TEACHVAC REVIEW

January 2023

TeachVac Review of the labour market for teachers in 2022

Data provided by TeachVac
https://teachvac.co.uk

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EXECUTIVE SUMMARY

- TeachVac has been providing a vacancy service for schools and teachers across England for eight years. During 2022, TeachVac matched more than 100,000 vacancies and recorded more than nine and a half million 'hits' on its website.

- 2022 was an exceptional year for vacancies. The 99,000 classroom teacher vacancies plus the additional leadership vacancies recorded was far in excess of even pre-pandemic levels. Recruitment was exceptionally high during May 2022.

- Most new entrants to secondary school teaching in 2021 started training in the autumn of 2021. The surge in trainees recorded in 2020 was not continued into the 2021 cohort, and not all subjects met their DfE targets. This coupled with the increase in recoded vacancies produced significant shortages in some subjects.

- London and the Home Counties once again witnessed the most demand for teachers with the more northern regions experiencing some increase in demand but still falling far behind the south of England in experienced levels of demand for classroom teachers.

- There was a significant increase in the number of classroom teacher vacancies with an allowance attached advertised in 2022. As with main scale vacancies, London and the surrounding areas provided the most advertisements for posts with a TLR attached.

- In the primary sector, maternity leave and temporary posts once again accounted for a significant proportion of vacancies at certain times of the year.

- Secondary school teaching continues to be less attractive to graduates than in the past. The DfE's ITT census for trainees on courses that started in the autumn of 2022 were very worrying and presage a challenging labour market for schools recruiting classroom teachers for September 2023 and January 2024 vacancies.

- Private schools continue to be an important recruiter of teachers in certain parts of England.

- There is a need to research whether recent changes to the pattern of provision of ITT places will strengthen the labour market for teachers in areas where are currently significant shortages.

INTRODUCTION

In almost every possible way the 2022 labour market for teachers was exceptional. Just as when writing the report on 2019 in January 2020, it had been impossible to envisage the covid pandemic and its effects upon the labour market during that year, so it was not possible to predict the surge in vacancies recorded by TeachVac during 2022, when writing the 2021 report last January.

Looking back across 2022, it seems likely that three different factors have come together to produce this exceptional year. Firstly, there was the under-recruitment into teacher training in the autumn of 2021. This under-recruitment continued the long-term decline in the interest among graduates about joining the teaching profession, especially as a secondary school teacher. Last year, in the review of the 2021 labour market for teachers this report devoted a section of the report to the state of the training market, and there will be a similar section in this report.

The second trend is retention of early and mid-career teachers. Evidence is appearing as this report is being compiled of exactly how badly teaching salaries in the state sector have fared during the past 14 years since the financial crash of 2008. With teaching a global career these days, and teachers trained in England in demand by international schools across the globe, it would not be surprising if some teachers sought a better standard of living overseas.

The third trend involves late career teachers. A proportion of these teachers are in posts on the leadership scale and the labour market for those teachers is discussed in detail in the companion report to this one about trends in the labour market for school leaders in 2022. However, there are still a substantial number of late-career teachers paid on the main scale, albeit often with allowances in addition to their basic pay, to question whether the effects of the covid pandemic might have persuaded some teachers to take early retirement either officially or unofficially. The growth of opportunities for tutoring and the effects of 'long covid' may have resulted in some teachers deciding to leave full-time employment in the classroom.

In a profession now dominated by women teachers at the classroom teacher and middle leader levels, there is a fourth dimension to patterns of teacher turnover and that is the consequences of teachers taking maternity leave or a career break for caring reasons.

Add these factors to the pent-up demand from the previous two recruitment rounds that were so badly affected by covid and it is, perhaps, not surprising to record that TeachVac logged more than 100,000 vacancies across the labour market for teachers (including leadership positions) during 2022.

Perhaps in an acknowledgement that schools are finding the recruitment of teachers challenging, the Department for Education (DfE) has extended the list of countries from which trained and experienced teachers are now eligible for Qualified Teacher Status in England with no re-training needs. The DfE has also published an estimate of the additional number of teachers that may result from the extension of QTS to more countries. The projections range from fewer than 500 to more than 1,200. Time will tell which projection proves to be more accurate.

Last year's report reviewed the demand for main scale teachers of mathematics to illustrate the effect of the pandemic and how the market was recovering during 2021.

Figure 1: Number of maths teachers per month in 2022

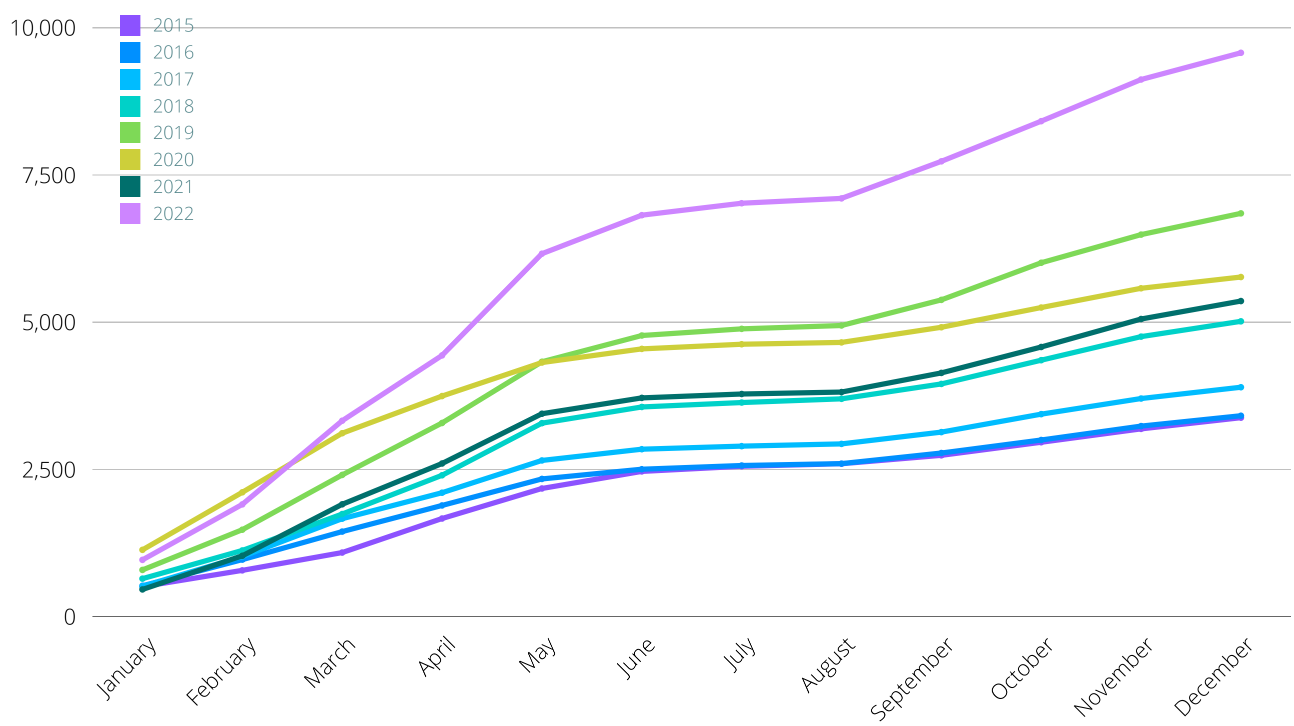
Month	2018	2019	2020	2021	2022
January	646	794	1135	463	965
February	479	683	977	452	942
March	618	930	1003	874	1420
April	658	882	631	693	1109
May	885	1039	441	846	1728
June	275	446	232	269	654
July	75	113	49	66	203
August	63	57	31	33	82
September	253	435	257	325	630
October	403	630	335	440	682
November	400	478	327	475	709
December	260	361	191	305	448

Source: TeachVac

During 2022, more than 9,500 vacancies for classroom teachers of mathematics were recorded by TeachVac. During May 2022, a phenomenal 1,728 vacancies were recorded. Indeed, there were three months during 2022, March, April and May where recorded vacancies exceed the pre-pandemic record of 1,039 vacancies recorded in a single month. Earlier in this introduction, some possible reasons for the increase in recorded vacancies were discussed. How many of these vacancies were either repeat advertisements or re-advertisements, because a post could not be filled at first instance, cannot be determined just by looking at vacancies.

However, if each vacancy was assigned a unique number that stayed with the vacancy until it was filled, these questions would both be easier to answer and we would know a lot more about the working of the labour market for teachers and whether fixed price subscription offered by some advertisers can affect patters of vacancy advertising in some subjects.

Figure 2: Number of mathematics teachers from 2015 - 2022



Source: TeachVac

The graph of cumulative recorded vacancies for teachers of mathematics by year since 2015 reveals how exceptional a year 2022 was compared with both the pandemic years and the five previous years.

Mathematics is one of the subjects that takes up a large proportion of staffing in any school, as, along with English, it is generally taught to all Key Stage 3 & 4 pupils. How typical was the exceptional nature of mathematics for all subjects across the curriculum during 2022, and what part did the supply of new entrants play in helping schools fill their vacancies?

OVERVIEW

Throughout the course of 2022 TeachVac, https://www.teachvac.co.uk/, continued to collect information about vacancies for teachers and school leaders at all levels across the state-funded primary and secondary sectors. TeachVac did not specifically collect data from special schools. However, data on vacancies were collected from the majority of independent schools serving the secondary age range, including both day and boarding schools located in England. TeachVac did not collect vacancies form schools overseas using the brand created by public schools in England.

It total, TeachVac recorded more than 99,000 vacancies for classroom teachers and middle leaders paid on the classroom teacher scale during 2022. This is a more than 50% increase on the total vacancies, including leadership posts of 64,200 recorded during 2021 (the 2021 total was 8,000 more than the total recorded during 2020, the year where covid affected the labour market for nine months, including the key spring recruitment period.)

Recruitment during 2022 started quietly, with around 8,000 vacancies being recorded during both January and February; the majority being placed by secondary schools. However, the number of vacancies being advertised increased significantly during the three months of March, April and May 2022, to reach a peak of more than 20,000 vacancies recorded during May 2022. Indeed, these three months accounted for some 44% of the total vacancies recorded during 2022. Not only did this level of vacancies test TeachVac's systems to their limits, allowing for the first month with more than one million hits on the website, but it was a trying period for the staff all of whom coped exceptionally well in dealing with the influx of vacancies being recorded each day; including several days with more than 2,000 new vacancies required to checked and then be matched.

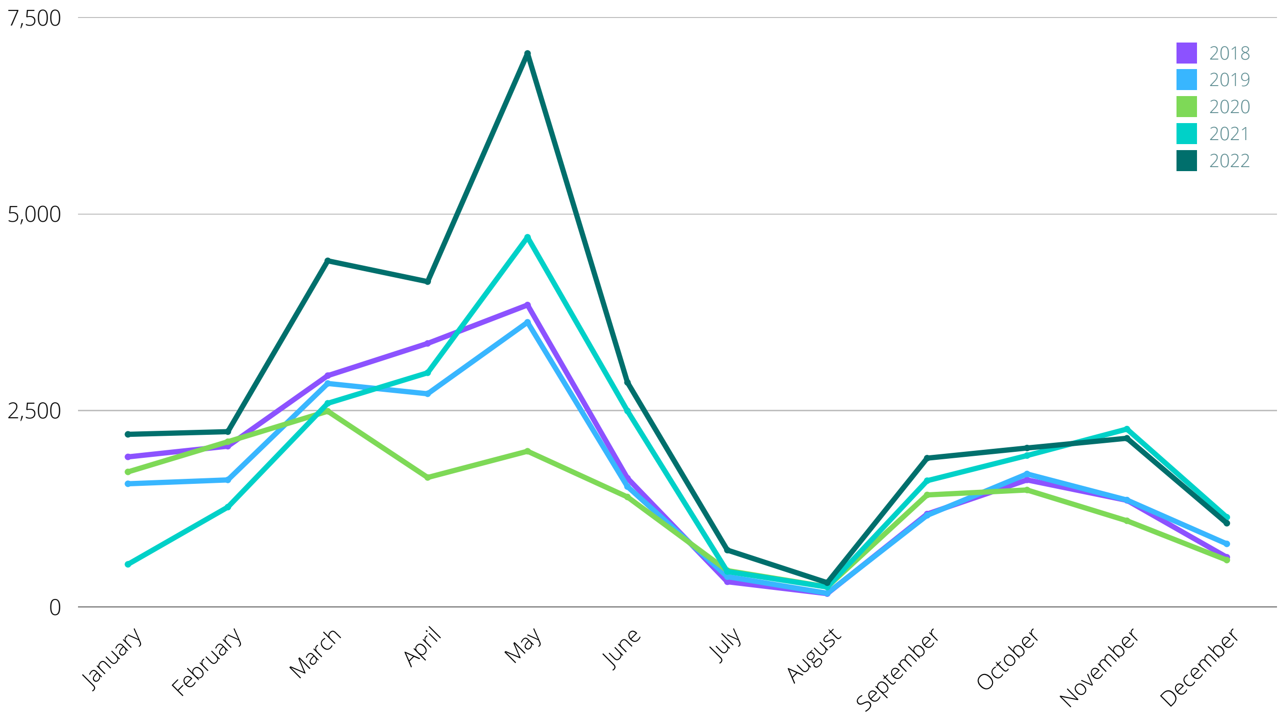
Figure 3: Number of primary and secondary vacancies per month in 2022

Months	Primary Sector	Secondary Sector	Grand Total
January	1723	6269	7992
February	1796	6316	8112
March	3623	10504	14127
April	3558	8457	12015
May	6479	14209	20688
June	2721	5966	8687
July	602	1812	2414
August	205	793	998
September	1566	4705	6271
October	1824	5092	6916
November	1959	5061	7020
December	847	3112	3959
	26903	**72296**	**99199**

Source: TeachVac

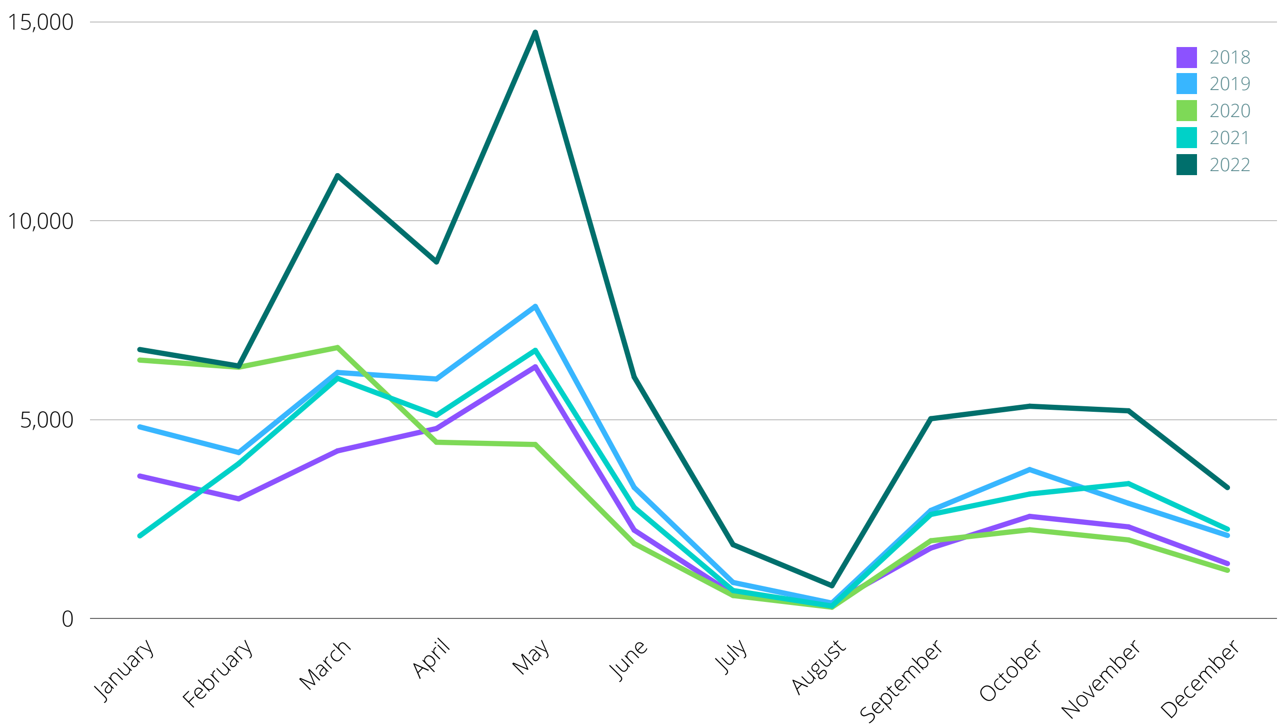
The majority of the vacancies during 2022 were placed by schools in the secondary sector, some 72,000 compared with nearly 27,000 for the primary sector. The following two graphs compare the 2022 vacancies in each sector with data from the previous four years.

Figure 4: All primary sector vacancies during the period 2018 - 2022



Source: TeachVac

Figure 5: All secondary sector vacancies during the period 2018 - 2022



Source: TeachVac

The shape of the graphs for both sectors across the year are similar, with the prominent peak in May 2022 very clearly visible. However, the difference between the two sectors is also clear, with the secondary sector recording new record highs from March onwards for the remainder of 2022 whereas from June until the end of 2022 the primary sector was little changed from 2021, even falling below the levels recorded in November and December 2021 during the last few months of 2022.

With school rolls falling in parts of the primary sector, and concerns about funding, especially during the autumn when the cost of heating a school became a real concern for many headteachers, it is perhaps not surprising to see less demand in the primary sector than in the secondary sector where rolls are still on the increase across much of England and where heating costs, though considerable, may be a smaller percentage of a schools' budget. Nevertheless, the 14,000 vacancies recorded during May 2002, was an exceptional number.

Not all advertisements recorded by TeachVac, in whatever form they appeared, were first time vacancies. Sadly, without the presence of a unique job reference number for each vacancy mentioned as a suggestion earlier in this report, re-advertisements can only be properly identified for posts with unique job titles such as a head of department or headteacher. The requirement to use a job identification number from first advertisements to the post being filled would make a significant difference to TeachVac's ability to track the working of the teacher labour market in real time. It would also allow for the actual number of vacancies on the DfE vacancy site to be accurately tracked. As anyone that has tried to review all vacancies on the DfE site knows, some vacancies reappear several times in a sweep through the site.

Earlier this year, the issue of re-advertisements was addressed in a post on John Howson's blog that appeared on the 4th November 2022

MIDDLE LEADERS: HARDER TO FIND?

What is the job market for middle years like? Has the cumulative effect of several years of under-recruitment into initial training finally started to take a toll on the ability of schools to appoint middle leaders?

To answer this question for all subjects and across the whole country would be a mammoth undertaking worthy of a substantial research grant. However, using data from TeachVac www.teachvac.co.uk, I was able to undertake a small-scale analysis of the situation regarding promoted post in geography across England.

These are the initial findings dealing with two issues: length of service as a middle leader and frequency of a promoted post reappearing more than once in any recruitment round for September of that year.

I selected geography because it seems likely many schools will not have more than a couple of TLRs in the subject, and the chance of more than one being advertised in any one recruitment round is unlikely to be high. The data were analysed by date, school, Unique Reference Number (URN) and its geographical location to ensure schools with the same name weren't miscounted.

A sample of 139 schools where there were at least two advertisements for a post in geography with a TLR revealed the following:

Years between adverts	Number of Schools
2	49
3	51
4	21
5	16
6	2

It looks as if a high proportion of schools in the sample saw some considerable degree of turnover in their geography departments.

The second question is whether turnover has increased in recent years?

Promoted posts - Geography - Schools with probable Re-advertisements

Year	1	2	3	4	5
2017	7	0	0	0	1
2018	7	2	2	2	0
2019	13	3	4	4	0
2020	5	2	1	0	2
2021	*6*	*6*	*3*	*1*	*2*
2022	*46*	*18*	*6*	*3*	*1*

The data in the table would seem to suggest that 2022 has seen a large number of schools with re-advertisements for geography posts with a TLR when compared with previous years both during and before the pandemic but that before the pandemic affected the recruitment policies of many schools there was a trend towards the need to re-advertisement more of these posts.

It may be too soon to determine how far 2022 marks a catching up exercise to deal with the consequences of the covid pandemic on staffing in schools rather than a sign of greater pressure on middle leadership posts. Perhaps, these is an element of both outcomes present in the data? Should the high level of re-advertisements continue into 2023 it would be fair to conclude that hiring middle leaders was becoming more of a challenge.

Future work will centre around whether there is a geographical difference in the schools re-advertising and also whether schools with either higher Free School Meals pupil percentages or lower output scores are more likely to re-advertise?

As pointed out previously in this blog, the presence of a unique job reference number for all advertised posts would make this type of analysis much easier to perform.

The time of year that the first advertisement appears may also be relevant since the unique nature of teacher recruitment that is dominated by resignation dates and the rhythm of the school year may also influence patterns of re-advertisements.

A second post looked in more detail at the re-advertisements for teachers of geography.

MIDDLE LEADERS: HARDER TO FIND? PART 2 – GEOGRAPHY

In the previous post I considered some of the evidence about the vacancies for promoted posts in geography and whether there were issues that were becoming more challenging. The evidence seems to point to the fact that post-pandemic, and especially in 2022, recruitment has become more of a challenge.

The question discussed in this post s whether the challenge affects schools across England as a whole or is confined to certain regions. Evidence from previous studies of the market as a whole have indicated that schools in an around London fact more significant recruitment challenges that schools located further away from the capital and its large graduate labour market.

The evidence for promoted posts in geography where there the data shows a strong presumption of a re-advertisement is shown in the table.

Schools with re-advertisements

Regions	Number	All Schools	% with re-adverts
London	49	968	5.10%
South East	29	983	3.00%
East England	20	709	2.80%
West Midlands	9	608	1.50%
Yorkshire & The Humber	6	440	1.40%
East Midlands	5	502	1.00%
North West	4	644	0.60%
North East	1	264	0.40%
South West	2	537	0.40%
	125	**5655**	**2.20%**

The evidence from the table would seem to confirm the presumption that schools in London and the Home counties do indeed find recruiting teachers of geography for positions related to promoted posts with TLRs or other allowances related to the job title than schools elsewhere in England. This holds true even after taking into account the number of secondary schools in the region covered by TeachVac at the present time. However, overall re-advertisement rates are not high even in London, although they may well be on the increase.

The further away from London a school is located, the less likely it has been to need to re-advertise a post in geography with a TLR or other allowance attached. The difference between schools in London and those in either the North East or South West is stark.

The previous posts discussed the issue of the growth of re-advertisements during 2022, and it would seem that schools in and around London have been most affected by the increase.

The next piece of evidence to consider is whether schools with lower-than-average scores in 2022 on either Attainment 8 or Progress 8 are more likely than schools with better scores to re-advertise a promoted post in geography? As an alternative, the percentage of pupils with Free School Meals might also be considered, but the current cost of living crisis may make that indicator less reliable as a proxy for school performance.

One implication of this study is that the operation of the housing market in relation to public sector salary scales may be important when teachers can move from high-cost areas to this with lower housing costs, but not in the opposite direction.

As TeachVac tracks each vacancy to a specific school, it does not record either vacancies not linked to a specific school, possibly by an academy trust or other group of schools, or vacancies where the listing contains errors or lacks definition to ensure it as a specific post for an actual vacancy.

REGIONAL TRENDS

The national picture of the labour market for teachers can only provide a general oversight. Drilling down to the regional level makes it possible to demonstrate whether the national trend is replicated across the country at a regional level.

Figure 6: Proportion of primary vacancies by government region from 2018-2022

Government Region	2018	2019	2020	2021	2022
East Midlands	7.5%	8%	9%	9%	9%
East of England	12%	14%	15%	13%	14%
London	13%	13%	12%	13%	15%
North East	12%	1%	3%	2%	1%
North West	11%	11%	2%	11%	8%
South East	26%	23%	23%	21%	22%
South West	11%	12%	12%	12%	13%
West Midlands	8%	8%	7%	9%	9%
Yorkshire & the Humber	9%	10%	9%	9%	9%
	100%	**100%**	**100%**	**100%**	**100%**

Source: TeachVac

The percentages across the different regions didn't differ significantly for the primary sector in 2022, compared with 2021. However, the London and the regions including the Home Counties did take a greater share of the vacancies in 2022 than in 2021, with these three regions recording just over half of all vacancies in 2022.

Figure 7: Proportion of secondary vacancies by government region from 2018-2022

Government Region	2018	2019	2020	2021	2022
East Midlands	8%	8%	8%	7%	7%
East of England	13%	13%	12%	13%	13%
London	20%	22%	20%	19%	20%
North East	3%	2%	2%	3%	2%
North West	10%	8%	9%	9%	9%
South East	22%	22%	23%	22%	23%
South West	12%	9%	9%	10%	9%
West Midlands	9%	8%	9%	9%	9%
Yorkshire & the Humber	7%	8%	8%	8%	8%
	100%	**100%**	**100%**	**100%**	**100%**

Source: TeachVac

As in the primary sector, the dominance of London and the Home Counties in the labour market for classroom teachers in the secondary sector was once again apparent. The three regions accounted for 56% of the national total, up from 54% in 2021. However, this was below the 57% recorded in 2019. The North West, despite the size of the region and the percentage of ITT training places historically provided within the region, often accounts for less than 10% of classroom teacher vacancies. It will be interesting to see whether the outcome of the ITT Market Review along with the arrival of more national providers rebalances the relationship between ITT places and demand for classroom teachers.

Figure 8: Proportion of primary vacancies by job level from 2018-2022

	2017	2018	2019	2020	2021	2022
Classroom Teacher	75%	84%	84%	80%	80%	79%
Promoted Post below Leadership Scale	2%	1%	1%	4%	4%	8%
Assistant Head and other initial Leadership Scale posts	6%	3%	3%	3%	3%	3%
Deputy Head and other middle Leadership Scale posts	10%	5%	4%	4%	4%	4%
Head teacher and other senior Leadership Scale posts	7%	8%	7%	9%	7%	6%
	100%	**100%**	**100%**	**100%**	**100%**	**100%**

Source: TeachVac

The most significant change in vacancy percentages was the increase in promoted posts in the primary sector recorded during 2022. Accounting for 7.5% of vacancies, this was double the percentage of 2021, and a new record percentage. The decline was in classroom teacher vacancies, perhaps suggesting both the effects of a fall in school rolls in the primary sector and the need to offer incentives to recruit teachers by some primary schools in and around London. The percentage of leadership posts remained at similar levels to recent years, although headteacher vacancies remain, as a percentage of all vacancies lower than in 2020. However, the percentage that year may be more related to the effects of covid on recruitment to classroom teacher vacancies for September 2020 than an increase in headteacher vacancies as the main recruitment season for primary headteacher vacancies was already over by the time the pandemic led to the national lockdown in March 2020.

Figure 9: Proportion of secondary vacancies by job level from 2018-2022

	2017	2018	2019	2020	2021	2022
Classroom Teacher	86%	80%	78%	76%	76%	71%
Promoted Post below Leadership Scale	11%	16%	18%	19%	15%	24%
Assistant Head and other initial Leadership Scale posts	2%	2%	2%	2%	3%	2%
Deputy Head and other middle Leadership Scale posts	1%	1%	1%	1%	3%	2%
Head teacher and other senior Leadership Scale posts	1%	1%	1%	1%	3%	1%
	100%	**100%**	**100%**	**100%**	**100%**	**100%**

Source: TeachVac

As in the primary sector, the percentage of promoted posts was higher in the secondary sector than in previous years, and the percentage of classroom teachers was consequently lower in 2022. There were similar percentages of both assistant and deputy head vacancies, but the percentage of headships was lower as a consequence of the significant increase in vacancies for classroom teacher and promoted posts. These trends are discussed in more detail in the report on the labour market for leadership grades during 2022.

TeachVac does not collect details of applications for vacancies, although the ability to track changes in the number of matches made by TeachVac for specific types of vacancy by subject, region and characteristics of schools is possible.

On the 26th July 2022, I posted a piece about re-advertisement rates and the level of free school meals in secondary schools across one 'shire' county.

TEACHER VACANCIES AND FREE SCHOOL MEALS

Do schools with high percentages of pupils eligible for Free School Meals have higher staff turnover than schools with lower percentages of pupils on Free School Meals?

One of the advantages of TeachVac and the data it collects is that it allows questions such as that to be answered in 'real time'. As the recruitment round for September is now in effects over, with the start of the summer holidays, it is an appropriate time to ask that question for the 2022 Labour Market.

This blog last considered this question in 2021 Free School Meals and staff turnover | John Howson (wordpress.com) at the end of May 2021.

This year, I have just looked at the data for vacancies from one 'shire' county for vacancies recorded by TeachVac between 1st January 2022 and 22nd July 2022, effectively the end of the summer term.

The secondary schools in the selected authority, mostly academies, were split into three groups: those with a Free School Meal (FSM) percentage of pupils up to 10% of roll; those with FSM between 10-20% of their roll and those with FSM over 20% of their pupils as reported by the DfE.

FSM percentage	Number of Schools	Recorded vacancies	Vacancies per school
0-9.9%	18	359	20
10-20%	14	387	27.6
20%+	6	281	46

Source: TeachVac

The table doesn't take into account school sizes, nor the additional demands of new schools increasing their staffing as pupil numbers increase. Even allowing for these factors, the trend seems clear. Schools with more pupils on Free School Meals as a percentage of all pupils in this local authority during 2022 tended to create more vacancies per school than schools with lower Free School Meal pupils. The DfE doesn't have a consistent reporting point for FSM percentages, and schools may update their percentage during the school-year.

Also, some secondary schools may be better than others at persuading families to register pupils eligible for Free School Meals, and some schools, such as faith schools, may be more popular with particular types of parents. There might also be a gender effect, as there are both single sex schools and co-educational school with in the authority.

The difference between 16 and 11-18 schools is not an issue in this authority, as most schools are 11-18 schools. However, there are some very large schools, although they do not fall within the highest FSM band. At least one school was constrained to some extent by pupil numbers and budgetary considerations from making appointments, and their vacancy number might be considered low. However, as that school was in the highest FSM band, it might have increased the number for the schools in that band even more if it had needed and been able to recruit more teachers.

This data is based on classroom teacher vacancies.

THE SECONDARY SECTOR

Vacancies can be filled by teachers already in the system changing jobs; by returners from outside of state schools and by new entrants to the profession. Each year, the Department for Education sets expected numbers of recruits into training for each subject and the annual Initial Teacher Training (ITT) Census provides a glimpse of the numbers recruited into training. Not all those that enter training will end up teaching in state-funded schools. Details of the 2022 ITT census and implications for the 2023 labour market for teachers are discussed on page 32 based on data shown in Figure 14.

The supply of new entrants to the September 2022 and January 2023 labour market was based upon recruitment into training in September 2021. The data from the 2021 ITT Census can be seen on page 28 based on data shown in Figure 12. Overall, recruitment as measured by the ITT census was 16,571 in 2021 compared with 22,017 in 2020 when recruitment was boosted by the increase in applications in the months after the start of the covid pandemic in March 2020. The 2021 total was similar in total to the 2017 and 2018 totals. Most subjects recruited fewer applicants in 2021 than in 2020 with chemistry, physical education, drama, classics and the catch-all subject listing of 'other' the only curriculum areas where more ITT trainees were recruited in 2021 than in 2020.

The 16,571 total of trainees for 2021 from the ITT census represents only around a third of the total of vacancies for classroom teaches with no allowances recorded by TeachVac as advertised by schools during 2022. This number alone supports the view that a considerable number of vacancies were re-advertisements, even after allowing for the fact that annual subscriptions allow schools to post multiple listing of the same vacancy at no extra cost. If 2021 had beeen the first year of multiple listings at no extra cost then such a change in market practice might have been regarded as having had a substantial effect upon the market. However, both the tes with its annual subscription model and the DfE vacancy site that allows schools to list the same vacancy more than once have been in operation for a number of years, so multiple listing per se is unlikely to have accounted for the large increase in classroom teacher vacancies during 2022.

Developments by the DfE, such as the creation of an iQTS qualification and the extension of QTS to teachers trained in more countries suggests that the DfE as the policy-making body governing teacher supply is not unaware of the need to increase supply by as any different means as possible.

Figure 10: DfE Workforce Statistics

Entrants into teaching: sources	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
FTE number of entrants - Newly Qualified Teachers	25747	26520	25224	23412	23477	22923	20155	22059
FTE number of entrants – Returners to teaching	17281	16114	16754	16583	16858	16285	15749	14991
FTE number of entrants - Deferred NQTs	3644	3005	2978	2766	2628	2614	2885	3850
FTE number of entrants- Entrants new to State Sector	5878	5387	4871	4295	4240	3510	2976	3081
FTE number of entrants – all routes	52550	51026	49828	47057	47203	45332	41764	43981

Source: School workforce in England, Reporting Year 2021 – Explore education statistics – GOV.UK

Although the data from the 2022 Workforce Census, taken in November 2022 will not be available until the summer of 2023, the time series of data regarding the different routes into teaching does show a decline in the number of returners, although in the November 2021 census this was balanced to some extent by an increase in the number of deferred NQTs joining state schools. Overall, the total entrants recorded in November 2021 was several thousand below the highest number recorded in November 2014.

Another means of measuring the relationship between demand and supply in the market for classroom teachers was devised by TeachVac some years ago. Each week, TeachVac tracks the relationship between trainee numbers, as identified in the DfE's ITT census for the year, and the number of vacancies on offer, starting from the 1st January each year. An allowance on the census total is made for trainees likely to be employed by the schools where they are training (High Achievers, Salaried Schemes and Graduate Apprenticeships) and for some trainees not to enter state-funded schools on completion of their training. The figure shows the final TeachVac index figure at the end of December each year.

Figure 11: Remaining trainee availability at end of each calendar years 2017 to 2022

	2017	2018	2019	2020	2021	2022
Physical Education	37%	36%	27%	46%	51%	5%
History	19%	42%	38%	63%	64%	35%
All Sciences	17%	-26%	-19%	4%	16%	-132%
Languages	16%	19%	7%	15%	27%	-151%
Mathematics	19%	-8%	-53%	-35%	9%	-81%
Geography	-9%	33%	36%	42%	37%	-219%
Computer Studies + IT	-11%	-21%	-52%	-45%	-27%	-195%
Music	4%	-35%	-86%	-17%	-2%	-135%
Religious Education	-20%	-7%	-46%	-14%	10%	-145%
English	1%	-48%	-19%	12%	24%	-101%
Design and Technology	-35%	-198%	-379%	-184%	-91%	-753%
Business Studies	-110%	-286%	-458%	-397%	-117%	-382%

Source: DfE Annual ITT Census and TeachVac vacancy data

The percentages in this table starkly reveal the demand for teachers during 2022 across a range of secondary curriculum areas as measured against the supply of new entrants. The methodology for determining the number of new entrants has remained unchanged since the index was created. Both history and physical education have remained in positive territory at the end of each year, suggesting there is an over-supply against perceived need in these subjects. On the other hand, both design & technology and business studies have consistently returned a negative position at the end of the year.

2022 is interesting year, both because of the number of areas returning a negative year-end position and the unusual percentages recorded in December 2022 in some subjects. The -752% for design & technology must surely contain a significant number of re-advertisements within the total. This is another demonstration of the need for better vacancy tracking through the use of unique job reference numbers that remain with a vacancy until it is filled. Students of the DfE's approach to financial support to trainee teachers might find it interesting to compare this table with the bursaries and scholarships on offer each year. Sadly, because most schools only offer vacancies for 'teachers of science' data are not available for the separate sciences. The schools most likely to offer vacancies idented to a specific area of the sciences are either selective schools or schools in the private sector.

Even in January 2022, it was possible to suggest that schools seeking to recruit teachers in subjects such as design & technology would face a challenging year. The following blog post appeared on the 15th January 2022 at then end of the second week of vacancy advertising.

DESIGN AND TECHNOLOGY: END OF A ROAD?

The end of the second week in January is usually a bit early to be making predictions about the state of the teacher labour market for September. However, in the case of design and technology, the signs of a really difficult job market for schools have been there for some time, and certainly since the publication of the DfE's Census of Trainees in December 2021. Those signs are now backed up by early data on jobs being advertised.

Using exclusive data from TeachVac, based upon an analysis of recorded job adverts in the first two weeks of January 2022, there are sign of an early increase in demand for such teachers.

Date	jobs 2015	jobs 2016	jobs 2017	jobs 2018	jobs 2019	jobs 2020	jobs 2021	jobs 2022
Week 1	10	25	19	16	7	9	29	58
Week 2	20	52	50	47	41	71	67	164
Week 3	20	87	77	87	103	156	123	
Week 4	40	110	120	105	183	244	183	

Source: TeachVac

Now, this may just be prudence on the part of schools in bringing forward vacancies, rather than a growth in real demand for such teachers. We won't know the answer to that question until at least the end of January, and possibly not until even the end of February.

However, with this level of vacancies it is possible to demonstrate by matching vacancy levels to the potential supply of new entrants into the profession for September 2022 that schools may have to rely upon sources of supply other than new entrants much earlier in the recruitment round for September than they might either expect to or like the idea of doing.

TeachVac's exclusive formula suggest that the 'free' pool of new entrants is already lower than at any point at the end of Week 2 of the year since at least 2015.

Date	2015	2016	2017	2018	2019	2020	2021	2022
Week 1	368	412.5	371	217	219	343	580	231
Week 2	363	399	356	201	202	312	561	178
Week 3	363	381.5	342	181	191	270	533	
Week 4	353	370	321	172	131	226	503	

Source: TeachVac
Vacancy index – lower the number the more challenging filling vacancies will be

The data also shows that compared with 2020 and 2021 the pool is lower than at the end of January by last Friday and week 2. Should the end of January 2022 number be lower than the end of 2019 number, then the remaining recruitment round may be grim for schools looking to recruit a design and technology teacher of any description. January 2023 vacancies don't even bear thinking about.

What are the implications for schools unable to recruit qualified design and technology teachers? Staffing the curriculum is the obvious problem. What are the longer-term effects of young people not studying this subject? That's for others to say, and the DfE to act as it sees fit

TeachVac only calculates the relationship between trainee numbers and vacancy levels at the national level because data about training places has not been available at a regional level. With the increase in 'national' providers that may recruit schools anywhere in England, the regional issue will become both more challenging to follow and as important to understand in order to discover whether there are areas with different levels of trainees compared to employment opportunities. In the past, regions such as the North West have provided more trainees in the primary sector than employment opportunities and areas such as Wessex have suffered from a lack of local trainees to employ. There is room to research the extent to which the location of the trainee places on offer affect career changers and their ability to train as a teacher. The emergence of new 'national' providers of ITT will need to be studies to see how their presence affects the labour market for teachers.

As noted in Figure 10 not all trainees join the teaching profession immediately after completing their ITT course. The DfE refers to these as 'deferred entrants' when they do start work in a state-funded school. Some will be January entrants, having started after the School Workforce Census was conducted in November and others may have taken time out before starting work as a teacher. Yet other may have worked in further education or private schools before entering the state school sector.

As noted earlier, there are regional differences in the number of recorded vacancies for classroom teachers. TeachVac has tracked the average number of vacancies per secondary school at the regional level for the past eight years.

Figure 12: Regional differences in recruitment needs of secondary schools for classroom teachers – average vacancies per school by region 2015-2022

Government Region	2015	2016	2017	2018	2019	2020	2021	2022
London	7.6	8	9.5	10.2	13	7.3	7.1	14.1
South East	6.7	7.3	8.7	9.4	10.7	8.7	7.9	15.2
East of England	7.7	6.9	8.2	8.3	10.6	6.8	6.7	11.9
East Midlands	5.4	5.2	6.8	7.3	9.5	4.8	5.1	9.5
South West	4.9	5.1	7.1	7.1	8.5	6.4	6.4	11.7
West Midlands	4.7	5.3	6.1	5.8	7.9	5.4	5.5	10.4
Yorkshire & the Humber	5.2	4.4	5.6	5.7	8.9	6.3	6.8	11.3
North West	4.6	5	5.2	5.2	6.6	4.8	5.4	9.4
North East	4.9	5.4	5.4	5	7	3.8	3.7	7.3

Source: TeachVac

Although secondary schools differ in size ad age range in different parts of England, with larger schools more likely to be found in some urban areas, large schools do exist in some market towns, there are also some news schools that are building up their staffing as they add year groups and thus boost the average number of vacancies per school.

As in recent years, the South East region headed the table, with an average of 15.2 vacancies per school. All regions experienced a significant increase over the average per school in recent years, as was to be expected with the significant increase in vacancies recorded during 2022. The table reflects the fact that the majority of vacancies were posted by schools in London and the Home Counties. However, in 2022, both the South West and the Yorkshire & The Humber Regions had average vacancies per schools that were similar to the average for schools across the East of England region.

LOOKING TO THE FUTURE

As already noted, the DfE's annual ITT Census provides a first indication of the labour market for 2023 and of any challenges schools may face when trying to recruit classroom teachers during 2023. When the DfE's planning numbers reached or even exceeded, recruitment in most of the country may be possible for vacancies advertised at any time during 2023. When the DfE's planning number is not reached, recruitment is more likely to become a challenge that becomes progressively more of an issue as the year progresses. The extraordinary outcome for the end of 2022 was noted in Figure 13. Based on the ITT Census, what might 2023 hold for schools?

Figure 13: The DfE's ITT census for the period between 2013/14 and 2022/23

Post Graduate Numbers	2013 /14	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20	2020 /21	2021 /22	2022 /23
Mathematics	2125	2170	2450	2545	2450	2195	2145	2766	2671	1844
English	2040	1840	2370	2165	2175	2815	2930	3226	2338	1762
Modern Languages	1315	1240	1390	4170	1405	1405	1473	1670	1066	726
Biology		845	1060	1330	1025	1815	1973	2095	956	664
Physics		635	740	835	720	575	547	596	562	444
Chemistry		825	985	1010	875	835	804	908	1133	758
Physical Education	1075	1095	1235	1085	1125	1250	1330	1615	1657	1405
Other					400	385	578	466	497	426
Design & Technology	360	410	515	415	305	295	418	675	341	450
History	810	795	920	900	1180	1190	1612	1711	1556	1134
Geography	625	595	640	895	1225	1300	1330	1199	637	656
Computing	360	520	505	485	475	530	498	643	581	348
Art & Design	465	400	505	515	430	475	458	883	814	478
Religious Education	365	385	415	435	405	375	488	651	463	341
Music	380	375	355	355	295	295	320	478	390	301
Drama					265	295		442	519	329
Business Studies	200	205	200	215	175	180	194	397	328	232
All Secondary	13050	12970	15185	15460	14995	16280	17098	22017	16571	12356

Includes High Achievers/Teach First starters from 2015/16 onwards. Numbers rounded to nearest multiple of 5. Source: DfE ITT census for each year at the time of publication – does not include late starters after the census date.

Only a few subjects managed to recruit more trainees than in 2021. Notable among these was Chemistry, where no doubt the bursary arrangements helped with recruitment, but may have reduced the number of biochemists applying for biology places. Physical Education, drama and the catch-all 'other' subjects were the only curriculum areas to recruit more trainees than in 2021.

The census helpfully provides a table showing the percentage of places filled at the time of the census.

Figure 14: Percentage of ITT places filled at time of DfE ITT Census 2022

	%
Physics	17%
Other	19%
Design & Technology	25%
Computing	30%
Modern Foreign Languages	34%
Business Studies	37%
Music	64%
Geography	69%
Religious Education	76%
English	84%
Biology	85%
Chemistry	86%
Mathematics	90%
Art & Design	90%
Drama	113%
History	133%
Physical Education	143%

Only drama, history and physical education exceeded their number of expected trainees. As noted, history and physical education at the end of a recruitment cycle are subjects where there may still be trainees seeking employment as teachers of their subject, although some of those may have been recruited to teach other subjects by schools unable to recruit a teacher of the subject actually trained in that subject.

These percentages will not come as any surprise to those that monitor applications to the DfE system through their monthly updates. However, they are a stark warning about the possible nature of the teacher labour market during 2023. Unless one of the other drivers – returners; retention rates or new entrants from overseas – can provide a greater source of supply to fill teaching posts, or, of course, demand for teachers reduces because of other pressures within the system, then 2023 will be as grim a labour market for teachers as was 2022. Perhaps the main saving grace may be the state of the economy, both in this country and overseas. Recessions are generally good news for schools, especially when unemployment increases, and vacancies across the economy reduce, former teachers turn back to the profession, and new graduates look at teacher training as a possible route into employment.

As of December 2022, there is not yet any significant signs of large employers of graduates hinting about cutting recruitment in the summer of 2023 and many areas of the wider labour market remain short of supply. Should the recession be deeper than expected, then it may be 2024 before there is any noticeable improvement in the labour market for teachers.

The percentage recruitment for both physics and design and technology against the DfE's calculation of expected need for 2023 are both astonishingly low percentages. Fewer than one in five physics places and only one in four places in design & technology recorded as being filled by the ITT census cannot but have implications for these subjects for years to come.

TeachVac's estimate of the 'free pool' of physics trainees after removing those on salaried scheme from the census total and making a modest assumption about the numbers not entering state schools is that of the 444 trainees recorded by the census, perhaps only 370 will be in the market for teaching posts in September 2023.

During 2022, TeachVac recorded 1,100 vacancies where 'teacher of physics' was included in the job title. Of these posts, 365 were listed by private schools and the remainder by state schools, of which almost 200 were located within London. It seems entirely credible that in 2023 schools state-funded secondary schools outside the London and Home Counties seeking a teacher as a newly qualified teacher with physics training will be unsuccessful unless they advertise a vacancy early in January.

TeachVac's analysis of the possible number of candidates from training seeking teaching posts in 2023 on the open market as shown in the table below.

Figure 15: Possible trainee numbers for 2023 seeking jobs through the labour market

	Open Market
Mathematics	1467
English	1214
Modern Languages	600
Biology	495
Physics	366
Chemistry	644
Physical Education	1295
Other	387
Design & Technology	372
History	950
Geography	523
Computing	304
Art & Design	440
Religious Education	249
Music	228
Drama	304
Business Studies	164
Classics	52

These numbers must raise concerns about the ability of schools across England to be able to recruit teachers in 2023 for classroom teacher roles. Looking further head to the entry into training and the supply of trainees in 2024, the DfE published the first look at applications for courses starting in the autumn of 2023. These numbers don't include Teach First (High Achievers) applications. I commented upon the numbers in a blog post.

FIRST LOOK AT 2023 ITT APPLICATIONS

How content should the government be about the first release of data showing applications for graduate teacher training courses starting in autumn 2023? Initial teacher training application statistics for courses starting in the 2023 to 2024 academic year – Apply for teacher training – GOV.UK (apply-for-teacher-training.service.gov.uk) On the face of it, there must be gratification that mostly the numbers are going in the right direction, especially after the disastrous November 2021 data.

Indeed, there are nuggets of good news buried within the tables that regular watchers will discern. The sciences are doing better than last autumn, in terms of applications, as are shortage subjects such as design and technology and business studies. However, all this are relative, and the 'better' isn't on a trajectory to make much of a dent in the shortfalls recorded in the recent ITT census of current trainee numbers; commented upon in three posts on this blog.

Overall, candidate numbers at the November count, are up from 8,831 in November 2021, to 9,557 this year. But, in the vital London and Home Counties regions of the East of England and the South East, candidate numbers are down slightly. This will be set of data to watch. Perhaps, more interesting is the contribution from candidates apply and classified as 'Rest of the world'. Here candidate numbers are up from 589 to 1,209: more than double last November's number.

The increase in candidate numbers is stronger among the older age groups and weakest among those of age 23; the only grouping to record a decline from last year's number for November. As young graduates are the backbone of new entrants, the age profile of candidates will need watching carefully and, if necessary, the marketing mix adjusting to encourage more new graduates from the London area to consider teaching as a career.

Interestingly, applications from men to train as a teacher increased faster than those from women when compared with November 2021 data. Largely gone are the days of providers receiving a wall of applications for primary courses as soon as the recruitment cycle opens. Happy those still favoured with being able to make all their offers for these courses before the festive season and winter break.

Higher education institutions seem to have borne the brunt of increase in applications. Perhaps affected by the increase in applications for those labelled as 'Rest of the world' candidates? Changes in applications for the other routes are too small to make any judgement, but will need watching carefully.

The government is unlikely to be too perturbed by the small decline in applications for primary phase courses, balanced as it is by the increase in applications for secondary courses. Offers in both mathematics and physics are at their highest November levels since recent records began to be collected for that month in the 2016/17 recruitment cycle.

One swallow does not a summer make, as the saying goes, but these numbers can allow the government to produce some positive headlines. Whether they will be justified in view of the big increase in candidates with the designation as from 'Rest of the world' is something that will need careful watching. However, it could have been worse; but not much.

At these levels there is a lot of work to do to make the 2024 labour market anything like a comfortable proposition. 2023 will, of course, be a real challenge for school needing to recruit teachers in many different curriculum areas.

As noted in the discussion about the number of physics trainees and their likely destinations, TeachVac collects data about vacancy rates in the private school sector.

Figure 16: Vacancies by funding of schools

	2021	2022	Change 2022 on 2021
Private Schools	7304	8324	1020
State-funded Schools	56979	70585	13606

Source: TeachVac

The distribution of private schools across England meant that a much higher proportion, almost 70%, of their vacancies came from schools located in London, the East of England or the South East regions. Private schools in London alone accounted for 25% of classroom teacher vacancies posted by private schools. The relationship between the demand for teachers from the private school sector and the labour market for teachers in state-funded schools needs to be better researched.

Of course, both academies and private schools may recruit as 'teachers' those without QTS. The extent to which they do so is an interesting issue, and has a bearing on the labour market as a whole. However, it may be assumed that where possible schools will still seek to recruit teachers with QTS whether obtained directly from training in this country or through recognition of overseas qualifications to teach.

In summary, the demand for classroom teachers during 2022, as measured by vacancies posted by schools was at unprecedented levels and there must be concerns for the outcome of the 2023 labour market for teachers after the numbers revealed in the DfE's 2022 ITT Census.

SECONDARY PROMOTED POSTS BELOW THE LEADERSHIP SCALE

Vacancies at this level include all posts where the vacancy is offered with a Teaching and Learning Responsibility Allowance attached (a TLR). Schools can decide the amount of a TLR and can identify the amount offered in several different ways, including both cash and non-cash information. There is also no obvious consistency over either the amount offered for posts with similar job descriptions or the manner in which the allowance is described. In some cases where candidates are unfamiliar with a school, they may struggle to discover the actual cash amount of the allowance on offer. In a challenging labour market this does not make good sense from a marketing perspective.

Some responsibility posts in the largest curriculum areas are now advertised not with a TLR, but rather as posts on the Leadership Scale. Tracking these vacancies specifically, as opposed to counting them within the Assistant Headteacher grade is not possible at present, but the trend does need to be kept under review.

Not all posts with TLRs will be advertised beyond the staff of the school, although it seems likely that schools will advertise most head of department and other middle leadership posts more widely since these posts are often only advertised when the existing postholder leaves the school.

TeachVac monitors the number, but not the details of TLRs. When capturing the details of vacancies with TLRs, there is an issue around posts where a TLR is offered, 'but only for a suitable candidate'. What constitutes such a candidate is a matter for discussion between the school and any successful candidate. As TeachVac doesn't register outcomes, it is impossible to determine in how many cases the TLR was added to the basic salary.

Figure 17: Secondary sector promoted posts by subject group

	2018	2019	2020	2021	2022
Science	1053	1348	1139	1162	2549
Mathematics	865	1221	1110	1119	2158
English	693	980	807	887	1769
Languages	415	513	534	540	1334
Design and Technology	244	375	389	471	1114
Geography	228	341	235	274	825
Physical Education	192	277	262	335	729
Computing	175	346	293	306	997
Music	159	240	231	301	620
SEN	157	390	434	434	1073
Religious Education	155	211	280	274	675
History	153	189	177	202	427
Business Studies	152	179	275	207	737
Art	127	180	204	207	384
Humanities	109	140	146	140	232
Drama	90	147	137	149	306
Social Sciences	80	29	35	69	415
Media	43	59	52	39	97
Performing Arts	36	62	61	63	174
Creative Arts	36	20	22	26	51
Vocational Subjects	30	12	5	19	151

Source: TeachVac

Similarly, to the market for classroom teachers, the market for vacancies with a TLR recorded a significant increase in vacancies posted by schools across all subject areas. As in past reports, the science area of the curriculum topped the list of TLRs with 2,549 recorded vacancies in 2022 compared with 1,162 in 2021 and 1,348 in the last full year before the covid pandemic.

There was no difference in the subjects occupying the first five places in the table. These are all the large curriculum areas, and most will contain several posts that carry a TLR. The subjects at the lower end of the table are generally much smaller and offer teachers fewer opportunities for a post with a TLR in the subject.

There as little overall change in the rankings compared with 2021 despite the increase in recorded vacancies. However, SEN did move up four places to 6th in the table and physical education dropped three places to 10th place in 2022.

London schools led the regional list for advertised posts with TLRs in the secondary sector and advertised almost as many such posts in the primary sector as schools across the South East region.

Figure 18: Number of promoted posts by government region

Government Region	2018	2019	2020	2021	2022
London	1349	1984	1911	1898	4151
South East	1187	1664	1827	1717	4029
East of England	708	1042	982	995	2243
South West	480	612	712	705	1487
West Midlands	438	714	728	685	1690
East Midlands	416	580	515	545	1054
North West	392	642	691	768	1494
Yorkshire & the Humber	323	658	636	662	1289
North East	137	193	192	232	522

Source: TeachVac

There were relatively few opportunities for teachers in both the North East and other northern regions seeking a post with a TLR during 2022. Such vacancies were also relatively scarce in the East Midlands region.

THE PRIMARY SECTOR

TeachVac has been monitoring and matching vacancies across the state-funded primary school sector since 2017. As with the secondary sector, the lack of any job identification number makes tracking of posts as opposed to tracking advertised vacancies more of a challenge. However, the relatively small size of the teaching staff pool in most schools within the primary sector can help with identifying unfilled posts more easily than in many larger secondary schools.

During 2022, TeachVac identified some 24,500 vacancies for classroom teachers placed by schools in the primary sector, plus a further 2,300 promoted posts. Details of leadership vacancies in the primary sector are contained in the separate report on the labour market for leadership vacancies.

There is normally little issue with recruiting trainees onto ITT courses for the primary sector and with fewer pupils now entering the sector as a result of the fall in the birth rate, there is unlikely to be any significant recruitment issues for the primary sector, at least at a national level for classroom teachers. However, the 2022 DfE ITT Census recorded that only 93% of places available on graduate courses were filled when the census was taken in the autumn of 2022. As a result, fewer than 11,000 trainees started graduate primary ITT courses in 2022. This may cause some issues with recruitment in some parts of England for September 2023 if demand during 2023 is at similar levels to that of 2022.

Last year's report commented that the total of primary vacancies during 2021 was some 5,000 higher than during 2020 when the covid pandemic badly affected the main recruitment period for September 2020 vacancies. In 2022, total vacancies for classroom teachers were some 5,000 higher than in 2021 and, thus, 10,000 more than in the number recorded during 2020. In relation to pre-pandemic levels, vacancies were still more than 5,000 above levels recorded then. However, TeachVac may have become better at recording primary sector vacancies over the past couple of years, especially as more primary sector schools join academy trusts with clearly defined advertising policies for their vacancies.

Figure 19: Primary classroom teacher vacancies by government region

Government Region	2018	2019	2020	2021	2022
East Midlands	7%	8%	9%	10%	9%
East of England	12%	14%	14%	13%	14%
London	13%	13%	11%	13%	15%
North East	2%	1%	3%	2%	2%
North West	11%	11%	10%	14%	9%
South East	26%	23%	23%	22%	22%
South West	11%	12%	12%	13%	12%
West Midlands	8%	8%	9%	8%	9%
Yorkshire & the Humber	9%	10%	9%	8%	9%
	100%	**100%**	**100%**	**100%**	**100%**

Source: TeachVac - The percentages may not add up to 100% due to rounding.

As in recent years, around half of all vacancies for classroom teachers can be found in London and the Home Counties, with only around 20% of vacancies across the three regions that cover the north of England. In 2022, these three regions in the south of England accounted for an extra two per cent, whereas the North West region, the home to a large number of ITT places in the primary sector, recorded its lowest percentage since this report started recording vacancies in the primary sector. It is not yet clear whether or not the outcome of the ITT Market Review will rebalance the supply of places to ensure sufficient applicants to fill the vacancies in and around the London region.

Classroom teacher roles are still predominately filled by women. As a result, it is interesting to review why posts are advertised? TeachVac classified vacancies under one of three headings; permanent vacancy; temporary vacancy – not for maternity leave cover; maternity leave cover vacancy. The balance between the different reasons alters during the year.

Figure 20: Number of primary jobs by contract in 2022

	Maternity	Permanent	Temporary
January	393	820	345
February	277	984	372
March	422	2179	684
April	397	2081	665
May	658	3795	1430
June	350	1397	831
July	89	286	184
August	33	108	47
September	491	611	326
October	432	838	427
November	383	767	692
December	202	352	223
	4127	**14218**	**6226**

Source: TeachVac

In 2022, May and September were the most popular months for vacancies recorded as to cover maternity leave. In total, there were more than 4,000 vacancies identified as related to maternity cover compared with just over 6,000 temporary posts. Together these posts accounted for more than 40% of all classroom teacher vacancies. This is a high percentage of posts and might suggest that schools are nervous of making permanent appointments in an era of falling rolls and financial uncertainty when redundances rather than additional posts might be the order of the day during 2023.

By comparison, the percentage of temporary vacancies– 6%, and maternity leave vacancies – 9% across the secondary sector was much lower than the levels found in the primary sector.

PROMOTED POSTS IN THE PRIMARY SECTOR

The smaller size of most schools in the primary sector compared with schools in the secondary sector usually means that there are fewer opportunities for advertised vacancies for promoted posts in the primary sector. Teachers already in post can receive allowances, but those cannot be captured by TeachVac as the jobboard only reviews externally advertised vacancies. Following the rebound in advertised vacancies in 2021, there was a further increase in 2022 in line with the general trends of more vacancies being recorded by TeachVac.

Figure 21: Number of primary promoted posts by government region

Government Region	2020	2021	2022
East Midlands	46	110	208
East of England	125	178	310
London	141	271	510
North East	21	28	41
North West	58	130	161
South East	123	258	514
South West	74	179	201
West Midlands	78	127	214
Yorkshire & the Humber	56	126	172
	722	**1407**	**2331**

Source: TeachVac

As expected, the majority of advertised vacancies with TLRs were in the London and adjoining regions. These three regions accounted for 57% of the 2022 total. All regions recorded an increase over their 2021 total, but, as with classroom teacher posts in the primary sector, the North East and North West regions experienced relatively small increases over the 2021 totals. The South West, a region with many small rural schools, also experienced a below average increase in vacancies at this level. Some of the increase may be due to the previous postholder being appointed to a post on the leadership scale. With more leadership appointments in 2022 than in 2021 the increase in leadership vacancies would have been likely to have had a 'trickle-down' effect on the number of promoted posts advertised.

Figure 22: Number of primary promoted posts from September 2020 to December 2022

	2020	2021	2022
January		45	164
February		62	163
March		185	338
April		226	415
May		331	596
June		123	143
July		14	43
August		15	17
September	62	95	138
October	49	136	127
November	40	106	117
December	32	69	70

Source: TeachVac

The fact that more than a quarter of the vacancies for promoted posts were recorded as being advertised during May 2022 does provide support to the thesis that a proportion of the vacancies were as result of the promotion of the previous postholder. Relatively, few vacancies for promoted post have appeared during the autumn of 2022, with the October total being below that recorded during October 2021.

The majority of vacancies for promoted posts are for permanent positions, with relatively few vacancies advertised either for maternity leave cover or as temporary posts.

Figure 23: Number of promoted posts by contract

	Maternity	Permanent	Temporary
January	8	150	6
February	11	150	2
March	6	321	11
April	7	397	11
May	9	567	20
June	5	130	8
July	3	36	4
August	2	15	0
September	8	126	4
October	8	119	0
November	3	104	10
December	0	60	10
	70	**2175**	**86**

Source: TeachVac

The temporary vacancies for teachers with an allowance are concentrated into a few months, with relatively few vacancies between June and October, but significant numbers being advertised during November and December 2022.

CONCLUSION

The labour market for classroom teachers in 2022 was very different from the years immediately preceding it. The worst effects of the pandemic, where schools functioned mostly on-line and recruitment was challenging were not present during 2022. However, rather than the result be the return to a normal 'pre-pandemic' labour market, 2022 was a year with an exceptionally high level of vacancies advertised, especially during the key months for recruitment to vacancies with a September 2022 start. The total, including leadership vacancies of more than 100,000 vacancies of which 99,000 were vacancies for classroom teachers far exceeds any previous total recorded by TeachVac.

How many of these advertised vacancies are single job opportunities only advertised once, and how many are repeat, re-advertisements or even talent-banking advertisements cannot be accurately determined since there is no unique job identifier that follows a post from its first appearance until it is filled. Such an identification system would provide much more useful information about the working of the labour market for teachers in real time.

However, the market has become increasingly fragmented in terms of vacancy placements. There are free job boards such as TeachVac and the DfE site that complement a school or academy trust's own website vacancy pages. In the primary sector, there are also local authority job boards for vacancies in non-academy schools. Although the tes, now mostly operating as subscription service, still provides a platform for most vacancies it is increasingly being challenged by other paid for services that aim to place candidates registered with them in vacancies the schools registered to be filled.

However, the notion of a coherent recruitment strategy is limited across the sector. Vacancies can be classified into different groups depending upon how hard they are to fill. To decide in which group a vacancy should be placed it is necessary to review a mixture of factors including, the type of vacancy; the location of the school and its characteristics, and the time of year a post is advertised.

As this report has shown, some vacancies in 2022 were challenging to fill almost from the start of the year. This was partly because of the limited numbers of trainees in the subject. On the other hand, history and physical education vacancies should have been less of a challenge for schools to make an appointment to a vacancy, even in the latter part of the year. However, should a school want a teacher with specific skills or knowledge, even in these subjects some schools might have found recruitment for January 2023 vacancies a challenge.

The DfE is now responsible for the management of the recruitment process around postgraduate entry onto teacher training – the High Achievers/Teach First programme remains outside the main applications process.

Figure 24: Monthly applications to train as a secondary school teacher as recorded by UCAS (until 2020) and DfE (from 2021)

Applications for Secondary Courses	Mar	Apr	May	Jun	Jul	Aug	Sept
2015	42990	48380	53210	57480	62910	66020	68910
2016	43820	48570	53600	59220	63710	66700	69110
2017	40440	45280	50040	55710	60680	64760	66720
2018	33940	39220	46660	52530	58830	64150	66340
2019	34600	40560	47270	53250	59440	64890	67400
2020	35940	43270	51030	59470	71060	77330	81240
2021	43910	51090	55980	61480	65990	69170	71850
2022	32551	37304	41911	48047	53532	58253	60756

Source: UCAS ITT monthly data

The effect of the reduction in applications on trainee numbers has been recorded in the DfE's ITT Census. There is no doubt that if vacancy levels are anything like a normal year, let alone like 2022, many schools will struggle to make an appointment in many curriculum areas in 2023, and especially for vacancies that arise for January 2024. The DfE has reviewed the bursary system and has widened the list of countries from which qualified teacher may apply to obtain QTS in England. This latter move partially recognises that teaching is now a global profession, and that possession of a teaching qualification recognised by the DfE may be a valuable asset for a teacher.

The worry is that with the increase in so-called 'international' schools, the demand for teachers from England may further put a strain upon the labour market for teachers. This might especially be the case if teachers' pay in England does not keep up with inflation. In the more expensive areas of England, the attraction of working overseas might then seem irresistible to more teachers making recruitment even more challenging.

The growth of the international school market affects demand for both classroom teachers at the start of their careers, and also those looking for middle teachership posts.

There is also the consideration of the demand from the private school sector in England. Private school vacancies account for some 11% of the vacancies recorded by TeachVac. In some parts of London and South East England private schools serving the secondary sector are almost as numerous as state-funded schools, especially where there are both day and boarding schools in any locality.

This survey only considers vacancies, so it cannot provide any evidence as to whether teachers in their 50s are changing their employment habits and retiring from full-time teaching in favour of a portmanteau workstyle that can include tutoring as well as supply teaching and examination marking. However, it would not be surprising if one of the consequences of the covid pandemic was a different approach to employment. The still relatively generous pension scheme for teachers may no longer be as much of an encouragement to remain in a profession that in both the primary and secondary sectors is increasingly feminised at the classroom teacher and middle leader levels.

After eight years in operation, TeachVac starts 2023 with record numbers of applicants signed-up to its platform, and secondary schools now prepared to pay the £10 per month fee for unlimited matches during the year.

In conclusion, it is right to thank the loyal and hard-working team located at Newport on the Isle of Wight that together handled not only the 100,00 plus vacancies logged into the system by TeachVac, but also the man more that were rejected for a variety of different reasons. Despite the superior level of computing power used in matching vacancies to interested teachers, the system would not work without the dedication and hard work of the staff team.

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