



Department  
for Education

# **International teacher recruitment: understanding the attitudes and experiences of school leaders and teachers**

## **Research report**

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## Glossary

CoS Certificate of Sponsorship

CPD Continuing Professional Development

CRB Criminal Records Bureau

CV Curriculum Vitae

DBS Disclosure and Barring Service

DFE Department for Education

EAL English as an Additional Language

EBacc The English Baccalaureate

EEA European Economic Area:

Austria, Belgium, Bulgaria, Croatia, Republic of Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and the United Kingdom.

EU European Union

FSM Free School Meals

HR Human Resources

LA Local Authority

MAC Migration Advisory Committee

MAT Multi Academy Trust

MFL Modern Foreign Languages

NARIC National Academic Recognition Information Centre

NCTL National College for Teaching and Leadership

OTT Overseas Trained Teacher

QTS Qualified Teacher Status

SCITT School Centred Initial Teacher Training

SEND Special Educational Needs and Disability

SOL Shortage Occupation List (subjects)

STEM Science, Technology, Engineering and Mathematics

SWC School Workforce Census

TA Teaching Assistant

TES Times Educational Supplement

TSA Teaching School Alliance

UCAS Universities and Colleges Admissions Service

YMS Youth Mobility Scheme

# Executive Summary

## 1. Introduction

Teacher supply and retention is an ongoing challenge for all schools. The 2016 School Workforce Census (SWC) states that for secondary schools, the percentage of schools that have at least one advertised vacancy or temporarily-filled post rose from 23 per cent in 2015 to 27 per cent in 2016 (DfE 2017a). These national patterns do not reflect the extent of local and regional differences in teacher demand and supply, with more acute challenges in certain areas, schools and subjects - particularly maths, physics and modern foreign languages (NAO, 2016; DfE 2016a). Whilst the vast majority of teachers by schools are recruited from England, schools may also recruit teachers from overseas as a solution to filling teacher vacancies, including in shortage subjects.

In November 2016, Sheffield Hallam University and the University of Brighton were commissioned by the Department for Education (DfE) to research schools' approaches to recruiting teachers from abroad, their motivations, behaviours and the perceived benefits and barriers to recruiting internationally. More specifically, the research aimed to help inform decisions on how the DfE might support the recruitment of international STEM and MFL teachers, and to identify key principles for the design and delivery of international recruitment initiatives.

## 2. Methods

This research involved two data gathering strands which ran concurrently, with all research taking place between December 2016 and February 2017.

Strand 1 involved **telephone interviews** with 44 head teachers, principals, Human Resources (HR) representatives, and other school leaders in secondary schools across England. Of these, 27 schools had recruited international teachers within the last three years, and 17 had not recruited international teachers within the last three years, although many had either direct or indirect experience of working with or trying to recruit international staff.

The School Workforce Census (SWC) was used to identify schools that had recently appointed new staff, and to give a balanced sample across such schools. Recruitment to the strand proved challenging; this was at least partially attributable to the busy time of year fieldwork was undertaken and relatively short lead in time. A booster sample of 1000 schools derived from the SWC was also used, alongside emails requesting involvement which were distributed through school networks known to members of the project expert group and research team.

The achieved sample for Strand 1 was unbalanced in terms of geographical region, with the South East heavily over-represented (20 schools), and there was very low coverage

of schools from the North East, North West and South. In addition, schools based in rural districts were over-represented in the achieved sample. Almost all schools were judged to be either 'Good' (33) or 'Outstanding' (9) by Ofsted. Within this sample, schools that did recruit internationally were twice as likely to be in the lowest two quintiles for KS4 attainment. Given the composition of the sample, caution must be applied in extrapolating the key findings to the country as a whole.

Strand 2 involved **a survey of international teachers**, sent to 13,436 teachers who trained in another country and obtained Qualified Teacher Status (QTS) between September 2014 and December 2016, according to DfE records. All of these individuals were from a country in the EEA, or were classified as an Overseas Trained Teacher (OTT) from Australia, Canada, New Zealand or the United States. No other countries were represented in the sampling frame. A sample of 3,357 was achieved (a response rate of 25%).

The survey explored demographic information and respondent characteristics; experiences of international teachers applying for QTS, visas and jobs; perceptions and experiences of teaching in England; and future intentions. The questionnaire can be found in Appendix 3 of this report.

## 3. Findings

### 3.1 School leaders' decision making around international teacher recruitment

In explaining their decision making around teacher recruitment – and international recruitment in particular – all interviewees acknowledged that teacher recruitment was either already challenging, or was likely to become more difficult in the near future. This was true of schools across a wide range of circumstances, and was the context within which they framed their responses and decisions around teacher recruitment.

Most school leaders who had recruited internationally in the last three years described doing so as a necessary 'last resort' or an additional strategy for overcoming the local shortage of teachers, as opposed to being a desirable option. The majority of schools that had not recruited internationally in the last three years reported not doing so because they currently did not need to, or because of negative experiences with international teacher recruitment in the past.

Concerns were raised around the perceived effectiveness of international teacher recruits and their ability to adapt quickly to the demands of the English teaching context. Other barriers to international recruitment included practicalities such as visa applications, understanding qualification equivalences, DBS checks and financial constraints (notably agency fees).

Perceived benefits of recruiting international teachers (such as greater workforce diversity and students' heightened cultural awareness) tended to be described as indirect or secondary advantages. The main driver of international recruitment was the desire to fill a vacant post with a specialist teacher.

Most school leaders felt strongly that they should not need to recruit international teachers and that more should be done to ensure a sufficient supply of nationally based teachers, including taking steps to improve the retention of existing teachers.

Some school leaders cited a need for additional information, support and guidance in order to make a more fully informed decision about whether to appoint international teachers.

### **3.2 Schools' practices and processes around international teacher recruitment**

Agencies were or had been used by nearly all schools recruiting from abroad. They used a combination of agency-led approaches for international recruitment: providing CVs of potential candidates, travelling to source countries on international recruitment drives, and 'speed-dating' recruitment events. Three school leaders who had recently employed international teachers had received overseas trained teachers' applications to the schools' nationally-focused job adverts, so these schools did not proactively recruit from abroad.

Senior leaders stated that for a similar cost to recruiting a national candidate (typically cited as 15-25 per cent of the recruits first years' salary), agencies dealt with the time-consuming and often complicated issues of identifying and screening suitable international teachers, and arranging contracts and visas – particularly for short notice vacancies.

Schools often relied on Skype or telephone interviews and references to assess the suitability of candidates. Being unable to observe their classroom practice was seen as a major drawback, leading to variability in the quality of appointments. Candidates from Ireland and other EEA countries were more likely to attend interviews in person.

Most non-EEA recruits entered on a two-year Youth Mobility visa, arranged through the agency. Although this visa route was relatively straightforward for schools, it was only a short-term solution.

On the other hand, Certificates of Sponsorship (for teachers aged over 30 or those wishing to work beyond two years) were universally described as highly problematic and

costly for schools using this route, particularly for posts where subjects were not on the Shortage Occupations List<sup>1</sup>.

International teachers were often contracted on a daily/supply basis through the agency for the first year. Although more costly for the school, the opportunity to terminate the contract on either side was seen as advantageous. Schools also offered fixed term or permanent contracts for recruits, depending on their requirements and confidence in the suitability of the candidate.

### **3.3 Quality, outcomes and retention**

Of the 27 school leaders who had recruited internationally within the last three years, 16 placed importance on teachers holding QTS. In other schools, emphasis was placed on factors such as teachers having good subject knowledge, their potential ability to facilitate student learning, being enthusiastic about their subject, and enjoying working with children.

Assessing the quality of international recruits was described as difficult as interviews were often conducted via Skype or telephone, rather than face-to-face, and there was often no opportunity to observe candidates teach a lesson. During interviews, school leaders typically tried to make judgements about candidates' approaches to planning lessons and behaviour management; their knowledge and understanding of their subject area; their knowledge about the demands of the teaching profession in England; and why they wanted to live and work in England.

School leaders looking to recruit international teachers found agencies helpful insofar as they conducted checks on candidates to ascertain the training undertaken by candidates, as well as criminal record checks.

Throughout the interviews, school leaders more strongly emphasised the disadvantages associated with international recruits, in particular their lack of familiarity with the English context and curriculum, and with expectations around planning, marking, assessment, target setting and accountability measures. Where international recruits were less proficient in speaking English, this was reported as more likely to lead to behaviour management issues.

When asked to identify the advantages, some school leaders reported that international recruits brought different perspectives and experiences to the school, which helped to diversify the staff profile, introduce new content and texts to subjects, and broaden students' horizons. However, these were perceived as secondary positive outcomes, rather than the primary motivators for recruiting teachers from abroad. The main advantage was that a previously unfilled post was filled by a subject specialist, albeit in

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<sup>1</sup> SOL, as defined in MAC 2017 report includes: maths, physics, general science, computer science and Mandarin

the short-term. International recruits tended to leave within two years because of visa restrictions, meaning difficulties in teacher recruitment and retention often remained.

### **3.4 School support for international teachers**

In general, school leaders considered that international recruits often took a long time to acclimatise to living and working in England, and needed significant support to successfully manage the demands of their teaching role, and to settle into living in England. In particular, they needed support in familiarising themselves with the content of curriculum/subject areas and examination syllabi, expectations around the planning, assessment and target setting, pedagogical approaches favoured by the school, safeguarding, and other school policies.

It was usual for new international recruits to be assigned a school-based mentor, as is the case for Newly Qualified Teachers (NQTs), and to undertake a school-based induction programme. Additional support was often needed to help international recruits acclimatise to living in England, for example finding suitable and affordable accommodation, becoming familiar with transport options, financial and tax systems, and support in developing social networks. The need for support with finding living accommodation was greater in areas with high property costs.

The support offered by recruitment agencies to help international recruits to acclimatise varied. Some provided courses on issues such as safeguarding and becoming familiar with the National Curriculum; some gave more practical support such as supplying international recruits with a mobile phone and helping them find accommodation; other agencies provided little or no such support.

### **3.5 Future intentions and next steps**

Two thirds of schools that had recently recruited international teachers did not plan to recruit from abroad in future, but would consider it again as a last resort if they could not find teachers nationally. Their plans tended to prioritise attracting and retaining English-trained teachers.

The majority of schools who had not recently recruited from abroad reported that they would consider international recruitment if a number of provisos were met, including the provision of support and guidance, ensuring applicants of sufficient quality, and that a wider range of (non-Shortage Occupation List) eligible subjects were covered.

Budget cuts, limited student demand and the loss of modern foreign language (MFL) teachers in recent years (particularly German teachers in this sample) meant there was little appetite for extending MFL provision in schools by employing international teachers. Mandarin, community languages and Spanish were mentioned, but considerations of quality, cost and sustainability of supply meant a preference for English-trained MFL teachers remains high.

The immediate impact of the Brexit vote had been unsettling, particularly for established European teachers. Schools reported EU teachers leaving or pulling out of appointments and EU families/students leaving, reducing rolls with implications for staff cuts. The unknown medium and longer term implications of Brexit were described as causing uncertainty for schools and staff.

There was strong support for a free/low cost centralised register of international teachers, vetted and screened by headteachers with recruitment experience, in order to reduce the costs of advertising and agency fees and ensure trust in the service. The quality of international teachers on the register would be dependent on the robustness and transparency of the recruitment and vetting processes. Schools facing the most challenging recruitment issues requested priority access to such a register.

School leaders were strongly opposed to being allocated teachers without interviewing, observing and selecting them first, as a good match between the recruit and the school was deemed important. Leaders suggested government should offer 'the full package' of support for international teachers, such as that provided to students starting at university, covering housing, social support and local acclimatisation. Learning from other countries (such as the United Arab Emirates) that attract quality international teachers was also mentioned as important.

Information and guidance on international recruitment was felt to be lacking.

Respondents reported that a one-stop-shop government website covering all aspects of the process was needed so that school leaders could make informed decisions. Visas, CoS and agencies were reported to also need review and reform. Concerns were raised that instead of focusing on international teachers, more should be done by government to address the recruitment and retention issues of all subjects by improving terms and conditions, and making the profession more attractive for English-based teachers.

### **3.6 Experiences of international teachers**

From the survey of international teachers, 83 per cent of the 3,357 survey respondents identified as holding QTS did not hold qualifications in subjects on the Shortage Occupation List (MAC 2017). More teachers from countries with English as the first language (Australia, Canada, New Zealand and the USA) report being motivated by cultural interest in teaching in England, whereas applicants from European countries where English is not the first language were more often driven by career progression prospects.

Experience of the QTS application process was largely positive although a lack of information/guidance on the application process was the most frequently cited barrier to working as a teacher in England.

Thirty-five per cent of respondents were currently working at schools in England at the time of the survey (December 2016 - January 2017). A further 30 per cent were working as teachers in other countries. Twelve per cent were working in England but in other



occupations, with the remainder engaged in different activities. Individuals from English-speaking countries were more likely to be working at schools in England and less likely to be in England working in other occupations.

Forty-seven per cent of international teachers currently employed in schools in England worked in secondary schools. They taught a variety of subjects including arts and humanities, science, and English. More than one third (38 per cent) of these teachers were working at schools in London, with only ten per cent in rural areas. Three quarters of international teachers working in secondary schools were recruited by agencies, but this was more common among teachers from EEA countries.

Forty-four per cent of teachers awarded QTS since 2014 had never taught in England. The most common reason given was being unable to find a job, but this was cited more by EEA teachers than those from Australia, Canada, New Zealand and the United States.

Of respondents who had left teaching in England, 48 per cent were now working as teachers in other countries, and 17 per cent were working in other occupations in England. The remainder reported a range of other activities.

The most common reasons for leaving teaching in England were 'negative experience of English schools' and 'unsatisfactory pay and conditions'.

## **4. Areas for further research and consultation**

Informed by the findings presented above, a number of areas for further scoping research and consultation were identified. These include:

- Conducting research and consultation with recruitment agencies - key players in international recruitment that were outside the remit of this project. It is important to investigate the role, practices and perspectives of agencies, given their knowledge of demand and supply issues and views on ways to improve support for schools and international teachers to ensure effective recruitment and placements.
- Consulting more widely with schools in a range of challenging circumstances outside of London and the South East (where most of our sample of participating schools were located), in order to gather further evidence from a wider range of schools facing recruitment difficulties.
- Scoping for the creation of an online free or not for profit recruitment website and online portal for English schools to advertise their teaching vacancies to international (and potentially UK-qualified) teachers.
- Providing easily accessible information and guidance on the international recruitment process at all stages.

- Exploring the feasibility of addressing some of the visa and immigration issues to simplify international recruitment for schools.
- Providing guidance or potentially standards for agencies engaged in this area, following consultation with agencies themselves.
- Providing information to international teachers themselves to help them make informed and realistic judgments about working in the English system. Such information might relate to the expectations in English schools' living costs, particularly in London and the South East; and the importance of being able to speak fluent, confident English.

Practical suggestions that schools considering international recruitment might consider include:

- Speaking to other schools for recommendations of agencies, or explore working with partner schools (e.g. Multi Academy Trust schools or other local schools) that are also considering international recruitment.
- In relation to selection:
  - prior to shortlisting, thinking through approaches to selection including requesting a video with applications, using a telephone screening interview, ensuring international candidates are aware of the school context and expectations.
  - After shortlisting, thinking through online interview methods used for international recruits and the potential for live lesson observation.
- In relation to induction, which is seen as crucial for a successful appointment, consideration should be given to:
  - assigning a departmental mentor
  - including structured reading, planning and support on understanding the English system
  - providing additional coaching around pedagogy, differentiation, SEND, expectations around pupil progress, data systems/processes, behaviour management strategies and safeguarding
  - more informally, identifying a buddy or buddying system, and offering opportunities for international teachers to be involved with extra-curricular activities
  - supporting teachers to find housing and helping with practical issues like banking, transport and health.

# 1. Introduction

## 1.1 Background / context

Teacher supply and retention is an ongoing challenge for all schools. The 2016 School Workforce Census (SWC) states that for secondary schools, the percentage of schools which have at least one advertised vacancy or temporarily-filled post rose from 23 per cent in 2015 to 27 per cent in 2016 (DfE 2017a). However, these figures belie the extent to which posts in Shortage Occupation List subjects remain unfilled, or are filled by non-specialist staff, particularly in mathematics, science, modern foreign languages (MFL), English and geography

Local and regional differences in teacher demand and supply have also been highlighted (NAO 2016). In particular, schools in 'challenging circumstances face significant problems of recruitment and retention, schools in areas of high deprivation, certain urban areas and coastal rural locations have low retention rates' (DfE, 2016a). Schools in London and the South East face problems in recruiting staff due to the high housing and living costs (NAHT Survey, 2015). There are also high numbers of teachers leaving and considering leaving the profession: the National Foundation for Educational Research (NFER) reported that in 2014, about 10% of the teaching workforce left teaching (about 49,000 people although 14,000 of these left due to retirement) and in June 2015, 20 per cent of teachers were considering leaving the profession (NFER, 2015:2). Further research is needed to understand these trends.

A range of 'push and pull' factors relating to teacher recruitment exist at system, school and individual teacher levels. Research has shown, for example, that better qualified teachers tend to choose schools with more affluent pupil populations (Brown, 2015). The government has a range of initiatives aimed at addressing staff shortages, some of which are laid out in the 2016 Education White Paper (DfE, 2016b), such as national web-based recruitment.

In addition to its 'Get Into Teaching' campaign, the DfE has introduced specific interventions such as the Maths and Physics Teacher Supply Package to address particular subject shortage areas, and DfE's Get into Teaching 'Premier Plus' service provides additional support for candidates applying for teacher training in secondary maths, physics, MFL, chemistry, computing, geography or biology.

Employing teachers from overseas is one solution for filling teacher vacancies. The DfE is already supporting the recruitment of teachers from abroad through, for example, the international recruitment strand of the Maths and Physics Teacher Supply Package. Data from NCTL (2015) indicated that in 2014-15, a total of 6,179 teachers who trained in countries where there is agreed recognition of qualified teacher status (QTS), had registered their qualifications and been awarded QTS to work in English schools. These countries are Scotland, Northern Ireland (both of which operate different teacher training

systems to England and Wales), countries within the European Economic Area (EEA), and Australia, New Zealand, Canada and the United States. The figure does not include teachers trained outside these recognised countries, or unqualified teachers from abroad who are employed and supported by English schools to gain their QTS through the 'assessment only' route within four years.

In 2015, 1,713 non-EEA teachers were granted Certificate of Sponsorship visas to teach in the UK through the Shortage Occupation List. Of these, only 212 were maths and physics teachers (MAC, 2017). Modern Foreign Languages (MFL) at secondary school level are not currently on the Shortage Occupation List; however, the Migration Advisory Committee recently concluded that it is appropriate for non-EEA migrants to fill teacher vacancies in maths, physics, general science, computer science and Mandarin (MAC, 2017). In order to address staff shortages in these subjects, the minimum threshold income for non-EEA migrants effective from April 2017 has been extended to July 2019 (with the exception of general science). It is not certain what arrangements will be in place beyond this date.

Matthias' (2014) study of shortage subject teacher candidates (NCTL, 2014) found that they often shared similar motivations and experienced similar fears and concerns, such as classroom and behaviour management. Teacher candidates could be reassured by information about school ethos and the availability of in-school support. In addition to comprehensive online information, teacher candidates were found to value the availability of one-to-one advice. Matthias also found that some international teachers were unfamiliar with the UK education system and appreciated support in this area as well as with issues such as the equivalency of qualifications. The availability of such support is likely to be especially important to prospective teachers not currently resident in the UK.

Halicioglu (2015) found teachers working in a foreign country face challenges identifying a school they would like to work in, adapting to the culture of the host country, and becoming familiar with the school curriculum, the school philosophy and the academic and pastoral expectations placed on them. One major challenge in recruiting international teachers is identifying those who are likely to remain in the country and in the teaching profession, so schools do not experience a rapid turnover of staff. International teachers also need to be committed to the education system they are entering, and are likely to require some form of mentoring support to help them adapt to the education system of that country (AMF Report, 2009). However, there is currently little existing evidence on schools' approaches and motivations, and the perceived benefits of and barriers to recruiting international teachers, hence the focus of the current study

## **1.2 Aims and research questions**

In November 2016, Sheffield Hallam University and the University of Brighton were commissioned by the Department for Education (DfE) to investigate issues relating to the recruitment of international teachers in England. The main aim of the research was to

gather evidence that would inform and improve support and guidance provided for schools and teachers looking to fill vacancies in Shortage Occupation List subjects.

The overarching aims of this research were to understand schools' approaches to recruiting teachers from abroad, their motives, behaviours and the perceived benefits and barriers to recruiting internationally. More specifically, the research aimed to help shape decisions on how the DfE can support the recruitment of international STEM and MFL teachers, and to identify key principles for the design and delivery of international recruitment initiatives.

To fulfil these aims, the research team gathered primary research evidence to address the following overarching research questions:

1. What are schools' motivations for, and specific practices in, recruiting teachers from abroad?
2. What do schools perceive to be the benefits of and barriers to recruiting internationally?
3. What is the role of intermediaries such as agencies and Multi Academy Trusts (MATs) in supporting international recruitment and what leads to successful recruitment?
4. How do schools support international teachers during recruitment and, once employed, and how effective are these approaches in retaining international teachers?
5. What additional benefits and challenges do international teachers bring to schools?
6. What are the longer term intentions of schools in relation to international recruitment?
7. What reasons do schools who do not recruit internationally give for this and are there typifying characteristics of schools that choose not to recruit internationally?
8. What motivates international teachers to apply to teach in the UK and what are their experiences of recruitment; and for those who take up posts, what are their experiences of working in UK schools and what support did they receive?
9. What do prospective international recruits (both those who do take up employment in the UK and those who do not) perceive to be the enablers and barriers to working in the UK?

## 2. Methods

This research adopted a cross-sectional, mixed method design incorporating two strands. Firstly, telephone interviews were conducted with school leaders, discussing their attitudes towards, and experiences of, international teacher recruitment. Secondly, a survey of international teachers was carried out, including all individuals who completed their initial training in a country other than England or Wales, and were awarded QTS between September 2014 and December 2016. These two empirical strands ran concurrently, with all research taking place between December 2016 and February 2017. An overview of the strands is presented in sections 2.1 and 2.2.

### 2.1 Strand 1 - telephone interviews with school leaders

Telephone interviews were conducted with 44 head teachers, principals, Human Resources (HR) representatives, and other school leaders in secondary schools across England in December 2016 and January 2017.

- Twenty-seven of these schools had recruited international teachers within the last three years.
- Seventeen of these schools had not recruited international teachers within the last three years, although many had either direct or indirect experience of working with or trying to recruit international staff at an earlier time.

Telephone interview schedules (in Appendix 2) were developed to ensure that each question was pertinent to the main research questions outlined in section 1.2. During the design phase, input was received from the internal advisory group and the DfE project manager. Different interview schedules were designed for senior leaders that had/had not recruited international teachers within the past three years. Both were designed to take 30 minutes and covered broadly similar themes around motivations and perceived benefits and barriers.

However, schedules for senior leaders from schools that had recruited internationally focused more on the experiences and processes of recruitment, whereas the schedules for those that had not recruited internationally afforded greater opportunities to discuss the support and information that might be useful. Senior leaders were given an information sheet in advance of being interviewed and provided verbal consent to being involved in the research.

#### 2.1.1 Sampling strategy

With regard to sampling, the initial approach was to use the School Workforce Census (SWC) to identify schools that reported having an unfilled teaching post at some point during the previous 12 months. It was assumed that these schools, having faced recruitment decisions recently, would be in a better position to offer views on employing

teachers from other countries. Only 195 secondary schools were listed as having a vacancy. With the aim of achieving a balanced sample, these were categorised according to three variables:

*School size* was defined by ranking the overall national population of secondary schools in England according to total number of pupils and dividing this into tertiles.

*Attainment* was defined by percentage of pupils in each school achieving five or more GCSEs at grades A\*- C or equivalent including English and mathematics. From this, schools were divided into three attainment groups: the bottom two quintiles of the attainment distribution were classed as 'low' attainment schools, the middle quintile as 'middle' attainment, and top two quintiles as 'high' attainment. These calculations are based on figures obtained from the national Edubase dataset available from DfE, rather than calculations using data on schools in the sampling frame.

*Location* was divided into three categories: London, other urban, and rural. Districts where fewer than 50 per cent of residents live in urban locations are defined as rural. The main reason for examining rural/urban location is to ensure understanding of international teacher recruitment taking place outside of the major urban centres that have traditionally attracted foreign workers.

Schools were contacted by phone and email in December 2016, but less than ten agreed to participate in the study. Feedback from schools suggested that the limited window for undertaking interviews at a particularly busy time of the year (before the Christmas break) were the key barriers to engagement with the research.

In order to address the shortfall in numbers, the research team worked closely with the DfE project manager and employed a number of different strategies including:

- extending the deadline for interviews;
- sending an email to a booster sample of 1000 schools derived from the SWC (minus the 195 initially contacted) that was balanced in terms of size, attainment and location;
- approaching a limited number of schools on the DfE's list of schools engaged (or interested) in international recruitment;
- circulating the email requesting involvement through school networks known to members of both the project expert group and research team.

### **2.1.2 Realised sample of schools**

As Table 1 shows, the achieved sample was unbalanced in terms of geographical region, with almost half sourced from the South East (20). There were no schools from the North East, one from the North West and only two based in the South-West. The comparatively low numbers of London schools (4) is somewhat anomalous given the high

proportion of international teachers in the survey strand of this research who reported being employed in London schools (see section 8).

**Table 1: School sample by region**

<b>Region</b>	<b>Schools who have recently recruited internationally</b>	<b>Schools who have not recently recruited internationally</b>	<b>Total</b>
London	3	1	<b>4</b>
South East	13	7	<b>20</b>
East	5	0	<b>5</b>
South West	1	1	<b>2</b>
East Midlands	2	1	<b>3</b>
West Midlands	0	5	<b>5</b>
North West	0	1	<b>1</b>
Yorkshire	3	1	<b>4</b>
North East	0	0	<b>0</b>
<b>Total</b>	<b>27</b>	<b>17</b>	<b>44</b>

Schools based in rural districts were over-represented in the achieved sample. Fifteen of the 27 schools (56 per cent) that had recruited internationally were categorised as rural, as were 8 of the 17 (47 per cent) schools that had not recruited international teachers.

Just under three-quarters of schools were Academies (32) and most were judged by Ofsted to be either 'Good' (33) or 'Outstanding' (9). Schools that did recruit internationally were twice as likely to be in the lowest two quintiles for KS4 attainment. Schools were relatively balanced in terms of size, suggesting that the size of schools has little association with their practices around international teacher recruitment.

Given the composition of our sample, we have to acknowledge that caution needs to be applied to the extent to which the key findings can be considered representative of the country as a whole. Detailed tables listing the characteristics of each participating school are included in the Appendix to this report (see Tables 27 and 28).

### **2.1.3 Analysis of telephone interviews**

All school leader telephone interviews were audio recorded, partially transcribed and entered into an Excel spreadsheet as a case-by-question matrix, allowing both qualitative and quantitative analysis. A thematic analysis was undertaken, broadly utilising a Framework Analysis approach (Smith and Davies, 2010). Sections 3-7 of this report present findings from this strand of the research.



## 2.2 Strand 2 - survey of international teachers

The DfE supplied a list of teachers who trained in another country and obtained QTS between September 2014 and December 2016. The file contained records on 13,436 individuals. For each of these individuals, the following information was provided: email address, first name, date of birth, country of origin as a teacher, and route to QTS. The 'route to QTS' field indicated whether the QTS holder was from a country in the EEA, or was classified as an Overseas Trained Teacher (OTT) from either Australia, Canada, New Zealand or the United States. No other countries were present in this sampling frame.

A census approach to the survey was adopted. All QTS holders were contacted via email with information about the project and a link to complete the survey, which was hosted on the website Qualtrics and distributed only in electronic format. A reminder email was sent in December 2016 followed by a final reminder in January 2017. A sample of 3,357 was achieved (a response rate of 25%). Further details about the sample are discussed in Section 8.1.

The survey explored the following themes:

- demographic information and respondent characteristics
- experiences of international teachers applying for QTS, visas and jobs
- perceptions and experiences of teaching in England
- future intentions

The survey contained a set of questions that were aimed at all respondents irrespective of their current employment or residency status. There were also certain items only relevant to:

- teachers currently working at a school in England
- teachers who hold QTS but have never worked in a school in England
- teachers who have previously taught at a school in England but were no longer doing so

We produced univariate and bivariate tables to explore the responses. Section 8 of this report presents results from this strand of the research. Most analysis is presented according to EEA/non-EEA status of respondents. This is appropriate given the different policies currently relating to these two distinct groups of respondents.

### 3. School leaders' decision making around international teacher recruitment

#### Key findings

- In explaining their decision-making around teacher recruitment - and international recruitment in particular – all school leaders acknowledged that teacher recruitment was either already challenging, or was likely to become more difficult in the near future. This was true of schools across a wide range of circumstances and was the context within which they framed their responses and decisions around teacher recruitment.
- Most school leaders who had recruited internationally in the last three years described doing so as a necessary 'last resort' or an additional strategy for overcoming the local shortage of teachers, as opposed to being a desired route.
- The majority of schools that had not recruited internationally in the last three years reported not doing so because they currently did not need to (7 schools) or because they had negative experiences (8 schools) with international teacher recruitment in the past.
- Concerns were consistently raised around the perceived effectiveness of international teacher recruits or their ability to operate effectively within an English teaching context.
- Other barriers to international recruitment included practicalities such as visa applications, navigating qualification equivalences, DBS checks and financial constraints (notably agency fees).
- Perceived benefits of recruiting international teachers (such as greater workforce diversity and students' heightened cultural awareness) tended to be described as indirect or secondary outcomes.
- Some school leaders cited a need for additional information, support and guidance in order to make a more fully informed decision about whether to appointment international teachers.
- Most school leaders felt strongly that they should not need to recruit international teachers and that more should be done to ensure a sufficient supply of nationally based teachers, including taking steps to improve retention of existing teachers.

## 3.1 Reasons and motivations

### 3.1.1 Schools that did recruit internationally

Most school leaders (23 of the 27 who had recently recruited internationally) explicitly described their primary motivation for recruiting international teachers more in terms of **necessity** than preference. Interviewees frequently cited difficulties attracting sufficient numbers of quality domestic candidates to apply for vacant teaching posts. This was despite the majority of schools running extensive advertising campaigns locally and frequently nationally (e.g. the Times Education Supplement - TES), sometimes on multiple occasions. Schools reported that the high costs of advertising nationally in publications such as the TES (often several thousand pounds each time<sup>2</sup>) meant that recruiting teachers internationally, either directly or through a specialist agency, was usually no more expensive and sometimes cheaper.

When asked about their reasons for recruiting internationally, nearly all school leaders stated strongly that this was because local or national recruitment was already challenging, or likely to become more difficult in the near future. This was the near universal context and motivation for their decision-making, regardless of their school's circumstances.

The general consensus was that the market is toughening and that local and national supply, particularly in Shortage Occupation List subjects, is diminishing. Thus schools needed to innovate and diversify their approach, with international recruitment just one of the options considered. Other approaches included 'growing' existing staff and being involved with school-led teacher training schemes such as School-Centred Initial Teacher Training (SCITT), School Direct and Teach First.

It was reported that difficulties in attracting suitable applicants were compounded where schools faced maternity cover requests and unforeseen resignations. This was specifically raised by four schools (S1Y, S7Y, S8Y and S11Y<sup>3</sup>). Staff departures occurring late in the academic year or term (e.g. in October for a January replacement) were reported to be particularly problematic. In such circumstances, schools had less time to advertise after local/national recruitment had failed, which meant that UK teachers already in existing posts had insufficient time to give notice before the advertised posts commenced.

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<sup>2</sup> See section 4.2.2: Agencies were reported to add costs of between £5,000-10,000 to the first year of the international teacher's salary for recruitment. Advertising in the TES was reported to cost between £2,000-6,000, but often with more unpredictable results.

<sup>3</sup> Schools are coded as follows throughout the report: S1Y= School 1 of the 'Yes' group of schools that have recruited international teachers in the last 2-3 years. S1N = School 1 of the 'No' group of schools that have not recently recruited international teachers, but may have done so in the past.

Faced with limited options to ensure a teacher of appropriate quality took up the post as soon as possible, certain schools reported having few choices beyond adopting an international approach to recruitment, even if this was often recognised as only a temporary solution of last resort. International recruitment agencies, where appropriate checks and vetting had already been completed, were said to have the advantage of providing access to teachers that could start relatively quickly.

*There are rarely any UK candidates available through advertising in TES, online etc., especially when teachers leave at short notice... no one in UK is available to start. We're often not able to attract a quality teacher in that timeframe so have to look more widely. (S7Y)*

The extent to which schools were 'reliant' upon international recruits varied markedly and was often linked to both their own context and that of their local surrounding area (see 3.2 for a more detailed exploration of context and patterns of demand and supply). At one end of the spectrum, there were schools claiming they were unable to attract a single applicant for posts and as a result depended on international agencies to fill the vacancy:

*If I didn't have international recruitment, I wouldn't have a school running (S27Y)*

At the other end of the continuum, some schools had taken part in international recruitment, typically on a smaller scale (see section 3.2), but were not in a situation that compelled them to do so. The characteristics typically defining this group of schools included a favourable Ofsted rating, high pupil attainment, being well-connected geographically and perceived to offer good opportunities for CPD and career advancement (e.g. Teaching schools). Indeed, CPD and progression opportunities were highlighted by international teachers in the survey as reasons for applying to work in England (see section 8).

Although such schools might have reported reductions in the overall numbers of quality candidates – particularly in subject areas such as maths, physics, sciences and English – they usually received some applications for advertised positions. As their recruitment difficulties were less severe, these schools could afford to be more selective and strategic about when and how they utilised international teachers to augment their existing staff base. In these cases, school leaders tended to be more positive about their experiences of international recruitment.

In three schools (often in more advantaged contexts - see section 3.2) international candidates had applied for advertised posts, so these schools had **not proactively** recruited from abroad but found they attracted high quality international candidates anyway:

*We do not specifically target the international market because we found that most are already 'surfing' the recruitment pages (S23Y)*

The motivations for employing international teachers in such instances were reported to be driven by a desire to identify the 'best candidate' (S4Y) for the job regardless of the nationality of the applicant. Certain schools outlined how they had had to shift from a position of 'complacency' where previously high volumes of quality UK candidates were almost guaranteed, to considering more wide-reaching strategies in order to ensure a quality stream of applicants was maintained. International recruitment was one such strategy. There were instances where schools were willing to alter recruitment and HR processes to accommodate international candidates' requirements and permit them to apply, for example, undertaking Skype interviews out of hours (see section 4.3). However, few schools reported receiving quality applications (i.e. applications where school leaders are confident that the candidate has high levels of subject knowledge and effective pedagogic and behavioural management skills) from international teachers as part of their routine nationally focused advertising process.

Most schools that had recently recruited internationally also reported other indirect advantages of doing so. These included adding greater diversity to their workforce, introducing pupils to different cultures or in some cases, better reflecting the ethnicity of pupils taught. Nevertheless, such benefits were usually described as being secondary advantages. Instead, schools consistently couched their primary reason for recruiting internationally in terms of need, due to issues with national supply as opposed to a desire to do so. Terms and phrases such as '*desperation*' (S12Y, S13Y), '*having exhausted all other possibilities*' (S20Y), '*last resort*' (S9Y) and '*I would avoid if I could*' (S16Y) were frequently used. The following account from the headteacher at S25Y was reflective of other experiences, in that it outlines the strong preference for local and national solutions, rather than searching internationally:

*First we try to find local teachers, if not we then use agencies to recruit internationally. We don't start with the outlook of looking for overseas teachers, but we end up using the agencies to recruit because it is usually short notice and we don't have time to put up the ad. If there is nobody else [within the UK], we will only then consider recruiting from abroad (S25Y)*

School leaders felt strongly that schools should not need to recruit international teachers and that more should be done to ensure a sufficient supply of English-trained teachers, including taking steps to retain current teachers, rather than focusing on international recruitment as a short-term 'sticking plaster' (see section 6 for a wider discussion of support). Many expressed frustration and anger about the disproportionate time and cost involved in senior (and other) staff frequently advertising and re-advertising posts, paying agency fees and interviewing candidates in order to address what they view as worsening recruitment and retention issues across many subject areas, not just those identified as 'shortage subjects'. For schools with high numbers of vacancies, there was a real concern that this was becoming an unwelcome distraction to the core business of running a school effectively, as expressed by these headteachers:

*I spend 75% of my time on recruitment. (S16Y)*

*Teacher recruitment nationally is very difficult and increasingly difficult, and we know that supply isn't feeding demand. (S1Y)*

### **3.1.2 Schools that did not recruit internationally**

Despite not recruiting teachers from abroad within the last three years at their current school, a high proportion of school leaders had either direct or indirect experience of working with, or trying to recruit, international staff over an earlier time period. Examples include:

- Historic appointments of international teachers either at their current school or elsewhere. In particular, many schools had existing MFL teachers who were European nationals.
- Recruiting an international teacher (originally trained abroad) following a post in another English school.
- Offering posts to international teachers but the candidate withdrawing due to personal reasons or electing to take up a teaching post in a different country before the start date.
- Appointing UK nationals who had applied whilst working abroad (typically working in English-speaking international schools).
- Involvement with an Erasmus exchange where international students from a local university were employed as language assistants to support language oral classes.

Despite not necessarily having recent experiences of recruiting international teachers within their existing school, many interviewees felt well qualified to offer their views and previous relevant experience on international recruitment. Over two thirds of interviewees claimed to be aware of other schools in their locality that had pursued international recruitment with varying degrees of success. However, very few reported that other schools had any meaningful influence on their own decision-making with regard to international recruitment.

An exception to this was the school leader from S7N (a low attaining, small, rural school, with an Ofsted rating of 'Good') who reported long term difficulties recruiting teachers for maths and science. They were currently waiting to learn how successful their neighbouring school had been following the appointment of two teachers from India, before committing to pursue an international route.

In most cases, where school leaders had not recruited internationally, it was because they had not needed to. They had been able to fill posts with candidates trained in England, typically because of their schools' advantageous contexts and characteristics (e.g. location and positive reputation). In such cases, there was limited appetite to actively target international teachers.

*No, haven't needed to, people come to us, including UK nationals working abroad, so we've not proactively recruited in that way (S4N)*

However, similar to schools that had recruited internationally, there was wide recognition that even in 'privileged' areas and high performing schools, recruitment was becoming more difficult. For example a school leader in high attaining grammar school with an Ofsted rating of 'Outstanding' had previously felt '*relatively shielded from the sum of the teacher recruitment problems*' (S8N) but now reported increasing difficulty attracting '*quality fields*' of applicants, particularly in English and maths.

In principle, this opened up the possibility of a far greater role for international recruitment within the English school labour market. Two schools (S3N and S11N) reported recent failed attempts to recruit international teachers after offering them positions. Of the three candidates offered posts, two withdrew for 'personal reasons' and the other accepted an alternative offer from a school in Abu Dhabi. Nonetheless, there was little to suggest that large numbers of other schools were planning to embrace an international recruitment strategy that was either targeted or substantial in scale. Where schools did report more serious consideration of pursuing an international approach it tended to be motivated through having '*no choice*' (S11N) and was viewed more as a '*stopgap*' (S16N) rather than a long term solution.

School leaders cited a variety of reasons why they felt anxious about pursuing international teacher recruitment. These can be broadly categorised into three main areas: concerns over the quality of teacher and their suitability to working in England; concerns over practicalities; and a lack of information and/or support.

### **3.1.3 Concerns about the quality of international teachers and their suitability to the English education system**

School leaders tended to emphasise their concerns about the low quality of international recruits, more so than the advantages. In particular, they commented on international recruits' lack of awareness of what it means to be a teacher in England, specifically in terms of their lack of familiarity with English curricula, relatively low expectations in relation to differentiation, progress, planning, marking, and difficulty in dealing with accountability procedures (see section 5.2.2 for further details of concerns about the quality of international teachers and the implications of this). Cultural differences relating to teachers from abroad were frequently identified as being potentially problematic (see section 5.3 for further details of concerns suitability of international recruits).

### **3.1.4 Concerns over the practicalities of recruiting international teachers**

Many school leaders who had recruited internationally revealed logistical difficulties that made international recruitment less appealing. The most frequently stated barrier identified by several school leaders (S1N, S2N, S5N, S6N, S10N, S11N, S12N, S15N)

broadly related to issues associated with visas. This included difficulties in obtaining visas, and restrictions on the duration of stay. Border-force timelines were also seen as making it very challenging to employ international teachers in time for the start of term, particularly for the Tier 2, Certificates of Sponsorship (CoS) route. This finding was also reflected in the international teacher survey (see section 8.5).

*Visas are the biggest problem because unless you had it before, it is a minefield to navigate and there isn't clear information in how to overcome it...no [useful] information from government; some information from recruitment agencies.*  
(S11N)

*The Home Office can take forever to get things processed so even if you decide you want to employ someone based on a telephone interview, it can be quite some time before teachers get here. It's prohibitive as you can't guarantee teachers will be with school at the start of term.* (S2N)

The complexity in determining equivalences of teacher qualifications from abroad was also highlighted as an issue, as were DBS safety checks. Face-to-face interviews were more difficult to arrange given the travel costs, which also reduced the opportunity for candidates to visit the school in advance for observations of their teaching - something that a Skype interview could only partially mitigate (see section 4.1).

Five school leaders (S5N, S7N, S11N, S12N, S14N) mentioned that current financial pressures limited their ability to recruit internationally. Certain schools were reluctant to embark on a 'risky' international appointment where there was doubt over potentially hidden costs in terms of predictable additional training and acclimatisation periods, on top of high agency fees and the need to potentially offer large salaries. One school leader (S11N) also mentioned that recent fluctuations in the exchange rate made England less attractive for international teachers. This is corroborated by findings from the teacher survey, where pay and conditions were identified by some respondents as reasons for leaving or deciding against working as a teacher in England at all (see section 8.5).

### **3.1.5 Lack of information and support to make a fully informed decision**

A smaller number of school leaders revealed they had not given much consideration to international recruitment, but were not necessarily opposed to it. During the course of interviews some school leaders began to consider the possibilities and/or advantages of recruiting internationally in future. However, certain school leaders suggested they lacked the experience and knowledge to know where to start. In the absence of readily available information, guidance and support (beyond actively pursuing and funding expensive specialist agencies), it was difficult for school leaders to make an informed decision about whether to adopt an international recruitment strategy.



*At the moment I'm unaware [how to] unless you go through an agency of targeting international teachers. (S1N)*

One school leader claimed that he was more likely to be approached by agencies from abroad recruiting English staff to go to Abu Dhabi and the Gulf states, than the other way around.

Across nearly all interviews there was acknowledgement of a lack of information and support around international teacher recruitment - something school leaders felt the DfE and NCTL could help address (see section 7.1). This suggests that more could be done to raise awareness and encourage undecided schools to more seriously consider international recruitment. However, it is important to emphasise that nearly all schools were unequivocal that international recruitment should not be a substitute for policies intended to increase the number of high quality teachers trained in England and ensure that terms and conditions are sufficient to improve retention. As such, a number of teachers urged caution about the relative amount of time and resource dedicated by the government to the international recruitment agenda.

*I just need a quality line of people for recruitment coming through into my schools so my kids get the very, very best teaching. (S6N)*

### 3.2 Patterns of demand and supply/uptake

The composition of our sample is not nationally representative: the limitations of our sampling are laid out in section 2.1 (also see Appendix, Tables 27 and 28). Large numbers of schools from across the country were invited to take part in our research and yet just under half of participating schools were from the South East (13 schools that had recently recruited internationally and eight that had not). Such high numbers of schools from the South East in itself suggests that international recruitment holds particular interest or relevance within this region. Further research is needed to explore the reason for this, which may include stronger regional awareness of employing international teachers; the location being particularly desirable to international teachers to work (within easy travelling distance from London); and more competitive local labour markets for domestically trained candidates.

More detailed analysis of the data suggests that the schools reporting the greatest difficulties in filling posts tended to be the ones also turning to international teacher recruitment as a partial solution. These schools were often in a range of challenging **contexts**, sharing clusters of characteristics in common, which can be grouped as follows:

- Group 1: **schools in the 'London fringe'** - including 'Good' and 'Outstanding' schools located just outside the London weighting areas in areas of high cost housing and strong competition from local grammar and independent schools. School leaders in this group reported that their neighbouring schools could offer

more favourable salaries, terms and conditions to attract the limited pool of good quality candidates. Schools with these characteristics were typical of the schools in the south east of England in our sample. This group tended to recruit the highest numbers of international teachers.

- Group 2: **schools in deprived semi-urban and urban areas**, with higher levels of Pupil Premium, SEN, ethnic diversity or EAL, particularly those away from London and the south east. Some of these had a 'Requiring Improvement' grading by Ofsted, or relatively less well performing schools compared to others locally such as non-selective schools in a selective area.
- Group 3: **schools in rural or coastal locations**, poorly served by transport links, local amenities and distant/weak links with local universities (only ten per cent of survey respondents currently employed at schools in England were working in rural areas - see section 8.3).
- Group 4: **isolated individual schools**, with single academy trust status, without partner schools to collaborate for recruitment, or schools not part of a Teaching School Alliance or Schools Direct; or newly establishing schools (e.g. Free school) without a stable track record or reputation.

Despite their differences, these four groups of schools all reported that their circumstances and characteristics put them at a relative disadvantage to others in attracting quality candidates through local and national recruitment efforts. It was for these reasons that many of these schools had resorted to international teacher recruitment. It should be noted that clusters 2-4 are identified as schools with recruitment issues in wider research literature (see section 1 above), but Group 1 is less often mentioned within this literature. In addition, the range of circumstances identified reveals a complex situation across the country with different clusters of characteristics often interlinking and overlapping. The extent to which schools were receptive to international teacher recruitment represents one particular way of addressing their experience of teacher shortages. Below, we explore in more detail the experiences of the 24 school leaders interviewed that had recently recruited internationally.

### **3.2.1 Senior leaders engagement with international recruitment**

The extent to which senior leaders reported recruiting internationally over the past three years varied markedly, ranging from just one appointment through to 25 (S27Y).

**Table 2: Number of international teachers recruited in last 3 years**

<b>Number of international teachers recruited in last 3 years</b>	<b>Number of schools</b>
One	4
Two to five	9
Six to nine	6
Ten or more	8

Analysis of the interview data reveals that certain contextual characteristics were associated with schools being more likely to recruit international teachers. A more detailed exploration of the eight schools that employed ten or more international teachers within the past three years revealed some interesting commonalities. Seven were located in the South East region - part of Group 1 identified above. The majority of schools were either 'Good' or 'Outstanding' in terms of Ofsted ratings. Attainment across these eight schools was varied with half categorised as either 'high' or 'medium' and the other half defined as 'low'. Responses suggest that the high level of international recruitment related to how these eight schools are positioned relative to others within their immediate localities when seeking to attract local/national candidates. These schools were often situated just outside Outer London, so found that they lost out to nearby schools offering the additional salary weighting:

*[Our school is] located about 500 meters north of top of M25, and if teachers travel 600 yards down road they can earn £5-6,0000 more per year as that school is within the area where teachers receive London weighting. (S18Y)*

High house prices were cited as a deterrent to teachers qualified in England looking to 'settle down', but were framed as a less of a concern to younger international teachers wanting to be in close proximity to London (38 per cent of survey respondents currently employed at a school in England reported that they were working in London - see section 8.3).

Furthermore, most of the eight schools were located within selective areas where there was a highly competitive teacher labour market. These schools' characteristics, by the standards of the country as a whole, were usually not undesirable but within their localised context were said to be the least appealing:

*We are a non-selective school in a selective county, so we lose out because our school isn't seen as high-flying. (S7Y)*

It is unlikely to be coincidental that the school (S27Y) with the single highest number of international teachers (25) over the past three years also had to contend with being in a 'Requires Improvement' Ofsted category and having the lowest attaining pupils. Using the characteristics identified at the beginning of section 3.2, S27Y might be said to have the greatest clustering of adverse characteristics associated with difficulties in attracting

teachers to posts. Below we further unpick the subject specialisms school leaders reported recruiting international teachers in, and the countries they came from.

Table 3 shows the subjects taught by the 24 schools that reported recruiting at least one international teacher within the past three years. English was the subject most frequently listed - by 18 senior leaders - as having a vacancy filled from abroad. This compares to the teacher survey which suggests that 22 per cent of international teachers currently in a teaching role taught English (see section 8.1). The subject group taught by the most survey respondents was 'other arts and humanities'. This is also consistent with the findings from interviews with school leaders where Humanities (mainly Geography) was mentioned by 11 schools. It is noteworthy that despite the demand for international teachers in English and Geography in particular, these are not recognised as Shortage Occupation List (SOL) subjects by the MAC. Maths and physics are SOL subjects and maths and science (more generally) were commonly mentioned by 12 and 11 schools respectively, and prevalence of these subjects are also reflected in the survey data (see section 8.3). Across all schools, there was widespread acknowledgement that recruitment was becoming more difficult across most subject areas, not just SOL subjects.

**Table 3: Subjects taught by international teachers recruited in the last 3 years**

<b>Subject taught by international teachers recruited in last 3 years.</b>	<b>Number of schools</b>
English	18
Maths	12
Humanities (mainly Geography)	11
Science	11
MfL	5
Design and Technology	4
ICT/Computing	2
'STEM'	2
Engineering	1
Business	1

School leaders taking part in the research were also asked about the nationalities of international teachers that had been recruited. Canada, Ireland and Australia were the countries mentioned most often (see section 5.3 for a discussion on perceptions of comparative quality). Of the seven most frequently identified source countries, six were English-speaking (see Table 4). During the interviews, school leaders stated that they strongly favoured teachers from Commonwealth countries where the quality of spoken English was likely to be better and the education systems are seen as more comparable to England. The preference for recruits from English-speaking countries is demonstrated by the higher chance of QTS holders being employed as a teacher at a school in England (see section 8.3).

**Table 4: Countries of international teachers recruited in the last 3 years**

<b>Countries of international teachers recruited in last 3 years</b>	<b>Number of schools</b>
Canada	14
Ireland (includes both Northern Ireland and Republic of Ireland)	14
Australia	13
Spain	5
United States	4
South Africa	3
New Zealand	2
Belgium, Italy, Romania, Jamaica, Portugal, France, Brazil, China, Singapore, Hong Kong, 'European countries' (each)	1

## 4. Schools' practices and processes around international teacher recruitment

### Key findings

- Agencies were used by nearly all schools recruiting from abroad. They used a combination of agency-led approaches for international recruitment: providing CVs of potential candidates, travelling to source countries on international recruitment drives, and 'speed-dating' events.
- Three school leaders who had recently employed international teachers, did so following overseas trained teachers' applications to the schools' nationally-focused job adverts - i.e. these schools did not proactively recruit from abroad.
- For a similar cost to recruiting a national candidate (typically 15-25% of the recruits first years' salary), agencies dealt with the time-consuming and often complicated issues of identifying and screening suitable international teachers, and arranging contracts and visas – particularly for short notice vacancies.
- Schools often relied on Skype or telephone interviews and references to assess candidates' suitability. Not being able to observe their classroom practice was seen as a major drawback, leading to variability in the quality of appointments. Irish and other EEA candidates were more likely to attend interviews in person.
- Most non-EEA recruits entered on a two-year Youth Mobility visa, arranged through the agency. Although this visa route was relatively unproblematic from the schools' points of view, it was only a short-term solution.
- Certificates of Sponsorship (for teachers over 30 or those wishing to work beyond two years and up to five years) were universally highly problematic and costly for schools – particularly for posts where subjects are not on the Shortage Occupations List.
- International teachers were often contracted on a daily/supply basis through the agency for the first year. Although more costly for the school, the opportunity to terminate the contract on either side was seen as advantageous. Schools also offered fixed term or permanent contracts for recruits, depending on their requirements and confidence in the suitability of the candidate.

As discussed in section 3.1 (motivations) school leaders tended to expand their recruitment searches abroad after attempts to fill vacancies with UK trained candidates had failed.

In this section, we focus on findings from the telephone interviews with school leaders in schools with recent experience of:

- international recruitment processes

- practices around advertising vacancies
- identifying and selecting potential candidates
- working with agencies - first nationally, then internationally, and
- visa and contractual issues

## 4.1 Recruitment process and interviews

The usual recruitment approaches employed by schools included advertising locally and nationally in the TES, school websites and other online recruitment portals such as Eteach<sup>4</sup>. In addition to these, a small number of schools reported extensive use of social media to promote their vacancies. As part of some schools' attempts to '*go everywhere possible*' (S7Y) in pursuit of suitable candidates, schools frequently turn to recruitment agencies to identify in the first instance, potential UK-trained applicants to fill vacancies – especially for EBacc subjects. When all avenues for recruiting UK trained teachers were exhausted, school leaders felt they had little choice but to search internationally to find qualified teachers. One senior leader summed this up the sentiment in describing their search for an international teacher as being '*fuelled by desperation*' (S13Y).

As outlined in section 3.2, schools in our sample that had most difficulties in filling posts and had turned to international recruitment, often shared similar clusters of characteristics in a range of challenging contexts. For these schools in particular, recruitment agencies were central to their processes and procedures for sourcing international teachers. School leaders' experience of the services provided by agencies, and the challenges involved in selecting and interviewing candidates in a different country were different (in some ways) to their usual national recruitment experience and processes.

## 4.2 Role of agencies

Recruitment agencies played a key role for schools facing recruitment challenges. Many of these schools were already familiar with using agencies to source candidates locally and nationally, so extending the search internationally was seen as an unavoidable next step when suitable UK-based applicants could not be found. Some continued using the agencies with whom they had a pre-existing relationship, whilst others sought those that specialised in international recruitment, or were based in their preferred source country (e.g. Ireland). Findings from the survey strand of this research show that applicants from English-speaking countries are more likely to have found teaching work in England,

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<sup>4</sup> <https://www.eteach.com/>

suggesting that preference for candidates from particular countries among some schools (see section 8.3).

Of the 27 schools in our sample that had recruited internationally in the last three years, 24 of them had done so proactively through agencies. This method of recruitment is more common for teachers from outside of the EEA (see section 8.3.2). The remaining three schools had received applications from international candidates spontaneously responding to nationally focused adverts.

In at least 21 of these 24 internationally proactive schools, agencies had been used to recruit teachers from abroad by providing schools with a list of potentially suitable candidates. Nine schools had taken part in international recruitment drives or had travelled to a source country themselves, and four had attended 'speed dating' events. Over recent years, some schools were involved in a combination of agency-related activities or services.

Most commonly (in 21 of the 24 schools), agencies supplied schools with CVs and application forms of selected candidates that had gone through the agency's initial screening and selection processes. This process was reported to vary between agencies, but typically included agency staff conducting in-country interviews and classroom observations, reference, background, police, QTS and visa checks, and some assessment of their suitability for a particular vacancy to match the school's requirements.

As some schools had used a number of agencies over the years, school leaders reported a range of experience in terms of the quality of agency vetting procedures, service and candidates they fielded. Amongst the poorer practices reported, school leaders spoke of agencies who '*fish around online for CVs*', '*use maths and physics teachers as their cash cow*', or '*try to sell you people that are not as qualified as they say they are*'.

As a result of these experiences, the importance of finding an agency, and more specifically an agent they trusted, was stressed by five schools. Key to this was finding an agent with whom they could develop a good relationship over the years, sometimes spanning several schools and previous posts. This personal, trusted contact came to understand the specific needs of their school and provided a sifted shortlist of quality candidates that met the school's particular needs and standards. These links with trusted agencies can also determine the source countries and patterns of recruitment:

*That personal contact with a particular agent has continued into my role into another, and now this school (since Jan 2016). He knows who I want and what I'm looking for. The first few were hit and miss, but the agent understands me now. From a different agency, I recruited one teacher from Canada and Spain and they didn't work out, so prefer Australians from [agency name]. (S7Y)*



*The director of a local supply agency is an ex-teacher from this school and we have a good relationship with the supply agency - they are a trusted source.*  
(S18Y)

*We use agencies initially recommended by the Local Authority - different ones for Ireland and for further afield such as Africa, although we've had no one from there. We've worked with same agency for 4 years now. ... Agencies now know the standards we are looking for.* (S26Y)

When a good agency or agent was found, school leaders were clear about identifying the benefits this entailed in terms of being able to finally fill a long-vacant post. Agencies 'do the leg work for us' – the often complicated, time consuming issues of identifying a suitable person, then arranging contracts and visas is all handled by the agency, which takes a huge strain off school staff. Finding teachers to fill appointments at short notice (especially for those starting in January) presented particular difficulties for schools. Several participants mentioned the critical role of agencies in finding suitable teachers from Australia and New Zealand as their school year begins in January. Without agencies, these posts would otherwise remain vacant.

The service provided by some agencies to schools and recruits was limited to the basic provision of potential candidates' applications/CVs and arranging the necessary visas and contracts for appointees. In a number of cases, however, good practice by agencies was reported to go beyond this and offered a more comprehensive range of support and approaches that extended to 'the full package':

*The agency have been brilliant, they helped with all the background CRB, police checks, health and safety requirements... they also brought the [international recruits] across, set them up with a mobile, trained them during the summer holidays in the English curriculum and I would meet them during the summer holidays...* (S27Y)

*This agency does video files, supports teachers with knowledge of the English curriculum, and on finding accommodation - so they do a good job. And we are happy to build a relationship with them compared with some others.* (S17Y)

These forms of support were often associated with better prepared and supported recruits who were more likely to settle in and work out as a successful appointment (see sections 5 and 6.3).

#### **4.2.1 Overseas recruitment drives and 'speed dating'**

Although the majority of schools used agencies in recent years to find potential international recruits, others – sometimes in addition – engaged in agencies' overseas recruitment drives to Australia in one case, and to Canada for three of the school leader participants we interviewed. This often involved them travelling, meeting, interviewing and observing lessons of potential candidates for the agencies' books, as part of a

delegation. This had the intended benefit of giving these school leaders 'the pick of the crop', allowing them to fill several vacancies in one visit at a reduced contract fee. These visits were described as being cheaper than advertising and recruiting through an agency:

*Advertising [in TES] two to three times is a few thousand pounds; we had gone out to an agency twice at a cost of £8000 each time... I travelled to Canada on a big international recruitment drive, a lot of Canadians can't get jobs over there so they're available for the international market. We brought back four science teachers from there - it was cheaper to travel to Canada - it's crazy! (S13Y)*

Four schools had attended free 'speed dating' (or I-Day) events organised by recruitment agencies in their area over the last three years. This was described as an intense three to four days, where agencies fly over potential international recruits from New Zealand, Australia, Canada, Ireland and the Caribbean. CVs and details are viewed in advance, and then short presentation-style meetings are arranged between schools and potential recruits, where each party can then 'sell themselves' to the other. If there was a match, candidates would visit the school for an interview and lesson observation. The quality of the candidates was reported to be highly variable – one school leader describing much of the classroom practice she observed as 'appalling' although another commented on their jet-lag and exhaustion of such an intense process. For one school leader, this event resulted in three appointments being made, with substantial savings in advertising costs and time, offset by the higher daily agency fees charged for the first year and later a transfer fee if the recruit was made permanent. One reported attending the event out of curiosity as their recruitment issues were not great, and given the fees, would not pursue the agency or 'speed dating' route again.

#### **4.2.2 Costs associated with agencies and international recruitment**

In general, the fee for recruiting and appointing an international teacher was reported to be the same or similar, in most cases, as recruiting a UK-trained teacher via an agency. Typically, agencies were reported to charge between 15% and 25% of the first year of the teacher's salary, depending on the post, experience and contract, although some participants stated this could be negotiated down to 10% (for schools involved in recruitment drives, or as an introductory rate). At the top end, one school was aware of a school that reportedly charged up to 40% (exceptionally) of first year salary costs. The services and terms offered for these fees varied, depending on the contract, with additional 'finder's fees' and 'temp to perm' arrangements made depending on schools' preferences. Daily (supply) rates and contracts were more expensive than fixed term or permanent contracts, but offered the school and candidate more options to terminate the contract if the appointment did not work out (as discussed in 4.5 below). Most schools estimated additional costs of £5,000-8,000 on top of the teacher's salary. One school stated that for an international recruit salary of £25,000, agency fees and associated costs added another £10,000 to their wage bill. One school leader (S16Y) felt strongly

that the government should cap the amount of money agencies are allowed to charge, whilst others (S3Y, S11Y, S13Y, S16Y, S20Y, S21Y, S27Y, S22Y) were in agreement that the costs were excessive, particularly at a time of reduced school budgets.

The cost of using an agency for international recruitment was often compared to the considerable fees associated with advertising in the TES (£2,000-6,000 for each advert, depending on the package and the number of times placed), national press and online websites - but these often yielded fewer results than using an agency. The international/agency route therefore offered more predictable results so was considered more cost effective overall – particularly since this included the handling of visas and contractual issues, both of which school leaders found complex and time consuming, at no additional cost.

Additional or hidden costs of international recruitment included paying for all or part of the flights and accommodation expenses for candidates invited to interview, which was more common for those recruiting from Ireland (S11Y, S24Y), rather than other countries. As outlined below, Certificates of Sponsorship (CoS) were difficult to arrange, particularly if this was for a post deemed to be in a non-SOL subject. The CoS route was also costly, especially for large Academies liable for the higher licence fee of £1476 and where additional advertising costs had to be proved, raising the overall costs of CoS to several thousand pounds in some cases (see Box 4.4a).

One school was still maintained, so the Local Authority (LA) picked up the additional costs of advertising and agency fees (S16Y). Another (S20Y) commented that the cost of recruiting had increased substantially since the demise of the LAs and their covering of moving costs for UK candidates, which they saw as one of the factors currently limiting national recruitment.

Participants frequently commented on the time and high costs associated with recruitment in general, including agency and supply costs, and reported looking into other ways of managing or reducing this, including the appointment of a part time HR consultant to deal with visas and CoS (not covered by all agencies) (S9Y). Taking part in recruitment drives or visiting source countries directly (as described above) were also ways of achieving greater cost effectiveness.

Problems were exacerbated when agencies were reported to offer international teachers another job and better deal at the end of their first year's contract, or when recruits left or negotiated up their package to stay (S9Y).

### **4.2.3 Going it alone**

To save costs and explore every possible recruitment route, some schools had attempted to 'go it alone' without the assistance of an agency or existing routes and contacts for teacher supply - but this too, was often problematic and ineffective.

*I initially used agencies but found it very expensive. I then tried to do it myself but it proved too difficult and time-consuming (e.g. dealing with visa issues) so I reverted to the agency. ...I'm supported in recruiting internationally by my PA, an HR consultant employed part-time, and a finance consultant. (S9Y)*

In four schools (S14Y, S16Y, S26Y, S27Y), school leaders had travelled to Ireland to recruit potential candidates directly from teacher training institutes and university employment fairs – in some cases without an agency as an intermediary, and sometimes with limited success:

*When we went to Ireland the cost was minimal because we organised it....We tried to recruit directly... I went to the [training institute in Ireland] as we heard the quality of training was very good there...made presentations about the school, talked with people informally, but when there was a vacancy at my school I contacted them but I wasn't able to recruit them. All of the other vacancies we filled internationally were filled through agencies and in particular one agency... which recruits heavily in Canada and Australia [but the fees were higher]. (S14Y)*

Where school leaders had developed close links with Irish contacts and organisations over time, or were from Ireland themselves (e.g. S11Y, S22Y), these links seemed to be more effective – but others also had success working with good agencies based in Ireland or other source countries.

#### **4.2.4 'Reactive' employment of international recruits**

In three schools, (S3Y, S4Y, S23Y), international recruits had applied for jobs initially advertised to recruit English/UK candidates - these schools had not proactively recruited internationally . The international candidates were appointed as they were considered to offer extra skills and experiences that meant they were the best candidate for the job. These schools were all high achieving, selective schools that did not have any difficulties recruiting nationally. Working with agencies was not part of their experience and they managed the visas and contracts processes for themselves.

#### **4.2.5 Role of MATs and school partnerships in enabling international recruitment**

Some of the Academy schools identified that they were part of a Multi Academy Trust (MAT), and others were in different partnerships with local schools (e.g. Teaching Schools Alliances). These often meant working closely with schools with very different characteristics and contexts (e.g. a sponsored academy with critical recruitment difficulties alongside a high performing school with few staffing issues). In some cases, this forced an executive head to consider new recruitment strategies, such as international recruitment, perhaps for the first time. Senior leaders who worked collaboratively often made reference to the benefits of recruiting international teachers across the MAT/partner schools including:

- Enabling recruitment drives (sometimes without the need for an agency) to source countries to fill several posts across the schools - an activity they would be less likely to consider if it was for just for one school.
- Identifying alternative source countries they were considering together, such as Singapore and Scotland, to pursue their independent recruitment strategy.
- Having resources to over-recruit when making international appointments, in anticipation of potential vacancies in shortage subjects arising in the near future.
- Deploying staff more flexibly across schools and sites e.g. combining part time roles in different schools to employ one or two international maths teachers full-time across the MAT/schools.
- Enabling schools to work more collaboratively and cost effectively, for example by pooling HR resources to resolve difficult teacher recruitment issues (e.g. lengthy CoS applications that would not have been possible without dedicated HR capacity).
- Opportunities to train and support international teachers across the wider staff group, with new staff, NQTs and international recruits forming informal support networks.

### 4.3 The interview process

After shortlisting from the CVs and applications from international recruits, over half of the 27 recent international recruitment schools reported using Skype as their main way of interviewing international candidates, while others reported conducting telephone interviews. Skype was considered the main or only form of contact and means of ‘seeing’ the applicants before making a decision about appointing them. The majority of those using Skype interviews highlighted the benefits (in terms of ease and cost) but also the limitations of Skype in not being easily able to observe the teacher’s classroom practice. Without experiencing and judging this, the selection process was described as risky and ‘*very hit and miss*’ in terms of their quality and outcomes once appointed (see section 5 for further discussion).

*The issue is Skype interviews. It’s better to see them teach otherwise it’s difficult to get an accurate assessment. QTS and references are therefore important... We always ask for as much info as possible on paper - CVs, references, then Skype interview with a set list of scenarios re teaching, what makes a good lesson, to draw out their teaching style, approach to planning, their expectations. Also, questions on the practicalities - accommodation, settling in etc. (S21Y)*

*We have to rely on Skype and references when they’re from Canada or Australia and can’t fly them over [which is difficult]. In the past it’s been variable when we’ve not seen them first. We once had to employ a maths teacher from abroad without interviewing him face-to-face. We knew it wasn’t going to be ideal but it was the last resort – we had no other choice. (S11Y)*

Two schools (S9Y, S23Y) used a range of methods in addition to the Skype interview, including an initial telephone interview, requests for videos with their applications, live lesson observations over Skype - which were described as demonstrating '*expertise under pressure*' (S23Y). Given the different time zones involved, one school described staff now being '*comfortable about interviewing at strange times in order to get the best candidates*' (S23Y).

*[There are] a number of stages. It starts with telephone interviews which can give a good idea about whether they are cut out for teaching; then Skype. One candidate delivered a lesson to a class of pupils via Skype which went very well and gave clear indications of effectiveness. (S9Y)*

At least three schools insisted on face-to-face interviews with shortlisted candidates (S2Y, S4Y, S5Y) and another school (S23Y) made an on-site interview a condition of any provisional job offer made. For Irish applicants (and those from other EEA countries - although these were infrequently mentioned), the relative ease of flying them over for the interview was considered an advantage. In these cases – as with UK candidates – international recruits would be given a tour of the school, informal staff meetings for feedback, lesson observations, student panels and marking tasks as well as the formal interview were included, to ensure a more confident assessment of their suitability to the post.

Given the sometimes limited information available to appointment panels, following up references was seen as critically important. Sometimes both verbal and written references were required. Issues were raised (by at least three schools) about the speed and thoroughness with which agencies checked and provided these, particularly around possible compromise agreements when candidates left their previous jobs.

School leaders highlighted the additional questions and issues that are important to ask of/about international candidates, when following up references and as part of the interview process:

*...references are usually bland so we try and have a conversation with the referees. Skype is so hit and miss, it's a reserve option to go down that route but international recruitment is a last resort, even though we have picked up some good people through it...but we have little choice. (S15Y)*

*You have to ask why are they moving away from their home country – it may be straightforward about them wanting wider experience, but they might be escaping other issues in their past with their performance and motivations that aren't clear at the start... From my experience, a lot of staff from the UK or abroad who come through agencies tend to be 'problematic staff', [because of the] nature of the candidates, vetting processes need to be more thorough. (S11Y)*

*Many want to travel and treat job as a holiday and don't act professionally, how you hope they would. [It's important to] get references and CRB check before you*

*even consider interviewing. You don't have the luxury of seeing them for a day, but the questions they ask are telling - are they concerned with the school, the job or with travelling? (S8Y)*

Further discussion on school leaders' varying views on the importance of QTS and other practices pertaining to the quality of candidates is given in sections 5.2 to 5.4.

## 4.4 Visas and Certificates of Sponsorship (CoS)

Prospective teachers from outside the UK or the European Union wishing to work in English schools require a visa to do so. The four possible routes are outlined in Box.4.4a

### Box 4.4a: Visas and Certificates of Sponsorship (CoS)

#### 1. Tier 5 Visa: The Youth Mobility Scheme (YMS)

This is for teachers under the age of 31 and is issued for two years. It was previously known as the Working Holiday Visa or Working Holiday Maker. The YMS is only available to citizens of Canada, Australia and New Zealand (and 5 other countries outside the remit of this study - mainly in Asia) but not the USA.<sup>5</sup>

#### 2. Dual Nationality

For teachers concurrently holding citizenship of the UK and another country.

#### 3. Ancestral Visa

Granted for 5 years to Commonwealth citizens who have a parent or grandparent who was born or adopted in the UK. Other conditions apply.

#### 4. Tier 2 Visa: Certificate of Sponsorship (CoS)

This route is for skilled workers with a job offer in the UK and those not eligible for the visa routes above. CoS is issued by a school, a Local Authority or an Academy sponsor. There are 2 types of sponsorship (for SOL and non-SOL subjects). Both are complex to navigate.

The cost of a UK Visas & Immigration (UKVI) licence is £1476 for large sponsors/Academies or £536 for small sponsor licences. The cost of each CoS per employee is £199<sup>6</sup>.

From January 2017, mathematics, physics, general science, computer science and Mandarin were deemed shortage occupations and prioritised by UKVI. Prior to this Chemistry was included. A CoS can be issued for a maximum of 5 years, after which a new CoS must be issued. Teaching in the UK on a CoS is therefore a longer term venture for these teachers.

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<sup>5</sup> This explains why we found relatively few American international teachers in the international teacher survey and few mentioned by the school leaders during their interviews. Evidence from MAC (2017) suggests that most American teachers working in England are employed by American International schools which were outside the remit of this research.

<sup>6</sup> Cost information correct in March 2017.

For non-SOL subjects teaching posts requiring a CoS, employers also need to show they have undertaken a **Resident Labour Market Test (RLMT)**. This enables them to recruit a non-EEA teacher if they can prove there is no suitably qualified worker within the UK or EEA available to fill the vacancy. The job vacancy advert must be advertised for 28 days on the Job Centre Plus Universal Job Match; in a national newspaper and a professional journal; listed on a graduate recruitment website, and in at least three UK universities (for new graduates).

Recruitment agencies were said to handle most of the visa issues for international recruits, with Tier 5 being the most common route. Schools reported that not having to deal with visa and immigration issues meant the process was more straightforward from their perspective, and this therefore made using agencies more attractive. From our sample, this mainly applied to Australian and Canadian teachers (and New Zealanders to a lesser extent), with schools generally preferring younger teachers (under 30) from these countries with 2 years on their Tier 5 visa for this reason. Even better were those with ancestry visas or dual nationality who had no or fewer issues with visas and expiry. Most international recruits left their school before or by the end of their youth visas expiry period (see discussion of contracts, section 4.5). However if the selected candidate or established recruit was approaching 30, or their two year Tier 5 visa was due to expire, schools would be responsible for ensuring the CoS application process was followed as the sponsoring employer.

At least seven of the school leaders interviewed had experience of the CoS process and consistently described it as time-consuming, difficult, uncertain, costly and frustrating – particularly when applying the labour market test to subjects deemed as non-shortage (MAC 2017, and see also section 3). Practically every school leader interviewed who had experienced the Tier 2 CoS process reported this as being particularly negative, or were aware of other schools' difficult experiences of this issue. A selection of our interviewees' experiences is highlighted below in Box 4.4b.

#### **Box 4.4b: Visa and CoS experiences**

*CoSs are a complete nightmare for education... [we urgently need an English teacher to start in January]... not a single appropriate UK candidate or anyone available through agencies. We found an Australian to start in January but she needed a CoS as she was over 30 but we couldn't prove the ad was running for 28 days so it was difficult to get a certificate for her. She would be fantastic, but we're still waiting for a very uncertain sponsorship decision with only a few days of term left before she is due to start. It's been incredibly problematic, a huge amount of paperwork and challenge....it's very difficult when they're abroad. The guidelines on CoS are very difficult to follow. They [Home Office decision making board] only meet once a month, so if we can't get a decision now, her start will be delayed until February. It's cost the school quite a bit - we need to pay for the certificate and pay again to apply for the person. Last year we asked for 2 CoSs, but they only gave us one. (S7Y)*



*The sponsorship system can be tedious as we have to wait for applications to be looked at and the school doesn't plan to do this anymore and consequently we haven't renewed the licence. At the time it was very stressful for the Geography department and frustrating for the candidate - a lot of aggravation. The school hadn't completed the correct workforce check and it cost us a lot of money as we had to use supply teachers when waiting for checks to be finalised. (S2Y)*

*I know [the CoS process] was very time consuming. The Head was anxious that the visa application wouldn't be completed in time. Advice and guidance was available from a manual which was not easy to follow, and we had to have 4-5 lengthy conversations with a helpline. It was a lot of work. There was also a worry about it being a legal responsibility that all the information was correct, with the possibility of prosecution if it wasn't. (S4Y)*

*It's a minefield and the situation is depressing. There are people in the USA who would love to come and teach in our schools for a few years and would be very good for the school and pupils, but [a visa] is too difficult to arrange. [We] tried and had to rule out someone we felt would have been fantastic as it was too problematic to arrange a visa. (S9Y)*

*We got a CoS once for a coach/teacher from Australia, it was costly and difficult – we don't want to repeat that! It's expensive to prove you can't recruit in the EU, it cost £3,000 for a TES ad each time, which meant £6-7,000 just to prove the point. (S11Y)*

*One candidate for a non-shortage subject took 9 months, partly because we incorrectly filled in a part of the form - ticking non-sponsored. In the end we had to abandon the candidate. (S16Y)*

*We teach Mandarin, and this has been a difficulty because of the lack of recognition of visas etc. Our three Mandarin teachers are all Chinese nationals. [We need] support for schools going through that process, especially for small Academies – we really need experience and support would be useful. (S22Y)*

*CoS can be time consuming and labour intensive. One negative is you will lose good UK applicants because if you give the job to the non-EEA person, it takes so long - you are unable to go back and offer the job to the second or third candidate. It would also be more costly to re-advertise. (S23Y)*

However, there was a positive consequence for one school in terms of retention:

*Once the supply year concludes, we take them onto basic NQT type contract, then after 2 years we would have to apply for [a CoS] for them to remain. If it is in a shortage subject, we make half the payment for their flights to go back [home] so we can go through the process of applications. [Since we] have also subsidised some of those costs [we are] guaranteed to keep that teacher [as they are tied to the school for the duration of sponsorship period]. (S26Y)*

As the S9Y senior leader pointed out, far fewer American teachers work in English schools as they are ineligible for the Tier 5 youth visa, so have to apply through the complex Tier 2, CoS route - even though their training qualifies them for QTS. Evidence from MAC (2017) suggests that most American teachers are employed by American International schools rather than English state schools.

Problems with the guidance were also a common problem and are discussed further in Section 3.1.

Visas were not an issue for Irish teachers. Those from Northern Ireland are British citizens and those from the Republic are members of the EEA so have reciprocal agreements and the right to work in England – another advantage and reason for Irish teachers being favoured by schools looking for international recruits.

## 4.5 Contracts

Similar to the visa issues, most schools using agencies followed the contract and terms defined by the agency. This often meant that teachers were employed by the agency rather than the school directly for the first 12 months of their contract, and the school then had a separate contract with the agency. This had a number of advantages for schools including less risk for both parties if things didn't work out – recruits can be matched to another vacancy and schools can request a replacement from the agency. School leaders also described the agency's responsibility for contracting as making international recruitment 'very attractive'.

Most frequently mentioned (by over half of the 27 recent internationally recruiting schools) was the daily, casual or supply contract. This was more costly over the first year, but provided more assurances for schools against the considerable risk, as they saw it, of the placement or recruit proving to be unsuitable. This was particularly the case if the interview was conducted over Skype or there were doubts about their quality or suitability. The opportunity to terminate on either side was seen as advantageous. Some described these as 'temp to perm' contracts, whereby schools had the option of paying a substantially lower finder's fee at the end of the first year (S15Y). Schools could then offer the teacher either a fixed term contract for the remaining period of their 2 year Tier 5 visa, or permanent employment contract if the placement was successful and both parties wanted to extend by applying for a CoS. One school (S18Y) reported currently having an Australian on a long term supply contract who has taken on a responsibility role so the school pays extra to the teacher on a termly basis.

Interviewees commented that many of the international recruits wanted to stay for a limited time anyway. Australians in particular, often had the intention to travel after two or three terms, so a daily rate or fixed term contract suited both parties.

The majority of schools offered, and later negotiated, both fixed term and permanent contracts with international recruits, depending on the quality and intentions of the

teacher and the school's requirements (for example, maternity cover). On appointment, it was often Irish teachers who were offered the fixed term and permanent contracts, partly because there were no visa issues and schools had more opportunities to interview them face-to-face and make a more confident appointment about their suitability. However, those sourced through Irish agencies were as likely to be offered one year supply agency contracts (e.g. S26Y) as their counterparts in other source countries were.

One school (S7Y) stated they preferred to push for two year contracts (presumably to encourage retention), whilst another (S16Y) said they had offered 3 year contracts to Australian and Jamaican teachers and permanent contracts '*as they'd come so far*'. As indicated in Box 4.4b above, a large number of schools had offered (and continue to offer) permanent contracts to retain good international recruits. However, given the universal difficulties relating to CoS applications, this experience had deterred a number from attempting this process again in future.

## 5. Quality, outcomes and retention

### Key findings

- Sixteen of the school leaders who had recruited internationally placed importance on teachers holding QTS. In other schools, emphasis was placed on factors such as teachers having good subject knowledge, their potential ability to facilitate student learning, being enthusiastic about their subject, and enjoying working with children.
- Assessing the quality of international recruits was difficult as interviews were often conducted via Skype or telephone, rather than face-to-face, and there was often no opportunity to observe candidates teaching a lesson. During interviews, school leaders typically tried to make judgements about candidates' approaches to planning lessons and behaviour management; their knowledge and understanding of their subject area; their knowledge about the demands of the teaching profession in England; and why they wanted to live and work in England.
- School leaders looking to recruit international teachers found agencies helpful insofar as they conducted checks on candidates to ascertain the training undertaken by candidates, as well as criminal record checks.
- School leaders tended to emphasise the disadvantages associated with employing international recruits more strongly than the advantages. These included: their lack of familiarity with the English context and curriculum, and with expectations around planning, marking, assessment, target setting and accountability measures; and where international recruits were less proficient in speaking English, this was seen as more likely to lead to behaviour management issues.
- When asked to identify advantages, the main benefit was that a specialist teacher was found for a previously unfilled post. Some school leaders also reported that international recruits brought different perspectives and experiences to the school, which helped to diversify the staff profile, introduce new content and texts to subjects, and broaden students' horizons. However, these were viewed as secondary outcomes rather than the primary motivators for recruiting teachers from abroad.
- International recruits tended to leave within two years, meaning difficulties in teacher recruitment and retention often remained (see section 5.1, Views on the importance of QTS).

## 5.1 Views on the importance of QTS

Of the 27 school leaders who had recruited international teachers within the last 3 years, just over half (16) considered it important for all teachers to have QTS. The main reason given was that QTS was seen as providing a safeguarding check in terms of the quality of, and skills pertaining to, potential recruits - *'A mark of good preparation for the post'* (S21Y); *'it is too complicated and risky to employ an unqualified teacher'* (S11Y); *'If we were shortlisting and they didn't have QTS, they would go to the bottom of the pile because of that'* (S4Y). School leaders also considered that employing teachers without QTS would mean that staff in schools would need to spend time and resources training new recruits to support them to achieve QTS. QTS was also considered important for individual teachers as it enabled them to *'start a proper career, get promotion...which helps with retention'* (S20Y).

School leaders considered QTS to be particularly important where they were striving to hold on to their school's Ofsted 'outstanding' status, and where they were working towards moving out of special measures. Two school leaders (S11Y, S23Y) spoke of parents placing demands on schools to employ teachers with QTS, and one spoke of similar demands from school governors (S8Y).

One school leader (S6Y) who preferred to recruit teachers with QTS acknowledged that for some subjects it was difficult to achieve this, and that his school currently employs non QTS teachers of Urdu and Construction.

For other school leaders, less emphasis was placed on teachers holding QTS. In such cases, however, importance was placed on teachers having good subject knowledge, being able to deliver knowledge to students, being enthusiastic about their subject, and enjoying working with children. It was also acknowledged by some school leaders that international teachers were unlikely to have QTS as this would not have been an integral part of their initial teacher training - there was, however, an expectation that international teachers would have undergone a form of teacher training in their home country.

## 5.2 Assessing quality

As outlined in section 4.3, assessing the quality of the candidates was often compromised by the lack of face-to-face contact in the recruitment process. The majority of school leaders considered that they were taking a risk when recruiting following only a telephone or Skype-type interview. To address this, some school leaders would ask candidates to send videos of their teaching to help them make judgments about their suitability for filling a vacancy. Particular importance was also placed on candidates' verbal and written references. The quality of candidates and their suitability for the job was also assessed by discerning the candidate's motivations, commitment and expectations by asking why they wanted to live and work in England; their expectations of the post; understanding of the workload and demands of the teaching profession in

England; and their perceptions of what makes a good lesson. The quality of their practice was judged remotely by exploring their approach to planning lessons and behaviour management, in addition to gaining an insight into their subject knowledge and pedagogy.

Where candidates had applied and gained QTS, school leaders considered this to be an indication that the recruit was likely to be of a suitable quality for a teaching post. However, school leaders were generally unsure of QTS equivalences in terms of teaching qualifications from other countries.

School leaders gave strong preference towards recruiting teachers who were highly proficient in English and whose spoken English language would be likely to be easily understood by the students in their school. Therefore preference was given to recruiting teachers from Canada, Australia, Ireland, rather from countries, particularly in the EEA, where English is not their first language.

The majority of school leaders looking to recruit international teachers (24 of the 27 schools) relied upon the support of agencies. They purposefully built strong working relationships with an agency they trusted so that this agency developed an understanding of the standard of teachers required by the school. The agency could then carry out all the necessary checks and follow up references on behalf of the school - again to help ensure quality wherever possible despite the challenges of international recruitment (see section 4.2 for further discussion).

Despite taking measures such as those described above to try to assess the quality of international recruits, school leaders commonly expressed that the results were often mixed, much more so than employing English-trained teachers where quality could be assessed more rigorously face-to-face, and where English teachers had prior experience of the demands of the English education system.

Many school leaders reported concerns about the quality of some international recruits employed at their, or neighbouring schools (see section 5.2.2). As one school leader commented *'It's very hit and miss, some can talk the talk but can't walk the walk'* (S7Y). Although most spontaneously identified the 'misses' and difficulties most readily, senior leaders also identified some 'hits' and benefits of recruiting international teachers when asked directly about this.

### **5.2.1 Positive aspects of employing international teachers**

When school leaders felt they had made a good appointment, they often described these international teachers as being dynamic, energetic and capable teachers. The fact that these teachers were seeking opportunities abroad was seen in part, as indicative of their high levels of motivation and determination:

*The best overseas recruits are incredibly good - they are by definition brave human beings who have travelled round the world, are pretty mature and pretty*

*grown up and are pretty impressive individuals, not necessarily academically, but a lot of drive. (S17Y)*

Alongside their energy and enthusiasm, senior leaders also identified a number of other benefits to employing international recruits. They:

- filled a vacancy, often with subject specialist training where none was available domestically;
- brought different perspectives and experiences to the school, and this in turn helped to diversify the staff profile, introduce new content and texts to subjects, and offer different, often creative, ideas about ways of teaching aspects of their subjects;
- broadened students' horizons through talking about different contextual experiences and backgrounds, for example, the cultural expectations and the economy of their home country, and their experiences of working abroad, which was perceived as enriching for their students; and
- supported students through cultural transitions of their own.

However, it is important to point out that these benefits were often seen as secondary outcomes when employing international teachers, rather than the drivers for seeking staff from abroad. The key benefit was that a specialist teacher was found for a previously vacant, difficult-to-fill post, even if it was for a relatively short time before they left and the recruitment process started again.

A few school leaders considered that the standard of international recruits was comparable to those from the UK in terms of quality (S5Y, S11Y, S22Y, S23Y), but in common with the majority of responses, the additional practical and academic support they required (see section 6), and short term nature of their appointment, was often seen as a drawback. One senior leader described the positive experience of appointing very able teachers who had proactively applied from abroad, but also balanced this with the inherent downsides this often entailed:

*They're willing to adapt; they freely offer extra curriculum activities especially if they're young. They bring a diversity of experience to the classroom - extra perspectives for the bright boys who ask them questions... [but it is a] short term solution in some instances - they return home or want to travel, so back to recruiting again... [One international recruit] was good while he lasted, but the risks **are not** outweighed by the advantages. (S3Y, emphasis added)*

## **5.2.2 Concerns about quality of international teachers**

Although school leaders reported a range of advantages and secondary benefits, the disadvantages were often emphasised more strongly. Compared to employing English-

trained teachers, most reported concerns about the quality and experience of teachers recruited internationally. This related to the fact they tended to:

- lack familiarity with the English curriculum, and with assessment criteria and procedures, particularly at Key Stage 4;
- often experience difficulty in adapting to, and accepting, the heavy workload demands and expectations around planning, marking, assessment, target setting, differentiation and accountability procedures;
- have less stringent approaches to safeguarding practices (e.g. working alone with students);
- lack commitment as their motive for wanting to work in England may be so they can travel, rather than to enhance their career;
- have accents that can be more difficult for students to understand; particularly where English is not the teacher's first language;
- lack awareness of the English context, thus making it difficult for teachers to settle into living and working in England;
- stay for two years or less due to visa restrictions, therefore offering only a short-term solution to teacher shortages. Hence the longer-term problems schools face around recruitment and retention still remain;
- leave posts and the country for different reasons, including due to homesickness. There were also instances of senior leaders terminating the international recruits' contracts where they considered the quality of teaching to be poor.

Overall, the concerns expressed about the quality of international recruits (compared to their UK counterparts) presented challenges for most schools, particularly where recruits were less proficient in speaking English and/or had difficulties fully understanding students. The perceptions and experiences reported by school leaders was that this was more likely to lead to behaviour management issues, with concerns often expressed over some international teachers' approaches to discipline and pupil interaction. One school leader reported that if English is not a teacher's first language it can create some issues as *'quite a lot can get lost in translation'*. This often required more staff support compared to UK appointments. One international teacher was alleged to have initially routinely called students 'stupid' - something that the school leader partially attributed to differences in perceptions of acceptable social norms.

A number of school leaders cited examples where international teachers *'struggled to cope'*. In one example, a school leader described an extremely negative experience that they were determined not to repeat:

*The quality is so poor and they are so clueless about the English system and the expectations...no concept of the amount of hard work they are meant to do. Everything to do with it is a disaster. I wouldn't do it [employ an international teacher again] if my life depended on it. (S14N)*



At best, some likened employing international teachers to taking on a trainee/student teacher, rather than a trained or experienced teacher, due to the level of additional support they required.

All of the aforementioned factors coalesced to leave the majority of school leaders apprehensive, overall, about most international teachers' capacity to enter into the English teaching system at a level commensurate with an English-trained teacher. There were fears that a lengthy transition period and significant additional professional development would be necessary. One school leader summarised these concerns:

*Inadequate quality of spoken English; lack of awareness about the English education system; reliance on having an induction programme and investment in training up - all of which potentially prevent international teachers being able to hit the ground running. (S12N)*

Two school leaders (S12N, S16N) specifically expressed a preference for the Government to encourage international trainees to train to be teachers in England so they become aware of cultural nuances and the workings of the English education system, before being recruited. One school leader from a teaching school (S12N) lamented the current situation which effectively de-incentivised international students from training to be teachers. From the perspective of potential international students, it was reported that they were ineligible for bursaries, making the cost of fees off-putting to both the students and the teaching school. This was considered to be unfortunate by one school because training international trainees in England would potentially remedy a number of the concerns raised around international teachers not being suitably *'equipped to work in mainstream schools'* within the English education system.

*I think it would work better to get them at the training stage rather than the teaching stage so they would learn our systems and the way our schools work rather than trying to change people who have already got experience. Currently we don't even interview international students because it's pointless! (S12N)*

This comment is interesting given the number of international teachers working in non-mainstream schools (see section 8).

### **5.3 Comparative suitability of international recruits**

As discussed, there were very mixed responses from school leaders in relation to their opinions about the comparative suitability of international recruits, with many highlighting concerns - more so than the advantages. Some school leaders (S1Y, S2Y, S9Y, S14Y) specifically stated that international recruits were of a lower quality than teachers trained in the UK whilst others considered them comparable (notwithstanding the additional support they required), and one thought their dynamism gave them the edge on most English-trained teachers (albeit short-term).

When asked about the comparative suitability of international teachers, a large proportion of school leaders identified generalised patterns in the motivations and characteristics of recruits from different countries. This was based on their direct experiences of recruiting different nationalities of teachers over several years, and often related to the similar contextual backgrounds of teacher education and employment in recruits' home countries. In reporting these generalised findings, the intention is not to reinforce national stereotypes but to convey the commonly held experiences and views across the majority of interviewees. It is also important to note these findings, as they informed senior leaders' decision making (and potentially preferences and bias) about employing teachers from different countries in the future (see section 7.1) These widely held nationally-based generalisations can be summarised as follows:

Although some **Australian** recruits were often reported as having good subject knowledge and were generally described as confident, their reasons for wanting to work in England were often driven by their desire to travel. It was commonly reported that they tended to struggle more than some other international recruits (and UK recruits) to adapt to working the long hours needed to adequately fulfil the demands of the post. Many Australian recruits were reported to be overwhelmed by the heavy workload and demands relating to planning, marking, assessment and accountability. One Australian recruit, on leaving their post after one year, was reported to have commented, '*I've never worked so hard for so little*' (S7Y). Australian recruits were also reported as tending to have relatively lower levels of behaviour management strategies than UK recruits.

Teachers from **Canada** were also commonly reported as having relatively good subject knowledge when compared with other international and UK recruits. They were perceived as coming to England as they wanted to teach, rather than coming with the intention of travelling, and were generally considered to be committed to their role. There was a reported oversupply of NQTs in Canada, with new teachers in Ontario needing to complete 600 days' supply teaching before being able to apply for a permanent teaching post. These NQTs, therefore, found it desirable to gain the necessary teaching experience in England. However, once they had gained this experience, they tended to return to Canada to apply for a permanent teaching post there.

Teacher training in the **Republic of Ireland** was considered to be of a relatively high standard when compared with other countries, including the UK. Irish recruits were often considered to have similar curriculum knowledge and subject expertise as teachers who were schooled and trained in England. Irish candidates were also reported as tending to settle into living and working in England more easily than international recruits of other nationalities. However, many were reported to return to Ireland after gaining experience of teaching in English schools.

Although recruits from Australia, Canada and the Republic of Ireland were considered to have similar understandings of subject areas when compared with UK recruits, in most cases, there was a shortfall of detailed knowledge about the English context, and international recruits lacked knowledge of the English school curriculum.

**South African** teachers were reported to have lower levels of subject knowledge than other international (and UK) recruits; this was considered to be an outcome of the university degree needed to become a qualified teacher in South Africa having a less specialised and wider subject base. One school leader also reported that South African recruits approached teaching with an attitude of *'I'm here to teach you and if you don't want to learn that's fine'* (S18Y), and lacked understanding that they are accountable for the progress of *all* students.

Some **European nationals** were reported to lack a depth of pedagogic expertise and experience of assessment tracking, and had difficulty in coping with the demands of the workload when compared with UK recruits. School leaders reported that although there was an availability of **Spanish and Portuguese** teachers, they were considered to be of poor quality. Some commented that Spanish and Portuguese teachers had a tendency towards more teacher-led, didactic teaching styles and struggled to cope when there were behavioural issues and needed a lot of reassurance. In particular, it was reported that recruits from Spain were unfamiliar with the UK school system in terms of planning, marking and ensuring that progress was made by *all* members of the class, and that the Spanish teachers of maths and science that the school had recruited had been an *'absolute disaster'* (S27Y). Another school leader (S26Y), however, reported mixed perceptions of Spanish teachers stating that whilst they were, overall, less successful than other international recruits, they had also recruited 2-3 outstanding maths teachers from Spain. One school leader (S16Y) reported that teachers from Spain tend to stay a little longer than other international recruits – normally 3-4 years, and that they found it ideal employing a Spanish teacher to teach Spanish.

## 5.4 Outcomes

Overall, it was reported that international recruits tend not to remain in post for more than two years, with many leaving before this time, and only a few remaining in post for several years. The long-term retention of overseas teachers, therefore, was raised as an on-going issue. School leaders generally found it challenging to have to recruit and induct new teachers on a regular basis, however, one school leader (S14Y) was happy with the short-term retention of international recruits as they welcomed the opportunity to try to recruit UK-trained teachers where possible once the international recruit had left the post.

In many cases, the type of visa held by international recruits dictated the maximum period they stayed in the UK (see section 4.4). For example, the Tier 5 Youth Mobility Visas enabled international recruits to stay in the UK for a maximum of two years, while those coming to the UK with an Ancestry Visa were able to stay for longer. School leaders also reported that international recruits tended to remain in post for longer where they had completed QTS training and achieved QTS status in England.

In relation to how long international recruits from different countries remained in post, findings from across the majority of the sample (of 27 schools who had recently recruited internationally and many of those who had experience in the past) indicate the following:

**Australians** tended to return home after 1-2 years, although one school leader (S5Y) spoke about two Australian teachers who had stayed for longer and now have permanent posts in the school. Australian recruits were particularly favoured for January vacancies which were harder to fill with more local candidates. One school leader (S15Y) expressed concern that Australian recruits might leave at Christmas to take up teaching posts in Australia at the beginning of the Australian teaching year.

**Canadian** recruits tended to stay for no more than two years in a post before returning to Canada as their experience of teaching for two years in the UK greatly increased their employability in Canada.

Even without visa issues, recruits from the **Republic of Ireland** still tended to stay in post for 2-3 years before then returning to Ireland. However, many were also reported to have left their posts prematurely, often because they were homesick.

**Spanish** teachers were reported as often returning home after a few months, although one school leader (S16Y) reported that Spanish teachers tend to remain in the school for longer than other international recruits, usually about 3-4 years. It was suggested that this might be because Spanish teachers may be put off returning home as they need to be re-tested before being able to take up a teaching post in Spain, following a period of absence.

## 6. School support for international teachers

### Key findings

- In general, school leaders considered that international recruits often took a long time to acclimatise to living and working in England, and need a significant amount of support to enable them to successfully manage the demands of their teaching role, and to settle into living in England.
- In particular, they needed support in familiarising themselves with the content of curriculum/subject areas and examination syllabi, expectations around the planning, assessment and target setting, pedagogical approaches favoured by the school, safeguarding, and other school policies.
- It was usual for new international recruits to be assigned a school-based mentor (as is the case for NQTs), and to undertake a school-based induction programme.
- Additional support was often needed to help international recruits acclimatise to living in England, such as finding suitable and affordable accommodation to rent, becoming familiar with transport options, financial and tax systems, and support in developing social networks. The need for support with finding living accommodation was greater in areas with high property costs.
- The support offered by recruitment agencies to help international recruits to acclimatise varied. Some provided courses on issues such as safeguarding and becoming familiar with the National Curriculum; some provided more practical support such as providing international recruits with a mobile phone, and helping them find accommodation; other agencies provided little or no such support.

### 6.1 Formal support and induction

The majority of school leaders reported that international teachers needed significant support to settle into living in England and teaching in English schools. Specifically, in the early weeks of teaching, international recruits needed help to meet the demands of their teaching role within the English education system. Well-thought out induction procedures were considered a necessary part of supporting new international recruits.

Some school leaders (S5Y, S7Y, S11Y, S13Y, S17Y, S24Y) considered that international recruits were more likely to remain in post until the end of their contract/agreed period of employment if they were offered a thorough induction programme and ongoing professional support to help them acclimatise to the English education system. As one school leader (S7Y) stated, you '*need to think of recruitment from the applicant's point of view, not the school's. They are more likely to buy into the school in the longer term if they've settled well*'. Similarly, another school leader (S11Y) acknowledged that '*offering good professional development helps retain them*'.

Most school leaders provided at least as much induction/training for international recruits as they did for NQTs starting at the school, with one school leader (S26Y) stating that they treated and trained international recruits as graduates and not as qualified teachers, and provided additional School Direct training for them once per fortnight. Very few school leaders (S3Y, S6Y, S7Y, S10Y) were of the opinion that international recruits did not need any support in addition to what would normally be provided for new teachers starting at their school.

School leaders identified the following as specific areas in which international recruits required support to understand and become familiar with:

- The **English academic landscape**, including knowledge and content of curriculum/subject areas, GCSE and A level syllabi, and expectations of GCSE and A level examinations.
- Expectations relating to the **planning, marking, and assessment** of student's work including assessment criteria, target setting, and tracking students' progress.
- **Pedagogical approaches** appropriate for the students in the school and how to teach specific aspects of the curriculum relating to their subject area, including knowledge and awareness of appropriate teaching styles and differentiation of work.
- **The rhythm of the school year** – parents' evenings/internal and external exam timetables.
- Expectations around the **pace at which teachers are expected to work**, including the pace at which to cover aspects of the curriculum.
- Expectations relating to the **high level of bureaucracy** in schools.
- Expectations in terms of **safeguarding issues** and the school's responsibility in relation to these.
- **School polices**, particularly relating to parents' evenings, report writing, school behaviour and reward systems, and homework.

As one school leader reported, *'pace is a shock, marking is a shock, as is behaviour management'* (S11Y). Another commented that some international recruits have an idealistic view of teaching in England, while the reality is very different. – *'They do not finish at 5 like they do at home...they do not expect the work pressure because their home country systems are so different'* (S7Y).

It was usual for all new international recruits to be assigned a school-based mentor (similar to mentors offered for NQTs), and for the school to provide a school-based induction programme covering several or all of the areas of support identified above. In particular, school leaders reported that mentors worked closely with international recruits on their planning and teaching of lessons in their early weeks at the school. One school leader (S1Y) reported that, during their first year in post, the teaching of international

recruits was regularly observed by staff at the school, as this was one way of working with international recruits to ensure their quality of teaching was at a standard expected by the school.

One school leader (S24Y) also spoke about offering new international recruits a lighter timetable on arrival to given them time to familiarise themselves with the school culture and curriculum, and with school expectations and ways of working before having to cope with the demands of a full timetable.

Two school leaders (S20Y, S21Y), where possible, arranged for international recruits to begin their employment during July or during the summer holidays, and would use this time to induct staff into the school's expected ways of working. Although costly, this was seen as an investment as teachers were then more prepared for the start of the new academic year. One head teacher (S27Y) also sent new recruits information about the school, including the school's policies on learning, behaviour, and health and safety.

Generally, school leaders were of the opinion that thorough induction procedures for international recruits 'paid off' - *'If you put the support in first they'll become far more effective much more quickly'* (S25Y). However, one school leader observed that when international teachers start at times of the year other than at the beginning of the new school year, it was more difficult to offer preparation and detailed induction programmes before they were in post, and there was a greater expectation that they would need to *'hit the ground running'* (S21Y).

## 6.2 Informal support and acclimatisation

School leaders identified several specific areas of support needed by international recruits to help them adjust to living in England, especially when they did not have friends or family nearby. In particular, support was required with the following:

**Finding suitable and affordable accommodation to rent** especially where rental property was expensive, such as in inner London. At one school, the head teacher (S27Y) contacted new international recruits over the summer holidays to check on the progress they had made with finding accommodation and, where appropriate, put them in touch with others who may also be looking for accommodation, and to help them feel welcome to the country and their new school. This head teacher (S27Y) also spoke of plans to convert an onsite house into accommodation for new teachers, with other schools (S13Y, S15Y) considering buying a house to offer as accommodation for new staff or working in partnership with another school to rent a house to offer rooms for international recruits for their first year of teaching.

**Becoming familiar with transport options**, including local public transport, and with procedures around buying a car, such as requirements around car tax and MOTs.

**Becoming familiar with financial and tax systems**, including how to obtain a National Insurance number, how to calculate their tax code and what this means in terms of pay, how to open a bank account, and options in terms of mobile phone contracts.

**Support in developing positive social networks.** It was commonly reported that international recruits were more likely to feel isolated, get homesick and return to their home country where they did not have accessible social networks. One school leader (S7Y) commented '*Social contact is a big issue, if they're homesick, they're unlikely to stay*', and another school leader (S11Y) stated '*some stay depending on their social integration*'. Senior leaders employed various strategies to help aid positive integration into different social networks. Some (S5Y, S11Y, S22Y, S20Y, S27Y) allocated a member of staff to be a social buddy to new international recruits to help them build their own social networks. Two school leaders (S7Y, S18Y) ensured that international recruits were aware of the social activities, such as regularly meeting up after school on a Friday evening.

Generally, school leaders reported that international recruits found it easier to settle into living in England when they lived with or near, or had easy access to, others who were in a similar position to themselves. One school leader (S8Y) spoke of working with a local school in an effort to try and recruit more than one international teacher at the same time so they could start to build a network of others in the same position. This was mentioned by teachers in the survey, and was cited more often by respondents from the EEA than those from other countries (see section 8).

### 6.3 Role of agencies in supporting recruits

School leaders reported that recruitment agencies supported international recruits to settle into living and working in England, but this support varied from agency to agency. One agency provided training just prior to the start of the school year for international recruits on safeguarding issues; and another offered training to familiarise international recruits with the National Curriculum in England. Five school leaders (S1Y, S2Y, S8Y, S24Y, S27Y) spoke of agencies that provided specific support to help international recruits settle into living in England, offering support with one or more of the following:

- providing training on the English national curriculum during the summer holidays;
- providing international recruits with a mobile phone;
- providing a base where several international recruits could live together;
- staff from one agency also visited the school to check on how they were settling in (S2Y).



## 7. Future intentions and next steps

### Key Findings

- Two thirds of schools that had recently recruited international teachers did not *plan* to recruit from abroad in future, but would consider it again as a last resort if they could not find teachers nationally. Their plans tended to prioritise attracting and retaining English-trained teachers.
- The majority of schools who had not recently recruited from abroad reported that they would *consider* international recruitment if a number of conditions were met, including the provision of support and guidance, ensuring applicants of sufficient quality, and that a wider range of (non-shortage) eligible subjects were covered.
- Budget cuts, limited student demand and the loss of MFL teachers in recent years (particularly German teachers in this sample) meant there was little appetite for extending MFL provision in schools. Mandarin, community languages and Spanish were mentioned, but considerations of quality, cost and sustainability of supply meant a preference for English-trained MFL teachers remains high.
- The immediate impact of the Brexit vote had been unsettling, particularly for established European teachers. Schools reported EU teachers leaving or pulling out of appointments and EU families/students leaving, reducing rolls with implications for staff cuts. The unknown medium and longer term implications have caused uncertainty for schools and staff.
- There was strong support for a free/low cost centralised register of international teachers, vetted and screened by headteachers with recruitment experience to reduce the costs of advertising and agency fees and ensure trust in the service.
- The quality of international teachers on the register would be dependent on the robustness and transparency of the recruitment and vetting processes. Schools facing the most challenging recruitment issues requested priority access.
- School leaders were strongly opposed to being allocated teachers without interviewing, observing and selecting them first. It was felt to be important that there is a good match between the recruit and the school.
- Leaders suggested government should provide 'the full package' of support for international teachers, such as that provided to those starting at university, covering housing, social support, local acclimatisation. Learning from other countries (e.g. Dubai) who attract quality international teachers was also important.
- Information and guidance on international recruitment was felt to be lacking. A one-stop-shop government website covering all aspects of the process was reported to be needed so that school leaders can make informed decisions.
- Visas, CoS and agencies were reported to also require review and reform. Concerns were raised that instead of focusing on international teachers, more should be done by government to address the recruitment and retention issues of all subjects by improving terms and conditions and making it more attractive for English-based teachers.

The school leader telephone interviews included a series of questions on their future plans for recruiting internationally, in terms of countries and specifically related to MFL and any additional languages they would consider teaching if teachers from that country were available. They were also asked about any implications for their school following the Brexit vote.

## 7.1 Schools' plans and timings

Two-thirds (18) of the 27 schools who *had* recruited internationally, stated that they *did not* plan to recruit internationally again in the future. Many emphasised that they '*preferred not to*'; '*wish I didn't have to*'; '*do not do so by choice*', '*not after having our fingers burnt*' but also added that if they encountered further difficulties with recruiting locally or nationally, then this might be something they would be forced to consider again. One school leader (S19Y) identified that Brexit uncertainty was a deterrent to further international recruitment.

Most of the remaining third that were planning to recruit internationally for maths, physics and MFL stressed that this was because they were already anticipating further national recruitment problems. In these cases they also stated a strong preference for recruiting from the UK first and foremost. Some stated that they would only recruit from Ireland or from English-speaking countries, and again, only if they could not find teachers here first. Four (S8Y, S13Y, S18Y, S20Y) were clear about the subjects for which they would consider recruiting abroad; these were STEM, English, Geography (and RE in one case). Three of these four stated they would not consider this for MFL subjects as there was a preference for native English-speaking or English-trained teachers, given their past experiences. As an alternative to international teacher recruitment, ten schools outlined plans they had to develop their recruitment strategies to attract and retain English-trained teachers, if necessary in future. This was their primary, longer term preference and solution to searching abroad, which was often seen as a last resort.

Two schools had additional plans for increasing their international recruitment strategy:

- Casting the net more widely - e.g. to Singapore, working with local independent schools to attract more maths teachers (S3Y)
- Advertising in overseas teaching journals (S21Y)

In terms of the timing of their international recruitment, most tended to see this as a last-minute approach, usually working directly with agencies after failing to attract good quality local or national applicants. One school specifically mentioned that instead of waiting until this happened, they would start the two processes simultaneously in April/May for a September appointment, rather than waiting until '*the June/July panic*' as they usually do (S21Y).

When school leaders who had not recruited internationally in the last three years were asked, 12 of the 17 said they would *consider* international recruitment in future (see

section 2.1 for a description of the balance of questions asked to school leaders that did and did not recruit internationally). Again, this would only be if they couldn't recruit locally and included a number of provisos such as:

- if school leaders had support and guidance about how to go about it
- if quality applicants were available
- if they did not experience any barriers
- if there was a specific shortage, and a wider range of subjects that could be recruited to at once, especially English and geography
- if Catholic teachers could be sourced
- if the school could partner with others in the local areas to attend an international recruitment fair - particularly for Irish candidates
- if they could over-recruit across the Trust so that staffing could be more flexible

Three school leaders said they *would not consider* international recruitment because: the quality of candidates would not be good enough, particularly around behaviour management, the English education system and the amount of hard work required; the candidates would have to be better than English applicants to make it worthwhile; and they had no recruitment issues but would be open to consider international applications without proactively recruiting.

One school leader suggested they had *insufficient experience or knowledge* of international recruitment to say whether they would consider it; another said they might consider a personal recommendation of a suitable international applicant via word of mouth as they had disdain for agencies and wouldn't use them to recruit.

This suggests that those who have recruited abroad are less likely to consider it again because of the difficulties they encountered, whereas those who had less direct recent experience were more likely to consider it - prompted in part by discussing it as part of this study.

## 7.2 MFL

Interviewees were asked which MFL subjects they currently taught and whether they would consider offering an additional language if teachers from that country were available.

For schools both involved in recruiting internationally recently, and those that were not, most offered two languages, invariably French with either Spanish or German (17 of 27 recent international recruiters; 8 of 17 non-recruiters). Three internationally recruiting schools (in challenging contexts) offered French only. The remaining schools offered three or more languages. Additional MFL subjects tended to be offered where there was

student interest but '*without huge support*' (S15N) in terms of resourcing as these schools could not afford to employ any other MFL members of staff.

The challenges facing most schools, whether recruiting internationally or not, were similar - for example four had already, or were in the process of, cutting German provision because of difficulties with staffing and declining student demand. Across all 44 schools, 28 (two thirds of schools that answered the question) were very clear that they *would not* consider offering any additional MFL subjects due to:

- difficulties recruiting quality staff for other MFL subjects in the past especially problems recruiting German teachers, leading to it being dropped from the curriculum in 10 cases. For over half of the 28 schools (S1Y, S2Y, S6Y, S7Y, S11Y, S12Y, S16Y, S24Y, S26Y, S1N, S3N, S4N, S8N, S18N) issues around the supply, quality and sustainability of staffing were raised if a new/other language was (re)introduced for a minority of students. They questioned the continued flow of quality teachers when the (often temporary) international recruit leaves.
- insufficient funding to cover the additional costs of introducing another subject (resources, timetabling etc.) - as well as substantial staffing costs at a time when budgets have been substantially cut. Regardless of the availability of quality teachers, schools reported not having the funds to introduce and sustain more subjects (S6Y, S7Y, S11Y, S15Y, S20Y, S26Y, S3N, S5N, S11N, S15N, S16N, S17N, S18N).
- limited student demand - whether they offered just one or several MFL subjects (S2Y, S4Y, S16Y, S17, S1N, S3N, S12N, S15N)
- quality of European-trained international teachers for MFL was considered poor, in terms of behaviour management and commitment. Schools expressed a preference for native English-speaking MFL teachers (S3Y, S24Y, S7N, S14N, - and others elsewhere in the interviews)
- uncertainty about EBacc continuing - one school may consider another language if EBacc remains (S4), another stated that the introduction of EBacc has made no difference to student demand for MFL (S3N).

Fifteen schools (nine internationally recruiting schools, and six schools that do not currently recruit from abroad) indicated that they would consider introducing another MFL if quality teachers, funding and student demand enabled and sustained this. Seven school leaders would consider Mandarin (S10Y, S22Y, S27Y, S4N, S14N, S17N, S18N); and three would consider Spanish (S14Y, S24Y, S9N). In the case of Mandarin and Spanish, leaders preferred English-trained and based teachers who were experienced in the English classroom and were settled in the country and unlikely to leave at short notice. Urdu and Gujarati were suggested as a possibility for three schools (S5Y, S6Y, S18N) as an 'easy win' where students spoke the language at home, but interviewees were confident that high quality teachers could be recruited from their local community, without the need for international recruitment. Another three stated they would have to

first consider student demand and timetabling, and therefore did not specify a subject (S19Y, S23Y, S3N).

## 7.3 Brexit

The implications of the Brexit vote were mixed overall, with the range of responses cutting across all 44 schools, so these findings have been analysed and discussed together.

About a third of schools reported that Brexit had little or no impact on their staff or school in the immediate aftermath, and that the implications are still unknown for the medium and longer term.

The remaining schools (around two thirds) reported a range of impacts and implications. Most commonly, they said that the greatest impact was felt by teachers in the school who were European nationals, often MFL teachers, English-trained or well established permanent staff members. School leaders frequently mentioned staff being upset, worried, and/or seeking reassurance with concerns about their future at the school and in the country. In areas that voted strongly to leave the EU, some reported that staff felt rejected by their local community which had a bearing on their intentions to stay working in that school/area, which in turn had a potential impact on increasing vacancies and recruitment issues for school leaders. Some leaders themselves reported feeling angry, upset and unsettled by the referendum vote; one head teacher from an EU country who was interviewed considered returning home to continue her career there. Two teachers in one school had applied for a British passport to secure their status in England.

Specific examples of impacts reported by school leaders reported were as follows:

- An established member of staff from an EU country leaving the school as a direct result of the vote (S9Y)
- Reports of Polish families and students having left a school reducing class sizes with knock-on implications for cutting staffing (S14Y)
- A maths teacher returning to Poland (S24Y)
- An Italian maths teacher accepting a post, and then withdrawing: *'We did a lot of work to recruit him, appointed him, then he pulled out the day after Brexit'* (S15Y)
- Reported negative behaviour of students towards European and foreign national staff.

Most of the initial feelings, concerns and reactions were reported to have tended to settle in the months since, and for the majority of schools, the overriding impact has been the strong sense of uncertainty - mentioned by the majority of schools (30+). Concerns expressed about the future include:

- It will be *'off-putting', 'detering potential EU recruits', 'decreasing the appetite'* of those coming to the UK - making recruitment even more challenging in future (S3Y, S11N, S15N, S5N, S17N).
- The falling pound means lower wages for Europeans, making it more expensive for them to relocate here (S16N).
- Future Erasmus students from the local university may be prevented from coming - a valuable source of language assistants in MFL oral classes (S8N).
- One school was planning to focus more on Irish recruits in future, anticipating fewer restrictions to the movement of labour compared to other European countries (S16Y) - whilst another was concerned that the flow of Irish teachers was likely to diminish (S16N).
- Fear about the future of the Maths department as many EU nationals are currently in post (S22Y); others have concerns for their MFL staffing (S26Y) and increasing problems replacing them if they leave.
- Worries about falling school rolls in areas with a high Eastern European population, with implications for funding and the staff base (S5N).

## 7.4 Government support for international recruitment

Interview questions with school leaders who had not recruited recently were more detailed about government support and spontaneously revealed more views about agencies and their role in their recruitment process. Nine (of the 17) expressed negative views that agencies were profiting from recruitment problems at a time of reduced budgets. Agencies were described as *'having a hold on the market', 'making huge profits at schools' expense', 'pushing their services on schools', and 'taking money out of the education system'*. This increased their support for the idea of a central government register that could bypass agencies and drastically reduce the *'huge sums of education funding that gets spent on recruitment through agency fees and TES adverts'* – a view expressed widely by many of the 44 school leaders interviewed.

Overall, there was widespread support, from over half the sample, for government intervention and support around international recruitment, which was perceived as being helpful in ameliorating the recruitment difficulties experienced by schools by providing a cheaper, good quality 'public recruitment agency' service and support to schools around international recruitment.

### 7.4.1 Centralised government recruitment website / register of vetted international teachers

This was variously seen as a much-needed *'matching service', 'directory of candidates', 'relationship brokerage service'*. It was suggested by most schools that providing such a public agency service would, for example, reduce costs associated with use of agencies:

it *'would save the education system a fortune'*. One leader said that *'the government is missing a trick'* by not going down this route and not having a more active role in resolving recruitment shortfalls.

Suggestions for this included:

- A free or small fee, 'if the price is right' service for schools to use the government register – but much less than TES/agency fees.
- Universities were alternative organisations that would be trusted to run such a service (based on their UCAS admissions processes and international student expertise).
- Involving commissioned headteachers to visit the source countries to interview OTTs – most emphasised the importance of this being face-to-face and observed in the classroom – not over Skype. There was a strong suggestion that senior leaders should be responsible for this process, not civil servants.
- Candidates should be thoroughly screened and vetted. These processes would have to be transparent to all users of the service to engender trust and faith in the quality of the processes and therefore candidates registered on it.
- CVs, information, qualification equivalences, DBS/equivalences / references checked and verified, interview notes and observation reports – all needed to be on the register for scrutiny.
- There should be assurances that the candidate had 'passed' an English classroom observation, was highly proficient in English and could manage behaviour – verified before selection.
- Classroom observations would assess English fluency, skills, pedagogy, classroom and behaviour management.
- An interview process that was robust and involved asking a wider range of questions – e.g. on safeguarding practices and a range of other scenarios
- The register should be held and constantly updated by DfE/NCTL (or other responsible public organisation) and be designed to help the disadvantaged schools or areas most in need first.
- Quality was more important than quantity on the register – school leaders didn't want it to become a 'numbers game' at the expense of robustness.
- It should not be a website with teachers bidding for candidates – a 'salary competition' would not be helpful.

The 'Teach First' model for international teachers was described and explored by two school leaders who were open to the idea to a certain extent. On one hand, they favoured the proposal that a school could outline their requirements in relation to a high quality, trained/inducted international teacher prepared to work in an English classroom in the most challenged schools. However, they were also vociferous in stating they *did not* want the government to assign them a recruit without the opportunity to select them first. Schools were unanimous and clear that the government should be more directly

involved in recruitment, but that senior leaders should remain responsible for selection of staff in their school. There was also support for the idea that schools in the most disadvantaged and challenging circumstances should benefit most from such a service.

School leaders strongly emphasised the criticality of the quality of the candidates and the training and support they were given by the government. This would reduce the risk and concern about *'employing the wrong person'*.

Register quality would entail:

- Having transparent vetting and screening processes – where all qualifications, experience, subject knowledge, skills and references had been checked.
- School leaders having access to comprehensive information on each candidate, such as extra-curricular activities and interests they could offer.

School leaders were clear that they would need to make the final selection of candidates appropriate for their school by:

- Trusting that experienced headteachers led the initial round of recruitment and quality checks, not civil servants – as this would give schools confidence in the service.
- Trusting their judgement as to the best international teachers to fit their school – hence the preference for interviews or observations of classroom practice at school before selection to assess soft skills that would not be apparent from a CV or written applications. Leaders would have strong concerns about the service if this was not possible.

A number of schools suggested that it was too difficult and onerous to expect schools to individually provide the level of additional support to international recruits needed to ensure a good placement and retention. In some cases, this could build on the existing training and support some schools provide to NQTs, through SCITTs and Teaching Schools, but for others international teachers was seen as a specific and additional responsibility that required external support. Others, however, voiced concerns about a national government pool, with one school leader stating that such a pool was not needed, as agencies were capable of finding recruits. Eight schools suggested that rather than a pool of international recruits, more should be done by the government to recruit and retain English-based teachers for all subjects through, for example, improving the terms and conditions of teaching and making teaching a more attractive profession.

*The DfE need to tackle the work/life balance of teachers, there's too much pressure from all angles. (S7Y)*

*Strategically, surely to goodness we need to grow our own teachers nationally - attracting more UK candidates into the profession. (S11Y)*



*The government would be better off focusing on trying not to drive out so many teachers from the UK workforce. (S18Y)*

One school leader voiced negative views on the centralised register, fearing it would be too bureaucratic and slow if it was run by the government: *'we totally own our recruitment and selection process and wouldn't want government stepping in – we want to preserve our autonomy all the way'*. This proposal was thought to go against the grain of other government priorities and policies.

Suggested government support for international recruits included:

- 'The full package': comprehensive tailored information to help applicants decide which school is a good match for them (UCAS/admissions-style info), accommodation support, adjusting to a new place/lifestyle support, local amenities, social support and opportunities, structured inductions (e.g. in summer), academic support/mentoring, access to further support should issues arise
- Learning from other countries that successfully attract international teachers, e.g. Dubai
- Government proactively attracting a wider talent pool of international teachers, e.g. older teachers with support for families, relocation support, information for families on local schools etc. Regulations and procedures around obtaining Visa/CoS would benefit from being made more explicit
- Information from government to promote the benefits of living and working in other parts of the country – not just London and the South East
- Incentives for recruits who work in 'less desirable' areas where there is high demand

#### **7.4.2 Information and guidance**

The majority of school leaders commented on the paucity of information that was accessible or helpful. As the procedures for recruiting, obtaining visas and issuing contracts of employment were considered to be potentially very risky, costly and complex to navigate, senior leaders stated they needed *'in a nutshell'* information to help them decide the merits and potential pitfalls of the process for them *'upfront with no nasty surprises when timescales are tight'*.

A 'one stop shop' for information on all aspects and stages of the international recruitment process was frequently suggested. This could be provided through an online government website with specific information and guidance on:

Early planning

- Choosing a good agency – a quality assurance check or guide – what questions/information should school leaders ask/know when deciding which one
- Marketing advice for designing and placing successful job adverts

- The do's and don'ts of international teacher recruitment – FAQ and a downloadable, accessible handbook or guide including information on the pros and cons of recruiting from different countries; countries that have a good supply/quality of subject specialists
- Systematic step-by-step guide, one page flow chart of considerations, decisions, actions and timelines with information/detail behind it

#### Practicalities and induction

- Information on qualifications and DBS equivalences, QTS, Skype interviews, costs, visas, contracts
- Online forum/helpline for senior leaders seeking advice on international recruitment issues
- Timelines and resourcing – how long different stages of the process take, additional support required from school including HR, induction, mentoring
- Housing, financial, social support suggestions
- Induction programme suggestions, including social/informal support
- School leaders guide to education systems in other countries – so they can better understand where international teachers 'are coming from' to identify additional adjustments and support needed (e.g. training, pedagogical differences, expectations, behaviours and classroom cultures, safeguarding practices)

School leaders also suggested that case studies and exemplars of good practice that highlighted how schools overcame different challenges and 'success stories', as well as guidance for employing and supporting an international recruit would be helpful.

### 7.4.3 Other suggested government interventions

**Visas and CoS** - review the visa system and extend the eligible source countries (e.g. American teachers included in the Tier 5, Youth Mobility Visa route). Review and simplify the CoS system, include more subjects such as English and Geography to the shortage list, and relax the labour market test to reduce the 'hoop jumping' time and costs of re-advertising posts (see section 4.4)

**Agencies** - regulation or quality control required – kite-marking, setting minimum standards for agency services and support. Fee capping should be considered to manage the high costs to schools (see section 4.2 & 6.3).

**Forum of international school recruitment experts / online support** - successful international recruiting school leaders could set up a contact system to swap and share information with other schools seeking advice and guidance.

**Reciprocal international teacher exchange** – this could be an extension to the website/register, or a different scheme where teachers in England could apply to go abroad for experience, as well as allowing international teachers to come here. The mutuality of this opportunity could help avoid exploitation concerns, as English teachers

would be encouraged to travel and work and breakdown barriers. It could be offered as CPD for the cross-fertilisation of ideas and encourage more young people into teaching.

**A central body for induction/training** - Six school leaders considered this would be helpful. Suggestions included an accelerated preparation programme similar to that of Troops; a programme similar to Teach First; and a 2-3 week induction programme. One school leader suggested the government could work with several international recruits at one time to give them practical experience in the classroom, to cover issues such as behaviour management strategies, relationships with students, planning, preparation, and technology in the classroom, and school syllabi.

**A central body to provide, and keep an ongoing record of, CPD for international recruits** was suggested by two schools to evidence that they were up to date with UK education systems. These school leaders felt that the additional time, training and support that international teachers require should be recognised and subsidised by the Government. The costly support and training needed meant that some international recruits were more akin to graduate trainees who could benefit from a School Direct level of support and CPD, rather than classroom-ready trained teachers.

## 8. Survey of international teachers

This section of the report discusses the survey of international teachers. The survey was distributed to 13,436 individuals that undertook their original teacher training in another country and who obtained QTS between September 2014 and December 2016. A sample of 3,357 was achieved (a response rate of 25%). Details of the sampling process and distribution method were discussed earlier, in section 2.2. The key findings of the survey analysis are as follows:

### Key findings

- Eighty-three per cent of individuals awarded QTS do not hold qualifications in Shortage Occupation List subjects.
- More teachers from countries with English as the first language reported being motivated by cultural interest in teaching in England, whereas applicants from European countries where English is not the first language were more often driven by career progression prospects.
- Experience of the QTS application process was largely positive although a lack of information/guidance on the application process was the most frequently cited barrier to working as a teacher in England.
- Thirty-five per cent of respondents were currently working at schools in England. A further 30 per cent were working as teachers in other countries. Twelve per cent were working in England but in other occupations, with the remainder engaged in different activities.
- Individuals from English-speaking countries were more likely to be working at schools in England and less likely to be in England working in other occupations.
- Forty-seven per cent of international teachers currently employed in schools in England work at secondary schools. They teach a variety of subjects including arts and humanities, science, and English.
- More than one third (38 per cent) of these teachers are working at schools in London with only ten per cent in rural areas.
- Three quarters of international teachers working in secondary schools were recruited by agencies but this is more common among teachers from EEA countries.
- Forty-four per cent of teachers awarded QTS since 2014 have never taught in England. The most common reason given is being unable to find a job, but this is cited more by EEA teachers than those from Australia, Canada, New Zealand and the United States.
- Of respondents who have left teaching in England, 48 per cent are now working as teachers in other countries and 17 per cent are working in other occupations in England. The remainder reported a range of other activities.
- The most common reasons for leaving teaching in England were 'negative experience of English schools' and 'unsatisfactory pay and conditions'.

## 8.1 Respondent characteristics

The survey began by asking several questions on demographics. Table 5 shows the age of respondents. Three quarters were under 40 years old. The median age was 31. Eight per cent were aged 50 or above, with the oldest respondent aged 70. The sampling frame included only applicants from EEA countries and Australia, Canada, New Zealand and the United States (referred to collectively as non-EEA). It is worth noting that respondents from non-EEA countries tended to be younger than European QTS holders, as seen in Table 4. Forty-seven percent of non-EEA respondents are aged under 30, compared to 31 per cent of respondents from EEA countries in the sample.

**Table 5: Respondent age in years, % of overall sample**

	Non-EEA %	EEA %	Total %
Under 30	47	31	35
30-39	31	42	39
40-49	12	20	18
50+	10	7	8
<b>N</b>	<b>761</b>	<b>2276</b>	<b>3037</b>

Source: SHU international teacher recruitment survey. Base: all valid responses, N= 3037.

Table 6 shows that the achieved sample is mostly (75 per cent) female. This is broadly consistent with the profile of the school workforce in England overall according to the School Workforce Census, and also with the gender balance of the overall population (of individuals obtaining QTS within the specified period) according to information provided to the research team by NCTL. There is very little difference between EEA and non-EEA respondents in terms of gender.

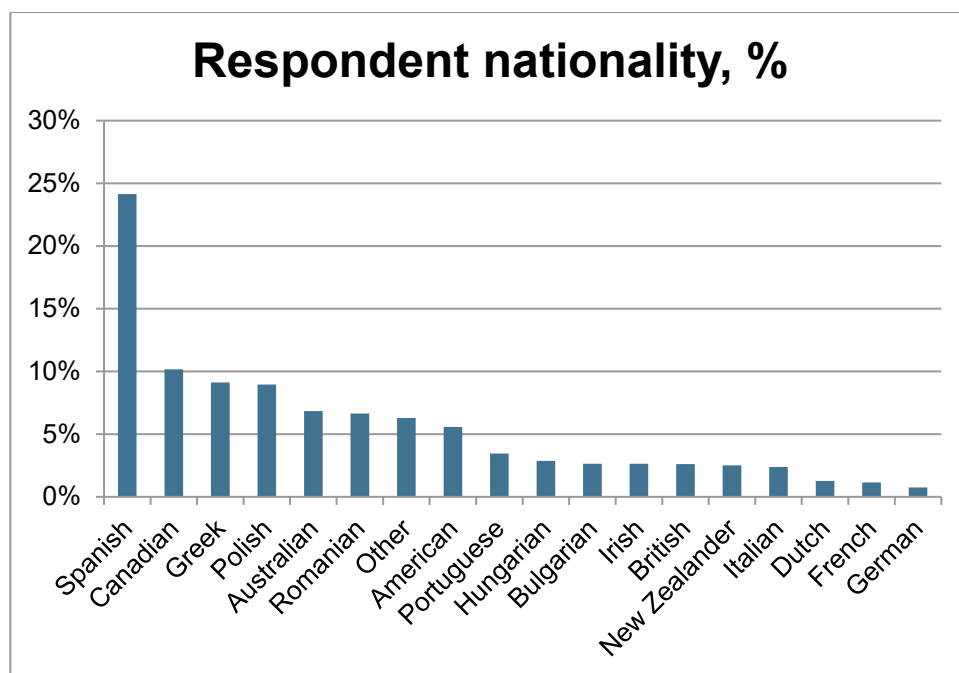
**Table 6: Respondent gender, % of overall sample**

	Non-EEA %	EEA %	Total %
Male	24	25	25
Female	76	75	75
<b>Other</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>N</b>	<b>768</b>	<b>2305</b>	<b>3073</b>

Source: SHU international teacher recruitment survey. Base: all valid responses, N= 3073

Figure 1 displays the nationality of respondents. Almost one in four (24 per cent) respondents were Spanish, by far the most highly represented nationality. This was followed by Canada (10 per cent), Greece and Poland (both nine per cent) and Australia (seven per cent). Six per cent of respondents answered 'other': they mostly reported dual nationalities, which were not offered as options in this multiple choice question.

Figure 1: Respondent nationality, % of overall sample

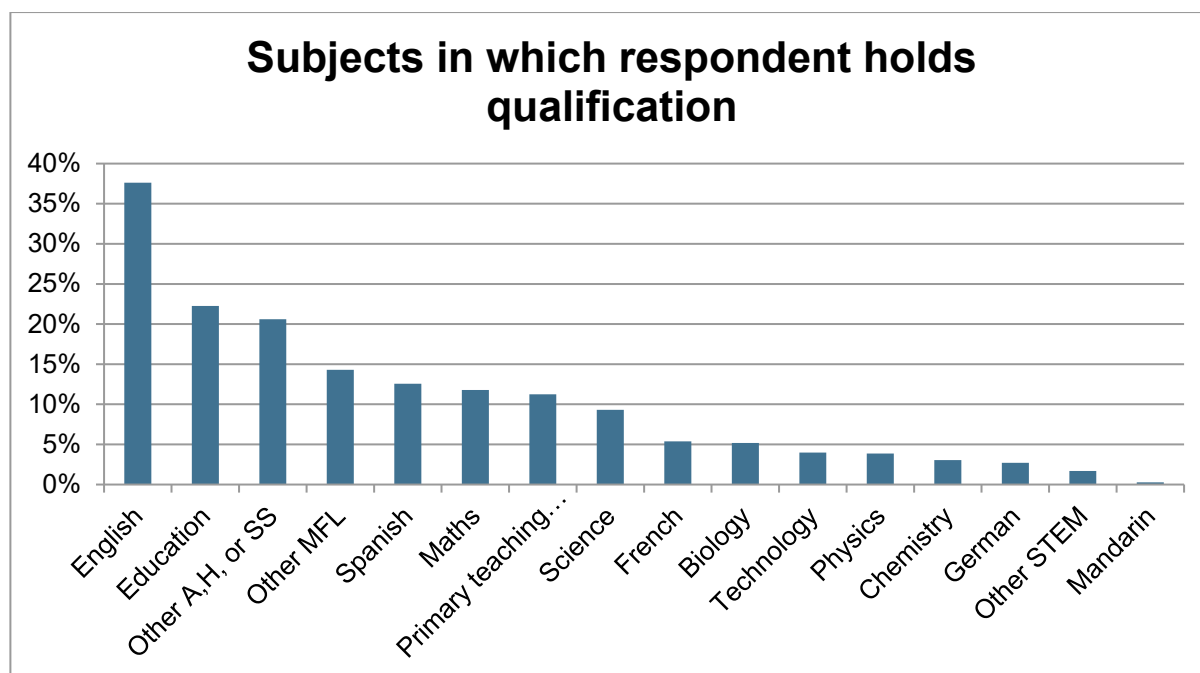


Source: SHU international teacher recruitment survey. Base: all valid responses, N= 3069

Figure 2 shows the subjects in which respondents hold qualifications (data on subjects taught are presented below, see Table 17). If an individual reported having a first degree, teaching qualification or postgraduate degree in a subject, they were classed as being qualified in that area. Thus, respondents could hold qualifications in multiple subjects. This question was presented as multiple choice rather than multiple response, however a large number of respondents selected 'other' and went on to describe their qualifications in the free text field provided. The research team examined these responses and where appropriate allocated them to existing categories. As a result of certain responses recurring, the following additional qualification categories were created: 'Education', 'Other STEM', 'Other MFL', 'Other Arts, Humanities and Social Science'.

The findings show that over one third (36 per cent) of respondents hold qualifications in English. The second most common subject of qualification is general education, followed by other arts, humanities and social sciences. Only 11 per cent had any qualifications in maths, and for physics the figure is less than four per cent.

Figure 2: Subjects in which respondent holds qualification, % of overall sample



Source: SHU international teacher recruitment survey. Base: all valid responses, N= 2587.

Table 7 shows that one in four respondents first qualified as a teacher between 2014 and 2016. Forty-one per cent of respondents overall first qualified between 2007 and 2013, with a further 20 per cent qualifying in the period 2000-2006. It appears that EEA respondents tend to have been qualified as teachers for longer than non-EEA counterparts.

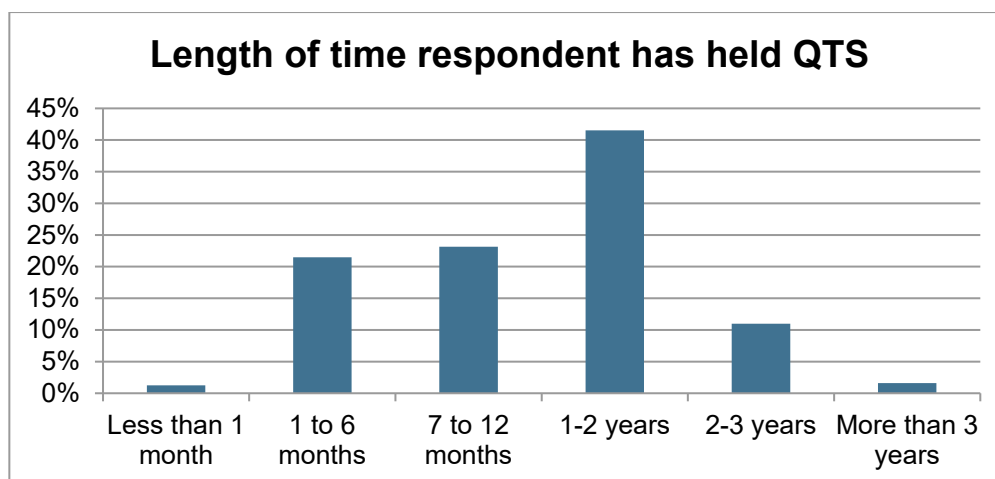
Table 7: Year first qualified as a teacher

Year	Non-EEA %	EEA %	Total %
2014-16	26	25	25
2007-2013	49	38	41
2000-2006	12	23	20
Before 2000	13	14	14
<b>N</b>	<b>754</b>	<b>2210</b>	<b>2964</b>

Source: SHU international teacher recruitment survey. Base: all valid responses, N=2964

Figure 3 shows that 40 per cent of respondents had held QTS in England for 1-2 years at the time of the survey. The sampling frame was restricted to individuals who obtained QTS since 2014. The small number of respondents who claimed to hold QTS for a longer period is probably explained by the time elapsed between the data being compiled and the survey closing.

**Figure 3: Length of time respondent has held QTS, % of overall sample**



Source: SHU international teacher recruitment survey. Base: all valid responses, N= 2947.

### 8.1.1 QTS and application process

Figure 4 presents results from the survey question on respondent motivations for seeking QTS. Please note that this question was structured in multiple response format, so respondents could select more than one option. The percentages in Figure 4 therefore do not sum to 100 per cent.

Over half (56 per cent) of respondents cited 'opportunities for career progression in England' as a reason; this was the most common response. Just under half (47 per cent) of respondents reported that 'the experience of the English education system' was a motivation. More than one in three (35 per cent) said that 'cultural curiosity or the desire to travel' was behind their decision to apply. Fifteen per cent of respondents cited 'other' reasons, and a review of the free text responses showed that these included personal circumstances and a perceived lack of opportunities in other countries.

Figure 4 also distinguishes between respondents from EEA and non-EEA countries (see section 2.2 for a list of countries included in the research). European applicants do not currently need a visa for residency or employment rights in England. The other countries all use English as the first language, which could be seen as advantageous when looking for work. It is therefore worth investigating whether the groups of respondents have different motivations when applying for QTS.

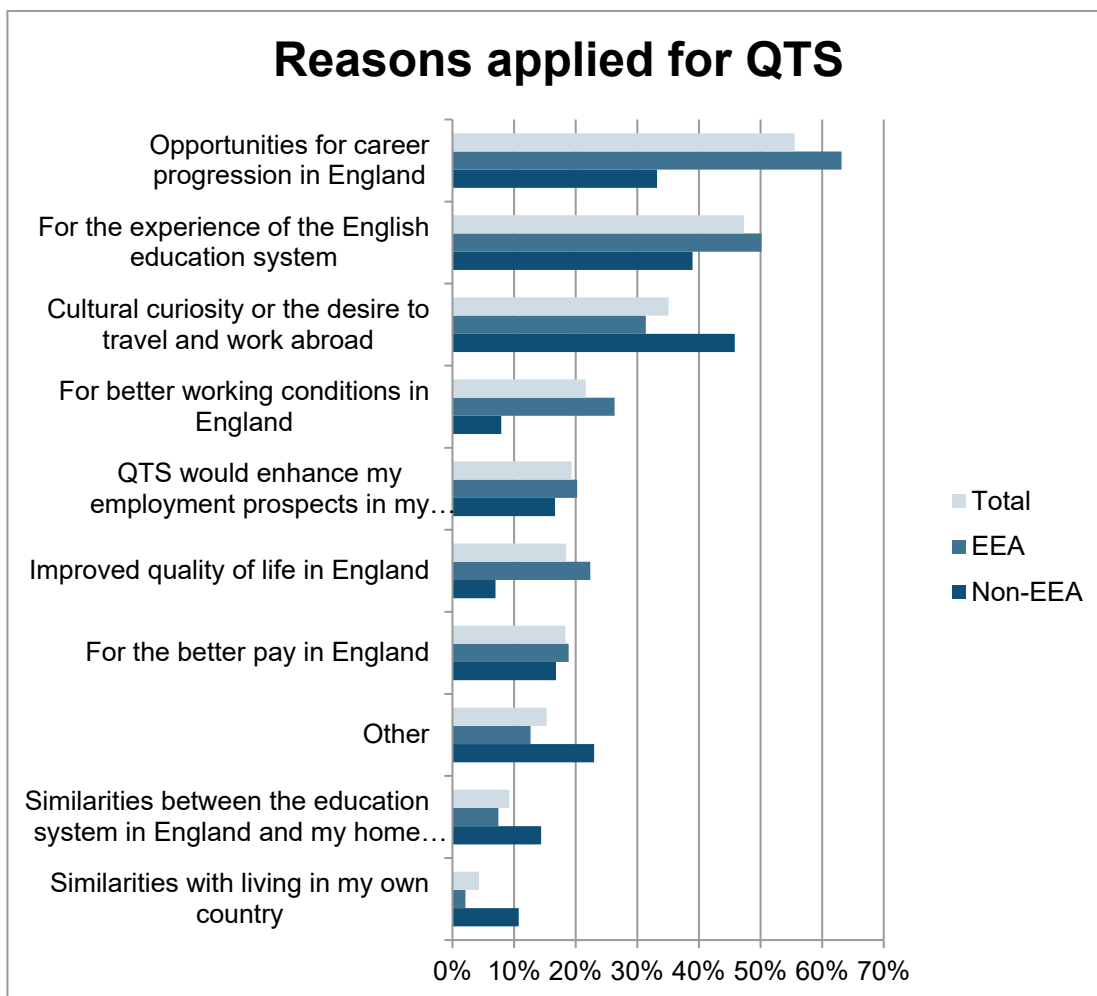
Among QTS holders from the EEA, the most common reason for applying was 'opportunities for career progression in England', with 63 per cent of these respondents selecting this option compared with 33 per cent of those from non-EEA countries. For the latter group, the most common response was 'cultural curiosity or the desire to travel and work abroad'. This reason was given by 46 per cent of respondents from outside of the EEA, compared to 31 per cent of EEA respondents.

These findings reveal an important difference in the factors behind applications for QTS status. More individuals from English-speaking countries appear interested in the



opportunities for tourism and culture, whereas more European applicants are more often driven by career considerations. It is interesting that for both groups, the second most popular reason is 'for the experience of the English education system'. Given the difference in motivations discussed above, this experience could be sought for rather different reasons.

Figure 4: Reasons applied for QTS



Source: SHU international teacher recruitment survey, N= 2929. Base: all valid responses

## 8.2. International teachers' experiences of the recruitment process

Table 8 reports on a series of survey questions concerning respondents' experience of the QTS application process. Responses were largely positive, with fewer than 10 per cent of respondents expressing negative views in relation to each of the individual questions about the time taken for the QTS application process, the information available, the cost of applying, or the demands with regard to evidencing qualifications. Teachers from the EEA reported more positive experiences on each question.

**Table 8: Experience of QTS application process**

	Time taken for QTS application %			Information available %			Providing evidence of qualifications %		
	Non-EEA	EEA	Total	Non-EEA	EEA	Total	Non-EEA	EEA	Total
Very positive	54	62	60	35	53	48	35	54	49
Fairly positive	30	23	25	38	30	32	39	28	31
Neutral	11	11	11	18	13	14	19	15	16
Fairly negative	4	3	3	8	3	4	5	3	3
Very negative	2	1	1	1	1	1	2	1	1
<b>N</b>	<b>747</b>	<b>2162</b>	<b>2909</b>	<b>727</b>	<b>2035</b>	<b>2762</b>	<b>733</b>	<b>2076</b>	<b>2809</b>

Source: SHU international teacher recruitment survey. Base: all valid responses

Experiences of the visa application process were mixed, with responses split almost equally between positive (33 per cent), neutral (36 per cent) and negative (31 per cent). These responses (displayed in Table 9) are all from non-EEA nationals as other respondents do not require visas.

**Table 9: Experience of visa application process (non EEA)**

Response	%
Very positive	12
Fairly positive	22
Neutral	36
Fairly negative	19
Very negative	12
<b>N</b>	<b>695</b>

Source: SHU international teacher recruitment survey, N= 695. Base: all valid responses from non-EEA respondents

## 8.3. International teachers' outcomes

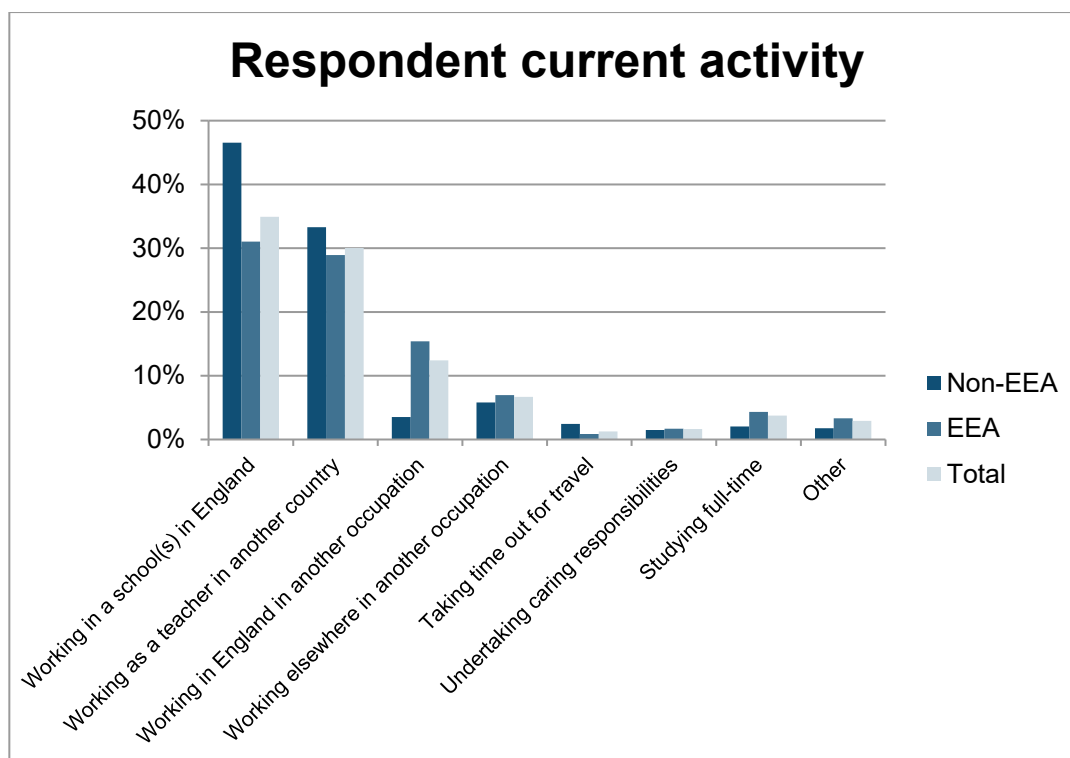
### 8.3.1 Employment and current activity

This section examines the current activity and employment status of the QTS holders participating in the survey. It begins by looking at whether respondents are working at schools in England. It then considers this in relation to the nationality of respondents and the subjects in which they hold qualifications.

As it cannot be assumed that QTS applicants were all teaching in English schools, the survey enquired into the current activities of respondents. Over one third (35 per cent) were working in schools in England. A further 30 per cent were working as teachers in other countries. Twelve per cent were working in England but in other occupations (see Figure 5).

Figure 5 also shows the breakdown of current activity when the sample is split into EEA and non-EEA respondents. For the latter, 80 per cent were working as teachers, either in England or overseas. By way of contrast, proportionately fewer European nationals were in teaching posts, with only 60 per cent reporting that as their current activity. The percentage of EEA/non-EEA respondents working as teachers in other countries is roughly equal, but proportionately more of the non-EEA group are in teaching posts at English schools (47 per cent) than European counterparts (31 per cent). Again, a possible explanation may be that the four non-EEA countries all have English as their first language, which could potentially make them more attractive to recruiters. This is explored further below, with figures presented by nationality.

Figure 5: Respondent current activity, % of overall sample



Source: SHU international teacher recruitment survey, N= 2747. Base: all valid responses

Given that fewer than half of respondents reported working in an English school at the time of the completing the survey, it is worth looking at which respondents reported being in such employment. Two factors were examined: firstly, respondent nationality, which warrants investigation in light of findings from the fieldwork phase of this research, specifically that teachers from some countries may be perceived as lacking particular attributes deemed necessary to work in English schools (see section 5.3). Secondly, the subjects in which respondents hold qualifications. This is potentially important in the context of those subjects recognised as being on the Shortage Occupation List (MAC 2017).

Table 10 shows the percentage of respondents currently working at a school in England, by nationality. There are four nations where 50 per cent or more of respondents were working at schools in England: Ireland, New Zealand, Australia, and Canada. Fewer respondents from all other countries were currently employed in English schools.

Each of the four countries mentioned above has English as the first language. Headteachers and other senior staff responsible for teacher recruitment interviewed for this research reported a preference for candidates with stronger English language skills (see section 5.3). Once in post, effective communication was seen as crucial to successful teaching. This evidence suggests that fluency in English is a factor in sustaining employment.

Two anomalies in the table should be considered. Firstly, 75 respondents reported their nationality as 'British'. It is likely that these QTS holders either did teacher training in

Scotland or Northern Ireland, have obtained citizenship since first arriving in the country, or are English but did their original teacher training in other countries and therefore sought eligibility to teach in England through the QTS route. The other nationality worth mentioning is Americans as only 23 per cent currently hold jobs in English schools, which is far lower than other English-speaking countries. This is possibly due to the difficulties in getting visas (US citizens are not eligible for the two year Youth Mobility Scheme, the route through which most non-EEAs apply).

**Table 10: Respondent nationality, by current employment status**

	<b>Not working at a school in England (row %)</b>	<b>Working at a school in England (row %)</b>	<b>Total</b>
Irish	30	70	77
New	36	64	70
Australian	46	55	198
Canadian	50	50	305
French	56	44	34
German	59	41	22
Dutch	59	41	32
Polish	63	37	258
Other	64	37	181
British	69	31	75
Greek	71	29	267
Bulgarian	72	28	74
Romanian	72	28	194
Portuguese	73	27	100
Spanish	73	27	700
American	77	23	166
Italian	82	18	71
Hungarian	85	16	84
<b>N</b>	<b>1894</b>	<b>1014</b>	<b>2908</b>

Source: SHU international teacher recruitment survey, N= 2908. Base: all valid responses

Respondents were asked to specify the qualifications they held. This question was presented in multiple choice format (for details of how qualifications were recorded in the survey, see section 8.1).

This was a multiple choice question but a large number of respondents provided free text responses detailing their qualifications, enabling respondents to indicate that they held qualifications in different subjects. The figures presented in Table 11 draw on data from across these fields. For example, an individual holding a qualification in maths and a separate qualification in physics is counted under both categories. Primary /secondary teaching was not offered as an option in the original question format but, as a large number of free text responses mentioned this, an additional category was created. The survey did not contain a question explicitly asking about qualifications to teach at primary

or secondary level, but we have reported the information provided by respondents in the free text field to reflect their qualifications as accurately as possible.

Table 11 shows that individuals holding qualifications in primary school teaching were more likely to be in a teaching post than holders of qualifications in any other subject. This suggests that despite the focus of the research being on the experiences and attitudes of international teachers in secondary schools, many of the respondents were in fact primary teachers. Two-thirds of individuals in the sampling frame provided by NCTL were qualified to teach at primary rather than secondary level. Table 10 also shows a clear pattern in that the QTS holders most likely to be working at schools in England are those with qualifications in one of the sciences or maths.

The row percentages figures in Table 11 refer to the percentages of respondent holding a qualification in each subject that report currently working at a school in England. As this is a binary measure (all respondents are classed either as working or not working in England) the percentages for those not working at schools in England are not displayed in this table in order to save space. The Row N figures relate to the total number of respondents who hold qualifications in that subject. The row percentage figures are based on these totals in each instance.

It is noteworthy that non-EEA respondents are more likely than EEA respondents to be working at a school in England across every subject of qualification without exception. In the case of MFL subjects, the number of non-EEA respondents is very low so the comparison is perhaps unfair, but it is still clear that teachers from non-EEA countries are more likely to have jobs in schools in England.

**Table 11: Subject in which respondent holds qualification, by current employment status**

	Non-EEA Working at a school in England		EEA Working at a school in England		All Working at a school in England	
	Row %	Row N	Row %	Row N	Row %	Row N
Primary teaching	50	91	39	193	42	284
Biology	53	38	37	95	41	133
Maths	41	81	36	220	37	301
Science	50	68	31	169	37	237
Chemistry	44	18	32	60	35	78
Other arts, humanities and social science	41	191	30	334	34	525
Physics	44	16	32	82	34	98
Mandarin	100	1	20	5	33	6
English	46	225	29	730	33	955
French	48	27	29	111	33	138
Other MFL	60	15	29	347	30	362
Other STEM subject	56	9	23	35	30	44
German	33	3	28	64	28	67
Technology	39	26	25	77	28	103
Spanish	44	9	24	309	25	318
<b>N</b>	<b>268</b>	<b>579</b>	<b>561</b>	<b>1851</b>	<b>829</b>	<b>2430</b>

Source: SHU international teacher recruitment survey, N= 2430. Base: all valid responses

However, not all QTS holders who report working in English schools are employed as teachers. Table 12 shows that of the respondents who report currently working in schools, only 57 per cent are in teaching posts. A further 15 per cent held 'other' roles within schools. Among the positions described were 'bilingual learning support assistant', 'school administrator', 'nursery nurse', 'lunchtime supervisor' and 'tennis coach'.

**Table 12: What role do you have in the school?**

	Non-EEA %	EEA %	Total %	N
Teacher	76	47	57	542
Other	9	18	15	143
Teaching Assistant (TA)	0	22	14	140
Supply teacher	13	12	12	113
School leader	2	1	1	13
SENCO	0	1	1	5
<b>N</b>	<b>329</b>	<b>627</b>	<b>956</b>	<b>956</b>

Source: SHU international teacher recruitment survey. Base: all respondents currently working at a school in England.

Table 13 shows that of these teachers, only 221 (47 per cent) are working as teachers in secondary schools. A smaller number are employed in primary schools (34 per cent). This could be considered surprising given that the sampling frame contained a higher number of individuals who self-identified as being qualified to teach at primary age (n=8860).

**Table 13: Type of school where respondent is currently working**

	Frequency	Valid %
Primary	160	34
Secondary	221	47
All-through	42	9
Post-16 college	10	2
Pre-school or nursery	9	2
Middle school (8-13)	3	1
Special school	21	5
Language school	1	0
<b>N</b>	<b>467</b>	<b>100%</b>

Source: SHU international teacher recruitment survey. Base: all respondents currently working as a teacher at a school or college in England.

Thus far, the findings presented have been based on all respondents to the survey. The sampling frame contained individuals who are qualified to teach at all levels of schooling. The focus of this research is addressing teacher shortages in priority subjects at the secondary phase. Henceforth, the analysis will focus specifically on respondents currently working as teachers in secondary schools unless otherwise stated.

## 8.4 International teachers working in secondary schools

From the interview data, it has been suggested that difficulties in filling teacher vacancies are particularly acute in locations that are considered undesirable for being remote or deprived, and also that most international recruitment is concentrated in London and the South East because of the draw of the capital. London is more likely to be known to applicants from other countries, who may be attracted to the perceived social and cultural opportunities on offer.

Table 14 shows that 38 per cent of QTS holders currently employed as teachers in secondary schools are working in London yet only 14 per cent of state secondary schools are in London, accounting for 15 per cent of the state secondary school teaching workforce. Only one in ten respondents describes the location of their school as rural, while 42 per cent of secondary schools are in districts categorised by The Department for Environment, Food and Rural Affairs (DEFRA) as rural, employing 40 per cent of state secondary school teachers.



Respondent descriptions of school locations are based on subjective assessments of the areas in question, which for the 'other city/town category' could be rather varied. For example, those working in the capital's hinterland of the South East, might have considered London or other city/town as the most appropriate survey category. This might explain why London accounts for a disproportionate share of international teachers in secondary schools. Also, less than 10 per cent of respondents were working at secondary schools in rural areas. This relates to findings from the interviews with school leaders in rural areas, who reported difficulties attracting both domestic and international teachers, owing to their remoteness or distance from larger cities. However, as above this could also be a result of respondents incorrectly self-identifying their category.

**Table 14: Location of secondary school where respondent is currently working**

	<b>Frequency</b>	<b>Valid %</b>
London	83	38
Other city/town	117	53
Rural area	21	9
<b>N</b>	<b>221</b>	

Source: SHU international teacher recruitment survey. Base: all respondents currently working as a teacher at a secondary school in England.

Table 15 shows that a higher proportion of EEA teachers received permanent contracts in their first teaching jobs in England. This is interesting in light of the findings presented above in Figure 4, showing that EEA/non-EEA applicants tend to be motivated by different reasons. EEA teachers do not currently require a visa to live or work in England, and may have therefore been inclined to seek permanent contracts where possible as the job security is not jeopardised by the temporary residency rights held by non-EEA migrants. It should be noted that there is a possibility of some sample bias influencing the results here as only responses from individuals still working as teachers at schools in England are shown.

**Table 15: Duration of first employment contract as a teacher in England**

	Non-EEA %	EEA %	Total %
Temporary/fixed term	71	57	63
Permanent	29	43	37
<b>N</b>	<b>99</b>	<b>120</b>	<b>219</b>

Source: SHU international teacher recruitment survey. Base: all respondents currently working as a teacher at a secondary school in England.

### 8.4.1 Recruitment of international teachers into secondary schools

Another area of interest to this research is how international teachers were recruited into secondary schools. Table 16 shows that over 70 per cent found their jobs through a recruitment agency. Method of recruitment varies according to country of origin. Eighty-five per cent of non-EEA teachers were recruited through an agency, whereas only 60 per cent of EEA teachers started work in English schools through this route.

**Table 16: How respondents were recruited to secondary teaching posts**

	Non-EEA %	EEA %	Total %
Through a recruitment agency	85	60	72
Via links with an overseas university	18	33	26
Direct from the school/Trust	6	11	9
Other	2	2	2
<b>N</b>	<b>100</b>	<b>121</b>	<b>221</b>

Source: SHU international teacher recruitment survey. Base: all respondents currently working as a teacher at a secondary school in England.

The survey also asked respondents to state the subjects they currently teach. This question was presented as multiple response with free text answers also possible. The results are displayed in Table 17. These were manually sifted with new categories created where certain subjects appeared frequently, such as other arts and humanities, which was the response given most often. Teachers from non-EEA countries cited this more than any other subject, followed by English.

Other subjects featuring prominently in this list are science, mentioned by one-fifth of non-EEA respondents and one quarter of teachers from EEA countries. Maths is also among the most commonly taught subjects, with 17 per cent of EEA teachers of 21 per cent of those from other countries teaching this subject. Unsurprisingly, most teachers of Spanish are from the EEA.

**Table 17: Subjects taught by international teachers in secondary schools**

	<b>N</b>	<b>Total %</b>	<b>EEA %</b>	<b>Non-EEA %</b>
Other Arts/Humanities	54	24	18	32
Science (general)	51	23	26	20
English	49	22	15	31
Maths	42	19	17	21
Biology	33	15	16	14
Chemistry	33	15	12	18
Physics	28	13	12	14
Spanish	23	10	18	1
French	21	10	14	4
Other subject	21	10	11	8
German	5	2	4	0
Other STEM	5	2	3	2
Technology	4	2	0	4
Languages (other)	3	1	3	0
Mandarin	2	1	1	1
SEN	2	1	0	2
<b>N</b>	<b>221</b>	<b>221</b>	<b>121</b>	<b>100</b>

Source: SHU international teacher recruitment survey. Base: all respondents currently working as a teacher at a secondary school in England.

## 8.5 International teachers' experience of secondary schools, support and future plans

Respondents were asked a set of questions relating to their experience of working at schools in England. These have been categorised into three themes: teaching culture, employment factors, and community/professional relationships. The results below pertain to the responses from international teachers currently working in secondary schools.

In general, perceptions of classroom management and pupil behaviour were negative (see Table 18). Overall, 56 per cent of respondents working in secondary schools described their experience of this aspect of teaching at schools in England as either 'fairly negative' or 'very negative'. Teachers in secondary schools from non-EEA countries were more likely to report a negative experience than EEA teachers (64 per cent, compared to 52 per cent).

EEA secondary teachers were more likely than non-EEA secondary teachers to have either a 'very positive' (15 per cent compared to 4 per cent) or 'fairly positive' (46 per cent compared to 42 per cent) experience of approaches to teaching and learning in English

schools. EEA teachers were also more positive about their experiences of understanding assessment practices and the accountability expectations on teachers.

**Table 18: Experience of working at secondary schools in England: teaching culture**

	Classroom management and pupil behaviour %			Approaches to teaching and learning %			Understanding assessment practices %			Accountability expectations of teachers %		
	Non-EEA	EEA	Total	Non-EEA	EEA	Total	Non-EEA	EEA	Total	Non-EEA	EEA	Total
Very positive	2	9	6	4	15	10	4	12	8	4	6	5
Fairly positive	19	23	21	42	46	44	44	38	41	24	28	26
Neutral	17	17	17	25	17	20	26	26	26	23	20	21
Fairly negative	46	33	39	22	19	21	18	20	19	31	27	29
Very negative	15	18	17	7	3	5	8	4	6	19	19	19
<b>N</b>	<b>98</b>	<b>120</b>	<b>218</b>	<b>98</b>	<b>120</b>	<b>218</b>	<b>98</b>	<b>120</b>	<b>218</b>	<b>97</b>	<b>118</b>	<b>215</b>

Source: SHU international teacher recruitment survey. Base: all respondents currently working as a teacher at a secondary school in England.

Table 19 shows that EEA secondary teachers were more positive about all aspects of the teaching experience with regard to employment factors. They were more likely to report favourable views on pay and conditions, with 50 per cent of respondents describing their experience of this as 'very positive' or 'fairly positive', compared to only 29 per cent of non-EEA secondary teachers. European respondents were also more likely to report a positive experience of 'working hours' (24 per cent of EEA respondents compared to 14 non-EEA) although the negative experiences of this overall seem as noteworthy as the difference between EEA and non-EEA respondents. The figures for 'administrative workload' show a similar pattern. Overall experiences of 'induction and training' were more positive, particularly among EEA teachers, of whom 56 per cent gave a positive response, higher than the 49 per cent of non-EEA respondents who expressed the same sentiments.

**Table 19: Experience of working at secondary schools in England: employment factors**

	Pay and conditions %			Working hours %			Administrative workload %			Induction and training %		
	Non-EEA	EEA	Total	Non-EEA	EEA	Total	Non-EEA	EEA	Total	Non-EEA	EEA	Total
Very positive	3	8	6	1	7	4	0	8	19	8	28	19
Fairly positive	26	43	35	13	17	12	12	11	39	41	38	39
Neutral	33	23	28	20	19	15	16	13	17	24	12	17
Fairly negative	25	21	23	38	26	35	36	34	18	20	17	18
Very negative	14	6	10	28	31	35	36	35	6	7	5	6
<b>N</b>	<b>98</b>	<b>120</b>	<b>218</b>	<b>98</b>	<b>119</b>	<b>217</b>	<b>98</b>	<b>119</b>	<b>217</b>	<b>98</b>	<b>120</b>	<b>218</b>

Source: SHU international teacher recruitment survey. Base: all respondents currently working as a teacher at a secondary school in England.

Respondents were also asked about their experience of integration and professional support since starting work as a (secondary) teacher in England. These responses are presented in Table 20. In terms of 'integrating into a new school', two thirds of participants reported a positive experience. The difference between EEA and non-EEA respondents on this item was negligible. A similar picture emerges when looking at experience of 'staff and colleagues'. Over 80 per cent of respondents reflect favourably on their co-workers, regardless of their EEA/non-EEA status. Experience of 'integrating into a new community' was also largely positive, with minor variation between EEA (8 per cent had a negative experience) and non-EEA respondents (12 per cent negative).

However, experiences of senior school leadership support were markedly different to the other factors discussed here. Overall, the proportion of secondary respondents reporting positive experiences was lower than for the other aspects of integration and professional support. A clear disparity between EEA and non-EEA secondary school respondents is also evident. Forty per cent of non-EEA teachers had a negative experience, compared to only 18 per cent of non-European counterparts. We have no evidence as to what has produced this difference, although differences in expectations resulting from past experience of teaching in other countries may be an explanation.

**Table 20: Experience of working in secondary schools in England: integration/professional support**

	Integrating into a new school %			Senior school leadership support %			Staff and colleagues %			Integrating into a new community %		
	Non-EEA	EEA	Total	Non-EEA	EEA	Total	Non-EEA	EEA	Total	Non-EEA	EEA	Total
Very positive	3	8	27	1	7	16	0	8	49	8	28	28
Fairly positive	26	43	40	13	17	32	12	11	34	41	38	37
Neutral	33	23	20	20	19	25	16	13	11	24	12	26
Fairly negative	25	21	9	38	26	18	36	34	5	20	17	7
Very negative	14	6	4	28	31	10	36	35	1	7	5	2
<b>N</b>	<b>98</b>	<b>120</b>	<b>218</b>	<b>96</b>	<b>119</b>	<b>215</b>	<b>97</b>	<b>120</b>	<b>217</b>	<b>98</b>	<b>120</b>	<b>218</b>

Source: SHU international teacher recruitment survey. Base: all respondents currently working as a teacher at a secondary school in England.

International teachers from non-EEA countries need to obtain a visa before starting work in England. These respondents were asked what they intend to do when their visa expires. The findings presented in Table 21 only relate to individuals currently working as teachers at secondary schools in England and who require a visa. The most frequent response was 'return to my country of origin' (31 per cent of valid responses). As migrants working under Tier 5 visa conditions will not be able to extend their stay, it should be noted that some respondents are constrained in their choices in relation to this question, and that some indicating an intention to stay may not be able to.

However, 22 per cent of respondents said they would apply for another visa, 16 per cent planned to apply for sponsorship, with 8 per cent intending to seek citizenship or indefinite leave to remain. Taken together, this means that 46 per cent of these respondents indicated a desire to remain in England. It would therefore appear that many international teachers wish to continue living and working in England once their initial visa has expired, although it should be noted that respondents working under Tier 5 visa conditions will not be able to automatically extend their stay.

**Table 21: What do you intend to do after your visa expires?**

	<b>N</b>	<b>%</b>
Return to my country of origin	34	31
Reapply for another visa	24	22
Apply for sponsorship	17	16
Don't know	11	10
Will apply for Indefinite Leave to Remain/Citizenship/British or Irish passport	9	8
Other	7	6
Travel	4	4
Find other work	2	2
Depends on Brexit	1	1
<b>Total</b>	<b>109</b>	<b>100%</b>

Source: SHU international teacher recruitment survey. Base: all respondents from non-EEA countries currently working as a teacher at a secondary school in England.

Respondents currently working as teachers at secondary schools in England were also asked about the barriers they encountered while applying. Twelve multiple response options were offered along with a free text field for other barriers to be described. Frequently occurring free text responses were coded into additional categories to make sense of these 'other' responses. There are included in Table 22 below, along with other responses.

Of the 221 respondents currently working as teachers at secondary schools in England, 159 answered this question. The most frequently cited barrier was a lack of information/guidance on the application process. Forty-nine per cent of EEA respondents mentioned this, compared with 35 per cent of non-EEA respondents. Twenty-eight per cent also said that a lack of information on vacancies was a factor, although as this question was presented in multiple response format, these items are not mutually exclusive.

The second most commonly cited barrier was the cost of securing a visa, although only one EEA respondent cited this, compared to 50 from non-EEA countries. 'Cultural differences' was the third most frequently occurring response. This was mentioned by 38 per cent of EEA respondents to this question, but only 19 per cent of respondents from non-EEA countries. It is not clear how this has been perceived as a barrier during applications.

**Table 22: Barriers encountered while applying to be a teacher in England**

	Non-EEA (column %)	EEA (column %)	Row N
Lack of information/guidance on application process	49	35	67
The cost of securing a visa	62	1	51
Cultural differences	19	38	45
Lack of information about vacancies	15	24	31
Difficulties in obtaining a visa	28	0	23
Recruitment process making it difficult to apply for the post in time	10	14	19
Language difficulties	2	22	19
Securing a Certificate of Sponsorship	22	0	18
Lack of teaching vacancies	5	13	14
Immigration law	16	1	14
Finding a school with a License to issue a CoS	16	0	13
Lack of recognition of non-UK qualifications/training/experience/referees	1	13	11
Problems with recruitment agencies	1	6	6
Costs and Relocation difficulties - e.g. moving/relocation costs; cost of living; low salary	2	5	6
Lack of appropriate qualifications for teaching in England	1	4	4
Racism	0	4	3
Problems with application process/procedures	2	1	3
<b>N</b>	<b>81</b>	<b>78</b>	<b>159</b>

Source: SHU international teacher recruitment survey. Base: all respondents currently working as a teacher at a secondary school in England.

### 8.5.1 Teachers no longer working in England

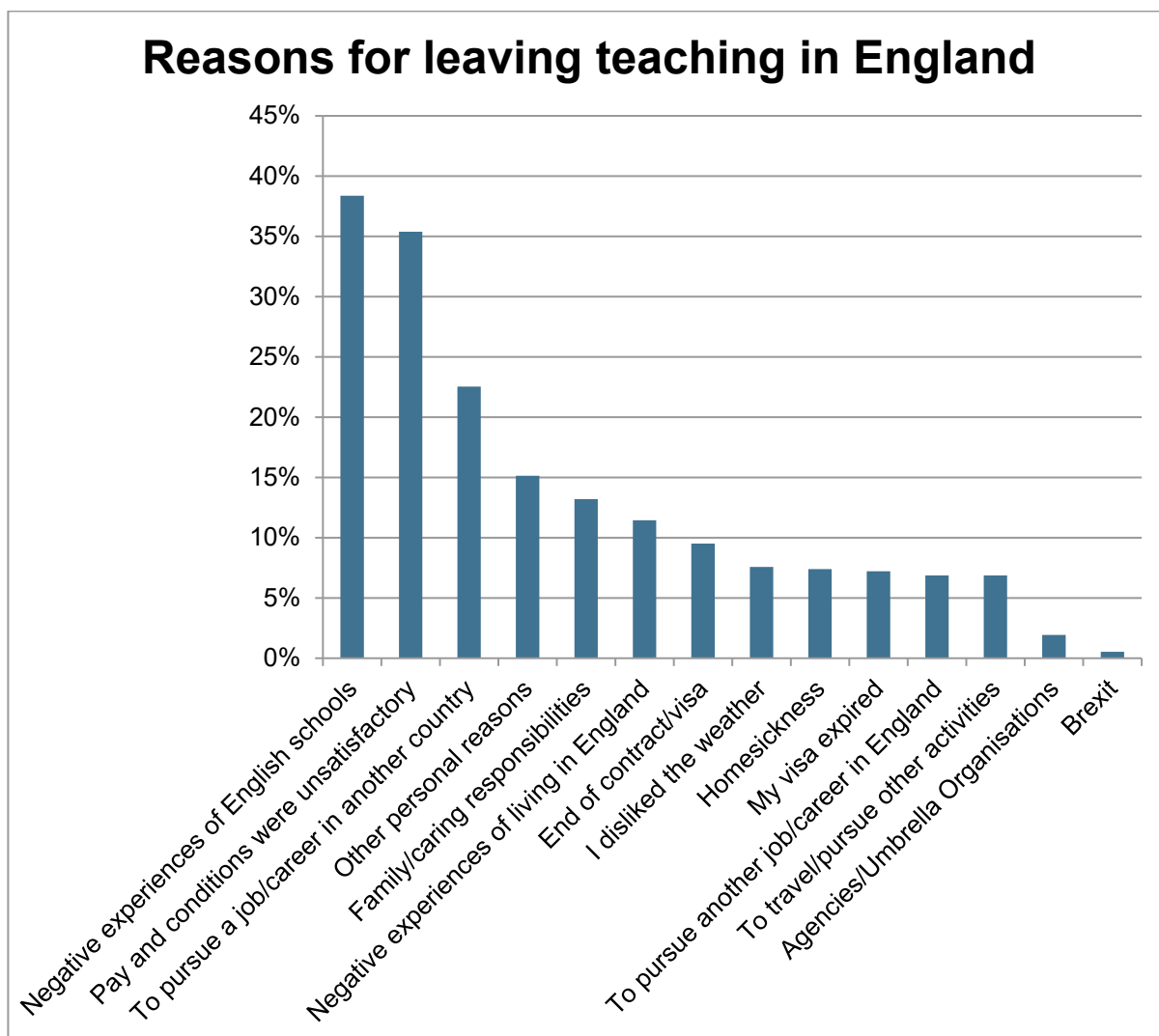
The survey contained a number of questions that were asked only of teachers who had taught in England but were no longer doing so. While teacher recruitment is known to be a problem in England and other countries in Europe, the retention of teaching staff is another important issue to consider. It is therefore interesting to understand the reasons why international teachers who worked in both primary and secondary schools in England are no longer doing so.

Figure 6 shows that 38 per cent of these respondents cited negative experiences of English schools as a reason for leaving. Thirty-five per cent of respondents said that their pay and conditions were unsatisfactory. Just under one quarter (23 per cent) had left to pursue employment in another country. Many respondents selected 'other reasons' from the choices offered some explained this in the free text box provided. While some cited



agencies (2 per cent of respondents) or Brexit (fewer than one per cent) as reasons here, the numbers were small.

Figure 6: Reasons for leaving teaching in England



Source: SHU international teacher recruitment survey. Base: all respondents who reported having previously worked at a school in England and are no longer doing so. N= 568

Respondents who formerly taught in England were also asked if anything would have convinced them to continue. The results are presented in Table 23. Better pay and conditions was mentioned most frequently, with 75 per cent of respondents who answered the question selecting this option. Forty-two per cent of respondents said that additional support for integrating new staff into schools would have encouraged them to stay. One in three sought better networks of overseas teachers working in England. This question was presented in multiple response format, so percentages do not sum to 100.

Table 23 also distinguishes between EEA and non-EEA respondents in terms of what may have encouraged QTS holders who have left teaching in English schools to continue. Better pay and conditions were mentioned by 84 per cent of non-EEA respondents compared to 69 per cent of those from the EEA. EEA respondents (36 per cent compared to 28 per cent) were more likely to say that better networks of overseas

teachers working in England would have encouraged them to stay. By way of contrast, more non-EEA respondents cited 'better CPD and professional support in schools' and 'more information and support for visa/job applications' as factors that could have swayed their decision.

**Table 23: Would any of the following have encouraged you to continue teaching in English schools?**

	Non-EEA %	EEA %	Total %	N
Better pay and conditions	84	69	75	408
More informal support for integrating new staff into schools	42	41	42	228
Better networks of overseas teachers working in England	28	36	33	181
Better CPD and professional support in schools	37	27	31	169
Support for community integration	20	22	21	116
Specific support for working in particular areas (e.g. rural schools)	19	20	19	106
More information and support for visa/job applications	26	11	17	91
Changes to educational system (e.g. Ofsted/rating/assessment/curriculum)	9	3	5	28
Working Hours/Workload	4	3	3	18
Pupil behaviour /how it is handled	3	1	2	10
An employment contract/a permanent job/job security	1	2	2	9
Sponsorship	1	0	1	3
<b>N</b>	<b>210</b>	<b>337</b>	<b>547</b>	<b>547</b>

Source: SHU international teacher recruitment survey. Base: all respondents who reported having previously worked at a school in England and are no longer doing so. N= 568

### 8.5.2 Teachers who never worked in England

The discussion so far has focussed on international teachers who are currently working in English schools, or those who had held such employment in the past. Many participants in the survey have never worked at a school in England. Forty-four per cent of respondents (n = 1289) who answered the survey question on current activity reported that this was the case. This is a greater proportion of the sample than those who are working at schools in England. These figures are presented in Table 24.

Table 24 also shows that 51 per cent of respondents from EEA countries have never worked at a school in England. This is compared to only 23 per cent of respondents from non-EEA countries, who are more likely to have previously worked in an English school, or to still be employed at one.

**Table 24: Number of respondents who have worked as a teacher at a school in England**

	<b>Non-EEA %</b>	<b>EEA %</b>	<b>Total</b>
Currently working at a school in England	47	31	35
Has previously worked at a school in England	30	18	21
Never worked at a school in England	23	51	44
<b>N</b>	<b>739</b>	<b>2194</b>	<b>2933</b>

Source: SHU international teacher recruitment survey. Base: all respondents

Table 25 shows the reasons given for why respondents have not worked at school in England, despite having been granted QTS since 2014. The most common explanation was 'I couldn't find a job'. This was the most common reason by a considerable distance, with almost as many respondents mentioning this as the second, third and fourth most frequently cited reasons (these were: 'I decided to pursue a job/career in another country', 'I decided against moving to England for family/personal reasons', 'I decided to pursue another job/career in England instead') combined.

Country of origin also makes a clear difference in terms of the reasons for QTS holders not starting a job at a school in England, as seen in Table 25. A higher proportion of EEA respondents reported being unable to find a job. Language abilities may be considered a part of this but inadequate English was also included as a separate category and was not selected by a single non-EEA respondent.

EEA respondents more frequently reported pursuing other jobs or careers in England instead of teaching. Given current arrangements around residency rights, Europeans are free to enter England and work without obtaining a visa. Non-EEA respondents were logically therefore more likely to state that they couldn't get a visa in time to begin work, with 18 per cent of these respondents providing this explanation. It should also be noted that compared to EEA respondents, non-EEA respondents stated more often that they did not work as a teacher in England because they deemed the pay and conditions to be unsatisfactory.

**Table 25: Reasons why QTS holders did not start work at a school in England**

	Non-EEA %	EEA %	N
I couldn't find a job	34	43	531
I decided to pursue a job/career in another country	17	17	219
I decided against moving to England for family/personal reasons	12	17	207
I decided to pursue another job/career in England instead	6	10	117
Pay and conditions were unsatisfactory	15	6	89
I decided to travel/pursue other activities	3	4	50
I never intended to teach in England	6	4	49
Inadequate English	0	3	36
Lack of experience	1	3	35
I couldn't get a visa in time	18	1	40
Brexit	1	1	10
<b>N</b>	<b>170</b>	<b>1106</b>	<b>1276</b>

Source: SHU international teacher recruitment survey. Base: all respondents who reported having never worked at a school in England.

Table 26 shows what support or services would have been helpful to overseas teachers in England. Again this question was only asked to QTS holders that have never worked at a school in England. Almost two thirds (65 per cent) said that a job match service would help. Forty-two per cent cited a relocation service, and 22 per cent said that advice on visas/immigration would help, aligning with early qualitative analysis of school representatives presented above. Again, this question was multiple response, so percentages do not total 100.

**Table 26: What support or services would you have found helpful in facilitating overseas teachers to work in England?**

	N	%
Job match service	326	65
Relocation advice	211	42
Visa/immigration information	110	22
Other (please specify)	97	19
<b>N</b>	<b>744</b>	

Source: SHU international teacher recruitment survey. Base: all respondents who reported having never worked at a school in England.

## 9. Conclusions and scope for further research

In this final section we begin by noting some of the key findings of our research, before presenting areas for further research, consultation and consideration relating to good practice for the recruitment and retention of international teachers.

### 9.1 Main findings

Since we have summarised what we consider to be the key findings of our research in the Executive Summary and at the start of each of our findings chapters, we will not repeat all of these here. Nonetheless, we feel it is important, partly in providing a context for what follows, to reiterate the following points:

- Most school leaders that had recruited internationally in the previous three years described doing so as a 'last resort' or an additional strategy for overcoming the local shortage of teachers. Their motivation to recruit internationally was thus based predominantly on necessity due to an insufficient supply of home-grown candidates, as opposed to being a desired route.
- School leaders expressed both positive and negative views on the quality of international teacher recruits, with concerns over such appointments being more frequently and more strongly emphasised than the perceived benefits. Concerns were expressed about international teachers' perceived difficulties in operating effectively within an English teaching context, their lack of familiarity with English syllabi and curricula, and in some cases, their lack of proficiency in speaking English and/or difficulties fully understanding students, which could contribute to behaviour management issues. More generally, internationally recruited teachers were considered to be relatively less committed to teaching, partly because some teachers see it primarily as a temporary arrangement before returning home: 'a kind of a paid holiday', in the words of one headteacher.
- On the other hand, a small number of school leaders suggested that as well as filling a vacant post, international teachers had positive attributes: they 'were stronger', 'equally as good' and 'on the whole fairly dynamic'. Amongst the reported benefits of international teacher recruits, they are seen to bring different perspectives and experiences to schools, to diversify the staff profile, to introduce new content to subjects, and to broaden students' horizons. However, these positives were not the reasons for recruiting teachers from overseas.
- Where school leaders sought to recruit internationally, most expressed a strong preference for recruiting teachers who were highly proficient in English. Native English speakers from Australia, New Zealand, Canada and Ireland tended to experience fewer difficulties with behaviour management compared to their European counterparts. This difference was attributed by respondents to variations in accent, and language proficiency. Furthermore, the curricula in these English-speaking countries tends to be similar to or based on the UK National Curriculum,

and to varying degrees the teaching and learning styles in these countries tended to be more reflective of English practices.

- One of the difficulties experienced by school leaders in recruiting international teachers, which to some extent may explain reported general differences in the perceived quality of those appointed, was that of assessing the quality of international recruits where school leaders needed to rely on Skype interviews and references to assess candidates' suitability.
- Only 17 per cent of respondent international teachers awarded QTS held qualifications in subjects on the Shortage Occupation List (MAC 2017), and less than half of those currently working in schools were employed at secondary level.
- A number of additional practical and logistical difficulties provided impediments to and drawbacks to international teacher recruitment. For schools, these included visa applications, navigating qualification equivalences, DBS checks and financial constraints (e.g. agency fees and advertising costs). Certificates of Sponsorship (for teachers over 30 or those wishing to work beyond two years) were also highly problematic and costly for schools. Recruitment agencies could help with some of these issues as well as provide support to international recruits, but the quality of such help and support was variable and some school leaders considered agencies expensive.
- International teachers' experience of the QTS application process was largely positive although, according to international recruits themselves, a lack of information/guidance on the application process was the most frequently cited barrier to working as a teacher in England.
- Many school leaders perceived there to be a void in information and support around international teacher recruitment – something they felt the DfE and NCTL could help address.
- International teachers were often contracted on a daily/supply basis through agencies for the first year. Although more costly for the school, the opportunity to terminate on either side was seen as advantageous. Schools also offered fixed term or permanent contracts for recruits, depending on their requirements and confidence in the suitability of the candidate.
- According to many of the school leaders interviewed, international recruits often take a long time to acclimatise to working in England, and need a significant amount of support more than required by those appointed from within the UK to meet, and cope with, the demands of their teaching role, and to settle into living in England.
- Another problem for school leaders relates to retaining good international recruits, most of whom remain in post for between 1-2 years on Tier 5 Youth Mobility Scheme visas. Amongst the most common reasons given by international teachers for leaving teaching in England were 'negative experience of English schools' and

'unsatisfactory pay and conditions'. Conversely, when asked what might have encouraged them to continue teaching in English schools, 'better pay and conditions', and 'more informal support for integrating new staff into schools' were the most frequently given responses.

- The immediate impact of the Brexit vote had been unsettling, particularly for established European national teachers. Schools reported EU teachers leaving or pulling out of appointments and EU families/students leaving, reducing rolls with implications for staff cuts and potentially future recruitment. The medium and longer term implications are unknown which is causing uncertainty for schools and staff.
- The majority of schools that had not recruited internationally reported not doing so because they currently did not need to or because they had negative experiences with international teacher recruitment in the past.
- The majority of schools who had not recently recruited from abroad reported that they would consider international recruitment if a number of provisos were met, including having support and guidance, quality applicants ensured, and a wider range of (non-Shortage Occupation List) eligible subjects covered.
- Nearly all school leaders were unequivocal in their belief that international recruitment should not, and could not, act as a substitute for policies that better ensured greater numbers of high quality teachers being trained in England, and that ensured terms and conditions were sufficiently desirable to encourage the retention of existing teachers.

## 9.2 Key areas for further research and consultation

This research was limited in terms of its scope, scale and timeframe, so although we are confident that our findings are indicative of a range of key issues, further consultation and research is required to understand and verify the broader picture. In particular, this further work could explore and inform the viability of taking forward the practical and policy suggestions that have emerged from this research which will be pertinent to the government, schools in different contexts, international teachers and recruitment agencies.

### 9.2.1 Wider consultation on increasing support for international recruitment

We aimed to include a wide range of schools in our sample, but the 44 school leaders who agreed to participate in telephone interviews over-represented those from the South East of England. We had fewer perspectives from London, other major cities and areas of the country that might also be experiencing teacher shortages and have differing views and needs regarding international recruitment. Further research and consultation is therefore required to **investigate regional and local differences** in these perspectives

and establish whether the suggestions emerging from this study would be relevant or beneficial to schools across a wider range of areas, contexts and circumstances.

The knowledge, experience and perspectives of **recruitment agencies** did not form part of the remit of this research, yet agencies remain key players in international teacher recruitment process. School leaders were clear that agencies provide a valuable service in identifying suitable candidates, arranging visas and in some cases, providing other practical support to both schools and international recruits.

Agencies specialising in international recruitment have a great deal of market knowledge in understanding the demand and supply side issues. The areas where problems arise in terms of visa processes and how these could be ameliorated; the support needs of international teachers at all stages of the process; and the assistance schools require to identify, interview and support their new appointment to ensure that a good placement is made. It is therefore important to **conduct further research and consultation with international recruitment agencies operating in different parts of the country** to provide a richer and more detailed picture of this issue and explore with them, other policy and practice changes that could increase the effectiveness of international recruitment for all parties.

However the cost of using agencies (for domestic and international recruitment) was substantial for schools, particularly at a time of shrinking budgets and an often increasing demand to fill more vacancies. School leaders strongly suggested that the Government could do more to support this by creating a centrally run, **free or not for profit recruitment website or portal for English schools** to advertise their teaching vacancies to international (and potentially UK-qualified) teachers.

The purpose of such a portal, as described by the majority of teachers, would be to allow teachers to upload their CVs and details, although the accuracy and reliability of information provided would need to be ensured for school leaders to have trust in the service. This would require:

- Robust vetting and screening processes whereby potential applicants' qualifications, English language fluency, QTS, and police/DBS records are checked and quality assured. Processes for safeguarding checks would be needed - an equivalent service to NARIC where advice and guidance is available on addressing safeguarding barriers, police checks and equivalences to DBS in different countries.
- Additional routes of entry onto the database/portal for candidates pre-selected, screened and interviewed by school leaders on recruitment drives where compliance and quality checks have already been made.
- Transparency and full disclosure of information on candidates e.g. full references which are checked thoroughly to identify any previous complaints/issues.



There was strong evidence from this research that school leaders wish to maintain control over the selection process and appointments for their school if such a service were to be developed.

Further research and consultation is required to fully **scope the viability of providing such support**. Careful consideration would be needed to determine whether such a service would be available to all schools with a vacancy, or whether it would be more effective to offer preferential access to the schools facing the most challenging recruitment issues. Evidence from this research also suggests that consideration should be given to ensuring that an open access database/service does not further accentuate vacancy disparities by enabling the most 'attractive' advantaged schools to benefit disproportionately from access to high quality international recruits.

Our findings suggest that consultation with school leaders should ascertain and explore any ethical concerns they might have such as 'international poaching' the best talent from a wider range of countries (e.g. the Caribbean) without some reciprocal investment or support for the education systems in those countries.

Other specific support that could be explored further are outlined below:

### **Information and guidance on international recruitment**

There was strong support from school leaders in this study, particularly those with less experience of international recruitment, for easily accessible information and guidance on the international recruitment process at all stages, which would enable them to make an informed choice about the appropriateness of this recruitment route for them. Specific information to be made available might include:

- Details and FAQ on working with agencies, qualification equivalences, visas and contracts, Skype interviews, regulations such as DBS and equivalences in different countries; legal issues and an indication of upfront and hidden costs involved.
- Sign-posting information on education resources, organisations, policies, support websites and other material for international teachers.
- Practical 'settling in' information for schools and international teachers on issues such as: housing, opening bank accounts, mobile phone, transport etc.
- Case studies of best practice exemplars highlighting how schools have overcome particular issues in recruiting internationally.

### **Visa and immigration issues**

There were several suggestions made by school leaders for changes relating to visa and immigration procedures to support the international recruitment process for schools. Amongst these, consultation and consideration might be given to:

- Redefining CoS for education so that it can work more effectively for schools, and to reducing costs and complexities related to CoS application and licence.
- Widening the range of shortage subjects in relation to the Resident Labour Market test.
- Shortening timelines for the current CoS process to meet the short-notice timeframes under which many international appointments are made.
- Streamlining the guidance for schools on visa processes.

### **Guidance or standards for agencies**

School leaders had variable experiences of working with agencies. Further research and consultation on this might include scoping the feasibility of providing guidance or potentially standards for agencies engaged in this area. As recruitment agencies' perspectives were not part of the research methodology, the evidence on agencies and their practices is partial and based on the interviews with school leaders who had a range of experience with agencies. Further consultation with agencies could thus be beneficial prior to developing any such guidance. On the evidence of note from the present study, such guidance might address some or all of the following:

- The provision of information relating to all stages of the recruitment and appointment process, covering issues such as initial vetting and screening, local police/DBS checks, QTS, visa validity.
- Briefing candidates realistically about what to expect from teaching in England and their employment rights and responsibilities, which differ between countries.
- Advice on interviews, travel, detailed information about contracts.
- Agency-run local/regional induction events and ongoing support to develop networking opportunities for overseas teachers, so they can familiarise themselves with the local area and gain advice and support with practical issues such as accommodation, transport, mobile phones and bank accounts.

### **Providing realistic information to international teachers**

Evidence from this report could be used to inform the provision of information to international teachers which helps them make informed and realistic judgments about working in the English system. Such information might relate to the following areas, amongst others:

- Expectations regarding preparation and assessment, extra-curricular activities, approaches to classroom management and discipline, working with the full ability range, and SEND issues.
- Living costs, particularly in London and the South East.

- The importance of fluent, confident English.
- Managing the expectations of international teachers applying for QTS and seeking work in English schools, given the variable employment rates of teachers by country. The high number of survey respondents who couldn't find work and the number of qualified teachers working as TAs indicate a high variability in the likelihood of applicants from certain countries securing teaching roles.
- The importance of potential international teachers doing their own research into living in England and working in English schools, which might include talking to other international teachers and researching specific schools being applied for, and their locations.

## 9.2.2 Suggestions for schools considering international recruitment

The following practical suggestions were made by school leaders during our evidence gathering, which could be considered and explored further by schools looking to recruit teachers from another country.

### Accessing international teachers

Most schools recruiting internationally used a specialist agency, but experiences of schools indicate variable services. Schools could consider speaking to other schools for recommendations, and/or might identify an agency that has a good track record and can provide a dedicated agent who is committed to understanding the school's needs and requirements. Schools could explore working with partner schools (e.g. MATS or other local schools) that are also considering international recruitment to fill vacancies, to realise economies of scale.

### Interviews and selection processes

Prior to shortlisting, schools should consider a range of approaches including requesting a video with application, using a telephone screening interview, ensuring international candidates are aware of the school context and expectations.

After shortlisting, schools could consider online (e.g. Skype, FaceTime) interview methods used for international recruits and the potential for live lesson observation.

### Induction and acclimatisation

Carefully planned induction is crucial to the successful appointment of an international teacher. Consideration should be given to providing **intensive support** when they arrive and throughout the first term and possibly beyond. In particular, consideration should be given to:

- assigning a departmental mentor

- including structured reading, planning and support on understanding the English system
- providing additional coaching around pedagogy, differentiation, SEND, expectations around pupil progress, data systems/processes, behaviour management strategies and safeguarding.
- more informally, identifying a buddy or buddying system, and offering opportunities to be involved with extra-curricular activities
- supporting teachers to find housing and helping with practical issues like banking, transport and health.

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# Appendices

## Appendix 1 Telephone interview schedules

### a) Schools that have NOT recruited internationally in the last 2-3 years

#### Preamble/verbal consent

Thank you very much for agreeing to talk to me about your views on, and any experience of, international teacher recruitment. This interview is part of a research project that SloE and UoB are undertaking on behalf of the Department for Education (DfE) and the National College for Teaching and Leadership (NCTL) to improve support for schools considering recruiting from abroad. I would like to ask you about:

- your school's practices around teacher recruitment, especially in shortage subjects
- your views on recruiting teachers from abroad
- the perceived benefits and barriers to recruiting teachers internationally
- any information and guidance that might be helpful to support schools considering recruiting internationally

We adhere to the Data Protection Act and follow SHU's ethics protocols. With your permission, interviews will be recorded so that I can listen back and ensure I haven't missed anything you have said. All the information you provide will be treated in the strictest confidence. Anonymised data will be analysed and presented so that neither you, nor your school will be identifiable in any reports or publications resulting from this research. Your participation is voluntary so and you are free to withdraw from the research at any stage without giving a reason.

- Please can you also confirm you are happy for this interview to be audio recorded?
- Please can you confirm that you are willing to take part in this research?

Do you have any questions for me before we start?

**As we have just 30 minutes and quite a few questions we will be asking you to respond to each question in a quite focused way. Whilst we are really keen to understand your views/experiences, we would kindly ask that you please keep your answers fairly brief and succinct. If there's time at the end we can return to any questions you wanted to expand on.**

## Max 30 mins

**School characteristics:** identified in advance

Size: S/M/L

Attainment: L/M/H

Location: London/urban/rural area

Ofsted rating

Type of school - MAT/maintained etc

% of unqualified teachers & other relevant data from SWC

## Motivations, practices and issues around recruitment

1. Have you/your school ever tried to, or been successful in recruiting teachers from abroad before, but not in the last 2-3 years? If so, can you tell me more about this – e.g. which subjects/posts it was for; how well it worked; and why you don't recruit from abroad at the present time?

(If NO to previous question) Have you/your school ever *considered* recruiting teachers from abroad? Can you tell me more about why/why not? What motivated/led you to consider/dismiss this option?

If yes, when did you consider this and why then? Which subjects/posts was this for?

2. Do you know of other schools that have recruited teachers from abroad for shortage subjects? If yes, how has this affected your decisions about recruiting internationally?
3. Thinking about recruitment more generally can you briefly outline the main ways you normally go about recruiting teachers to fill vacancies? (e.g. through recruitment agencies, MAT, local authority, local/national advertising, press/online, other)
4. To what extent has the context of your school (location/demographic of intake/attainment/Ofsted) influenced your recruitment experiences? (relative ease/difficulty of recruiting staff to posts)

## Perceived benefits to international recruitment

5. What do you think the potential benefits might be, if any, of recruiting teachers from abroad at this time?
6. Do you think the country of origin might make a difference – if so, why?

7. Are there any differences in how open you would be to recruiting MFL/Physics and Maths teachers from abroad? Why?

### **Perceived barriers to international recruitment**

8. Do you think there are any potential barriers, obstacles or difficulties associated with *hiring (or trying to hire)* teachers from abroad, at the current time? (*probe*: specific practical barriers - visas/immigration, process, cost, support needs; other barriers/challenges for staff and pupils)

(If not covered in response to previous question) What, if any, additional difficulties do you think there might be once international teachers are *in post*? What other factors might affect this (country of origin, location/characteristics of your school)

9. What do you think the implications of the Brexit vote might be to teacher recruitment in your school? Must probe: e.g. appetite from your school, interest from teachers from the EEA?

### **Future considerations**

10. Would you consider recruiting teachers from abroad in the future?  
If **yes**, under what circumstances - which countries, when and why would you consider this?

If **no**, what are your reasons for not considering recruiting from abroad in the future?

11. Do you think the country of origin might make a difference?

12. Which MFL subjects do you currently teach? Would you consider offering an additional language if teachers from that country were available? (Which?)

### **Information and guidance**

13. Have you come across any information or guidance on international recruitment? Who was it from (government, recruitment agency, online/press etc) How helpful was this?

14. What sort of information or guidance might help you in future if you were considering recruiting teachers from abroad?

15. Would you be interested in schemes that worked in these ways  
a) The government creates a register of international teachers that you could contact for recruitment purposes.



b) The government could actively match an individual teacher to meet your needs - this could involve

i) Directly placing a teacher in your school with no need for you to interview them

OR

ii) Allowing you to do the interview selection process

c) Any other models you can think of?

**16.** What factors would the DfE/NCTL need to consider to ensure headteachers were confident that the DfE/NCTL would recruit suitable teachers to the pool?

**17.** If this kind of support was in the place would it make any difference to whether you would consider recruiting teachers from abroad in the future?

**18.** What else could DfE/NCTL do to more effectively support schools considering international recruitment?

**19.** Are there others ways support could be offered - e.g. through recruitment agencies or working together with other schools (in your area)?

**Any other comments you would like to make about international teacher recruitment?**

**Thank You**

## b) Schools that HAVE recruited internationally in the last 2-3 years

### Preamble/verbal consent

Thank you very much for agreeing to talk to me about your views on, and any experience of, international teacher recruitment. This interview is part of a research project that SloE and UoB are undertaking on behalf of the Department for Education (DfE) and the National College for Teaching and Leadership (NCTL) to help improve support for schools considering recruiting abroad. I would like to ask you about:

- your school's practices around international teacher recruitment
- your experience and/or views on recruiting teachers from abroad
- the perceived benefits and barriers to recruiting teachers internationally
- any information and guidance that might be helpful to support schools considering recruiting internationally

We adhere to the Data Protection Act and follow SHU's ethics protocols. With your permission, interviews will be recorded so that I can listen back and ensure I haven't missed anything you have said. All the information you provide will be treated in the strictest confidence and stored on password protected computers. Anonymised data will be analysed and presented so that neither you, nor your school will be identifiable in any reports or publications resulting from this research. Your participation is voluntary and you are free to withdraw from the research at any stage without giving a reason.

- Please can you also confirm you are happy for this interview to be audio recorded?
- Please can you confirm that you are willing to take part in this research?

Do you have any questions for me before we start?

**As we have just 30 minutes and quite a few questions we will be asking you to respond to each question in a quite focused way. Whilst we are really keen to understand your views/experiences, we would kindly ask that you please keep your answers fairly brief and succinct. If there's time at the end we can return to any questions you wanted to expand on.**

## Max 30 mins

**School characteristics:** identified in advance

Size: S/M/L

Attainment: H

Location: rural

Ofsted rating

Type of school - MAT/maintained etc

% unqualified teachers in maths, physics and MFL & any other relevant SWC data

**NOTE for interviewer:** The focus of the questions is on Maths, physics and MFL - however if schools have recruited internationally but not in these subjects ask about experience in relation to the subjects they have but still ask about the future in relation to the specific shortage subjects named.

### **Motivations, practices and issues around recruitment:**

1. How many posts have you tried to fill through international recruitment in the last 2-3 years? In which subjects?
2. What led you to consider filling these vacancies from abroad?

### **Process of recruiting internationally**

3. Can you briefly describe your experience of recruiting teachers from abroad in the last 2-3 years: ASK openly first:  
Ensure each of the prompts below are covered if not raised above.
  - When did you first recruit from abroad?
  - How did you go about marketing/recruiting?
  - Who was involved (staff at school, lead school in MAT, LA, agencies)?
  - Which subjects (specifics ie which MfL) did you recruit for and from which countries? Why this/these countries?
  - What were the costs involved? How did this compare with the cost of national recruitment?
4. To what extent has the context of your school (location/demographic of intake/attainment/Ofsted) influenced your recruitment experiences? (relative ease/difficulty of recruiting staff to posts)
5. How important is QTS, if at all? Why?
6. How do or did you assess the quality of the international candidates (e.g. application/interview, QTS and qualification equivalences)?

7. Were/are there any additional considerations about the suitability of the candidates, compared to interviewing/appointing a UK candidate?
8. Which visa route did/do you recruit through?
9. Were there any visa/immigration/practical issues? How do you find the visa and Certificate of Sponsorship (CoS) process if you recruited from Non-EEA countries?
10. What was the outcome of the recruitment process? (how many recruits started working at your school?)

### **Experience of employing international teachers**

11. What type of contracts are international teachers recruited on to and for how long?
12. Is any additional or different support and development required for this group of teachers compared to other new recruits?
13. What are the key factors to consider when helping international teachers to acclimatise to living and working in the UK?
14. What has been the quality of the international recruits and how does this compare to those recruited from the UK?
15. How long did they stay in post? (if relevant: why did they leave?) How do retention rates compare to other staff in the school?

### **Perceived benefits and drawbacks of international recruitment**

16. So overall, what do you think the benefits and drawbacks have been of recruiting teachers from abroad?
17. What have you learnt from your experience of recruiting teachers from abroad (in the last 2-3 years)? What advice would you give other schools considering recruiting from abroad?

### **Future considerations**

18. Do you have any future plans for recruiting more international maths, physics or MFL teachers?

If **no**, why not?

If **yes**, would you have the same or a different approach or countries in mind to those you have already described?

**19.** Which MFL subjects do you currently teach? Would you consider offering an additional language if teachers from that country were available? (Which?)

**20.** Have there been any immediate implications for teacher recruitment in your school following the Brexit vote? e.g teachers already saying they might/might not choose to stay in the UK? And any future implications? Must probe: e.g. appetite from schools, interest from teachers from the EEA?

### **Information and guidance**

**21.** What kind of centralised support could DfE/NCTL offer to help with international recruitment in the future? (centralised support pool, information and guidance on visas/immigration etc, other)

**Any other comments you would like to make about international teacher recruitment?**

**THANK YOU**

## Appendix 2 Characteristics of schools

Table 27: Schools that have recruited internationally

School	School type	Region	Location	Size	Attainment	Ofsted
S1Y	Academy	East Midlands	Rural	Large	Mid	2
S2Y	Academy	South East	Rural	Mid	Low	2
S3Y	Academy	South East	Rural	Small	High	1
S4Y	Community	Yorkshire	Urban	Mid	High	2
S5Y	Community	Yorkshire	Urban	Large	Low	3
S6Y	Academy	Yorkshire	Urban	Mid	Low	3
S7Y	Academy	South East	Rural	Mid	Mid	2
S8Y	Academy	East Midlands	Rural	Mid	Low	2
S9Y	UTC	South East	Urban	Small	Low	N/A
S10Y	Academy	South East	Urban	Mid	Low	3
S11Y	Academy	South East	Rural	Mid	High	1
S12Y	Academy	East	Rural	Small	Low	N/A
S13Y	Academy	East	Rural	Mid	High	1
S14Y	Academy	East	Rural	Large	Low	3
S15Y	Academy	South East	Urban	Large	High	1
S16Y	Voluntary aided	South East	Urban	Small	High	2
S17Y	Academy	London	London	Large	High	2
S18Y	Academy	South East	Urban	Small	Low	2
S19Y	Academy	South East	Urban	Large	Large	2
S20Y	Academy	East	Rural	Large	Mid	2
S21Y	Academy	South East	Rural	Small	Low	2
S22Y	Academy	London	London	Large	N/A	N/A
S23Y	Academy	South West	Rural	Large	High	1
S24Y	Academy	East	Rural	Large	Low	4
S25Y	Academy	London	London	Small	Mid	2
S26Y	Academy	South East	Rural	Large	Low	2
S27Y	Community	South East	Rural	Small	Low	3

Source: OFSTED/DEFRA (rural/urban location)/Edubase (all other fields). Ofsted rating 1= Outstanding, 2 = Good, 3= Requires Improvement, 4= Inadequate

**Table 28: Schools that have not recruited internationally**

School code	School type	Region	Location	Size	Attainment	Ofsted
S1N	Academy	West Midlands	Rural	Small	High	2
S2N	Community	London	London	Large	Mid	2
S3N	Academy	South East	Rural	Large	High	2
S4N	Community	South West	Rural	Large	High	2
S5N	Voluntary Aided	West Midlands	Rural	Mid	Mid	2
S6N	Community	West Midlands	Urban	Large	Low	3
S7N	Community	West Midlands	Rural	Small	Low	2
S8N	Academy	North West	Urban	Mid	High	1
S9N	Special	South East	Urban	Small	N/A	2
S10N	Academy	South East	Rural	Mid	Mid	1
S11N	Community	South East	Rural	Mid	High	2
S12N	Academy	Yorkshire	Urban	Mid	High	1
S14N	Academy	South East	Urban	Mid	High	1
S15N	Academy	West Midlands	Urban	Mid	Low	3
S16N	Academy	South East	Urban	Small	Low	2
S17N	Academy	South East	Rural	Large	3	2
S18N	Academy	East Midlands	Urban	Large	3	N/A

Source: OFSTED/DEFRA (rural/urban location)/Edubase (all other fields). Ofsted rating: 1= Outstanding, 2 = Good, 3= Requires Improvement, 4= Inadequate

## Appendix 3 Survey

### DfE international teacher survey

#### Introduction

Sheffield Hallam University and the University of Brighton have been commissioned by the Department for Education (DfE) to conduct a research study on the international recruitment of teachers in England. As part of this research, you are invited to take part in this survey of all teachers who have trained abroad and applied for Qualified Teacher Status (QTS) in England in the past three years.

The aim of the research is to help improve support and guidance for schools and international recruits who are looking to fill vacancies in shortage subjects. The survey will help us understand the experiences of international teachers applying for QTS, visas and jobs, their perceptions and experiences of teaching in England, and their future intentions.

We are interested in the responses of all teachers who trained outside England, including those who are not currently teaching or working in England. The survey will take around 15 minutes to complete and your participation in the survey is voluntary. We would be grateful if you could complete the survey by Friday 6th January 2017. The information you provide will be treated confidentially and all data will be fully anonymised in any reports or publications arising from this research. All data will be stored securely on a password protected server at Sheffield Hallam University.

Click here <http://research.shu.ac.uk/ceir/internationalteachersurvey.html> for further information on the research.

If you have any questions about this survey, or about the research more broadly, please contact the project manager, Ben Willis ([internationalteachers@shu.ac.uk](mailto:internationalteachers@shu.ac.uk)).



Q1. How old are you? (years)

Q2. What is your gender?

- Male
- Female
- Other \_\_\_\_\_

Q3. What is your nationality?

- Australian
- American
- British
- Bulgarian
- Canadian
- Dutch
- French
- German
- Greek
- Hungarian
- Irish
- Italian
- New Zealander
- Polish
- Portuguese
- Romanian
- Spanish
- Other

Q3a. If 'other' nationality, please specify here:

Q4. Which languages do you speak/write fluently?(Please select all that apply)

- English
- French
- Spanish
- German
- Portuguese
- Mandarin
- Arabic
- Russian
- Romanian
- Polish
- Italian
- Dutch
- Other \_\_\_\_\_

Q5. In which year did you first qualify as a teacher?

- 2016
- 2015
- 2014
- 2013
- 2012
- 2011
- 2010
- 2009
- 2008
- 2007
- 2006
- 2005
- 2004
- 2003
- 2002
- 2001
- 2000
- 1999
- 1998
- 1997
- 1996
- 1995
- 1994
- 1993
- 1992
- 1991
- 1990 or earlier

Q6. In which country was your original teacher training completed?

- Australia
- Bulgaria
- Canada
- France
- Germany
- Greece
- Hungary
- Ireland
- Italy
- Netherlands
- New Zealand
- Poland
- Portugal
- Romania
- Spain
- United States
- Other

Q6a. If your answer to Q6 is 'other', please state the country here:

Q7. Please state the qualifications you hold, and in which subjects (please select all that apply):

	English	Maths	Physics	Chemistry	Biology	Science (general)	French	Spanish	German	Mandarin	Languages (other)	Technology	Other subject
Undergraduate degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching qualification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Postgraduate degree (masters, PhD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other qualification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7a. Please specify any other relevant qualifications/subjects if not listed above:

Q8. How long have you held QTS (Qualified Teacher Status, for England)?

- Less than 1 month
- 1 to 6 months
- 7 to 12 months
- 1-2 years
- 2-3 years
- More than 3 years

Q9. As a teacher from a country other than England, why did you apply for QTS? Please select all that apply:

- For the better pay in England
- For better working conditions in England
- QTS would enhance my employment prospects in my home country or beyond
- For the experience of the English education system
- Similarities between the education system in England and my home country/country of qualification
- Opportunities for career progression in England
- Cultural curiosity or the desire to travel and work abroad
- Similarities with living in my own country
- Improved quality of life in England
- Other (please specify) \_\_\_\_\_

Q10. How would you describe your experience of these different aspects of the QTS and visa application process?

	Very positive	Fairly positive	Neutral	Fairly negative	Very negative
Time taken for the QTS application process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visa application process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence of qualifications or experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11a. How long have you worked in teaching in countries other than England?

- Less than one year
- 1-2 years
- 3-4 years
- 5-10 years
- More than 10 years

Q11b. How long have you worked in teaching overall?

- Less than one year
- 1-2 years
- 3-4 years
- 5-10 years
- More than 10 years

Q12. What are you currently doing?

- Working in a school(s) in England
- Working as a teacher in another country (please specify country)  
\_\_\_\_\_
- Working in England in another occupation
- Working elsewhere in another occupation
- Taking time out for travel
- Undertaking caring responsibilities
- Studying full-time
- Other (please specify) \_\_\_\_\_

If Currently working in a school in England Is Selected, Go To Q13.

If Currently working in a school in England Is Not Selected, Then Skip To Q29.

We are asking the following three questions so that we can ascertain the location of your school. This is so that we can investigate regional variation in experiences and



views. The information you provide will not be made publicly available and individual schools will not be identifiable in any reports.

Q13: What is the name of the school you are working in?

Q14: What is the postcode of this school?

Q15: Which of these options best describes the location?

- London
- Other city/town
- Rural area

Q16. What is your current role?

- Teacher
- Supply teacher
- SENCO
- School leader
- Teaching Assistant (TA)
- Other (please specify) \_\_\_\_\_

Q17. Which subjects do you currently teach?

- English
- Maths
- Physics
- Chemistry
- Biology
- Science (general)
- French
- Spanish
- German
- Mandarin
- Languages (other)
- Technology
- Other subject(s) (please specify) \_\_\_\_\_

Q18. How long have you worked as a teacher in England?

- Less than one year
- 1-2 years
- 3-4 years
- 5 or more years

Q19. How were you recruited? (please select all that apply)

- Through a recruitment agency
- Via links with an overseas university
- Direct from the school/Trust
- Other (please specify) \_\_\_\_\_

Q20. Which of the following possible barriers, if any, did you encounter when applying to be a teacher in England? (please select all that apply)

- Lack of information about vacancies
- Lack of teaching vacancies
- Lack of information/guidance on application process
- Cultural differences
- Language difficulties
- Immigration law
- Difficulties in obtaining a visa
- Securing a Certificate of Sponsorship
- Finding a school with a License to issue a CoS
- The cost of securing a visa and paying the Government additional National Insurance levy
- Recruitment process making it difficult to apply for the post in time
- Lack of appropriate qualifications for teaching in England
- Other (please specify) \_\_\_\_\_

Q21. Did you work as an overseas trained teacher (OTT) in England prior to obtaining QTS?

- Yes
- No
- Not applicable

Q22a. What type of visa did/have you applied for?

- Tier 2 (General)
- Tier 5 (Youth Mobility Scheme)
- UK Ancestry
- Other (please specify) \_\_\_\_\_

Q22b. How long did/does the visa last?

- 0-6 months
- 7-12 months
- 1-2 years
- 2 years+

Q23. What do you intend to do after your visa expires?

- Apply for sponsorship
- Return to my country of origin
- Reapply for another visa
- Find other work
- Travel
- Other (please specify) \_\_\_\_\_

Questions 24a, 24b and 25 are about the contract you were given in your first teaching job in England.

Q24a. What was the duration of your first employment contract?

- Temporary/fixed term
- Permanent

Q24b. What were your working hours in this job?

- Part-time
- Full-time

Q25. If you had probation period in this job, how long did it last?

- One month
- One term
- One year
- Don't know
- Not applicable
- Other (please specify) \_\_\_\_\_

Q25a. Are you still in this job?

- Yes
- No

If No Is Selected, Go to Q26a  
If Yes Is Selected, Then Skip To Q27.

Questions 26a and 26b are about the employment contract you have in your current job.

Q26a. What is the duration of your current employment contract?

- Temporary/fixed term
- Permanent

Q26b. What are your working hours in your current job?

- Part-time
- Full-time

Q27. To what extent have the following aspects of your experience of teaching in England been positive or negative?

	Very positive	Fairly positive	Neutral	Fairly negative	Very negative
Administrative workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management and pupil behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Approaches to teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pay and conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating into a new school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Induction and training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accountability expectations of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior school leadership support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff and colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating into a new community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q28. How long do you plan to work as a teacher in England?

- 0-1 years
- 2-3 years
- 4-5 years
- Over 5 years
- Don't know

Q29. Have you ever worked as a teacher in England?

- Yes
- No

If Yes Is Selected, Then Skip To Q34.

If No Is Selected, Then Go To Q30.

Q30. Why did you not start work in schools in England after gaining QTS? (Please select all that apply):

- I couldn't get a visa in time
- I decided to pursue another job/career in England instead (please give details):  
\_\_\_\_\_
- I decided to pursue a job/career in another country
- I decided against moving to England for family/personal reasons
- I couldn't find a job (please give details): \_\_\_\_\_
- Pay and conditions were unsatisfactory
- I never intended to teach in England (please say why): \_\_\_\_\_
- I decided to travel/pursue other activities
- Other (please specify): \_\_\_\_\_

Q31. Would you like to teach in England in the future?

- Yes
- No
- Unsure

Q32. Would any of the following encourage you to teach in English schools? Please select all that apply:

- Better pay and conditions
- More information and support for visa/job applications
- Better networks of overseas teachers working in England
- Better CPD and professional support in schools
- More informal support for integrating new staff into schools
- Support for community integration
- Specific support for working in particular areas (e.g. rural schools)
- Other (please specify) \_\_\_\_\_

Q33. What support or services would you find helpful as an overseas teacher working in England?

- Visa/immigration information
- Relocation advice
- Job match service
- Other (please specify) \_\_\_\_\_

All Skip To Q40

Q34. How long did you work as a teacher in England?

- Less than 1 year
- 1-2 years
- 3-4 years
- Over 5 years



Q35. Which of the following possible barriers, if any, did you encounter when applying to be a teacher in England? (please select all that apply):

- Lack of information about vacancies
- Lack of teaching vacancies
- Lack of information/guidance on application process
- Difficulty in obtaining QTS
- Cultural differences
- Language difficulties
- Immigration law
- Difficulties in obtaining a visa
- Securing a Certificate of Sponsorship
- Finding a school with a Licence to issue a Certificate of Sponsorship
- The cost of securing a visa and paying the Government additional National Insurance levy
- Recruitment process making it difficult to apply for the post in time
- Lack of appropriate qualifications for teaching in England
- Other (please specify) \_\_\_\_\_

Q36. Why did you leave teaching in England? Please select all that apply:

- My visa expired
- I disliked the weather
- Homesickness
- Family/caring responsibilities
- Other personal reasons
- Pay and conditions were unsatisfactory
- To pursue another job/career in England
- To pursue a job/career in another country
- To travel/pursue other activities
- Negative experiences of English schools
- Negative experiences of living in England
- End of contract/visa
- Other (please specify) \_\_\_\_\_

Q37. Would you like to teach in England again in the future?

- Yes
- No
- Maybe

Q38. Would any of the following have encouraged you to continue teaching in English schools? Please select all that apply:

- Better pay and conditions
- More information and support for visa/job applications
- Better networks of overseas teachers working in England
- Better CPD and professional support in schools
- More informal support for integrating new staff into schools
- Support for community integration
- Specific support for working in particular areas (e.g. rural schools)
- Other (please specify) \_\_\_\_\_

Q39. What support or services would you have found helpful in facilitating overseas teachers to work in England? Please select all that apply:

- Visa/immigration information
- Relocation advice
- Job match service
- Other (please specify) \_\_\_\_\_

Q40. To what extent do you agree that you, as an international teacher, can contribute the following to schools in England:

	Strongly disagree	Disagree	Neither	Agree	Strongly Agree
A different perspective on teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Filling vacancies in shortage subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional/different subject content knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional/different teaching and learning approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q41. Have you looked into teaching in other countries? If so, which countries? (please select all that apply):

- Australia
- Bulgaria
- Canada
- France
- Germany
- Greece
- Hungary
- Ireland
- Italy
- Netherlands
- New Zealand
- Poland
- Portugal
- Romania
- Spain
- United States
- Other (please specify) \_\_\_\_\_

Thank you for completing this survey.



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for Education

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