



Department  
for Education

# **The education and training professionals survey: independent training providers**

**Research report**

**December 2020**

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Social Science in Government

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# 1. Introduction

This report presents findings from the [Education and Training Professionals \(ETP\) Survey 2019](#), conducted by IFF Research on behalf of the Department for Education (DfE). The ETP Survey carried out survey research with Independent Training Providers (ITPs), Adult and Community Learning (ACL) providers and Sixth Form Colleges (SFCs) in 2019.

This short report focuses on the findings from ITPs based on interviews with HR managers (or their equivalent), teaching staff and leaders. The main ETPS report presents findings from all three provider types and provides comparisons with the College Staff Survey 2018 (CSS) where applicable.

## Background

Transforming the Further Education (FE) sector is at the heart of government plans to improve social mobility, raise productivity and increase economic growth. The Productivity Plan (2015)<sup>1</sup>, the Post-16 Skills Plan (2016)<sup>2</sup> and the Industrial Strategy (2017)<sup>3</sup> all highlight the importance of improving investment in technical skills (traditionally delivered through FE) to strengthen the nation's industrial base and performance.

As part of this programme, the College Staff Survey (CSS)<sup>4</sup>, published in December 2018, collected data on teaching staff and leaders within general and specialist FE colleges. There was a need to collect similar workforce data on other parts of the sector to ensure a complete and balanced picture for workforce planning across FE, in light of the sector-wide nature of reforms.

Over the longer-term, DfE has announced its intention to implement an annual, FE workforce data collection from the 2020/21 academic year. These changes will give FE workforce data the same status as that of schools and Higher Education, where DfE has near full coverage across its workforce datasets.<sup>5</sup>

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<sup>1</sup> <https://www.gov.uk/government/publications/fixing-the-foundations-creating-a-more-prosperous-nation>

<sup>2</sup> <https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education>

<sup>3</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664563/industrial-strategy-white-paper-web-ready-version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664563/industrial-strategy-white-paper-web-ready-version.pdf)

<sup>4</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/757829/College\\_Staff\\_Survey\\_2018\\_main\\_report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/757829/College_Staff_Survey_2018_main_report.pdf)

<sup>5</sup> <https://www.gov.uk/government/collections/statistics-school-workforce>

## Aims and objectives

The overarching aim of this research was to generate insights into the experiences, qualifications and expectations of teaching staff and leaders within ITPs, SFCs and ACL providers across England. The specific objectives of this report were to examine the following for ITPs:

- The composition and background of leaders and teaching/training staff<sup>6</sup>;
- The qualifications, skills and experience of teaching/training staff;
- The perceived highlights and lowlights of working in education and training;
- Future intentions to remain in or leave the FE sector; and
- The extent of any recruitment difficulties faced by providers.

## Methodology

The methodology comprised of two quantitative surveys, which included open-ended questions to capture numeric data and more qualitative information, such as the rewards and difficulties associated with teaching:

- **HR survey** (provider level): a 20-30 minutes telephone survey with the head of HR or equivalent senior manager, who knew about staffing numbers and recruitment and retention issues at the organisation level,
- **Staff survey**: a 10-15 minutes online survey with leaders and staff involved with teaching or training and assessment, covering qualifications, experience and future plans.

## Sample

DfE provided IFF with a census sample of ITPs sourced from the Education and Skills Funding Agency (ESFA). Data matching and desk research were used to source telephone numbers where missing. The sample cleaning and initial contact phase found that the original sample records for large employers who operated their own training programmes (mainly apprenticeships). In consultation with DfE it was decided to exclude these businesses from the sample, as their primary sector was not FE.

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<sup>6</sup> As in the CSS, leaders are defined as 'senior managers', including managing directors and principals, as well as 'middle and junior managers', such as those who have a responsibility for managing a department, division or team. 'Teaching staff' and 'teachers' are used in this report to refer to teaching staff working in ITPs, based on the most common way they described themselves in the survey – however not all teaching staff may describe themselves in this way. Teaching staff includes those whose main role is teaching, training or assessment. References to '(all) staff' later in the report refers to the combined group of leaders and teaching staff.

**Table 1.1 Response rates to the HR and staff surveys**

		Number
<b>HR Survey</b>	In-scope sample	957
	Number of providers who completed the survey	473 <sup>7</sup>
	Response rate	49%
<hr/>		
<b>Staff survey</b>	Number of leaders and teachers who responded	870

## Analysis and reporting

The data at provider level is unweighted. The profile of the providers who took part in the survey was compared with the population by region and size, using ESFA funding as a proxy measure for this as there is no comprehensive data on the number of teaching staff per provider. While there were some minor differences by region, it was agreed with DfE that weighting was unnecessary given that the profile of the achieved sample was close enough to the known profile data to be considered representative.

The staff data was compared with the known profile of staff in participating providers, using figures from the HR-level survey. This identified that part-time staff and staff on a non-permanent contract were under-represented in the staff survey; this information was used to weight the staff data thereby making it representative of the estimated population based on the HR survey.

Where findings have been presented from the staff survey, the data has been analysed for differences between sub-groups, for example role, gender and age. All reported sub-

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<sup>7</sup> These interviews were achieved across a combined pilot stage and the main fieldwork. For more information see the Education and Training Professionals Survey main report and the accompanying technical report. <https://www.gov.uk/government/publications/the-education-and-training-professionals-survey>

group differences are statistically significant at the 95% level. At ITP level, results are compared with other provider types where possible.

## 2. Composition, employment and deployment of the workforce

This chapter presents data from the provider-level survey, setting out:

- population estimates,
- contractual status of staff,
- provision of vocational and academic programmes, and
- subjects offered.

It ends with data from the staff survey looking at:

- demographic profile of teaching staff and leaders.

### Population estimates and contractual status

Table 2.1 shows the population estimates for teachers and leaders working in ITPs based on the data collected. ITPs had a higher proportion of leaders compared with other provider types (23% in SFCs and 20% in ACL providers). The figure is significantly higher for ITPs due to a higher number of individual organisations than other provider types and leaders are needed to run each of these organisations.<sup>8</sup> As ITPs also tended to be smaller than other provider types they have a relatively higher proportion of leaders compared with other provider types.

**Table 2.1 Population estimates**

	Population estimate for participating sample (N)	Proportion of all teaching staff and leaders (%)	Whole population estimate
<b>All teaching staff and leaders</b>	<b>13,620</b>	<b>100%</b>	<b>27,810</b>
<b>All leaders</b>	<b>4,350</b>	<b>32%</b>	<b>8,890</b>
Heads of faculty/ subject	1,410	10%	2,880
Staff governors	1,080	8%	2,210
Other leaders/ managers	1,860	14%	3,800
<b>All teaching staff</b>	<b>9,270</b>	<b>68%</b>	<b>18,920</b>

<sup>8</sup> There were 473 ITPs in the sample, 78 ACL providers and 31 SFCs. The CSS received responses from 117 colleges.



Base: All HR respondents (ITP 473), Population estimates have been rounded to the nearest 10.  
Questions B5,B6,B7

The majority of teaching staff working for ITPs were employed on a permanent contract (77%), 12% were self-employed with the rest (11%) on a temporary or flexible contract (see Table 2.2).

**Table 2.2 Teaching Staff by contract type**

	Population estimate (N)	Proportion of all contracts issued in the sector (%)
Permanent	8,340	77%
Fixed term or temporary	470	4%
Zero/ minimal/ flexible hours	680	6%
Employed through an agency	60	1%
Self-employed	1,270	12%

Base: of all reported contracts (10,820), Population estimates have been rounded to the nearest 10. Question B8

Most teaching staff were employed on a full-time basis (64%), with 22% employed part-time and the rest on a sessional/flexible basis (13%) (see Table 2.3).

**Table 2.3 Teaching Staff by contracted hours**

	Population estimate (N)	Proportion of all contracts issued in the sector (%)
Full-time (35 hours or more per week)	6,280	64%
Part-time (Less than 35 hours per week)	2,200	22%
Sessional/ flexible	1,320	13%

Base: of all reported contracts by hours (9,800). Population estimates have been rounded to the nearest 10. Question B9.

## Vocational and academic offers

In addition to information about staffing profiles, the provider-level HR survey captured insight into which types of programme and subject areas specifically were delivered by different parts of the sector. Of the vocational programme types, most ITPs offered

embedded functional skills (89%) and apprenticeships (86%). Beyond this, there was a greater variety of provision offered across ITPs, as shown in Table 2.4.

**Table 2.4 Vocational programmes offered**

Programme	Percentage
Functional skills embedded	89%
Apprenticeships	86%
Adult Education Budget provision	48%
Functional skills standalone	43%
Preparation for work	39%
Life skills	30%
Traineeships	27%
Technical Certificates	27%
16-19 Study Programme	26%
SEN or supported learning provision	18%
Applied general qualifications	15%
Community learning	14%
Work and health programme	12%
Adult offender learning	4%
Family learning	4%
T levels	1%
Other vocational programme	32%
None of these	1%

Base: Vocational programmes offered - all HR respondents (473),

Business and administrative studies was the most common vocational subject, offered by 64% of ITPs (see Table 2.5).

**Table 2.5 Vocational subjects offered**

Subject	Percentage
Business and administrative	64%
Childcare and education	34%
Digital/ IT	33%
Social care	27%
Engineering and manufacturing	25%
Retail and commercial enterprise	23%
Transport and logistics	21%
Construction	17%
Legal, finance and accounting	17%
Catering and hospitality	16%
Health and science	16%
Sales, marketing and procurement	15%
Hair and beauty	14%
Sport, leisure, travel and tourism	13%
Creative and design	9%
Agriculture, environmental and animal care	7%
Arts, media and publishing	7%
Protective services	4%

Base: Vocational subjects offered – all HR respondents that did not answer ‘none of these’ when asked about academic programmes (469).

ITPs were also asked about the academic qualifications and subjects that they offered. Around one in ten offered GCSEs (9%) and/or other accredited academic qualifications (11%); 4% offered foundation degrees and other non-accredited academic provision; and 1% said they offered AS/A levels (see Table 2.6).

**Table 2.6 Academic programmes offered**

Programme	Percentage
GCSE	9%
Other accredited academic qualifications	11%
Other non-accredited academic qualifications	4%
Foundation degrees	4%
AS/A levels	1%
None of these	61%

Base: Academic programmes offered - all HR respondents (473)

Academic subjects offered – all HR respondents that did not answer ‘none of these’ when asked about academic programmes (184), there was a long list of academic subjects each offered by fewer than 3% of providers these have not been shown.

Mathematics and English were the subjects most commonly offered by ITPs. These were followed by a long list of subjects each offered by a small proportion of ITPs, most commonly Business Studies.

**Table 2.7 Academic subjects offered**

Subject	Percentage
Mathematics	35%
English	35%
Business Studies	5%
Chemistry	4%
Biology	4%
Art and Design	4%
Design and Technology	3%
Media/Film/TV studies	3%
Physics	3%

Base: Academic subjects offered – all HR respondents that did not answer ‘none of these’ when asked about academic programmes (184), there was a long list of academic subjects each offered by fewer than 3% of providers these have not been shown.

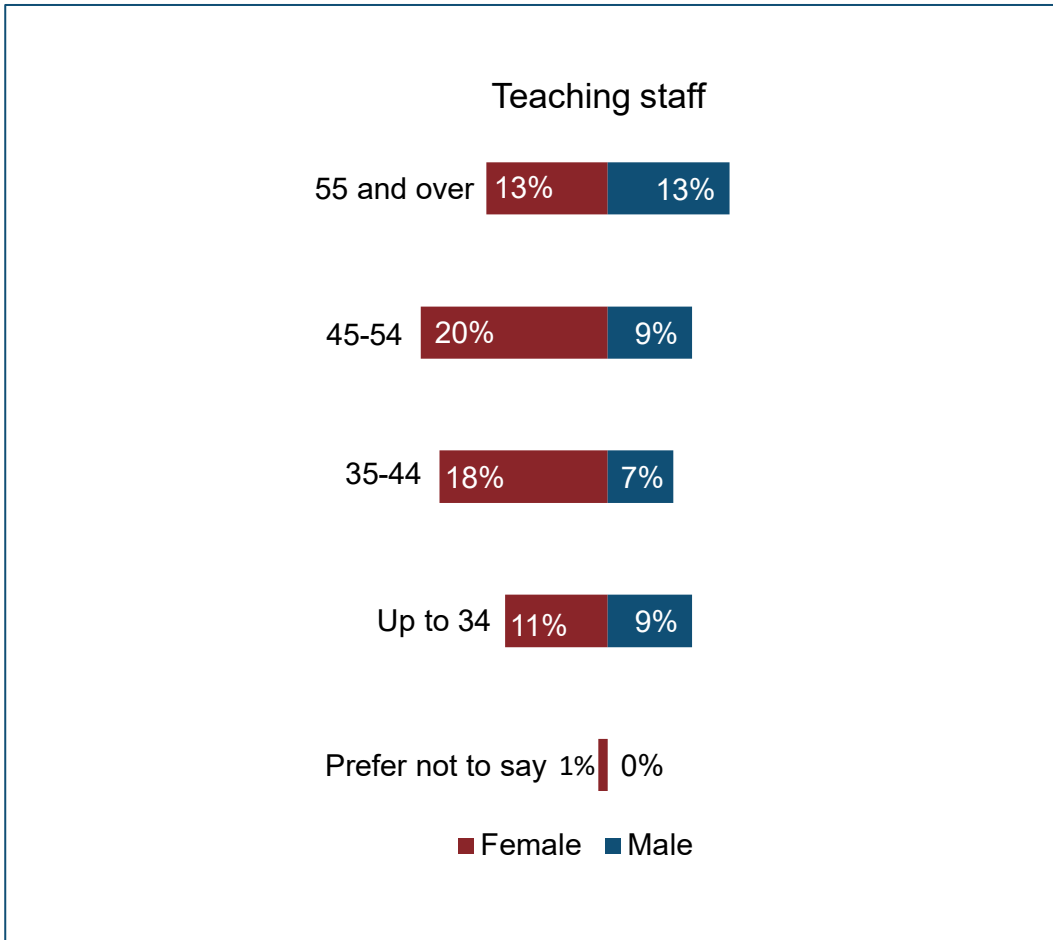
## Demographic profiles of teaching/training staff and leaders

Figure 2.1 breaks down teaching/training staff by age group and gender and Figure 2.2 breaks down the profiles of leaders by age and gender.

- Women comprised the majority of both leaders (69%) and teaching staff (63%).
- One in five teaching staff were aged under 35 (20%), 25% were aged 35-44, 29% were aged 45-54 and 26% were aged 55+.
- Leaders had a younger age profile than teaching staff, with 35% aged 35-44 and 18% aged 55 or over.
- The skew towards women was reflected in all other provider types within FE. In SFCs the proportion of female to male staff was 64% compared with 36%, while in ACLs it was even more skewed at 86% compared with 14%. The CSS found that 61% of teaching staff were female compared with 36% males; although it

found the gender split more balanced at leadership level at 55% female and 44% male<sup>9</sup>.

**Figure 2.1 Age and Gender profile: teaching staff**

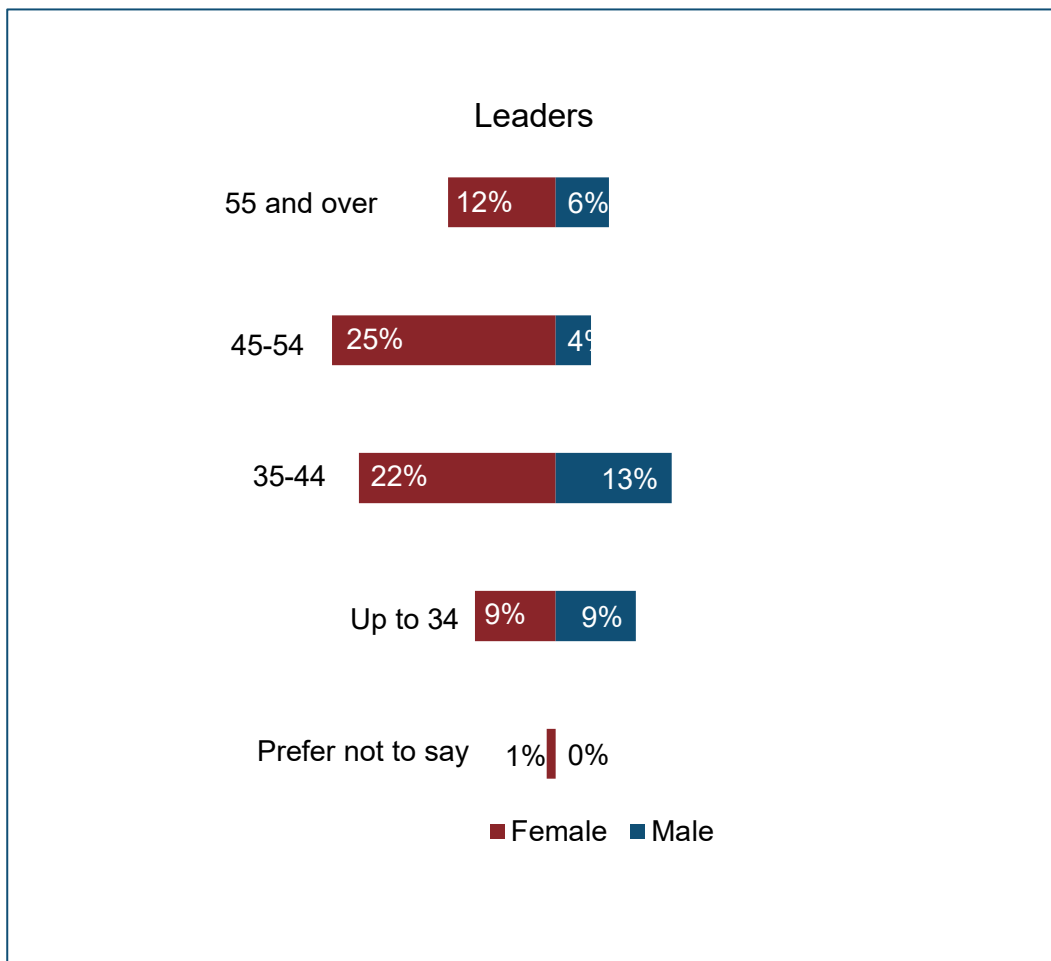


Base: All teaching staff only (579),

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<sup>9</sup> CSS teaching staff figures p. 32, leadership figures p.34

**Figure 2.2 Age and gender profile: leaders**



Base: All teaching staff only (579), All leaders only (106)

Teaching staff and leaders were also asked about their nationality and ethnicity. The vast majority were British (97%), 1% were from the European Union (EU) and 1% were from outside of the EU; 1% preferred not to say.

The vast majority described their ethnicity as White/White British (93%); 2% said Black/Black British, 2% Mixed, 1% Asian/Asian British, 1% other and 2% preferred not to say.

Finally, all teaching staff and leaders were asked whether they have any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more. One in six teaching staff and leaders said they did (17%), which was in line with other

provider types (18% for ACLs and 15% for SFCs) and with the adult working-age population where 19% report a disability or health condition lasting 12 months or more.<sup>10</sup>

Older staff (aged 55+) were more likely to report having a health condition (23%, compared with 12% of staff aged up to 34 and 14% of staff aged 35-44); this is also in line with the wider working age population, where having a disability or long-term health condition rises with age.<sup>11</sup>

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<sup>10</sup> For example, the most recently published [Family Resources Survey 2018/19](#).

<sup>11</sup> Ibid.



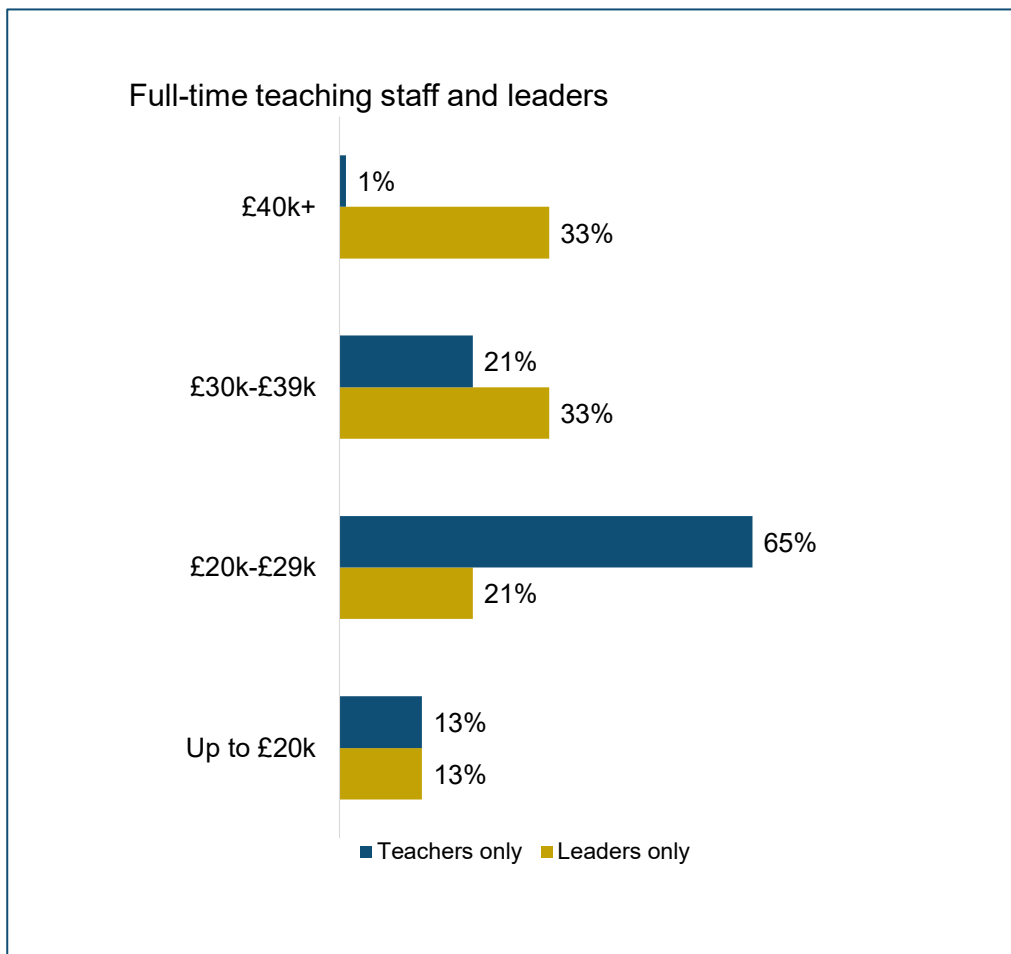
### **3. Salary, qualifications and prior industry experiences**

This chapter explores salary levels among teaching staff and leaders, as well as a comparison of earnings by gender for full-time teaching staff. It also looks at the teaching qualifications held and the length of time working in FE. It concludes by looking at experience gained outside of education, both prior to joining the sector as well as whether they continued to take on employment outside of their role with the ITP.

#### **Salary**

All respondents to the staff survey were asked to provide their annual salary before tax. Figure 3.1 shows the salary for full-time staff only (to ensure equivalence) among teaching staff only and leaders only. The results show that leaders are more likely to be on a higher salary, compared with teaching staff. The majority of teaching staff earned between £20,000 and £29,000; few earned £40,000 or more. The figures broadly reflect earning patterns in ACLs, but teaching staff in SFCs tended to be earning more: 53% earned between £30,000 and £39,999 and 8% earned £40,000 or more.

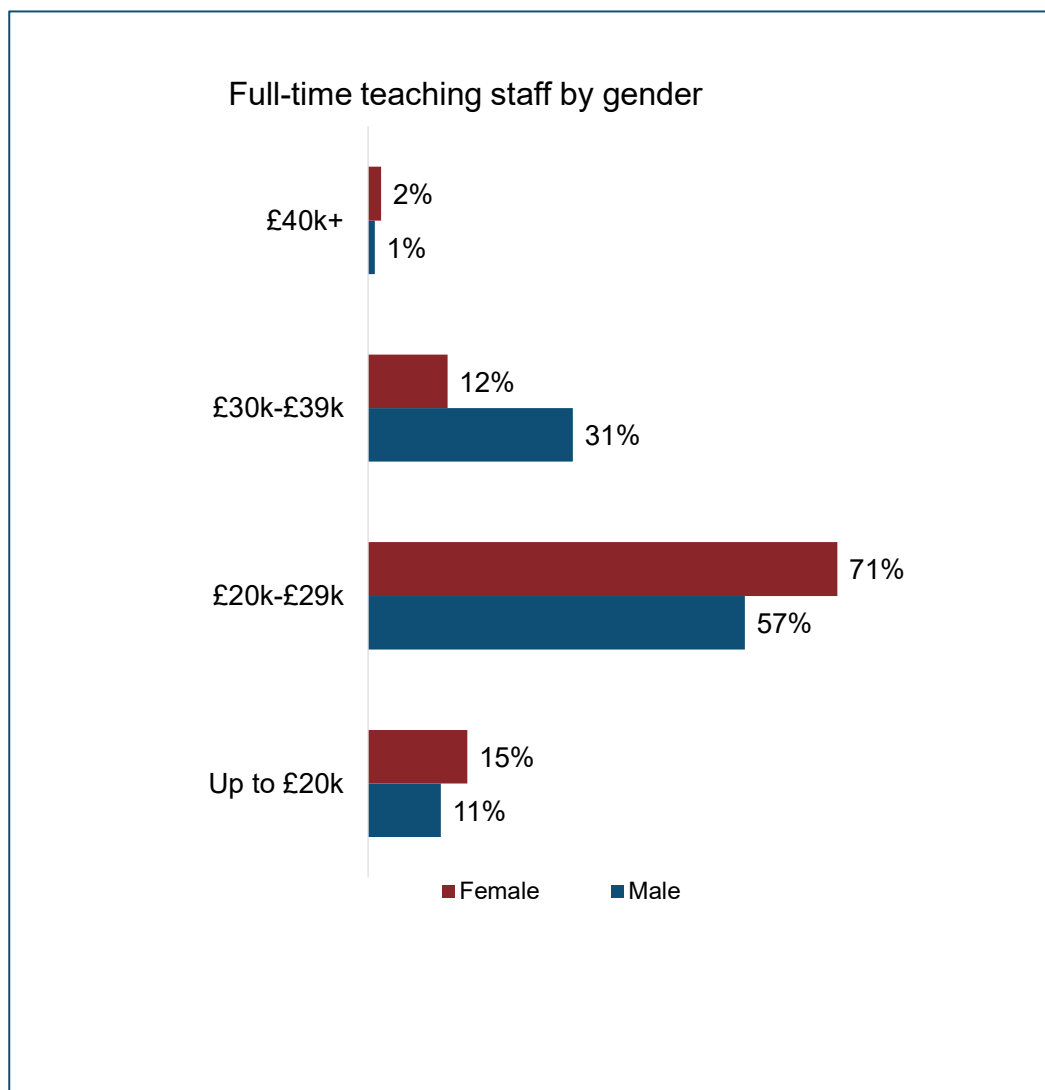
**Figure 3.1 Salary for full-time teaching staff and leaders**



Base: Full-time teaching staff and leaders: All teaching staff who indicated they work on a full-time contract and responded to the salary question (345), All leaders on a full-time contract who answered the salary question (76),

Figure 3.2 shows the salary breakdown for full-time teaching staff by gender. It shows that women were more likely to be in the £20,000-£29,999 earnings bracket (71% compared with 57% of men), whereas men were more likely to be earning £30,000-£39,999 (31% compared with 12% of women). Female teaching staff were more likely to be earning less than £20,000 (15%) compared with male teaching staff (11%).

**Figure 3.2 Salary for full-time teaching staff by gender**



Full-time teaching staff by gender: All female teaching staff only on a full-time contract who answered the salary question (205), All male teaching staff only on a full-time contract excluding those who did not answer the salary question (137)

The majority of teaching staff on a part-time teaching contract were earning less than £20,000 per annum before tax (71%). One in four earned between £20,000 and £29,999 (24%). There were too few leaders on a part-time contract to provide robust analysis.

## Qualifications

All staff were asked if they held any qualifications in teaching, training or learning assessment. The majority of teaching staff in ITPs said that they held a teaching-related qualification (85%). While this was lower than for other provider types (97% for ACL

providers and 96% for SFCs) ITP staff were more likely to say that they were currently working towards a qualification (10% compared with 1% for teaching staff in ACL providers and 2% for teaching staff in SFCs). The youngest age group, those aged up to 34, were the least likely to say they had a teaching qualification (70%) compared with older age groups (88% for staff aged 35-44, 90% for those aged 45-54 and 88% amongst those aged 55+).

Table 3.1 shows the highest level of teaching, training or assessment qualification held for those staff who said that they have some level of qualification. Teaching staff were most likely to have a Level 3 qualification (33%), followed by Level 4 (31%). Leaders who also teach were more likely to hold a Level 7 qualification (15%).

**Table 3.1 Highest level of teaching, training or assessment qualification held**

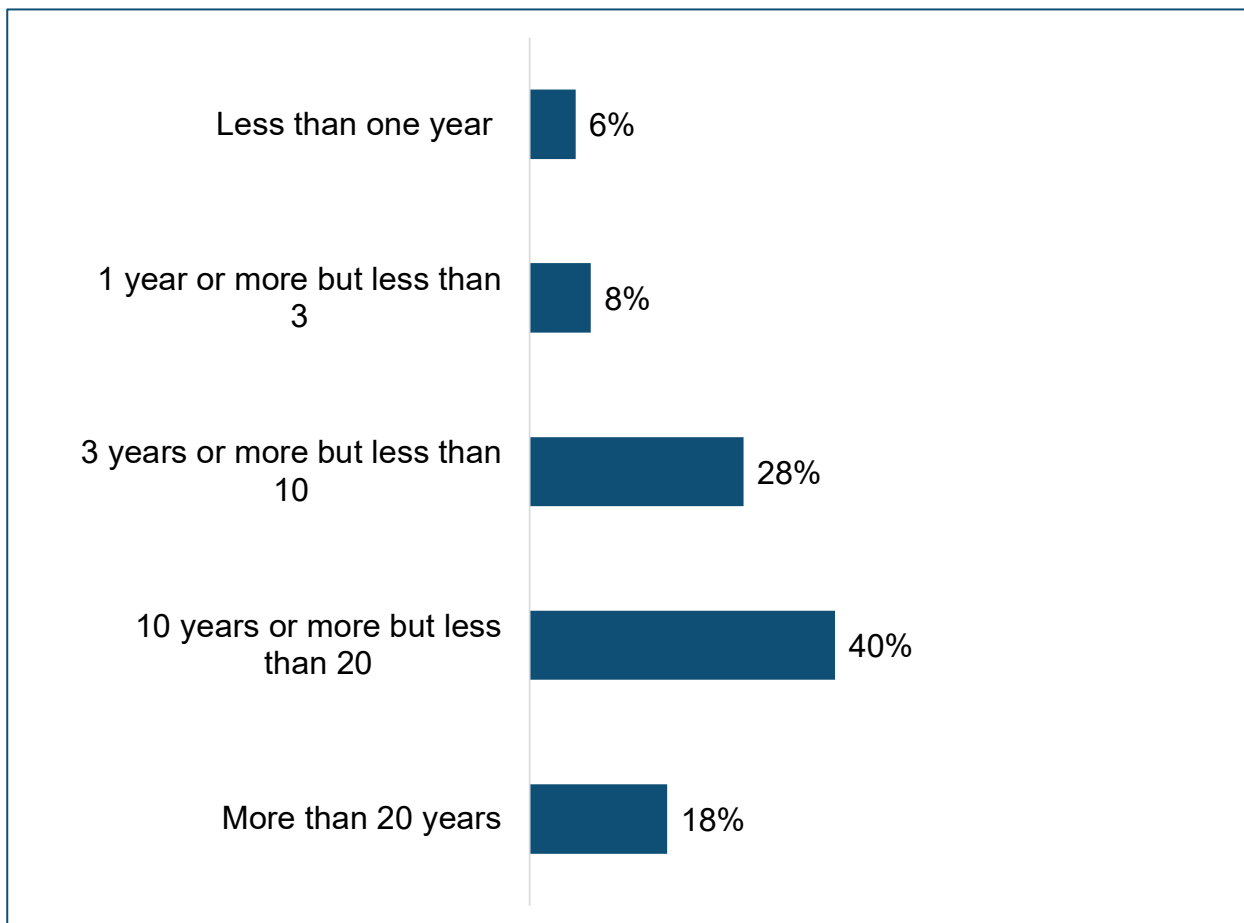
Highest teaching qualification held	Percentage
Level 3	33%
Level 4	31%
Level 5	15%
Level 6	4%
Level 7	11%
Other	6%

Base: All staff who have a teaching or training qualification working for an ITP (683)

## Length of time working in education and training

Staff were asked how long, in total, they have worked in the education and training sector. Figure 3.3 shows that 18% had worked in the sector for more than 20 years, while 40% had worked in the sector for between 10-20 years. Compared with teaching staff, those in leadership roles were more likely to say they had worked in the sector for more than 20 years (28% compared with 14%), as were women compared with men (22% compared with 13%).

**Figure 3.3 Total length of time working in FE**



Base: All teaching staff/leaders (870)

## Industry experience

More than three in five staff working for ITPs had prior experience of working outside of the education sector in an industry related to a subject they went on to teach or have leadership responsibility for (62%). This was the highest of all provider types, with 37% of teachers/tutors in ACLs having had outside experience and 36% of teachers/tutors in SFCs. One in five teaching staff had more than 20 years experience gained outside of education (20%), 25% had between 10-20 years experience and 14% had 3-10 years experience. A small proportion had less than three years industry experience (3%).

Teaching staff who had more than 20 years industry experience were more likely to be men (27%) than women (15%). Across all teaching staff they were more likely to be older with 30% aged 55+ and 24% aged 45-54, compared with 16% for staff aged 35-44.

Similarly, those earning a higher salary were more likely to have 20 years or more industry experience outside the education sector, with 25% of those earning £40,000 or

more in their current teaching job having at least 20 years' non-education experience, compared with 9% of those earning up to £20,000. However, the difference in salary is likely to reflect a combination of age, seniority and experience, including experience gained in industry, rather than reflecting a simple relationship between income and industry experience.

One-third of ITP staff who had industry experience had gained this in the last three years (34%), including one in six who worked in industry as well as education at the time of survey (14%). Around three in ten teaching staff said that their experience was gained between 3-10 years ago (29%) or between 10-20 years ago (29%).

## **Routes into the further education sector**

All respondents were asked about their working situation immediately before they started working in FE. Around one in twenty five staff had taught in Higher Education before entering FE (4%) and the same proportion had taught in a school (4%). Less than one in ten had worked in education but not in teaching, training or assessment (7%) and a similar proportion said that they did not work in any other sectors (inside or outside of education) before they started work in FE (6%)

## **The prevalence of holding additional jobs**

All teaching staff were asked if they worked for any other organisations at the time of the survey (this included both inside and outside of education providers), or whether they were self-employed, outside of their work with their ITP employer. Around one in three staff working for ITPs said that they had another job(s) (32%). Staff employed on a part-time contract were, perhaps not surprisingly, more likely to say they had additional employment (32%) compared with those on a full-time contract (21%); those on some other type of contract, for example a flexi or sessional contract, were most likely to be employed by other organisations (49%). Older staff were also more likely to have another job(s): 40% among those aged 55+, compared with 29% for staff aged 35-44 and 24% for staff aged up to 34.

One in five teaching staff said they worked for other education and training provider(s) (20%). This group was more likely to have Level 5, Level 6, or Level 7 qualification, as their highest qualification (33%) compared with a Level 3 or Level 4 qualification as their highest qualification (21% and 23% respectively). They were also more likely to be aged between 35-44 (23%) or 45-54 (23%) rather than aged up to 34 (11%).

A small proportion of teaching staff said that they were also employed outside the education sector (14%).<sup>12</sup> This group were more likely to be older with 22% aged 55+ compared with 12% of those aged 45-54, and 13% of staff aged up to 34, 9% of those aged 35-44.

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<sup>12</sup> The difference between the 32% reported for the total proportion of respondents who said that they worked for another organisation in addition to their main provider (whether insider or outside of education) and the individual percentages reported (20% and 14%) is explained by rounding when reporting percentages for individual categories versus grouping them.

## 4. Views of working in the education and training sector

This chapter explores ITP teaching staffs' and leaders' satisfaction with working in the education and training sector, both overall and specifically in relation to career development opportunities. It also explores views on the most rewarding aspects of working in the sector as well as the greatest difficulties. It concludes by looking at staff intention to leave the sector in the next year.

### Satisfaction with working in education

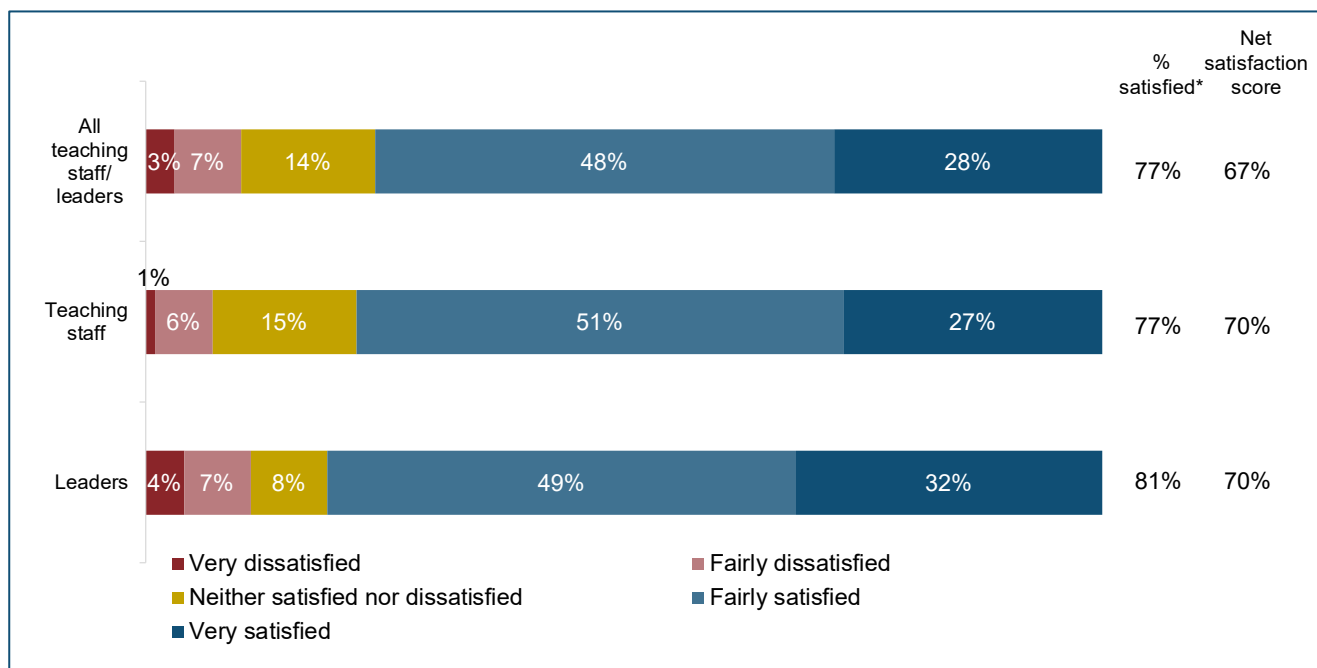
The vast majority of teaching and leadership staff working for ITPs were generally satisfied with working in the education and training sector (77%): 48% said they were 'fairly satisfied' and 28% said 'very satisfied'.<sup>13</sup> Figure 4.1 shows that satisfaction levels were higher amongst leaders, with 32% answering 'very satisfied' (32%). Figure 4.1 also shows the net satisfaction scores, which subtract the proportion of people 'very dissatisfied' or 'fairly dissatisfied' from the proportion who answered 'very satisfied' or 'fairly satisfied'.

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<sup>13</sup> The % satisfied is based on a separate calculation of the total percentage satisfied rather than simply adding the percentage scores for 'very satisfied' and percentage 'fairly satisfied'. This is why the two figures may not always equal the same value. This difference, due to rounding, should never be more than approximately 1%.



**Figure 4.1 Overall satisfaction with working in the education and training sector**

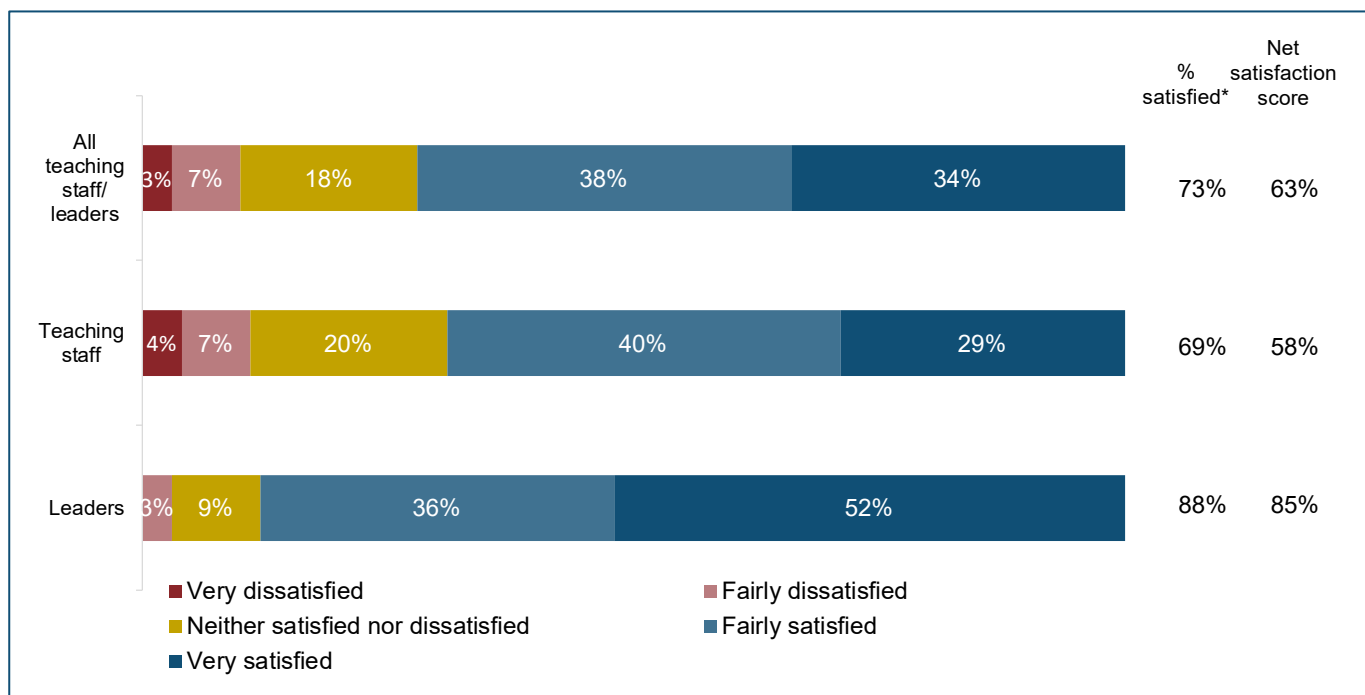


Base: All teaching staff/leaders (870), Teaching staff only (585), Leaders only (106)

Higher-earning staff were more likely to be satisfied. Two in five of those earning £40,000 or more said they were very 'satisfied' (40%), compared with 28% earning £30,000-£39,999, 29% of those earning £20,000-£29,000 and 22% of staff earning up to £20,000 . Higher salary levels are likely to denote a greater level of seniority and Figure 4.1 shows that leaders were more likely be satisfied compared with teaching staff..

Figure 4.2 shows satisfaction levels with opportunities for career development. Three in ten teaching staff said they were 'very satisfied' with career development opportunities (29%), rising to 52% of leaders. Few staff expressed any degree of dissatisfaction with opportunities for career development: 11% of teaching staff and just 3% of leaders.

**Figure 4.2 Satisfaction with opportunities for career development**



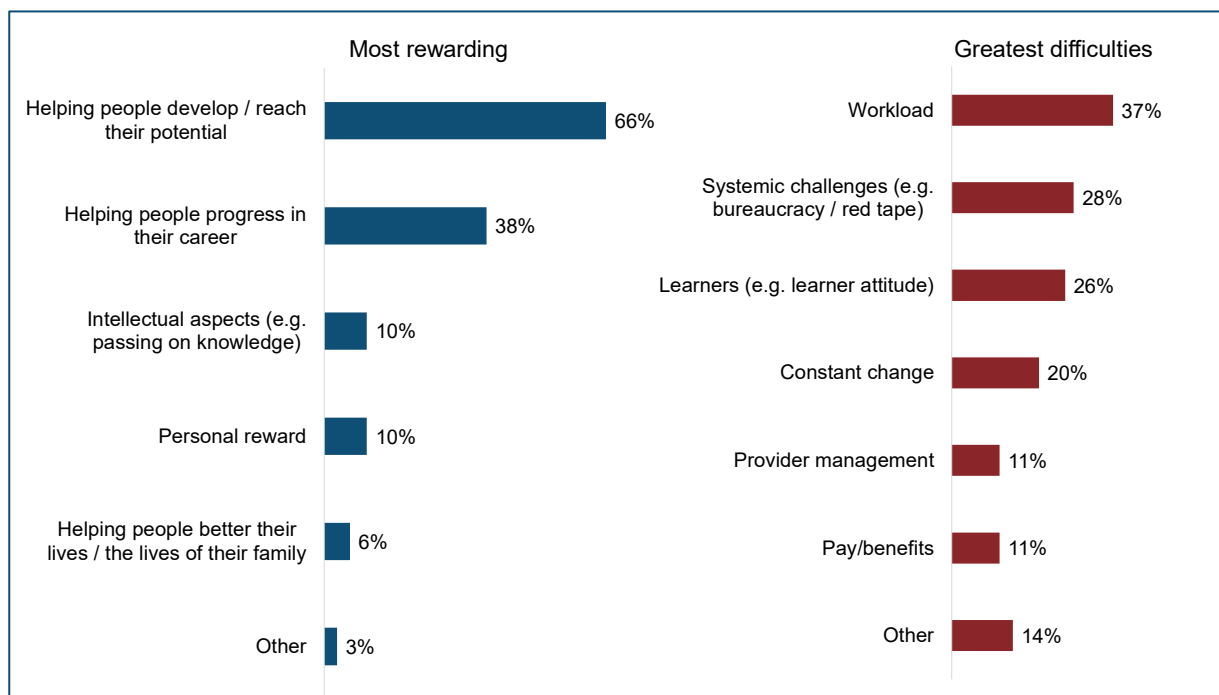
Base: All teaching staff/leaders (870), Teaching staff only (585), Leaders only (106)

Satisfaction levels with opportunities for career development were higher for those aged 35-54 compared with the youngest and oldest age groups. Around two in five of those aged 35-44 (39%) and 45-54 (40%) were 'very satisfied'; this compares with 27% of staff aged up to 34 and 28% for staff aged 55+. Salary was also linked with satisfaction with career development opportunities. Half of those earning £40,000+ (51%) said they were 'very satisfied' compared with 35% earning £30,000-£39,999, 32% earning £20,000-£29,999 and 25% of those earning up to £20,000. As with overall satisfaction, the link between salary and satisfaction is likely to be associated with seniority.

## Most rewarding aspects and greatest difficulties working in education

Leaders and teaching staff were asked what they found most rewarding about working in education and training. Free text responses were analysed and coded into themes (Figure 4.3). Amongst teaching staff and leaders, helping people develop/reach their potential was considered the most rewarding aspect of working in education and training (cited by 66%). Women were more likely to mention this (72%) compared with men (56%).

**Figure 4.3 Most rewarding and greatest difficulties of working in education**



Base: All teaching staff/leaders (870), figure shows only top five mentions

The second greatest reward was helping people progress in their career (38%). This may be linked to the heavily vocational nature of provision within ITPs. Illustrative examples from staff in their own words include:

“Being part of a process that allows people to develop their skills both personal and technical and show their full potential. Seeing those students progress onto further qualifications or develop in the industry.”  
*Teacher/trainer or assessor, ITP*

“Developing people and passing on my industry knowledge. Too many academics cannot teach how to use the theory within the workplace, those of us who come from industry can, students react positively to this.”  
*Teacher/trainer or assessor, ITP*

Approaching two in five staff cited workload as one of the greatest difficulties of working in education and training (37%). Staff with a leadership responsibility were more likely to raise the issue of workload (50%) compared with staff who did not have a leadership responsibility (32%). Around one in four staff mentioned systemic challenges including mentions of ‘bureaucracy’ and ‘red tape’ (28%) and learner attitudes or behaviour (26%). One in five raised constant change as an issue (20%), with comments referencing both qualifications/courses and policies and procedures as well as general references to

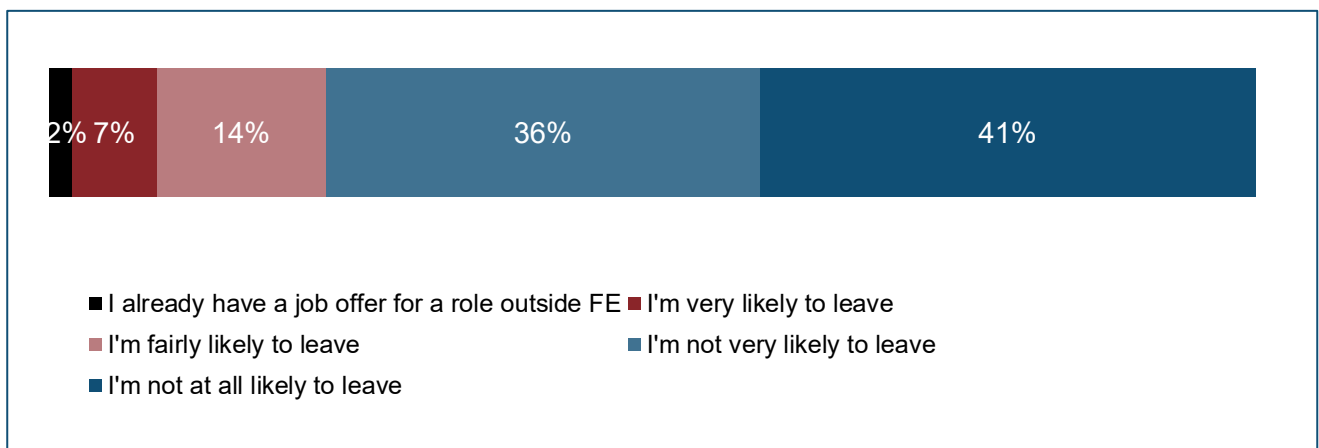
changes in regulation/legislation. Again, staff with a leadership responsibility were more likely to mention this (26%) than those who were not a leader (17%).

“Generally, just the uncertainty in the sector, such as funding changes, Ofsted changes, apprenticeship changes.” *Manager, ITP*

## Likelihood of leaving education in the next 12 months

When asked about intentions to leave the FE sector within the next 12 months, it was evident that there are considerable challenges for future retention. However, it should be borne in mind that not everyone who said they intend to leave the FE sector will actually go on to do so. Figure 4.4 shows that around one in five teaching staff and leaders were considering leaving the sector within the next 12 months (21%), comprising 7% who said they were ‘very likely to leave’ and 14% ‘fairly likely to leave’. A further 2% reported that they already had a job offer outside of FE. Men were more likely to say that they were considering leaving (26%) than women (19%), but there were no other statistically significant sub-group differences.

**Figure 4.4 Likelihood to leave the sector within the next 12 months**



Base: All teaching staff/leaders (792), excluding those who said ‘Prefer not to say’

## 5. Recruitment and retention

This chapter outlines challenges of recruitment and retention for ITPs. The data in this section comes from the provider-level survey and comparisons, where provided, are in reference to other provider types. It covers the vacancy rate and subject areas where there are more likely to be vacancies and those subjects that provide the greatest challenge to recruit for. This section also covers attitudes towards the ease and quality of recruitment over time, as well as whether cuts have had to be made as a response to challenges in staffing.

### Vacancies and recruitment difficulties

The vacancy rate for ITPs, at the time of the survey, was 23%. The figure represents the proportion of providers reliant on supply staff to fill vacancies at the time of survey. This was calculated by taking into account the number of supply staff being used to fill vacancies as a proportion of total numbers of teaching staff. The vacancy rate for ITPs was considerably higher than that for ACL providers (11%) and SFCs (2%).

Providers were asked for which subject areas they had staffing vacancies and which, if any, they found it difficult to recruit for. ITPs were most likely to have vacancies in arts, media and publishing (though this is based on small base sizes), construction and standalone literacy and numeracy. The top three subject areas they found it difficult to recruit for were: construction, engineering and manufacturing, and digital/IT.

### Attitudes on the ease and quality of recruitment over time

The provider-level survey sought to understand how recruitment of teaching staff has changed over the preceding three years. HR managers/equivalents were asked four statements to gauge what change, if any, there had been (Figure 5.1).

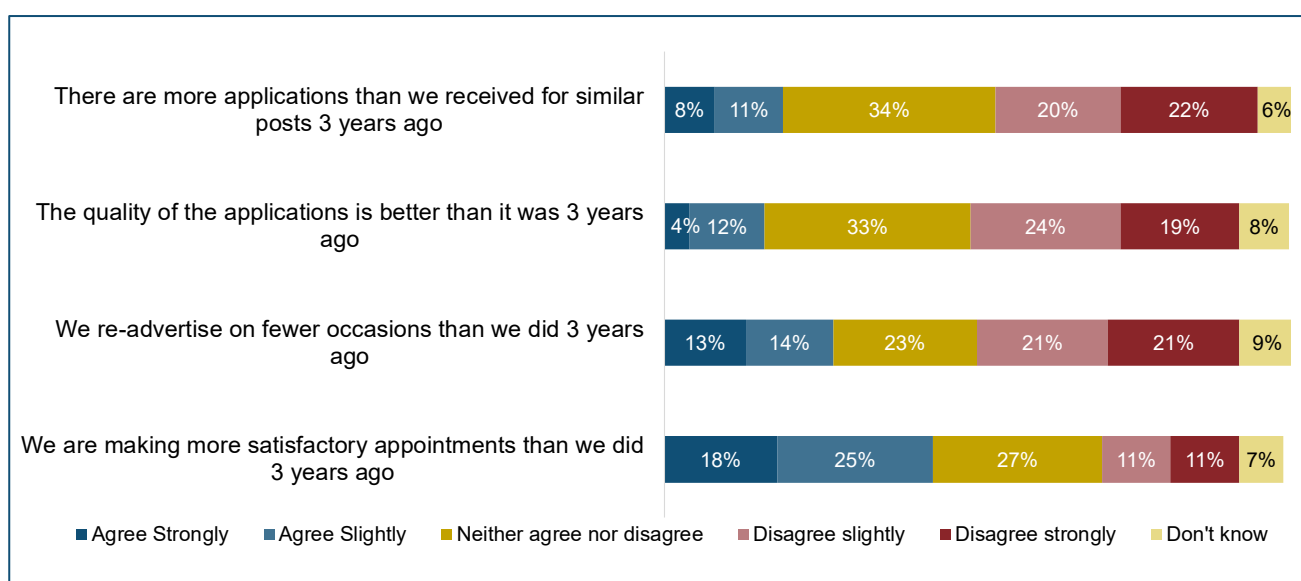
ITPs were asked whether there are 'more applications than received for similar posts three years ago'. Approaching one in five agreed, to some degree, that there had been an increase in the number of applications (18%). This was higher than for ACL providers (14%) and SFCs (13%).

ITPs were also asked whether the quality of the applications had improved over time. Around one in six agreed that they have (16%), similar to ACL providers (13%) and SFCs (10%). For ITPs, less than half disagreed that applications have improved over time (43%). This was higher than SFCs (35%) but lower than ACL providers (50%). The remaining respondents either said 'neither agree nor disagree' or 'don't know'.

ITPs were also asked whether they had to ‘re-advertise on fewer occasions’. One in four ITPs agreed that they did (27%), compared with 22% of ACL providers and 19% of SFCs.

The last statement asked providers whether they felt that they were ‘making more satisfactory appointments compared with three years ago’. Twice as many ITPs agreed than disagreed that they were making more satisfactory appointments (44% agreed, compared with 22% disagreed). ITPs were more positive about the increase in the quality of appointments than both ACL providers (37%) and SFCs (23%).

**Figure 5.1 Views on the ease and quality of recruitment over time**



Base: All HR respondents (473)

## Changes in courses offered

HR managers/equivalents were asked whether they have had to implement cuts or reductions in the courses they offer due to staffing issues compared to three years ago. Around three in ten ITPs ‘strongly or slightly agreed’ that they have had to cut or reduce courses (30%). Two in five disagreed to some degree (42%), including one in four who ‘strongly disagreed’ (25%). In comparison, around half of HR managers/equivalents for ACL providers (49%) disagreed as did one in three (35%) in SFCs.

## 6. Conclusions

Having a strong education and training sector is crucial not only to delivering on current reforms to the sector aimed at young people but also for wider changes around the devolved Adult Education Budget and the forthcoming new National Retraining Scheme. FE, more generally, has been championed as one of the key ways to 'level up' opportunities and improve social mobility across the country. The Education and Training Professionals Survey builds on the workforce data provided by the College Staff Survey from general and specialist FE colleges, to extend this insight into the skills and experience of leaders and teaching staff in the wider education and training sector. This report has focused on the findings for ITPs specifically.

The survey estimated a total population of 27,800 leaders and teaching staff work for ITPs in England, with around one in three holding some form of leadership responsibility (32%). The workforce for each of the provider types has unique characteristics. While teaching staff working for ITPs are less likely to have a formal teaching qualification, and of those who do, the qualification is more likely to be at a lower level than elsewhere in the FE sector, teaching staff in ITPs are more likely to have broader industry experience..

Helping learners achieve their full potential and progress in their careers were most commonly cited as rewards for working in education and training, while workload, systemic issues, such as too much bureaucracy, and learner attitudes/behaviours were identified as the main difficulties. Leaders were even more likely than teachers to raise the issues of workload, and constant change in relation to various factors such as qualifications, policies and regulation.

Around one in five ITP teaching staff and leaders said they were likely to leave the education and training sector in the next twelve months (21%). However, on the whole, satisfaction levels were positive. Around three in four staff were satisfied with working in the education and training sector overall (77%) and specifically with the career development opportunities available (73%).



Department  
for Education

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**Reference: DFE RPPU/2018076**

**ISBN: 978-1-83870-224-3**

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