a range of options for development of future policy and initiatives for teacher recruitment.

IfL recommends that the first objective is to completely overhaul the information that is currently available to the public, students and university careers professionals on careers in teaching and training in further education. This needs to include up-to-date information on routes in to the profession, training and development opportunities and the kind of salary that will be on offer. Additionally, there needs to be career profiles of teachers and trainers from across the further education sector and profile of further education institutions and the qualifications and experiences that they expect, provide and value most.

Greater links need to be made between the sector’s employers (further education institutions) and local university careers guidance teams. Some excellent examples were found, such as partnership working between Newcastle College Group and The Sheffield College and their local university careers teams, but these examples were scarce. Alongside, national organisations should endeavour to ensure that information such as changes to sector organisations, teacher policy and regulation are properly communicated to university careers guidance professionals. The Association of Graduate Careers Advisory Services, and it’s teaching and related professions taskforce, offers such a communication channel as well as opportunities for regular bulletins, publications and training events for careers advice professionals.

The development of a graduate recruitment scheme for the further education teaching and training profession should be on the cards as a realistic ambition. The scheme should use the findings of this report, specifically the attractive
features of a career in teaching/training in further education and what we understand to be some of the successful features of graduate recruitment schemes.

The sector must not appear as a ‘second best’ option to teaching in schools or to any other profession. This means that further education teaching and training must become competitive in terms of the opportunities and experiences available, the types of employment contacts available, salaries and added value through additional training, professional qualifications and professional recognition. Given scarce resources available, this should, at least in the short-term, be focussed on the subject areas where there is most need, such as the development of a scheme targeted at English, maths and STEM graduates.

Whilst there is evidence in this report that coming into teaching in further education can be a natural career progression route for individuals experienced in industry, more work should be done to investigate the perceptions, opportunities and barriers experienced by professionals in industry when considering teaching in further education as a career option.
8. Glossary

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AELP</td>
<td>Association of Employment and Learning Providers</td>
</tr>
<tr>
<td>AGCAS</td>
<td>Association of Graduate Careers Advisory Services</td>
</tr>
<tr>
<td>AoC</td>
<td>Association of Colleges</td>
</tr>
<tr>
<td>ATLS</td>
<td>Associate Teacher Learning and Skills</td>
</tr>
<tr>
<td>CTLLS</td>
<td>Certificate in teaching in the lifelong learning sector</td>
</tr>
<tr>
<td>DTLLS</td>
<td>Diploma in teaching in the lifelong learning sector</td>
</tr>
<tr>
<td>ETF</td>
<td>Education and Training Foundation</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and communication technology</td>
</tr>
<tr>
<td>IfL</td>
<td>Institute for Learning</td>
</tr>
<tr>
<td>ITT</td>
<td>Initial teacher training</td>
</tr>
<tr>
<td>PGCE</td>
<td>Post-graduate certification in education</td>
</tr>
<tr>
<td>PTLLS</td>
<td>Preparing to teach in the lifelong learning sector</td>
</tr>
<tr>
<td>QTLS</td>
<td>Qualified Teacher Learning and Skills</td>
</tr>
<tr>
<td>STEM</td>
<td>Science, technology, engineering and maths</td>
</tr>
</tbody>
</table>
9. Appendix 1 – Response data: Your career in teaching and training

Total responses: 553  
Completes: 477  
Partials: 76

<table>
<thead>
<tr>
<th>What is the main environment in which you work?</th>
<th>Responses</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult and community learning:</td>
<td>112</td>
<td>20.25%</td>
</tr>
<tr>
<td>Armed services:</td>
<td>18</td>
<td>3.25%</td>
</tr>
<tr>
<td>Further education college:</td>
<td>218</td>
<td>39.42%</td>
</tr>
<tr>
<td>Offender learning:</td>
<td>18</td>
<td>3.25%</td>
</tr>
<tr>
<td>Public services:</td>
<td>12</td>
<td>2.17%</td>
</tr>
<tr>
<td>Independent learning provider:</td>
<td>60</td>
<td>10.85%</td>
</tr>
<tr>
<td>Independent school (including academy and free school):</td>
<td>6</td>
<td>1.08%</td>
</tr>
<tr>
<td>Sixth form college:</td>
<td>9</td>
<td>1.63%</td>
</tr>
<tr>
<td>Third sector:</td>
<td>1</td>
<td>0.18%</td>
</tr>
<tr>
<td>School</td>
<td>21</td>
<td>3.8%</td>
</tr>
<tr>
<td>School sixth form:</td>
<td>7</td>
<td>1.27%</td>
</tr>
<tr>
<td>Employer provider:</td>
<td>21</td>
<td>3.8%</td>
</tr>
<tr>
<td>Sixth form college:</td>
<td>1</td>
<td>0.18%</td>
</tr>
<tr>
<td>Higher education institution:</td>
<td>11</td>
<td>1.99%</td>
</tr>
<tr>
<td>If other, please specify:</td>
<td>38</td>
<td>6.87%</td>
</tr>
</tbody>
</table>

**Response** | **Comments**
--- | ---
1 | I work in the employer environment as a Consultant, FE, Independent Learning Provider, HE sometimes
2 | Highway Industry Commercial Training Provider
3 | NHS health care
4 | NHS
5 | Due to cuts now not in teaching /training, but provide short training to third sector on voluntary basis
6 | All of the above
7 | also adult and community learning. No full time jobs for ESOL tutors in this area!
8 | A combination of all the above as an External Quality Assurer & Qualification Consultant
9 | Vocational Learning - zero hours contracts
10 | charity
11 | special needs
12 | Adult education
13 | Have done ACL/FE Colleges. Now freelance working for different clients in different settings
14 | Private Language School
15 | Retired - was in FE
16 | Private training for various companys in Health & social care sector
17 | Police (Volunteer)
18 | Business and industry
19 | Service related training
Currently Unemployed - have been working in shops
special needs school and college
Housing Provider
As a specialist health, safety and environmental consultant for a private organisation which, among other things, delivers open and in house professional and vocational courses
Vocational performing arts FE
Work-based learning
ACS training and assessment centre
I was in Adult Learning, made redundant and now deliver private tuition
council
Specially Designated Institution
FE Special Needs College
Social care provider
Independent Specialist Provider
work based learning
Industry trainer
Retired, but previously worked in various FE Colleges. My answers will be based on that work
home and hospital tuition service
Health care provision
Adult Work Based training

Please tell us your current employment status.

<table>
<thead>
<tr>
<th></th>
<th>Responses</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time employed:</td>
<td>268</td>
<td>50%</td>
</tr>
<tr>
<td>Part time employed:</td>
<td>113</td>
<td>21.08%</td>
</tr>
<tr>
<td>Sessional contract:</td>
<td>54</td>
<td>10.07%</td>
</tr>
<tr>
<td>Casual/zero hours contract:</td>
<td>31</td>
<td>5.78%</td>
</tr>
<tr>
<td>Self-employed:</td>
<td>42</td>
<td>7.84%</td>
</tr>
<tr>
<td>Retired:</td>
<td>13</td>
<td>2.43%</td>
</tr>
<tr>
<td>Prefer not to say:</td>
<td>15</td>
<td>2.8%</td>
</tr>
</tbody>
</table>
Which of these best describes your current role?

<table>
<thead>
<tr>
<th>Role</th>
<th>Responses</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor:</td>
<td>30</td>
<td>5.46%</td>
</tr>
<tr>
<td>Instructor:</td>
<td>15</td>
<td>2.73%</td>
</tr>
<tr>
<td>Lecturer:</td>
<td>145</td>
<td>26.41%</td>
</tr>
<tr>
<td>Teacher:</td>
<td>74</td>
<td>13.48%</td>
</tr>
<tr>
<td>Teacher educator:</td>
<td>27</td>
<td>4.92%</td>
</tr>
<tr>
<td>Trainer:</td>
<td>46</td>
<td>8.38%</td>
</tr>
<tr>
<td>Tutor:</td>
<td>111</td>
<td>20.22%</td>
</tr>
<tr>
<td>Manager:</td>
<td>34</td>
<td>6.19%</td>
</tr>
<tr>
<td>Senior manager:</td>
<td>7</td>
<td>1.28%</td>
</tr>
<tr>
<td>Retired:</td>
<td>4</td>
<td>0.73%</td>
</tr>
<tr>
<td>Non-teaching:</td>
<td>8</td>
<td>1.46%</td>
</tr>
<tr>
<td>Supervisor:</td>
<td>1</td>
<td>0.18%</td>
</tr>
<tr>
<td>Trainee teacher:</td>
<td>1</td>
<td>0.18%</td>
</tr>
<tr>
<td>If other, please specify:</td>
<td>46</td>
<td>8.38%</td>
</tr>
</tbody>
</table>

Response | Comments
--------|----------------------------------
1        | A combination - Assessor, Lecturer, Trainer, Tutor
2        | IQA - Internal Quality Advisor / Trainer / Training Manager
3        | Assessor and Teacher
4        | Study Support Specialist Lecturer
5        | Advanced Practitioner
6        | Quality Improvement Coach
7        | External Quality Assurer & Qualification Consultant
8        | Technicain and Fractional Lecturer
9        | EQA - IQA - Assessor (3 organisations)
10       | Actually do a mixture of jobs and roles
11       | Unemployed lecturer
12       | Where is ICT in the table below?
13 Learning Support Assistant
14 unemployed
15 I'm both a senior manager and a teacher/tutor educator
16 IQAC/TRAINER/ASSESSOR
17 Deliver the teaching/training for apprenticeships, including verification
18 Workshop provider/facilitator
19 Retired Teacher Educator but also SD Manager
20 cover teacher
21 Music leader / facilitator
22 Volunteer teacher and part-time learning support assistant(paid job~)
23 Curriculum Development Coordinator
24 Trainer/Assessors
25 Librarian
26 I am a service manager and provide service related training for our clients
27 and Assessor
28 Cover Supervisor
29 Volunteer helper in adult maths class
30 Employment initiative Officer
31 Internal quality assurer and assessor
32 Quality Assurer/Trainer
33 Tutor, assessor and course developer
34 Course Leader and Head of Dance, with teaching duties
35 I teach SEN schools' groups about animal care, and I am also their assessor and tutor
36 and lecturer
37 Associate Teacher/ Advanced Practitioner ILT
38 Lecturer too
39 Teacher, Assessor and Trainer in construction which is missing below!
40 also act as school data manager
41 Consultant
42 voluntary teacher
43 IQA Lead / Lecturer / Assessor
44 Learning Mentor
45 I'm an Instructor on Tuesday & Friday, and a cover supervisor, I'm also an Invigilator
46 Clinician with mentor responsibilities
10. Appendix 2 – Response data: Attracting the best teachers and trainers

Total responses: 174 of which 105 were complete and 69 were partial.

**What is the main environment in which you work?**

<table>
<thead>
<tr>
<th>Environment</th>
<th>Responses</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult and community learning:</td>
<td>5</td>
<td>2.87%</td>
</tr>
<tr>
<td>Armed services:</td>
<td>6</td>
<td>3.45%</td>
</tr>
<tr>
<td>Further education college:</td>
<td>109</td>
<td>62.64%</td>
</tr>
<tr>
<td>Offender learning:</td>
<td>4</td>
<td>2.3%</td>
</tr>
<tr>
<td>Public services:</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Independent learning provider:</td>
<td>20</td>
<td>11.49%</td>
</tr>
<tr>
<td>Independent school (including academy and free school):</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Sixth form college:</td>
<td>6</td>
<td>3.45%</td>
</tr>
<tr>
<td>Third sector:</td>
<td>2</td>
<td>1.15%</td>
</tr>
<tr>
<td>School</td>
<td>3</td>
<td>1.72%</td>
</tr>
<tr>
<td>School sixth form:</td>
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<td>0%</td>
</tr>
<tr>
<td>Employer provider:</td>
<td>2</td>
<td>1.15%</td>
</tr>
<tr>
<td>Sixth form college:</td>
<td>5</td>
<td>2.87%</td>
</tr>
<tr>
<td>Higher education institution:</td>
<td>4</td>
<td>2.3%</td>
</tr>
<tr>
<td>If other, please specify:</td>
<td>8</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

**Response**  | **Comments**                          
1              | Independent specialist provider       
2              | Housing /Education Provider          
3              | Adult education                       
4              | Housing Provider                      
5              | Landbased FE                          
6              | Advisor for wider FE and Skills Sector
7              | Consortium of Training Providers      
8              | Independent Specialist College        

Institute for Learning
### Which of these best describes your current role?

<table>
<thead>
<tr>
<th>Role</th>
<th>Responses</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team leader:</td>
<td>7</td>
<td>4.12%</td>
</tr>
<tr>
<td>Curriculum manager:</td>
<td>29</td>
<td>17.06%</td>
</tr>
<tr>
<td>Programme manager:</td>
<td>9</td>
<td>5.29%</td>
</tr>
<tr>
<td>Head of department:</td>
<td>38</td>
<td>22.35%</td>
</tr>
<tr>
<td>Head of HR:</td>
<td>2</td>
<td>1.18%</td>
</tr>
<tr>
<td>HR manager:</td>
<td>3</td>
<td>1.76%</td>
</tr>
<tr>
<td>Senior manager:</td>
<td>33</td>
<td>19.41%</td>
</tr>
<tr>
<td>Principal/chief executive:</td>
<td>5</td>
<td>2.94%</td>
</tr>
<tr>
<td>Senior teacher/trainer:</td>
<td>12</td>
<td>7.06%</td>
</tr>
<tr>
<td>If other, please specify:</td>
<td>32</td>
<td>18.82%</td>
</tr>
</tbody>
</table>

**Response Comments**

1. Quality Manager
2. Teaching Quality Manager
3. Vice Principal
4. Performance Management
5. Split role, lecturer and learning coach
6. Deputy Principal
7. Tutor
8. Tutor
9. Retired Head of Creative arts
10. Community Investment and Involvement Manager
11. Teacher
12. Teaching, Learning Manager
13. HE management team
14. Quality Assurance Manager
15. Quality Assurance Manager
16. Additional Support Manager
17. Deputy Director of Faculty
18. Head of HE
19  Director of Faculty
20  Teaching and Learning Co-ordinator
21  Lecturer
22  Advanced Lecturer
23  Assessor/Tutor
24  Student Services Manager
25  Advisor
26  supply teacher
27  Quality Improvement Manager
28  Tutor
29  Managing Director
30  CEO of training organisation
31  Quality Manager
32  Quality Improvement Manager