



Department
for Education

College Staff Survey 2019 follow-up

Research report

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Executive Summary

Kantar UK Public Division, working with RCU, was commissioned by the Department for Education to deliver the College Staff Survey 2018 and College Staff Survey 2019 follow-up. The College Staff Survey 2018 was conducted between April and June 2018 and a findings report was published in November 2018¹. This report presents findings from the 3,694 teachers and leaders from general FE and specialist FE Colleges (excluding sixth form colleges and other types of FE provider) who participated in the follow-up survey between April and June 2019, approximately 12 months after the main stage survey.

The follow-up survey findings represent a further leap forward in terms of our understanding of the FE workforce. The earlier 2018 survey findings provided rich data on the factors that may lead to retention difficulties in the sector, including perceptions of levels of pay and poor management at institutional level. The follow-up survey of teachers and leaders focusses on those who have moved role or have a job outside of FE. It provides additional insights into the reasons teachers and leaders decide to move.

The College Staff Survey 2019 follow-up invited all teachers and leaders who had agreed to be re-contacted after the 2018 main stage survey, to participate in an online survey. The purpose of the follow-up survey was to better understand reasons why teachers and leaders move role within and outside of the FE sector; give an indication of levels of churn within the sector,² and; understand how much movement there was across the sector each year. Data were weighted to ensure that the survey sample was representative of the general and specialist FE college population. More detail can be found in Chapter 1.

The FE sector is complex and covers a wide range of providers, including FE colleges, sixth form colleges, independent training providers, local authorities and charitable or voluntary training providers. The College Staff Survey main stage and follow-up surveys purposely focused on general and specialist FE colleges. Further research is being conducted that will cover other parts of the FE sector. The findings in this report reflect teachers and leaders within general and specialist FE colleges only. The report may make reference to the FE sector more widely – but only where this wording was used in the questionnaire.

Teachers were defined as any staff who described their role as a Lecturer, Teacher, Tutor, or Advanced Practitioner, or indicated that their role regularly involved teaching or lecturing. Leaders were defined as individuals who described their role as a governor, members of the Senior Management Team (including vice-principals, working directors

¹ [College Staff Survey 2018](#)

² The relative numbers of teachers and leaders who moving role within and outside the FE sector.

and CEOs), middle and junior managers (including managers of departments, divisions, units or teams or functions), and staff-governors. Responses from teachers and leaders who have left the college where they completed the main stage survey are analysed together, due to low base sizes for leaders.

The report uses responses collected at the main stage as part of the analysis. As part of the follow-up survey, all respondents were asked if they gave permission to link their survey responses to their responses given at the main stage survey. A total of 47 (out of the 3,694 who responded) respondents did not give permission, so have been excluded from analysis which required data linkage.

Exploring movement in the sector over the last twelve months

One of the key objectives for the College Staff Survey 2019 follow-up was to give an indication of levels of churn within the sector. One in eight (13%) teachers and leaders had left the college that they were surveyed at as part of the main stage survey (for any reason). This was higher compared with churn in Higher Education (9%)³, but lower compared with churn rates in primary (18%) and secondary schools (20%)⁴.

Among teachers and leaders who had left their college around half (52%) remained working in education. This included moving to: a different FE college (21% of those who had left); another type of FE provider (14%);⁵ Higher Education (10%); or a school (7%). The remainder of teachers and leaders who had left their college were either working outside of education/in industry (17%), no longer working (18% were retired, taking a career break or not working for another reason), or self-employed (7%).

Around half (55%) of teachers who left their main stage college but remained in FE, continued in lecturer, teacher or tutor roles, indicating horizontal movement within the sector. Four per cent moved from a teaching role to middle or junior management.

Teachers and leaders who stayed at their main stage college but moved role internally most commonly moved to junior or middle management roles (35%), showing opportunities to progress within their college. There were interesting variations among teachers who moved role internally. A quarter (28%) had progressed to middle and junior

³ Data from the HESA Staff record which universities, colleges and other higher education providers return to HESA on an annual basis ([Academic staff starters and leavers](#) and [all staff](#))

⁴ [NFER Teacher Workforce Dynamics in England report](#).

⁵ In total 35% of those who had left their college therefore remained in the FE sector.

management; almost a quarter (23%) had moved from being a lecturer, teacher or tutor at the main stage to working in support or administrative roles at the follow-up⁶.

Profile of staff who have left their main stage college

There was little variation in the age and gender profile of teachers and leaders who had left their main stage college compared with those who were still working at the same college, with the exception of older women. Among men, the relative proportion who left their college remained consistent across age groups with around one in ten leaving. The highest proportion of women leavers were aged 55 or older (20%).

Teachers and leaders who had left their main stage college were more likely to be from a BAME background (10%) compared with those who were working at the same college (5%).

A higher proportion of staff who had left their main stage college had been there for less than three years (36%) compared with three in ten (29%) of those who had not left. Male teachers were more likely to move early in their time within a college, with 31% of male staff leaving within a year of joining the college compared with 17% of female staff. There were no significant differences in length of time spent in the FE sector. This reflects findings across the College Staff Survey 2018 and College Staff Survey 2019 follow-up that college level attributes are a factor in churn. Reasons for leaving FE give further insight to how college level attributes can influence churn within FE.

Levels of dissatisfaction with opportunities to develop a career in FE at the main stage survey were higher among teachers and leaders who had left their college (44% dissatisfied) compared with those who had remained at the college (30% dissatisfied). Of the 32% of teachers and leaders who said that they were dissatisfied with opportunities to develop their career with FE at the main stage, 17% of these had left the college at the follow-up survey. More than eight in ten (83%) had stayed at the same college.

Reasons for leaving the FE sector and characteristics of new role

The most common reasons teachers and leaders gave for leaving the FE sector at the College Staff Survey 2019 follow-up were poor college management (58%) and unmanageable workload (46%). These may be considered push factors – negative factors which encourage staff to think about leaving the sector. Nearly nine in ten (86%) teachers and leaders who had moved outside of the FE sector gave a push factor as a reason for leaving. Findings from the main survey chime with this, where 32% of teachers

⁶ This includes trainer or instructor, specialist assessor or verifier, teaching, learning, classroom assistant or technician, or support worker in an administrative or clerical role.

who were leaving FE (and already had a job) said workload was a factor in their decision to leave and 44% said college management was a factor. Similarly, in the follow-up survey, seven in ten (71%) teachers and leaders said that improved college management would have made them less likely to leave the FE sector. Half (49%) said a more manageable workload would have made them less likely to leave.

Better pay (21%), a more manageable workload (18%) and better or more supportive college management (18%) were cited as reasons which could influence teachers and leaders to return to FE. Among teachers and leaders who had left FE, over three quarters (76%) said they were unlikely to return in the next five years.

Around a third of teachers and leaders who left FE moved to a job at a perceived lower level (37%) or a job with fewer hours (37%). Similarly, 40% of teachers and leaders who left FE entirely moved to a role with a lower salary. Half (47%) moved to a role with a higher salary.

Teachers and leaders who moved role but remained within FE most commonly moved to a role they perceived to be at an equivalent or similar level (58%). A similar proportion (57%) moved to a role with a higher salary, more than twice the proportion who moved to a role with a lower salary (26%).

Attitudes of non-movers

Among non-movers, four in ten teachers (42%) and leaders (38%) said they were likely to leave the FE sector in the next 12 months. This was an increase of 5 percentage points for teachers and 10 percentage points for leaders compared with the same respondents answers from the main stage. Teachers who reported the largest increase in likelihood to leave FE included those working in engineering and manufacturing (+17 percentage points) and construction (+6 percentage points). These subjects were highlighted at the main stage as subjects with particular recruitment challenges⁷, suggesting issues within these subjects are ongoing. There was variation by length of time within FE, with an increased proportion of newer teachers (those who had worked in FE for less than three years) who reported they were likely to leave FE in the next twelve months at the follow-up survey (40%) compared with the main stage (31%).

Leaders were less likely to report wanting to leave FE in the next twelve months (38% said they were likely to leave) than teachers, as found in the main survey. However, when looking at the same respondents' answers from the main stage, the proportion of

⁷ [College Staff Survey 2018 main report, page 77](#)

leaders who said they were unlikely to leave FE in the next twelve months decreased from 73% at the main stage to 63% at the follow-up survey.

Non-movers were also asked how satisfied they were with opportunities to develop their career in FE. Four in ten teachers (39%) and six in ten leaders (60%) said they were satisfied with the opportunities available. This was a 5 percentage point decrease in satisfaction among teachers and a 9 percentage point decrease among leaders, when compared with responses from the same teachers and leaders at the main survey.

There were large decreases in satisfaction with opportunities to develop their career among teachers of agriculture, environmental and animal care (-12%) and creative and design (-9%). There were increases among teachers of business and administration (+8%) and childcare and education (+3%).

Conclusion

The findings from the College Staff Survey 2019 follow-up are a helpful starting point for understanding retention and churn among teachers and leaders in FE. In addition to this report, a detailed set of data tabulations have been published to allow users to conduct further analysis. DfE is carrying out further research which will cover the wider FE workforce and help to provide a richer evidence base for the FE sector. This suite of research will help DfE develop effective and supportive policy to maximise the benefits for providers and learners.

1. Introduction

This report draws together findings from the College Staff Survey 2019 follow-up, conducted by Kantar's Public Division on behalf of the Department for Education (DfE). The College Staff Survey comprised two linked surveys: the main stage survey, which was conducted between April and June 2018, and a follow-up survey, approximately 12 months later, between April and June 2019. The main stage findings and method are available in a separate publication⁸. This report presents findings from the 3,694 teachers and leaders from general FE and Specialist FE⁹ who participated in the follow-up survey in 2019, 12 months after the main stage survey.

In contrast to the 2018 main stage survey which contained three components: a principals' survey; a teachers and leaders survey; and a staff return questionnaire (to collect college level data about staffing), the follow-up survey was conducted with only teachers and leaders. The purpose of the follow-up survey was to better understand the level of movement across the sector, give an indication of the levels of churn within the sector, and to better understand the reasons why teachers and leaders move role within and outside of the FE sector.

The FE sector is complex and covers a wide range of providers, including FE colleges, sixth form colleges, independent training providers, local authorities and charitable or voluntary training providers. The College Staff Survey main stage and follow-up surveys purposely focused on general and specialist FE colleges. Further research is being conducted that will cover other parts of the FE sector. The findings in this report reflect teachers and leaders within general and specialist FE colleges only. The report may make reference to the FE sector more widely – but only where this wording was used in the questionnaire. Regardless, findings represent only the views of teachers and leaders within general and specialist FE colleges.

Background

The government has placed an increasingly greater focus on FE in recent times, putting in place reforms to address the needs of the forgotten 50% of school leavers who do not go to university. Ongoing initiatives affecting the sector include the bedding in of the apprenticeship levy, the introduction of new apprenticeship standards (including the introduction of end-point assessment), and devolution of the adult education budget. There is also a move to simplify qualifications, improve standards and bring greater parity between technical and academic qualifications. The centrepiece of qualification reform

⁸ [College Staff Survey 2018](#)

⁹ Excluding sixth form colleges and other types of FE provider

for 16-18 year olds is the introduction of T Levels, with up to 20,000 courses being replaced with 15 high-quality routes aligned to occupations.¹⁰ Changes to the way the sector is funded and the qualifications it delivers are likely to have an impact on the workforce.

To facilitate reform and drive improvements, FE needs to retain, recruit and train teachers and leaders. The College Staff Survey 2018¹¹ pointed to some potential challenges in FE colleges – a quarter of college teachers are aged 55 or older, indicating possible issues with succession planning in the sector. The survey came at a critical time, with other external factors, including exiting the EU, potentially disrupting the flow of learners and teachers and the wider economy. It is also widely acknowledged that FE providers often struggle to compete with schools and industry when attracting talented staff, particularly as salaries in the FE sector tend to be lower. Salaries in the FE sector on average have also remained relatively flat in recent years¹².

Prior to the survey, there was other existing evidence about the FE workforce including the Staff Individualised Record (SIR), the AoC Workforce Survey, Work Based Learning Workforce Survey and Adult and Community Learning Workforce Survey. However, all these sources were based on data collected at institutional level (rather than from staff directly), are not directly comparable and have variable response rates. As a result, there was relatively limited data on the skills and experience of teachers and leaders in general and specialist FE colleges and how that matches the requirements of the posts they fill. The survey findings complement and add to existing FE workforce data, including the Education and Training Foundation's SIR data¹³.

Aims and objectives

DfE commissioned the College Staff Survey 2018 main stage and 2019 follow-up to improve the data it holds on teachers and leaders within general and specialist FE colleges, including experience and background, qualifications and satisfaction of working in FE. The College Staff Survey sits within a wider programme of research commissioned by DfE to provide a richer evidence base for the FE sector, which will help DfE develop effective and supportive policy to maximise the benefits for providers and learners. The research will also be used to better understand the challenges faced in general and

¹⁰ [Policy paper: T Level action plan](#)

¹¹ [College Staff Survey 2018](#)

¹² The 2016/17 SIR showed median pay across all FE staff in all providers increased by £1,000 in the previous five-year period

¹³ SIR provides robust estimates for workforce demographics, staffing numbers and pay across all FE and training. The [SIR website](#) and [latest reports](#) provides more information.

specialist FE colleges and raise the profile and prestige of the sector. The main stage and follow-up research were developed to address the following aims:

- Improve data and understanding on teachers and leaders in general and specialist FE colleges in England.
- Provide vital insights into the experiences, qualifications and expectations of teachers and leaders in FE colleges.
- Provide insights into the churn of staff within FE colleges.

The follow-up survey specifically addresses the third objective, to provide insights into the churn of staff within FE colleges.

Sampling

For the main stage survey in 2018, 199 general and specialist FE colleges were considered in-scope (including college groups) and 9,603 interviews were achieved with teachers and leaders. Of these, 5,916 (62%) teachers and leaders agreed to be recontacted and provided either a valid telephone number or email address. This formed the sample frame for the 2019 follow-up survey.

Methodology

DfE commissioned Kantar's Public Division to design and deliver the follow-up survey as part of the College Staff Survey. Unlike the main stage, which was composed of three separate strands, the follow-up was a single survey of teachers and leaders¹⁴. Teachers and leaders who participated in the main stage survey and who agreed to be recontacted were invited to take part in an online survey. Non-responders were later contacted by telephone to complete the survey if possible.

The survey established whether or not they were still working at the same college as when they completed the main-stage. For those who had not moved from their college or not changed role, the survey focussed on attitudes towards opportunities to develop their career in FE, as well as their likelihood to leave the sector (allowing us to compare their responses from those given at the main stage, 12 months previously). For those who had left their main stage college, the survey focused on what they were doing now, reasons for leaving and the characteristics of their new job (and how these had changed).

¹⁴ Principals were not invited to take part in the follow-up survey. Governors were invited to take part.

Teachers and leaders who provided a valid email address received advance notification of the follow-up research three months before the survey was launched. An email was sent out thanking them for their participation in the research at the main stage, and notifying them that they would be invited to take part in the follow-up survey. This email also contained a link to the published main stage research report.

Table 1 below summarises response rates for the follow-up survey.

Table 1 : Survey response rates: Survey response rates

Survey	Number issued	Number of responses achieved	Response rate
All respondents	5,916	3,694	62%
All teachers	4,989	3,093	62%
All leaders	1,605	998	62%

Questionnaire development

Kantar conducted cognitive testing of the questionnaire in March 2019 to ensure the questions and content were appropriate and well understood by teachers and leaders within FE. Members of the Kantar research team discussed the survey content with HR managers within FE, to get their views on the reasons teachers and leaders frequently give for leaving their FE college or the FE sector, as well as specific feedback on the survey questions.

Minor revisions were made to the questionnaire following cognitive testing to ensure answer code lists for questions contained the most appropriate options.

Weighting

Weights were required to ensure that the survey sample was representative of the population of FE teachers and leaders within general and specialist FE colleges. The weighting aimed to compensate for:

- Systematic non-response to the main stage of the study.
- Differential rates of agreement to re-contact.
- Systematic non-response to the follow-up survey.

Three weights were calculated; a teacher weight, a leader weight, and an overall weight for combined analysis of teachers and leaders.

For the separate teacher and leader weights - a logistic regression was used to estimate probability of response. Each model used variables from the survey main stage to predict whether or not individuals participated in the follow-up survey. A range of variables were tested including college level variables, demographics and other 'ask all' questions. The variables most strongly associated with response were included in the final model specifications. The final weights were created in two stages. Firstly, a follow-up non-response weight was calculated - inverting the probability of response (as estimated by the non-response models). This weight was then multiplied by the relevant main stage non-response weight to calculate the final weight.

For the overall weight - the separate teacher and leader weights were scaled to ensure that the two groups were represented in the correct proportion to their population size. Some individuals were classified as both teachers and leaders; the overall weight for these individuals was calculated as the mean of their (scaled) teacher and leader weights.

The design effects result from the weighting (using the Kish estimator¹⁵) were:

- Teacher weight – 2.16.
- Leader weight – 2.53.
- Overall weight – 2.29.

As it stands, the characteristics of *all teachers and leaders in the FE sector* are not collected by DfE (unlike for the state school sector where an annual School Workforce Census is conducted). In weighting this data the information available was limited to the information collected in the main stage as part of both the College Staff Survey return and the teacher survey. The weighting therefore compensates for observable imbalances, however, there remains a residual risk of non-response bias which cannot be quantified.

¹⁵ These design effects were calculated based on the variance of the weights, using the following formula:
 $1 + (\text{coefficient of variation})^2$

Analysis and reporting

The report covers findings from the follow-up survey of teachers and leaders. The definitions for teachers and leaders are as follows:

- **Teachers** were defined as any individuals who described their role as a Lecturer, Teacher, Tutor, or Advanced Practitioner, or indicated that their role regularly involved teaching or lecturing.
- **Leaders** were defined as individuals who described their role as a governor, members of the Senior Management Team (including vice-principals, working directors and CEOs), middle and junior managers (including managers of departments, divisions, units or teams or functions), and staff-governors.

The report uses responses collected at the main stage survey as part of the analysis. As part of the follow-up survey, all respondents were asked if they gave permission to link their survey responses to their responses given at the main stage survey. A total of 47 respondents did not give permission, so have been excluded from analysis which required data linkage.

Differences between subgroups are reported only when they are both statistically significant and relevant to the research objectives. Additional analytical conventions include:

- Statistical significance has been judged at the 95% confidence interval.
- Results with a base size of fewer than 100 respondents are not generally included as they are statistically unreliable and should be treated as indicative. Where they are, they should be interpreted with caution.
- Where respondents have given multiple responses to a question, the sum of the individual responses may be greater than 100%.
- The sum of percentages in some tables and charts, single-response questions may not always add up to exactly 100% due to rounding.
- Asterisks (*) are used in tables and figures where a response was given by more than one respondent, but the proportion is less than 1% of all responses.

Additional considerations

As with any research, there are certain caveats or limitations that the reader should be aware of. As noted elsewhere, the survey focussed on teachers and leaders within general and specialist FE colleges, rather than the wider workforce within these institutions or teachers and leaders working in other (non-college) FE providers.

Occupations of teachers and leaders were also self-defined given no information about respondents (for example job title) was known in advance of them taking part. It is also worth noting that the follow-up survey purposely focused on those who had moved role – a relatively small number of questions were asked of those who remained in the same role between the two survey periods.

Structure of report

The main body of the report is divided into four chapters:

- **Exploring movement in the sector over the last twelve months** looking at volume of churn, and where teachers and leaders have moved to.
- A **profile of teachers and leaders** who have left their main stage college compared with those who have remained.
- **Reasons given for leaving their college, or leaving FE** including push and pull factors and characteristics of new roles.
- The **attitudes of those who remained at the same college doing the same role** including satisfaction with opportunities to develop their career in FE, and likelihood to leave the sector.

2. Exploring movement in the sector over the last twelve months

Summary

- One in eight (13%) teachers and leaders had left their college over the last year (for any reason).
- The most common destination for teachers and leaders to move to was to work in a different FE college (21% of all who left their college), or work outside of education/in industry (20% of all who left their college). Over a third (35%) of teachers and leaders who had left their main stage college continued to work in the FE sector.
- One in six who left their college (17%) continued to work in education but outside of FE, with 10% moving to work in Higher Education, and 7% to work in a school.
- In total, one in twenty (5%) teachers and leaders had left the FE sector to work in industry or another area of education.
- Around half (57%) of teachers who left their main stage college but remained in FE moved horizontally – to a similar role as lecturer, teacher or tutor.
- There was a shift towards full-time work among teachers and leaders who moved role, with over half (57%) moving to a role that was full-time. One in six (16%) moved from a part-time role to a full-time role. One in ten (11%) moved from a full-time role to a part-time role.

This chapter explores how teachers and leaders had moved within and outside of the FE sector between the main stage and follow-up surveys. It looks at those who no longer worked at the college where they were surveyed when they completed the main stage, as well as those who had moved to a different role *but within the same college*.

Throughout this chapter, teachers and leaders are reported in aggregate, due to the low number of leaders who had moved (99 respondents).

Churn in the sector

Organisational churn

One in eight teachers and leaders (13%) had left their main stage college over the last year for any reason, including retirement, career breaks or to work elsewhere. For brevity, this is referred to as 'organisational churn'. Among teachers, the organisational churn was 13%, and among leaders it was 11%. More detail on the destination of teachers and leaders who left their main stage college is provided in the next section.

Using population estimates from the main stage survey, the number of teachers leaving their college in the last year was an estimated 7,670, and the number of leaders leaving their college was an estimated 880 (table 2)¹⁶.

Table 2: Population estimates of organisational churn among teachers and leaders in FE colleges

Category	Population estimate (n)	Confidence interval (n)	Organisational churn (%)
All leaders	7,990	+/- 310	
Organisational churn: leaders	880		11%
All teachers	58,980	+/- 4,038	
Organisational churn: teachers	7,670		13%

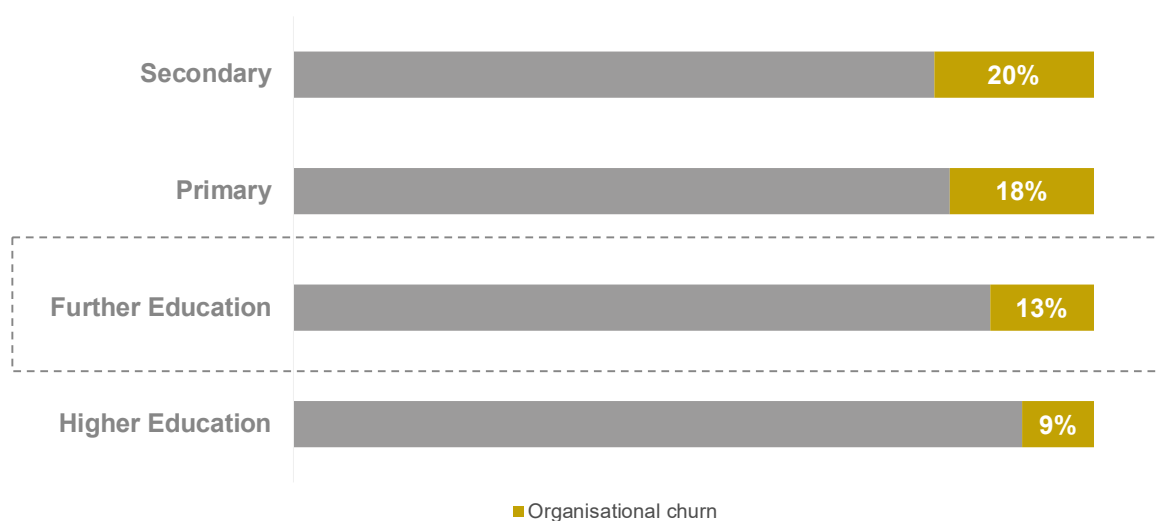
Base: Main stage staff return, Q1: 'How many staff currently work for your college in the following leadership roles?'; Q2: 'How many teaching, training or lecturing staff currently work for your college?'; Q4: 'How many supply staff currently teach in your college?'; All colleges (117). Follow-up survey: QCollegeStill: 'Are you still working at [main stage college]?' Teachers: 3,093, Leaders: 998

Organisational churn in FE was higher compared with Higher Education, but lower compared with secondary and primary schools (figure 1). Research by the National Foundation for Educational Research (NFER) showed that 18% of primary school teachers, and 20% of secondary school teachers left the profession or moved schools in

¹⁶ Leaders included staff who described their role as a governor, member of the Senior Management Team (including vice-principal, working director or CEO, middle and junior manager (including manager of department, division, unit or team or function), or staff-governor.

the 2014-15 academic year¹⁷. The level of churn was smaller among academic staff in Higher Education, at nine percent¹⁸.

Figure 1 Organisational churn in Further Education compared with other sectors



Base:

Secondary and Primary: [NFER Teacher Workforce Dynamics in England report](#). Further Education: Follow-up survey, Are you still working at [main stage college]? 3694. Higher Education: Data from the HESA Staff record which universities, colleges and other higher education providers return to HESA on an annual basis ([Academic staff starters and leavers](#) and [all staff](#))

Sector churn

Five per cent of responding teachers and leaders left the FE sector to work in other industries, including to work in Higher Education, schools, or outside of education / in industry¹⁹. Among leaders, 5% left FE to work elsewhere and similarly among teachers, 5% left FE to work elsewhere.

Destination of teachers and leaders who left their main stage college

Teachers and leaders who said that they were no longer working at the same college as the main stage survey were asked what they were doing now. Of these, approximately a third (35%) continued to work in the FE sector, either in a different FE college (21%), or

¹⁷ [NFER Teacher Workforce Dynamics in England report](#)

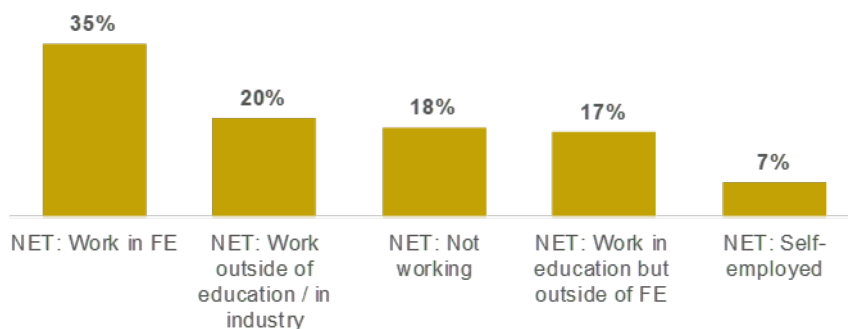
¹⁸ Data from the HESA Staff record which universities, colleges and other higher education providers return to HESA on an annual basis ([Academic staff starters and leavers](#) and [all staff](#))

¹⁹ This does not include teachers and leaders who left to be self-employed as the sector was not specified. However, when including this group, the sector churn remains at 5%.

for a different type of FE provider (14%). One in five (20%) moved to work outside education or in industry. Slightly fewer than one in five (18%) were not working at the time of the follow-up survey, most commonly due to having retired (7%), being unemployed after resigning (5%), being unemployed after being made redundant or losing their job (3%) or being on a career break (3%). One in six (17%) continued to work in education but outside FE, with 10% moving to work in Higher Education, and 7% to work in a school. Full responses to this question are displayed in figure 2.

Overall, men were more likely than women to move to work outside the education sector / in industry (33% of men compared with 13% of women).

Figure 2: Main activity of those who were no longer working at their main stage college



Description of what they are doing now	%
NET: Work in FE	35%
Work in a different FE college	21%
Work in FE but for a different type of provider	14%
NET: Work outside of education / in industry	20%
Work outside of education / in industry	20%
NET: Not working	18%
Retired	7%
Unemployed – resigned	5%
Unemployed – made redundant or lost job	3%
Career break	3%
NET: Work in education but outside of FE	17%
Work in Higher Education	10%
Work in a school	7%
NET: Self-employed	7%
Self-employed	7%
Other	4%

Base: QMove 'Which of the following best describes what you are doing now?' All teachers and leaders who had moved from their main stage college:379

Movement within FE

Teachers and leaders who had left their main stage college but had taken a new role within the FE sector, and those that moved role internally within their main stage college, were asked about their new main role.

Moving to a new role at a different FE provider

Teachers and leaders who had moved to a new role at a different FE provider commonly moved to lecturer, teacher or tutor roles (60%), middle or junior management (8%) or specialist coach, mentor or staff trainer roles (8%). The full list of responses is shown in figure 3.

Overall, six in ten (60%) teachers stayed in the same main role when moving between FE providers, including 57% who remained in the same main role of lecturer, teacher or tutor, 2% who remained in the same main role of middle or junior management, and 1% who remained in the same main role of advanced practitioner.

Four percent of teachers moved from having the main role of lecturer, teacher or tutor at the main stage, to middle or junior management at the follow-up. Two per cent moved from having the main role of lecturer, teacher or tutor at the main stage, to advanced practitioner at the follow-up, suggesting progression within the sector. However, 16% had moved from a main role of lecturer, teacher or tutor at the main stage to a support or administrative role²⁰ at the follow-up survey.

Moving to a new role within the same college

Teachers and leaders who stayed at their college but moved role internally most commonly moved to middle and junior management (35%), followed by lecturer, teacher or tutor roles (15%). The full list of responses is shown in figure 3.

Overall, a small proportion of teachers who said they had changed role within their college said they were doing the same main role at the follow-up compared to the main stage survey (3%, including 1% who remained in middle and junior management, and 1% who remained a lecturer, teacher or tutor).

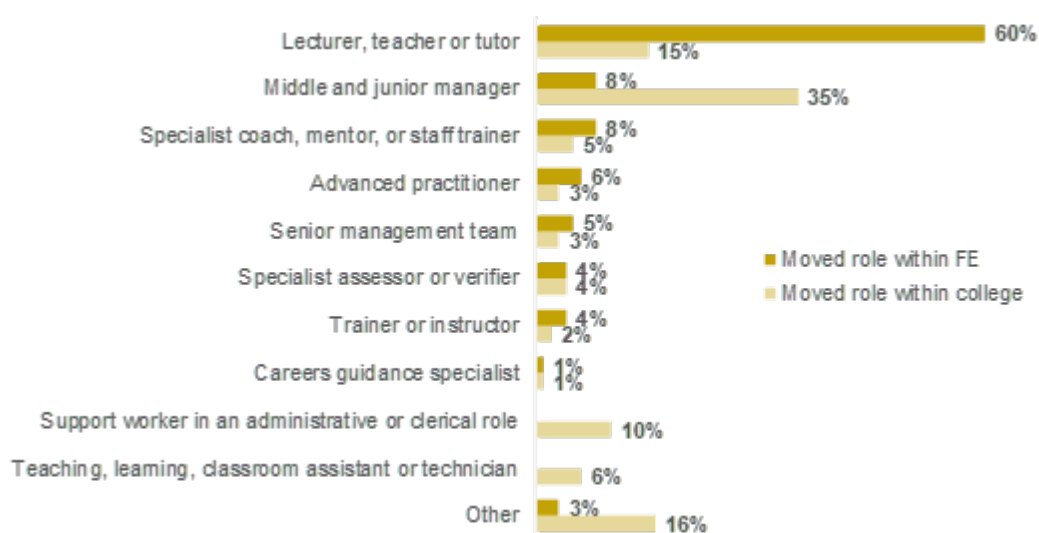
Teachers who stayed at their college but moved role internally most commonly moved from having a main role of lecturer, teacher or tutor at the main stage to having a main role in middle or junior management at the follow-up (28%), suggesting there have been

²⁰ This includes trainer or instructor, specialist assessor or verifier, careers guidance specialist, specialist coach, mentor, or staff trainer, teaching, learning, classroom assistant or technician, support worker in an administrative or clerical role, support worker in areas such as maintenance, security, catering or cleaning.

opportunities for progression within the college. Five percent of teachers moved from having a main role in junior or middle management at the main stage to having a main role of lecturer, teacher or tutor at the follow-up.

Over two in ten (23%) teachers who moved role internally went from having the main role of lecturer, teacher or tutor at the main stage, to be in a support or administrative role of some kind at the follow-up, including support workers in an administrative or clerical role at the follow-up (6%), teaching, learning, classroom assistant or technician (6%) or specialist coach or mentor (5%). Four percent of teachers moved from having the main role of lecturer, teacher or tutor at the main stage to be a specialist assessor at the follow up, and 2% became trainers or instructors. Over one in ten (14%) teachers had a main role of lecturer, teacher or tutor at the main stage, but moved to an 'other' unspecified role at the follow-up survey.

Figure 3: New main role for teachers and leaders moving within FE



Base: QMoveRole2 'Which of the following best describes your main role?' All teachers and leaders who had moved role within college:175. All teachers and leaders who had moved to a new role in FE: 118

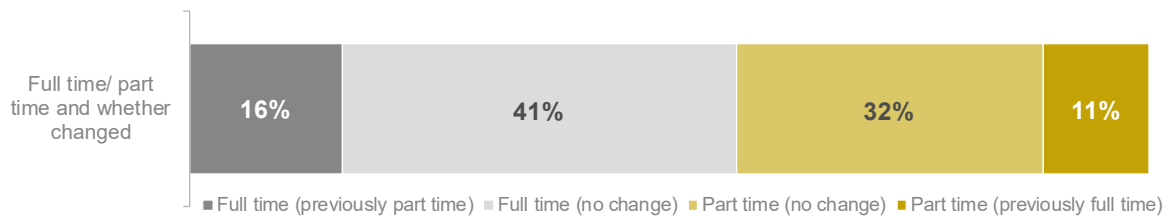
Working pattern (full/part-time)

More than half (57%) of teachers and leaders who left their main stage college and moved to work in any other employment (including both within and outside of FE) were working in a full-time role, that is 35 hours or more per week, at the time of the follow-up survey, regardless of their working pattern at the main stage. Around four in ten (43%) were working part-time.

Three-quarters (73%) of teachers and leaders who left their main stage college to work elsewhere remained in the same working pattern (either full-time or part-time) at the time

of follow-up survey. One in six (16%) moved from a part-time role to a full-time role, and one in ten (11%) moved from a full-time role to a part-time role (figure 4). This represents a small shift towards full-time working. Men were more likely than women to move to a role that was full-time (82% of men, compared with 46% of women). More than half of women moved to a part-time role (54%) compared with 18% of men.

Figure 4: Changes in working pattern for teachers and leaders who moved to other employment



Base: Follow-up survey, QFullPart: 'Were you contracted to work full-time or part-time at {insert name of college}?' QFullPartNew: 'Are you now contracted to work full-time or part-time at your new employment?'
Movers in employment: 309

3. Profile of staff who have left their main stage college

Summary

- Teachers and leaders aged 55 or older were the age group most likely to have left their main stage college. Fifteen percent of this age group left due to retirement.
- Teachers and leaders who had left their main stage college were more likely to be from a BAME background (10%) compared with those who were still working at the same college (5%).
- A higher proportion (46%) of staff who had left their main stage college had been there for less than three years compared with three in ten (30%) of those who had not left. There were no differences in length of time spent in the FE sector.
- Levels of satisfaction with opportunities to develop a career in FE at the main stage survey were lower among teachers and leaders who had left their college (24% satisfied) compared with those who had remained at their college (46% satisfied).

This chapter presents a detailed profile of the teachers and leaders who have left the FE college where they were working when they took part in the main stage. It explores the demographic profile of staff who have moved from their college and compares this with the demographic profile of staff who have continued to work at their college.

This section also analyses the responses of teachers and leaders who said they had left their main stage college against their demographic characteristics collected at the main stage survey. As part of the follow-up survey, respondents' permission was collected to link data to their main stage responses. A small number (47 respondents) did not give permission, and have been excluded from this analysis.

Age and gender profile

There was little variation in the gender profile of teachers and leaders who had left their main stage college. The findings from the main stage survey showed that the FE teaching workforce was predominantly female; six in ten (61%) were female and 36%

were male²¹ and this remained consistent among those who left their main stage college ('movers'), and those who remained ('non-movers'), as shown in table 3.

Table 3: Age and gender profiles of teachers and leaders - for those who have left their main stage college and those who have remained

	Movers: have moved from main stage college (%)	Non-movers: have not moved from main stage college (%)	Total teacher and leader population 2019 (%)
Male			
Male, aged up to 34	6%	6%	6%
Male, aged 35-44	7%	7%	7%
Male, aged 45-54	7%	12%	11%
Male, aged 55+	11%	12%	12%
Male, age unknown	2%	0%	1%
Female			
Female, aged up to 34	12%	9%	9%
Female, aged 35-44	11%	16%	15%
Female, aged 45-54	17%	22%	22%
Female, aged 55+	23%	13%	15%
Female, age unknown	1%	1%	1%
Unknown			
Gender and age unknown	3%	2%	2%
Total:	100%	100%	100%

Base: Main stage survey, Q1 (Gender) Which of the following describes how you think of yourself? Q2 (Age) How old are you? Non-movers: 3,273, Movers: 374

Table 4 shows the proportion of teachers and leaders who moved compared with all teachers and leaders who took part in the follow-up survey. Among men, the relative proportion who left their college remained consistent across age groups with around one in ten leaving. The smallest proportion of men who left were aged 45-54 (8%). Among

²¹ Three percent answered 'prefer not to say' at the main stage survey

women there was more variation. The highest proportion of women leavers were aged 55 or older (20%), followed by those aged under 35 (16%).

Table 4: Proportion of those who have moved by age and gender

Relative proportion of movers compared with total		
Age	Male	Female
Up to 34	13%	16%
35-44	13%	9%
45-54	8%	10%
55+	11%	20%
Total (for all age groups)	12%	13%

Base: Main stage survey, Q1 (Gender) Which of the following describes how you think of yourself? Q2 (Age) How old are you? Movers: 374, Total population: 3,694

It might be assumed that teachers and leaders who were aged 55 or older, and had moved from their main stage college had done so to retire, however only 15% of teachers and leaders in this age group left due to retirement. The most common destination for this age group was to work in a different FE college (26%), followed by retirement (15%) or work in FE but for another type of provider (15%).

Table 5: Destination of movers aged 55 or older

	Destination of movers aged 55 or older
Work in a different Further Education college (not including sixth form colleges)	26%
Work in Further Education but for another type of provider (for example an independent training provider, sixth form college)	15%
Retired	15%
Work outside of the education sector / in industry	9%
Self-employed (includes supply teaching only if this is for the majority of your time)	7%
Unemployed – was made redundant / lost my job	7%
Unemployed – resigned from position	7%
Work in Higher Education	3%
Work in a school	3%
Taken a career break (e.g. for travel, childcare, caring responsibilities, study; does not include paid maternity leave)	2%
Other	6%

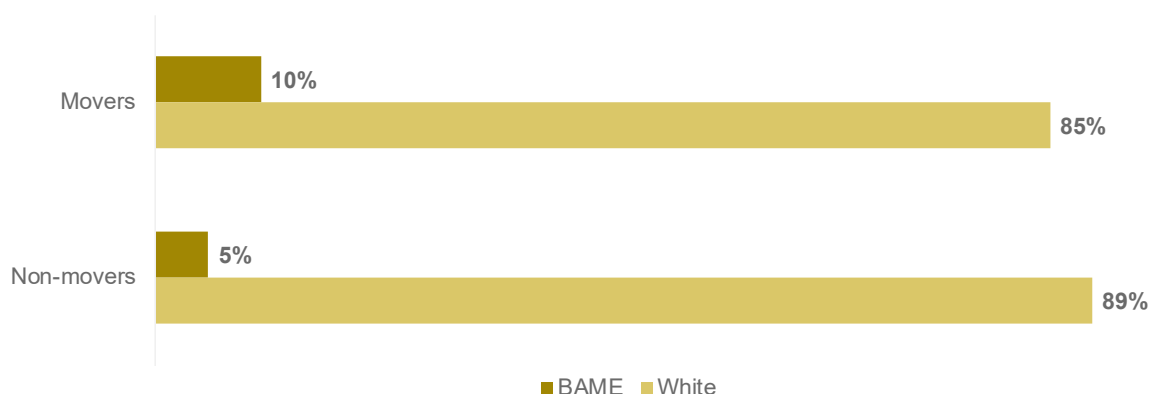
Base: Follow-up survey, QMove: Which of the following best describes what you are doing now? Movers aged 55 or older: 113

Ethnicity

Teachers and leaders from a Black, Asian or minority ethnic (BAME) background were more likely to have moved from their main stage college compared with teachers and leaders from a White background (22% BAME compared with 12% White).

Looking at the ethnicity profile of all teachers and leaders who left their college, one in ten (10%) were from a BAME background compared with 5% of teachers and leaders who remained at their college (figure 5).

Figure 5: Ethnicity of those who have left their main stage college and those who have remained



Base: Main stage survey, Q7 (Ethnicity): 'What is your ethnic group? Non-movers: 3273, Movers: 374

Disabilities and health problems

As part of the main stage survey, teachers and leaders were asked whether they had any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more²². Overall teachers and leaders with physical or mental health conditions or long term illnesses were no more likely to leave their main stage college (14%), compared with those who did not have a mental health condition or disability (12%), a difference which is not statistically significant.

When looking at the profile of teachers and leaders who had left their main stage college, one in six (17%) said they had a disability. A similar proportion of those who remained at their college (15%) had a disability, a finding which is again not statistically significant.

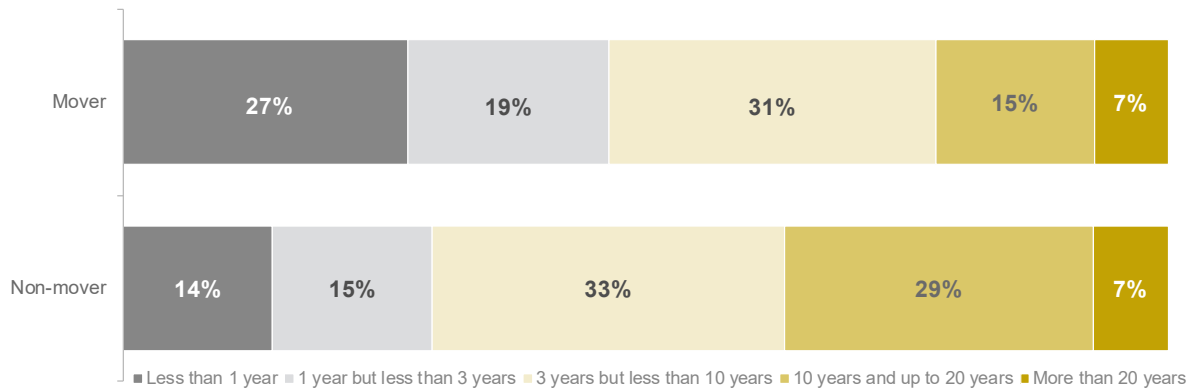
Length of time at college

At the main stage survey, teachers and leaders were asked how long they had worked at their college (in any capacity). Evidence from the follow-up survey suggests teachers and leaders are most likely to move on during the first few years at their college. At the follow-up survey, almost half (46%) of those who had left their main stage college had worked there for less than three years compared with three in ten (30%) who had remained at the same college, as shown in figure 6. Conversely a higher proportion of those who had

²² This is the definition ONS recommend for defining someone with a disability.

remained at their college at worked there for ten years or more (37%) compared with those who had moved (23%).

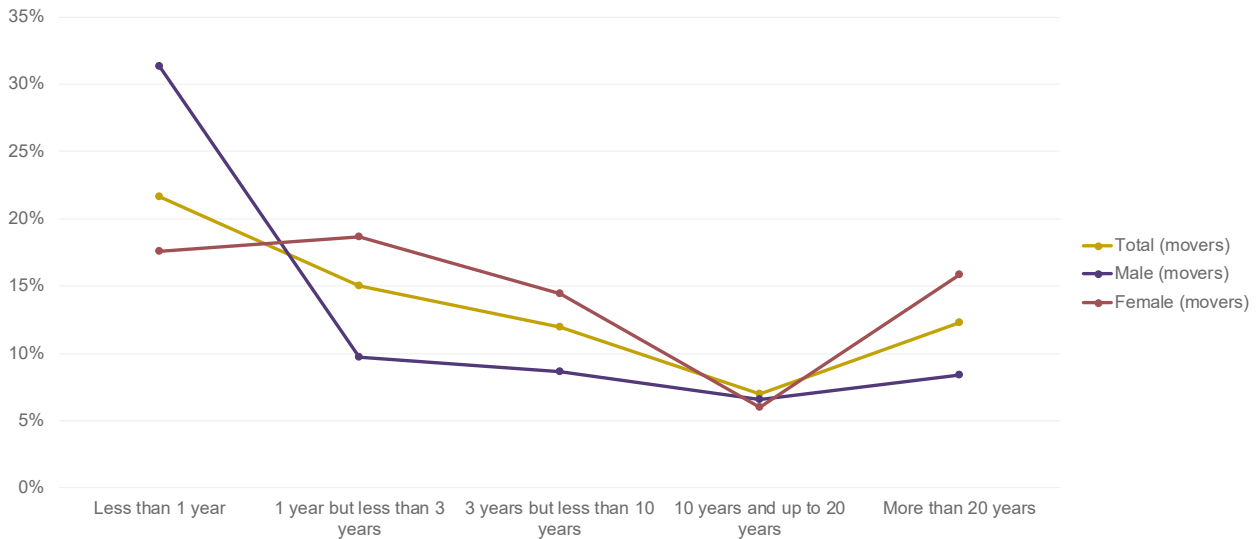
Figure 6: Length of time at college among those who had left their main stage college and those who remained



Base: Main stage survey, Q_LongColl How long have you been working for {insert name of college}? Non-movers: 3246, Movers: 372

There was some variation by gender, and the survey suggests that early movement is high among male teachers, with more than three in ten (31%) male staff leaving within a year of joining the college (figure 7). This levelled off at one in ten (10%) male staff leaving with between one and three years' experience at that college. This is in contrast to female staff who left, where a smaller proportion left within the first year (17%), only dropping for staff with between ten and twenty years' experience at their college.

Figure 7: Percentage of movers by length of time at college and by gender

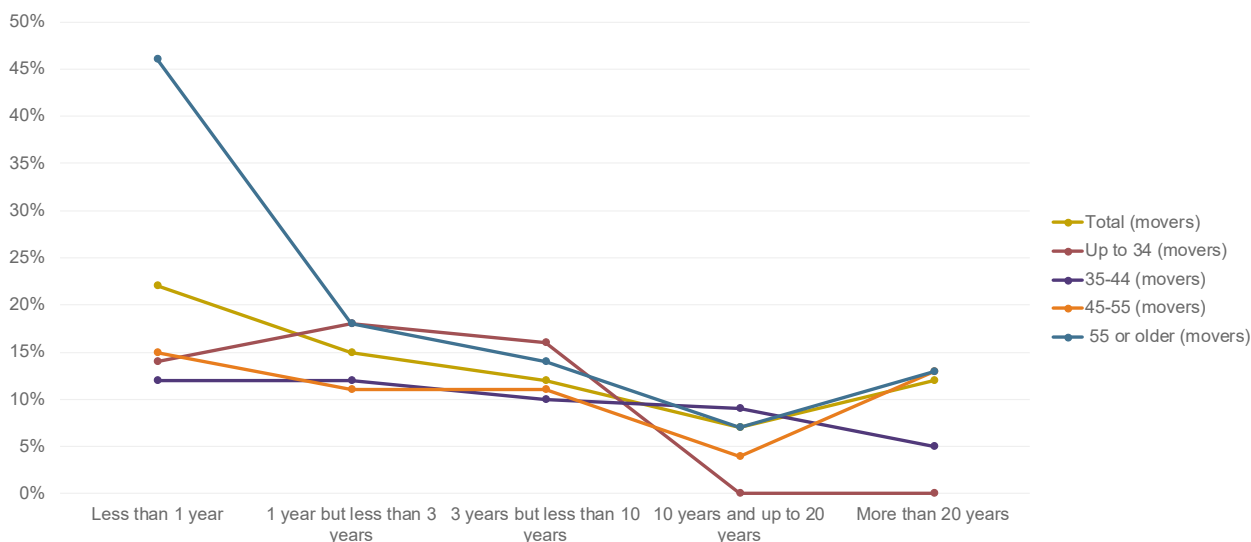


Base: Main stage survey, Q_LongColl: How long have you been working for {insert name of college}²³?
 Total 3618, Male: 1579, Female: 2023

There was also variation by age, with the survey suggesting that early movement is most common among teachers and leaders aged 55 or older, with 46% of those aged 55 or older leaving within a year of joining the college (figure 8). This could be for a number of reasons but the evidence from the survey is inconclusive, and reasons this age group gave for leaving were largely similar to other age groups (no significant differences).

²³ The length of time spent working at a college is different from time spent working in FE. Time spent in FE is covered in the subsequent section.

Figure 8: Percentage of movers by length of time at college and by age



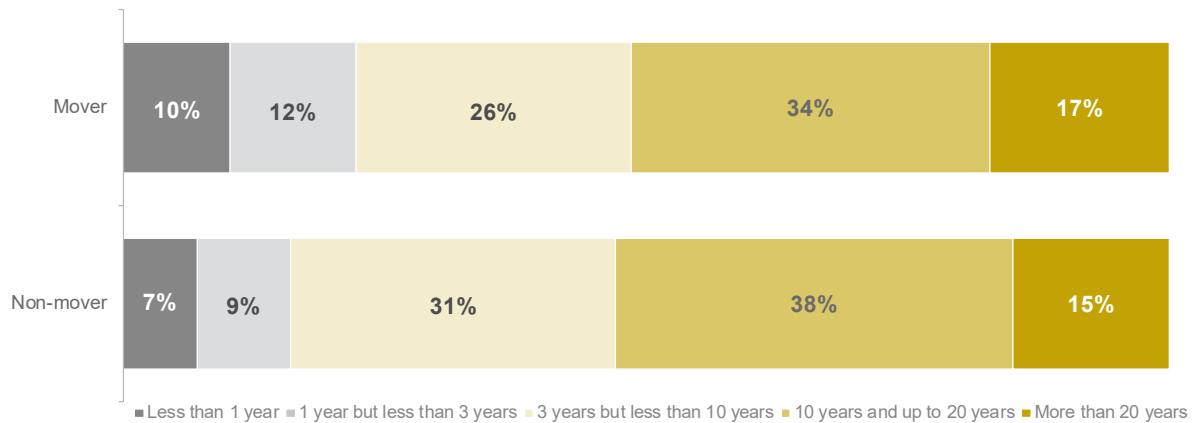
Base: Main stage survey, Q_LongColl: How long have you been working for {insert name of college}²⁴?
 Total: 3618, Up to 34: 490, 35-44: 846, 45-54: 1,304, 55+: 952

Length of time in FE sector

In the main stage survey, teachers and leaders were asked how long they had worked in FE more generally, for any institution in any role (figure 9). There was a smaller proportion of teachers and leaders with three or more years' experience (60%) among those who had left their main stage college, compared with those who had not (69%). In contrast, there was less variation between the profile of staff who had left their main stage college, and between those who had remained among those with less than three years of experience (23% of movers), or more than 20 years of experience (17% of movers).

²⁴ The length of time spent working at a college is different from time spent working in FE. Time spent in FE is covered in the subsequent section.

Figure 9: Length of time in FE among those who had left their main stage college and those who remained



Base: Main stage survey, Q_LongFE: 'In total, how long have you been working in the further education sector?' Non-movers: 3273, Movers: 374

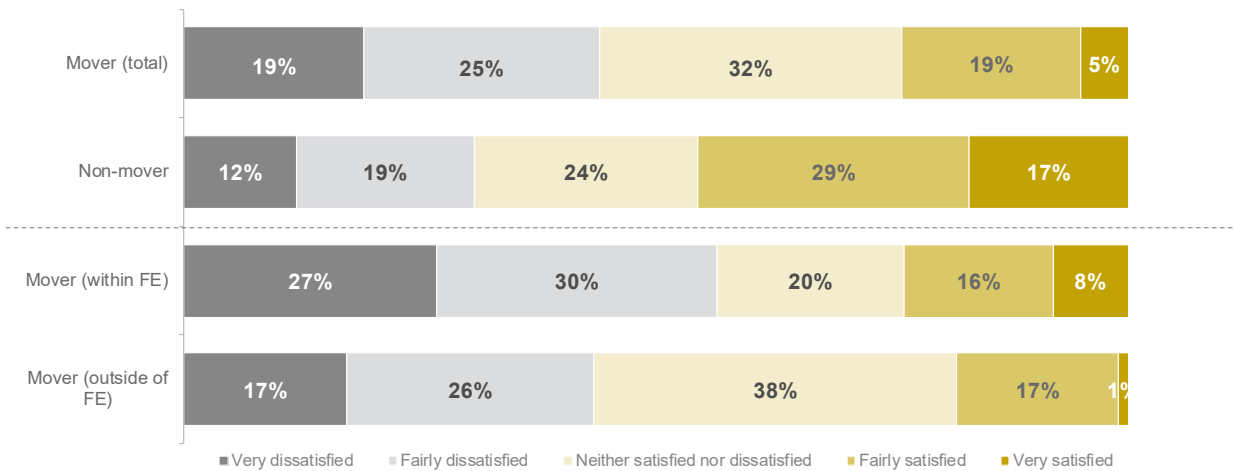
Satisfaction with opportunities to develop career in FE

In the main stage survey, teachers and leaders were asked how satisfied they were with the opportunities to develop their career within FE. Unsurprisingly those who had left their main stage college were more likely to have said they were dissatisfied with opportunities to develop their career in FE at the main stage (44% dissatisfied) compared with those who had remained at the same college (30% dissatisfied).

Of all teachers and leaders who said that they were dissatisfied with opportunities to develop their career within FE at the main stage, 17% had left the college at the follow-up survey. More than eight in ten (83%) had stayed at the same college.

Teachers and leaders who had moved within FE were more likely than those who had moved outside of FE to say they were dissatisfied with opportunities to develop their career in FE at the main stage (57%) compared with those who moved outside of FE (44%). This could suggest that teachers and leaders moved within FE to look for better opportunities.

Figure 10: Main stage satisfaction with opportunities to develop career within FE for those who have left their main stage college and those who have remained



Base: Main stage survey, Q_Oppo: 'How satisfied are you with the opportunities you have to develop your career within Further Education?' Non-movers: 3273, Movers (total): 374, Movers (within FE): 123, Movers (working outside of FE): 181.

Likelihood to leave the FE sector

In the main stage survey, teachers and leaders were asked how likely they were to leave the FE sector within the next 12 months. A quarter (23%) of teachers and leaders who said they had a job offer or were very likely or fairly likely to leave the sector in the next 12 months, had actually left the FE sector at the follow-up survey. Three quarters (77%) had stayed within FE.

Five per cent of teachers and leaders who said that they were not very likely or not at all likely to leave the FE sector at the main stage had left at the follow-up, whereas 95% had not.

Ofsted rating

Teachers and leaders who worked at colleges rated 'Requires Improvement' or 'Inadequate' by Ofsted were more likely to have moved from their main stage college (18%) compared with teachers and leaders at colleges rated 'Outstanding' or 'Good' (11%). This could be for a number of reasons which cannot be inferred from the data.

4. Reasons for leaving and characteristics of new role

Summary

- The most common reasons teachers and leaders cited for leaving the FE sector were perceived [poor] college management (58%) and unmanageable workload (46%). These may be considered 'push' factors – negative factors which encourage staff to think about leaving the sector.
- Seven in ten (71%) teachers and leaders who left FE said that improved college management would have made them less likely to leave the FE sector. Half (52%) said better/more opportunities and training would have made them less likely to leave.
- Around a third of teachers and leaders who left FE moved to a job at a perceived lower level (37%), or a job with fewer hours (37%).
- Teachers and leaders who moved role but remained within FE most commonly moved to a role they perceived to be at an equivalent or similar level (58%).
- Half of teachers and leaders (47%) who left FE moved to a role with a higher salary, although only slightly fewer (40%) moved to a role with a lower salary.
- Among those moving within the FE sector, around six in ten (57%) moved to a role with a higher salary, more than twice the proportion who moved to a role with a lower salary (26%).
- Among all movers, half (52%) of teachers and leaders who moved to a role with the same working pattern (either full-time or part-time) moved to a role with a higher salary.
- Among teachers and leaders who had left FE, over three-quarters (76%) said they were not likely to return in the next five years. Pay, more manageable workload and better management were the factors that would most influence teachers to return.

This chapter explores reasons teachers and leaders gave for leaving the FE sector, factors that would have made them less likely to leave and characteristics of their new role if they had one. The chapter focuses on those who no longer work at their main stage college, and analyses two distinct groups; those who continued to work in the FE sector (124 respondents) and those who moved to work outside of FE (185 respondents). Given the relatively small number of teachers and leaders answering these questions, sub-group analysis has not been included.

Reasons for leaving the FE sector

Teachers and leaders who had moved out of the FE sector completely were asked about their reasons for leaving. Reasons were grouped into 'push' factors (primarily negative factors associated with the main stage college, their previous role or the sector as a whole) and 'pull' factors (primarily positive factors associated with the new role or environment they were moving to). The majority of teachers and leaders cited at least one push factor (86%) as a reason for leaving. This suggests the majority were dissatisfied with aspects of their college, role or the sector more widely.

The most frequently mentioned push factors were [poor] college management (58%), unmanageable workload (46%) and ongoing change and insecurity within the sector (32%). Figure 11 below shows more detailed responses.

Pull factors were cited by around two in five (39%) teachers and leaders as reasons why they had moved out of the FE sector. These included wanting a new challenge (30%), promotion or career development (22%) and being offered a better salary in the new post (17%).

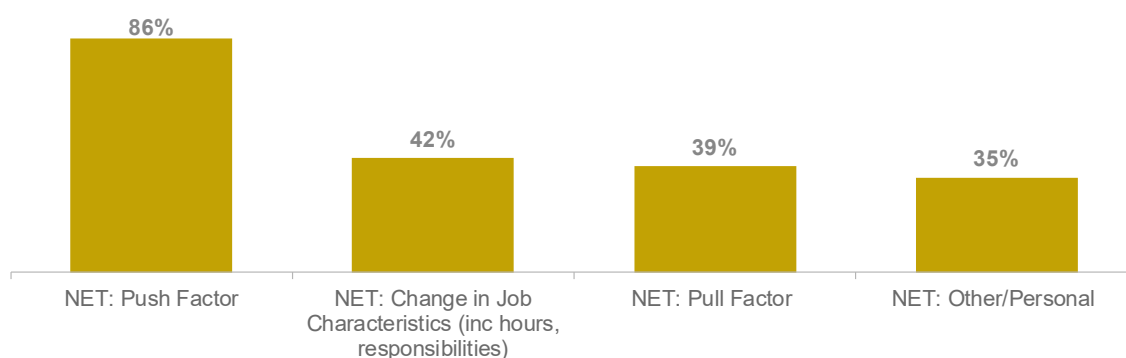
In addition to these push and pull factors, four in ten (42%) cited changes in job specification as a reason for deciding to leave their main stage college. This included wanting changes in the hours they worked, including flexibility in hours worked (26%), and wanting to work fewer hours (19%).

Around one in three (35%) teachers and leaders left FE due to other reasons, including personal or family reasons including ill health (20%), retirement²⁵ (4%) or redundancy (3%).

As part of the main stage survey, teachers and leaders who said they were likely to leave FE were asked reasons why they were considering leaving. Interestingly, in the main stage survey the most common reasons among teachers for considering leaving FE was workload (40%), college management (39%) and pay (35%). Both college management and workload are the top reasons given for those who have actually left FE, but pay was mentioned by only one in six (17%).

²⁵ Answer codes are from an open text response that was coded. It doesn't reflect the proportion of teachers and leaders who retired from work completely, as some will have continued to work elsewhere.

Figure 11: Reasons for leaving the FE sector



Reason given	%	Net attributed to
College management	58%	Push Factor
Unmanageable workload	46%	Push Factor
Ongoing change / insecurity within the sector	32%	Push Factor
Wanting a new challenge	30%	Pull Factor
Restructuring (including college mergers)	27%	Push Factor
Wanting more flexibility in hours worked	26%	Change in job characteristics
Learner behaviour	24%	Push Factor
Promotion or career development	22%	Pull Factor
Bullying / Discrimination	21%	Push Factor
Personal / family reasons (including ill health)	20%	Other/Personal
Wanting to work fewer hours	19%	Change in job characteristics
The salary offered in the new post	17%	Pull Factor
Too much time spent teaching lower level qualifications/learners	14%	Push Factor
Wanting less responsibility	13%	Change in job characteristics
Wanting to work more hours	8%	Change in job characteristics

Wanting more responsibility	7%	Change in job characteristics
Retired	4%	Other/Personal
Redundancy	3%	Other/Personal
Other	11%	Other/Personal

Base: Follow-up survey, Q_LeaveFactors 'Which of the following would you say were reasons in your decision to move out of the FE sector?' Respondents could give more than one answer. Movers out of FE: 255

Factors that would have made teachers and leaders less likely to leave FE

Teachers and leaders who had left FE completely but remained in work, were asked what would have made them less likely to leave FE²⁶. Respondents selected answers from a pre-coded list, and have been grouped into common themes.

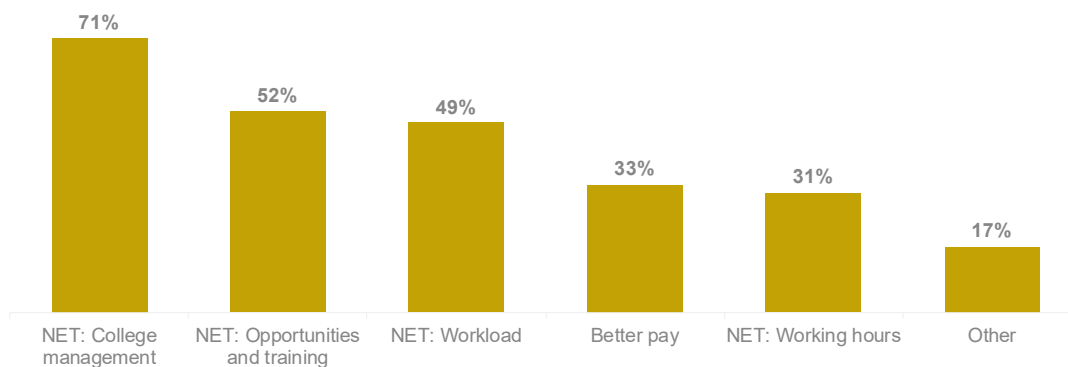
Seven in ten respondents (71%) said better college management would have made them less likely to leave, including better senior management of the college (61%) and better line management or more contact with their line manager (51%).

Just over half (52%) of respondents who have left the FE sector said that more opportunities and training would have made them less likely to move from their role in FE. This included having more opportunities for progression (29%) and better training to help them with their day to day role (25%).

Half (49%) of respondents said that a reduced workload would have made them less likely to leave the sector, including reduced admin and paper work (42%). A third of respondents said better pay (33%) or better working hours and patterns (31%) would have made them less likely to leave the sector.

²⁶ The question purposely excluded those who had left to retire / stop work completely.

Figure 12: Factors that would have made teachers and leaders less likely to move from role in FE



Reason given	%	Net attributed to
Better senior management of the college	61%	College management
Better line management or more contact with line manager	51%	College management
Reduced admin/paperwork (including having more admin support)	42%	Workload
Better pay	33%	Better pay
Reduced workload	30%	Workload
More opportunities for progression	29%	Opportunities and training
More flexibility in working pattern	26%	Working hours
More / better training to help you in your day to day role	25%	Opportunities and training
More opportunities to teach higher level qualifications / learners	25%	Opportunities and training
More support and training to help progress to more senior roles	22%	Opportunities and training
Reduced working hours	17%	Working hours
Job security	7%	Other
Dealing with bullying/discrimination	3%	Other
Not asked*	5%	N/A

Base: Follow-up survey, QLessLikely 'Which of the following, if any, might have made you less likely to move from your role in FE?' Respondents could give more than one answer. All movers from FE: 176

*Note: 5% respondents included in the response for this question were not asked this question due to back coding.

Reasons for leaving college for those remaining in FE

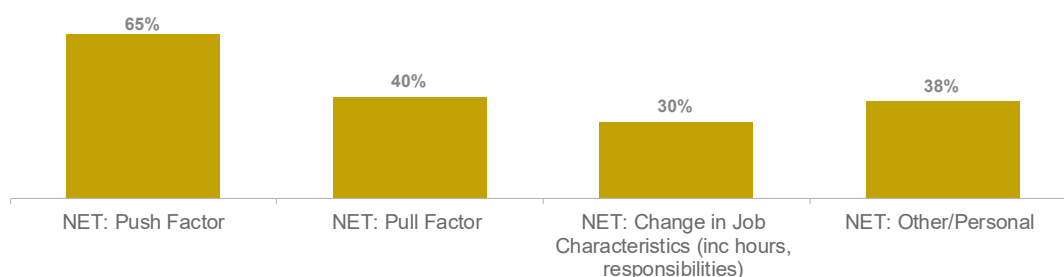
In total, only 124 respondents had left their main stage college but continued to work in FE. These teachers and leaders were asked about reasons for leaving their college. Given the relatively small base size, the findings in this section should be treated with a degree of caution. As done for the preceding section, reasons have been grouped into 'push' factors (primarily negative factors associated with the main stage college, their previous role or the sector as a whole), and 'pull' factors (primarily positive factors associated with the new role or environment they were moving to). The majority (65%) of teachers and leaders gave a push factor when asked about reasons for leaving. The most frequently mentioned push factors included college management (35%) and ongoing change and insecurity within the sector (26%), but also included restructuring (including college mergers) (24%) and bullying and discrimination (17%). Figure 13 below shows more detailed responses.

Pull factors were cited by four in ten (40%). This included wanting a new challenge (26%), the salary offered in the new post (26%), and promotion or career development (22%).

A change in job specification was cited by 30% of teachers and leaders who left their previous college but remained in FE. This included those that said they wanted more flexibility in the hours they worked (14%), more responsibility (11%), or to work more hours (9%).

Around one in four (38%) teachers and leaders left their college (but remained in FE) due to other reasons, including personal or family reasons (including ill health) (22%), redundancy (2%) or retirement (1%).

Figure 13: Reasons for leaving college (remaining in FE)



Reason given	%	Net attributed to
College management	35%	Push Factor
Ongoing change / insecurity within the sector	26%	Push Factor
Wanting a new challenge	26%	Pull Factor
The salary offered in the new post	26%	Pull Factor
Restructuring (including college mergers)	24%	Push Factor
Promotion or career development	22%	Pull Factor
Personal / family reasons (including ill health)	22%	Other/Personal
Bullying / Discrimination	17%	Push Factor
Wanting more flexibility in hours worked	14%	Change in job characteristics
Learner behaviour	13%	Push Factor
Too much time spent teaching lower level qualifications/learners	13%	Push Factor
Unmanageable workload	12%	Push Factor
Wanting more responsibility	11%	Change in job characteristics
Wanting to work more hours	9%	Change in job characteristics
Wanting to work fewer hours	5%	Change in job characteristics

Wanting less responsibility	3%	Change in job characteristics
Redundancy	2%	Other/Personal
Retired ²⁷	1%	Other/Personal
Other	16%	Other/Personal

Base: Follow-up survey, Q_LeaveFactors 'Which of the following would you say were reasons in your decision to move from the college?' Respondents could give more than one answer. Movers who left their college but remain in FE: 124

Characteristics of the new role

Respondents who had changed role, either moving to another FE institution or outside the FE sector, were asked about the characteristics of their new role; including their seniority, number of hours worked, pay and other benefits received.

Seniority and number of hours

Teachers and leaders who had moved within FE were most likely to move to a new role at a perceived equivalent or similar level (58%). Equal, and relatively small, proportions either moved for perceived promotion or to a more senior level (16%), or to a perceived lower level (16%). This suggests, among those interviewed, there was no net movement between grades for this group. A quarter (26%) of teachers and leaders who had moved within FE moved to a role with more hours, and one in ten (12%) moved to a role with fewer hours.

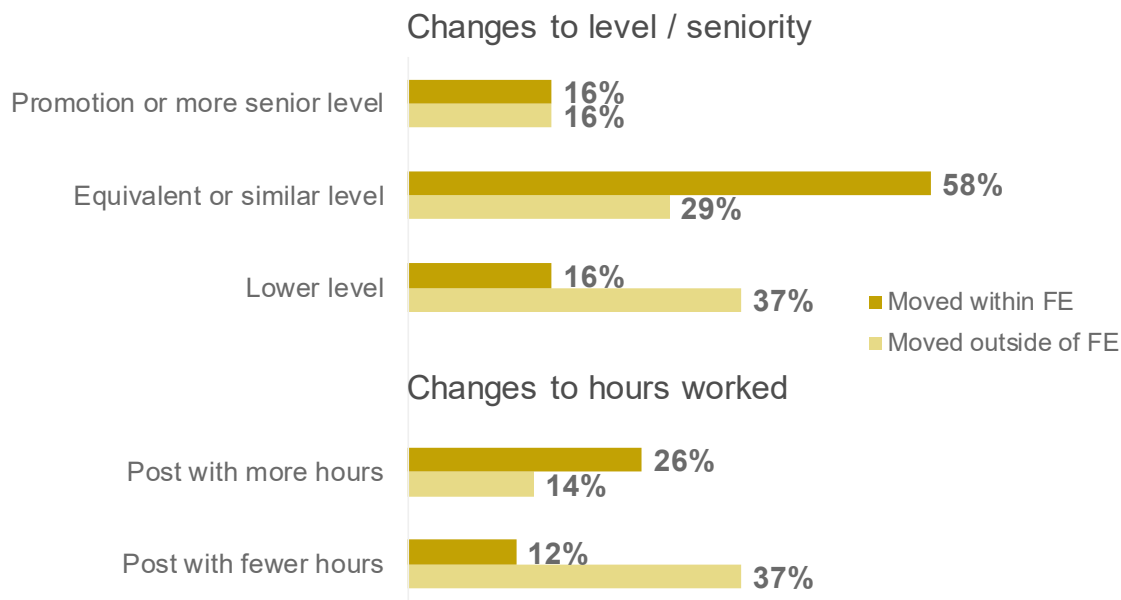
In contrast, teachers and leaders who left FE were most likely to move to a role at a perceived lower level (37%). Three in ten (29%) moved to a role at a perceived equivalent or similar level, with small proportion (16%) who moved for a perceived promotion or to a more senior level. Teachers and leaders who left FE were most likely to take a role with fewer hours (37%), with 14% who took a role with more hours.

There were some interesting differences by gender and age of teachers and leaders. Overall, combining the responses from all movers (including within and outside FE), men were more likely to take a post at a more senior level than women (28% compared with

²⁷ Answer codes are from an open text response that was coded. It doesn't reflect the proportion of teachers and leaders who retired from work completely, as some will have continued to work elsewhere.

10%). Teachers and leaders aged 55 or older were also more likely to take a post with fewer hours compared with the overall group (33% compared with 23%).

Figure 14: Characteristics of new roles

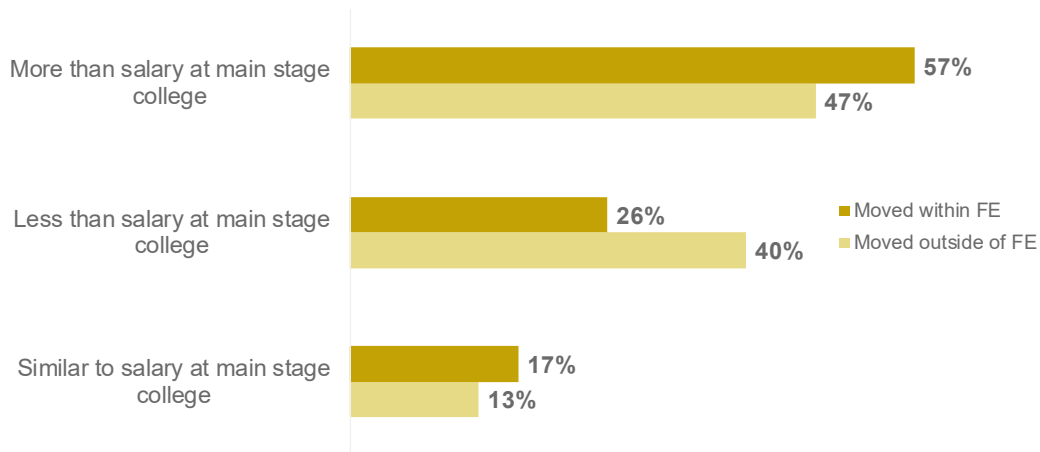


Base: Follow-up survey, QChangeRole 'Did your move involve any of the following? Movers currently working in FE: 124, Movers currently working outside of FE: 185

Pay and other benefits

More than half (57%) of teachers and leaders who had moved within the FE sector received a higher salary in their current role compared with their previous role. A quarter (26%) of this group received a pay cut and just under one in five (17%) received a similar salary compared with their previous college. In comparison, teachers and leaders who moved outside the FE sector were less likely to receive a higher salary. Just under a half (47%) said that they received more than their previous role, four in ten (40%) said they received a lower salary and 13% a similar salary. This seems consistent with reasons teachers and leaders gave for wanting to leave, suggesting that pay is important for wanting to leave, but not the primary factor.

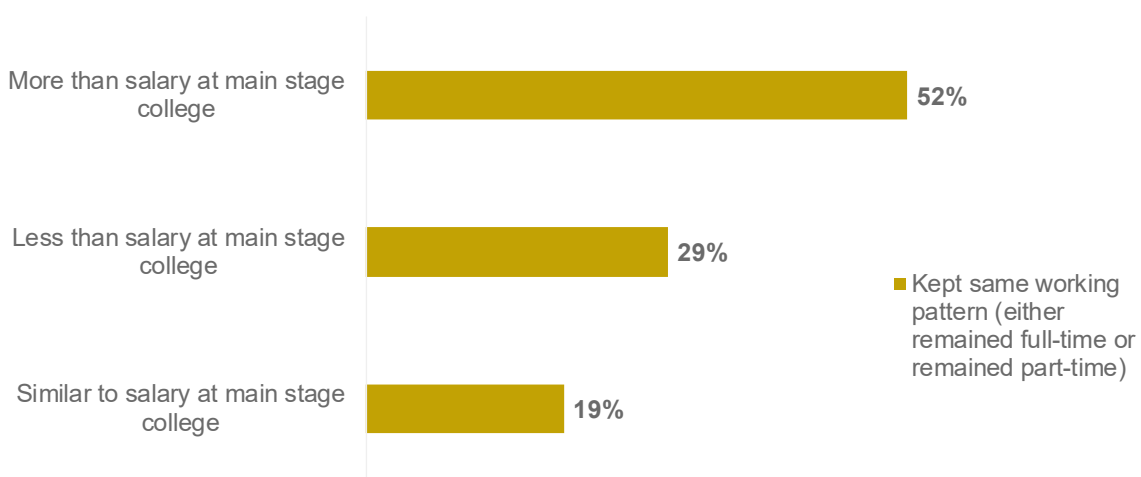
Figure 15: Change in salary for teachers and leaders that have left their college



Base: Follow-up survey, QSalaryChange 'Now thinking about your current pay / salary compared to when you worked at {insert name of college}? Would you say it is:' Movers currently working in FE: 124, Movers currently working outside of FE: 185

It's important to note that part of the reason behind changes in salary is likely to be due to changes in working patterns. Of those who moved to a higher salary two in ten (18%) had moved from part-time to full-time. Of those who moved to a lower salary, two in ten (19%) had moved from full-time to part-time. Overall, among teachers and leaders who stayed in the same working pattern (either moved to another full-time role, or moved to another part-time role), half (52%) took a higher salary, three in ten (29%) took a lower salary and two in ten (19%) took a similar salary (figure 16).

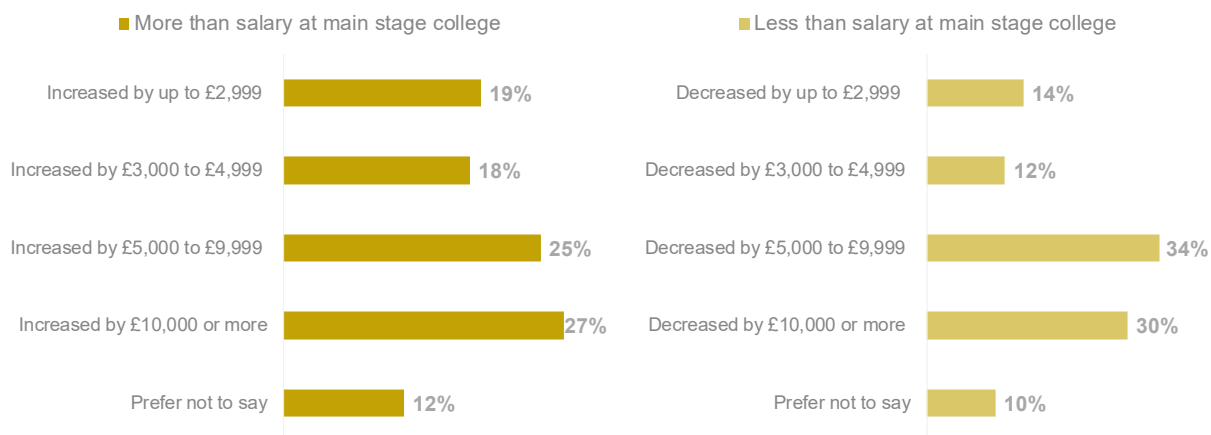
Figure 16: Change in salary for teachers and leaders that have left their college but moved to a role with the same working pattern



Base: Follow-up survey, QSalaryChange 'Now thinking about your current pay / salary compared to when you worked at {insert name of college}? Would you say it is:' Movers who moved to a role with the same working patter: 242

Looking at all teachers and leaders who took a role with a higher salary compared with their main stage college, they most commonly had a pay rise of £10,000 or more. Teachers and leaders who took a role with a lower salary compared with their main stage college most commonly took a pay cut of between £5,000 and £9,999 (figure 17).

Figure 17: Change in salary for teachers and leaders that left their college

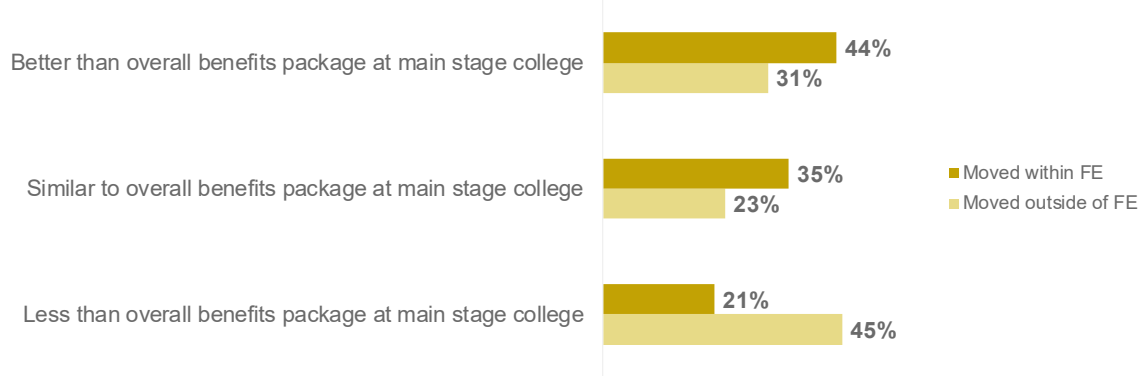


Base: Follow-up survey, 'Approximately how much [more/less] are you paid per year (gross salary)?'
 Teachers and leaders earning more: 158, Teachers and leaders earning less: 107

As well as pay, teachers and leaders were asked about their overall benefits package, including pay in addition to holiday entitlement, pensions and other benefits they may receive. Almost half (44%) of those who stayed in FE reported receiving a perceived better benefits package than their previous role, a third (35%) reported receiving a perceived similar benefits package and one in five reported receiving a perceived lesser benefits package (21%).

In comparison, the benefits packages were generally perceived to be worse for those who moved outside of FE. Almost a half (45%) reported receiving a perceived decreased benefits package compared with their previous role, just under a third (31%) received a perceived improved benefits package (23%) and a quarter received a perceived similar package.

Figure 18: Change in overall benefits package for teachers and leaders that left their college



Base: Follow-up survey, QBenefit 'Thinking about your pay and overall benefits package, including your pay plus holiday entitlement, pension, and any other benefits you receive... Would you say it is:' Movers currently working in FE: 124, Movers currently working outside of FE: 185

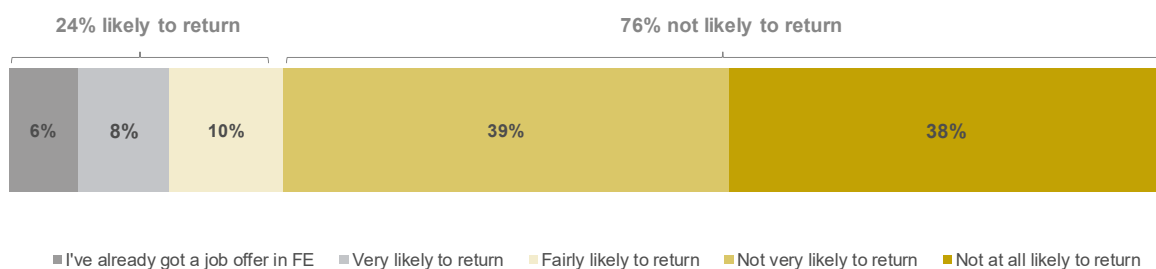
Overall, around a quarter (23%) of teachers and leaders moved to a perceived better benefits package and received an increase in salary. One in ten (9%) said that their overall benefits package was less good, but received an increase in salary.

Likelihood to return to work in FE over the next five years

Teachers and leaders who had left FE were asked how likely they would be to return to the sector over the next five years. Over three quarters (76%) said they were not likely to return (39% not very likely, 38% not at all likely to return) and around a quarter (24%) said they were likely to return (including 6% who already had a job).

A small proportion (6%) said they already had a job offer to return to FE (figure 19).

Figure 19: Likelihood to return to FE in next five years



Base: Follow-up survey, QReturn How likely are you to return to the FE sector over the next 5 years? Teachers and leaders who moved from their main stage college and who are no longer working in FE (222)

Factors that would most influence teachers and leaders to return to FE

Teachers and leaders who had left FE were asked what would most influence their decision to return to the FE sector. Pay (21%), changes to workload (18%) and better or more supportive management (18%) were cited as the most factors that would most influence staff to return to FE. Almost two in ten said they would never return to FE (18%). The full list of responses are shown in table 6²⁸.

Table 6: Factors that would most influence teachers and leaders to return to FE

Reason given	%
Pay/salary	21%
Manageable/reduced/realistic workload	18%
Supportive/better management	18%
Nothing/I would never return	18%
Being able to focus on teaching	10%
Different contract	9%
Flexibility in working hours	8%
Better funding to sector	8%
Work/life balance	7%
Less admin	6%
Feel valued/respected	6%
Job security	5%

Base: Follow-up survey, QReturnFactors: 'What would most influence your decision to return to the FE sector?' Teachers and leaders who moved from their main stage college and who are no longer working in FE (222)

²⁸ Table excludes any answers with less than 5% responses

5. Attitudes of non-movers

Summary

- Among non-movers, four in ten teachers (42%) and leaders (38%) said they were likely to leave the FE sector in the next 12 months. This represents an increase of 5 percentage points for teachers, and 10 percentage points for leaders compared with the same respondents from the main stage.
- Four in ten teachers (39%) and six in ten leaders (60%) who had not moved said they were satisfied with opportunities to develop their career within FE²⁹. This represents a 5 percentage point decrease in satisfaction among teachers and a 9 percentage point decrease in satisfaction among leaders compared with the same teachers and leaders at the main stage.
- Satisfaction with opportunities to develop their career in FE varied by the subject(s) taught. The largest decreases in satisfaction were among teachers of agriculture, environmental and animal care (-12 percentage points) and creative and design (-9 percentage points). There were increases in satisfaction among teachers of business and administration (+8 percentage points) and childcare and education (+3 percentage points).

Teachers and leaders who had not moved ('non-movers') were asked how satisfied they were with the opportunities to develop a career within FE and how likely they were to leave the FE profession. This chapter compares the responses of teachers and leaders who answered the follow-up survey with their responses to the main stage survey, to explore how attitudes have changed over the last year.

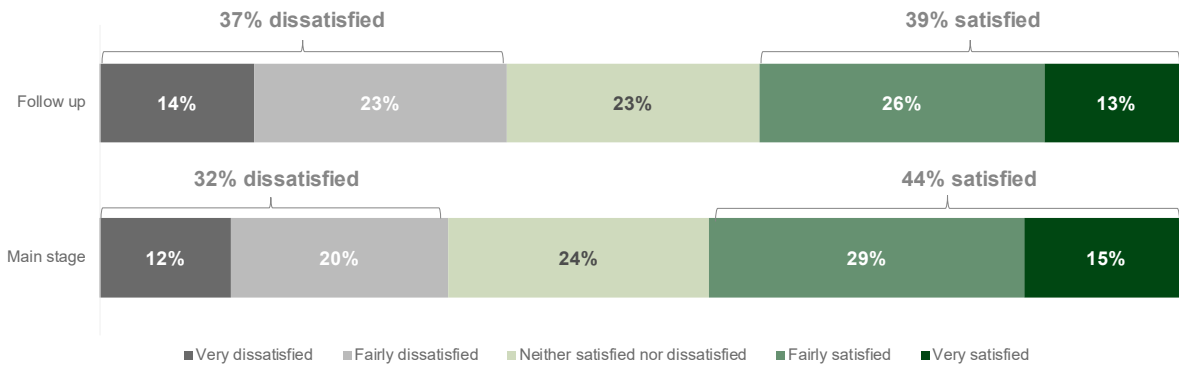
Satisfaction with opportunities to develop career within FE amongst teachers who had not moved

At the follow-up survey, four in ten teachers (39%) said they were satisfied with opportunities to develop their career in FE (26% fairly and 13% very satisfied). Comparing this to the responses from the same teachers at the main stage, satisfaction had decreased by 5 percentage points (from 44%). There was a corresponding increase in teachers reporting that they were dissatisfied with opportunities to develop their career

²⁹ This question was only asked to teachers and leaders who had remained at their main stage college

in FE - from 32% at the main stage compared with 37% at the follow-up survey. In summary, a third of all non-moving teachers surveyed at the follow-up survey (31%) reported lower levels of satisfaction, a quarter (23%) reported higher levels of satisfaction, just under a half (46%) reported no change between the surveys³⁰. These findings are summarised in figure 20.

Figure 20: Satisfaction with opportunities to develop career in FE: teachers

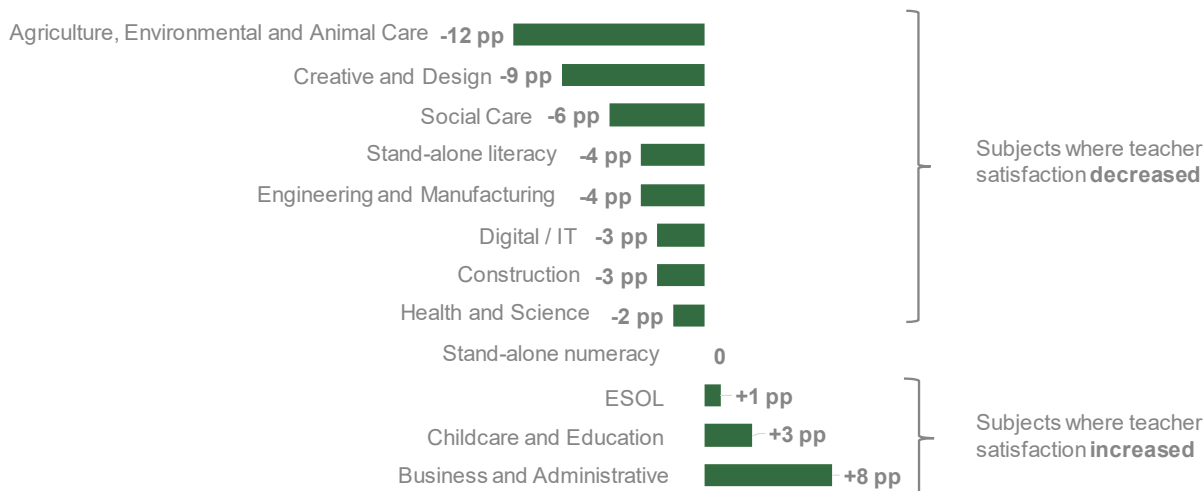


Base: Follow-up survey and main stage survey, Q_Oppo: 'How satisfied are you with the opportunities you have to develop your career within Further Education?' All teachers still at the same college from main survey: 2,772

There was variation in teachers' satisfaction levels by subject(s) taught (see figure 21). Teachers who reported the largest decreases in satisfaction included those working in agriculture, environmental and animal care (decrease of 12 percentage points), creative design (decrease of 9 percentage points) and social care (decrease of 6 percentage points). The subjects where teachers reported a net increase in satisfaction were ESOL (increase of 1 percentage point), childcare and education (increase of 3 percentage points) and business and administration (increase of 8 percentage points).

³⁰ These figures include any change between wave, for example, moving from being very satisfied in 2018 to satisfied in 2019 counts as a lower level of satisfaction.

Figure 21: Change in satisfaction with opportunities to develop career in FE by subject: teachers



Base: Q_Oppo: 'How satisfied are you with the opportunities you have to develop your career within Further Education?' All teachers who answered both main stage and follow-up survey. Agriculture, Environmental and Animal Care: 161, Creative and Design: 189, Social care: 122, Stand-alone literacy: 283, Engineering and Manufacturing: 265, Digital/IT: 172, Construction: 247, Health and Science: 368, Stand-alone numeracy: 287, ESOL: 120, Childcare and Education: 209, Business and Administrative: 189

There were some other notable changes in levels of satisfaction among other groups of teachers. Teachers who described their main role as middle management saw a 10 percentage point drop in levels of satisfaction (49% reported being satisfied at the follow-up survey compared with 58% at the main stage survey). In addition, among teachers who had worked in FE for less than three years there was an 11 percentage point drop in those saying they were satisfied (47% reported being satisfied at the follow-up survey compared with 58% at the main stage).

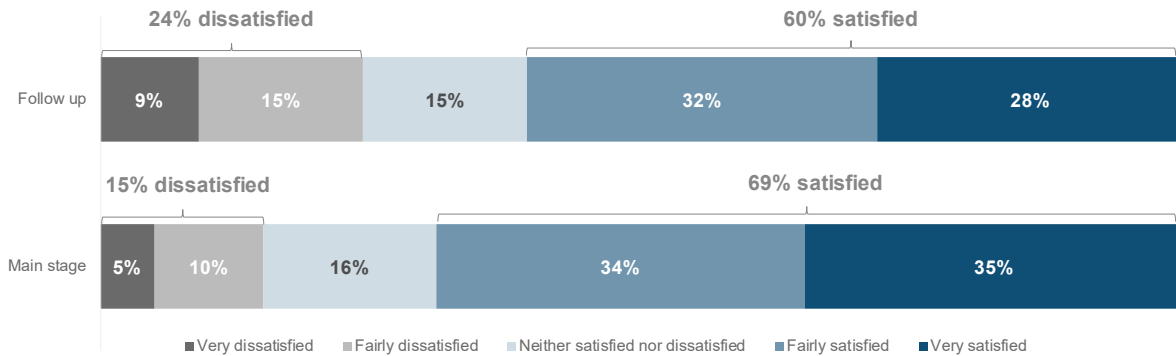
Satisfaction and opportunities to develop career within FE amongst leaders who had not moved

At the follow-up survey, six in ten (60%) leaders said they were satisfied with the opportunities to develop their career in FE (32% fairly and 28% very satisfied). Comparing this to the same responses from the same leaders at the main stage, satisfaction has decreased by 9 percentage points (from 69%). There was a corresponding increase in leaders reporting that they were dissatisfied with opportunities to develop their career in FE – from 15% at the main stage compared with 24% at the follow-up survey. These findings are summarised in figure 22.

In summary, a third of all non-moving leaders surveyed at the follow-up survey (33%) reported a level of satisfaction that was lower than the level reported at the main stage survey, 16% reported higher levels of satisfaction and just a half (51%) reported no

change between the surveys³¹. Men were more likely than women to report an increase in their levels of satisfaction between the main stage and the follow-up survey (21% of men reported a higher level of satisfaction at the follow-up compared with 12% of women).

Figure 22: Satisfaction with opportunities to develop career in FE: leaders



Base: Follow-up survey and main stage survey, Q_Oppo: ‘How satisfied are you with the opportunities you have to develop your career within Further Education?’ All leaders who have not moved: 899

Among all leaders, 8% had changed from being satisfied with the opportunities to develop their career within FE at the main stage survey, to dissatisfied at the follow-up survey. Three percent were dissatisfied at the main stage survey, but satisfied at the follow-up survey.

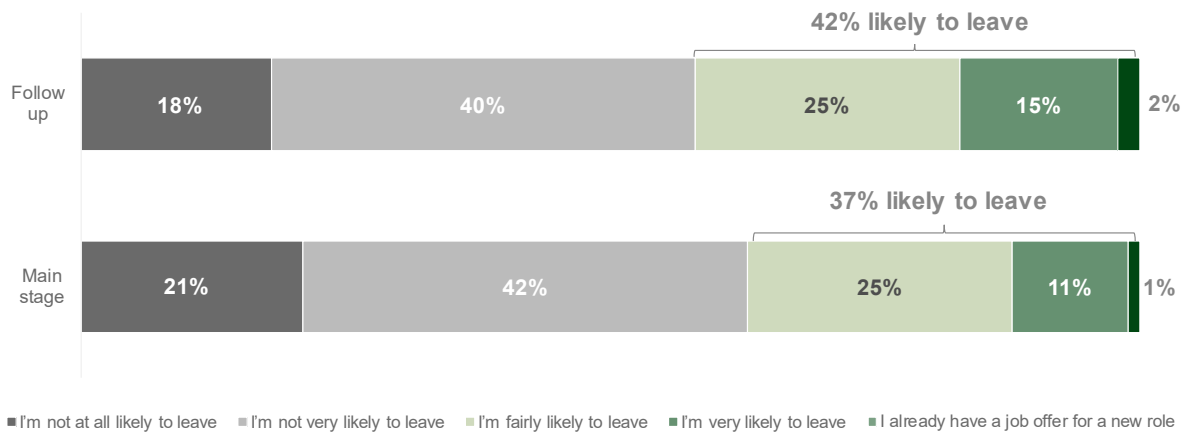
Likelihood to leave FE in the next 12 months: teachers

As part of the main stage and the follow-up survey, teachers were asked how likely they were to leave FE in the next twelve months. At the follow-up survey, two in five (42%) teachers reported that they were likely to leave the FE sector or already had a job offer for a new role. Comparing this to the responses from the same teachers at the main stage, likelihood to leave FE had increased by 5 percentage points (from 37%).

There was a small corresponding decrease in teachers who reported that they were unlikely to leave FE, from 63% at the main stage to 58% at the follow-up survey.

³¹ These figures include any change between waves, for example moving from being very satisfied in 2018 to satisfied in 2019 counts as a lower level of satisfaction.

Figure 23: Likelihood to leave FE in the next 12 months: teachers



Base: Follow-up survey and main stage survey, Q_Leaver: 'How likely are you to leave Further Education in the next 12 months?' All teachers still at the same college from main survey: 2772

In summary, three in ten non-moving teachers surveyed at the follow-up (30%) reported a higher likelihood of leaving FE and two in ten (21%) reported a lower likelihood of leaving FE. Just under a half (49%) reported no change between the surveys³².

There was variation in teachers' likelihood to leave FE by subject(s) taught. Teachers who reported the largest increase in likelihood to leave FE included those working in engineering and manufacturing (increase of 17 percentage points) and construction (increase of 6 percentage points).

There was also some variation in the length of time spent in FE. The proportion of new teachers (those who had worked in FE for less than three years) increased the likelihood of leaving FE by 10 percentage points to four in ten (42%) likely to leave FE at the follow-up survey from three in ten (31%) at the main stage.

Likelihood to leave FE in the next 12 months: leaders

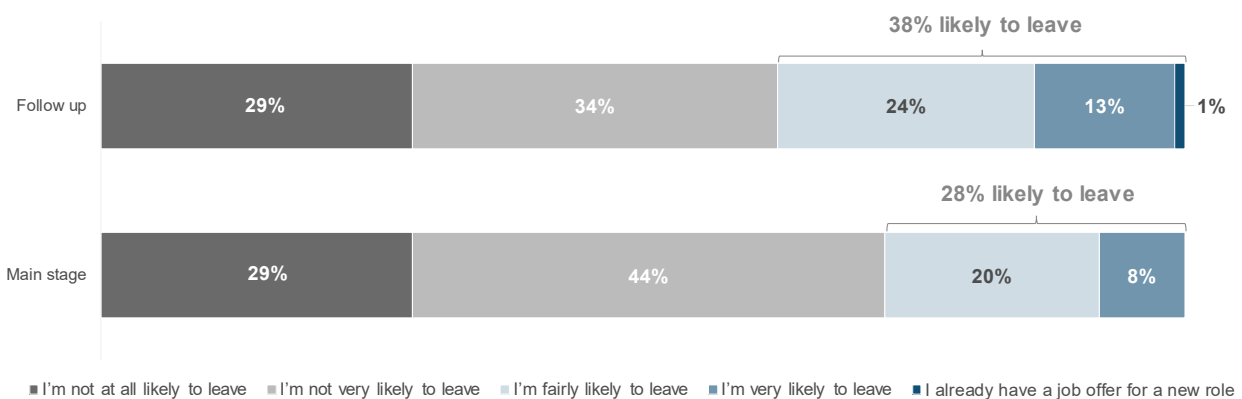
Consistent with findings from the main stage, leaders reported they were less likely to leave FE in the next 12 months compared with teachers (38% likely to leave). Despite this, compared to the responses from the same leaders at the main stage, likelihood of leaving FE has increased by 10 percentage points. Very few leaders who had not moved said they had a job offer outside of FE (1%). The proportion of leaders reporting that they

³² Figures include any change between waves - e.g. moving from being not at all likely to leave in 2018 to not very likely to leave in 2019 counts as a higher likelihood of leaving.

were very likely to leave had increased from 8% at the main stage to 13% in the follow-up. Over the same period, the proportion of leaders who said they were unlikely to leave the FE sector had decreased to 62% from 72% at the main stage.

Similar to the findings at the main stage, at the follow-up survey, half (53%) of leaders who also had teaching responsibilities said they were likely to leave in the next twelve months compared with a quarter (25%) of those who did not have teaching as part of their role.

Figure 24: Likelihood to leave FE in the next 12 months: leaders



Base: Follow-up survey and main stage survey, Q_Leaver: 'How likely are you to leave Further Education in the next 12 months?' All leaders still at the same college from main survey: 899

In summary, three in ten non-moving leaders surveyed at the follow-up (31%) reported a higher likelihood to leave FE, and two in ten (21%) reported a lower likelihood to leave. Just under a half (48%) gave the same response³³.

At the follow-up survey four in ten non-moving leaders at colleges rated as 'Requires Improvement' or 'Inadequate' said they were likely to leave FE in the next twelve months (40%), a similar proportion compared with 36% of those from colleges rated as 'Outstanding' or 'Good' (no significant difference). Despite this, non-moving leaders at colleges rated as 'Outstanding' or 'Good' reported a higher likelihood to leave FE at the follow-up (36% compared with 26% at the main stage).

³³ Figures include any change between waves - e.g. moving from being not at all likely to leave in 2018 to not very likely to leave in 2019 counts as a higher likelihood of leaving.

6. Modelling teacher movement in the Further Education sector

This final section of the report summarises findings from multivariate analysis carried out on data from across the main and follow-up surveys. Multivariate analysis is often more robust than straightforward univariate and bivariate analysis as it is capable of analysing more than one relationship at a time. The multivariate analysis described in this section allows us to estimate the influence of each factor on likelihood of moving while keeping all other variables in the model fixed. This is important when factors are known to be highly correlated (for example tenure and age). The analysis was commissioned to explore the teacher and college characteristics that are most strongly associated with movement of teachers, both within and outside of the FE sector. It provides insights into some of the potential recruitment and retention challenges faced by individual colleges and by FE colleges more widely. The analysis complements chapter 2 which looked at the profile of teachers who moved role (either within or outside of the FE sector).

The following discussion summarises the approach to the analysis and provides commentary on the main findings from it. This is followed by more detailed tables summarising the full output of that analysis in the appendix.

Summary of the approach

Binary logistic regression was carried out to investigate the factors associated with teachers³⁴ in FE leaving their roles for other forms of employment³⁵. Regression modelling is a statistical technique that attempts to estimate the relationship between an outcome variable (in this case whether a teacher leaves their role) and a series of predictor variables. In this case, predictor variables are those which are likely to be predictive of whether a teacher leaves their role (for example demographic factors like age and gender and the nature of their role including working hours and pay). It estimates the variation in the outcome variable that can be explained by the variation in each predictor variable in turn. The modelling generates a coefficient for each variable, a measure which indicates how strongly predictive it is of the outcome variable. The coefficient is estimated by holding all other predictor variables constant in value, so this

³⁴In the survey a teacher is defined by the presence of Q_role=4 or Q_role=5 or Q_AnyTeach=1. The analysis focuses on only those with a teaching role, as the survey routing meant that non-teachers were not asked many of the questions in the baseline survey and therefore would be dropped by the model.

³⁵ Retirees, those taking a career break or those now unemployed were excluded from the model.

value reflects the variation in the outcome variable that can be explained by that predictor alone.³⁶

Predictors for both models were taken from the main survey and include:

- Section 1 – **Tenure & hours worked**
- Section 2 – **Qualifications & area taught**
- Section 3 – **Financial support**
- Section 5 – **Other current roles / work experience outside Further Education**
- Section 6 – **Satisfaction, likelihood of leaving, most rewarding aspect of teaching**
- Section 7 – **Demographics** (gender, age, ethnicity, income etc.)
- **School Characteristics** (e.g. Ofsted rating, college income, IMD) These were sourced from Get information about schools & other non-survey data.

A more comprehensive list of the survey questions used in the modelling can be found in the question index (see table 9).

Two separate models were used, each based on teachers that took part in both the baseline and follow up surveys. These were used to examine the factors which are associated with:

1. *Movement within FE*;³⁷
2. *Sector churn* – i.e. teachers who left the FE sector to work in other industries, including to work in Higher Education, schools, or outside of education / in industry.³⁸

This resulted in 2,876 teachers (252 of whom changed role or institution) being used in the model to examine *moving within FE* and 2,772 teachers (148 of whom moved to work outside of FE) being used in the model to examine *leaving the FE sector* altogether.

The model results for the statistically significant predictors are summarised below.³⁹ More detailed tables in the appendix focus on three key metrics from the regression models:

³⁶ Coefficients are estimated by the method of maximum likelihood, which selects coefficient values that maximise the probability of observing the outcome variable results.

³⁷This includes teachers changing roles and remaining in the same institution (QRoleStill=2) and teachers moving to a different Further Education institution (QCollegeStill=2 and QMove=1 or 2).

³⁸ This does not include teachers and leaders who left to be self-employed as the sector was not specified.

³⁹ Full model results are also available if required.

1. The **coefficients** indicate the direction of the variable's effect on likelihood of movement – positive coefficients pointing to greater likelihood / negative coefficients pointing to lesser likelihood;
2. The **odds ratios** indicate the magnitude of the association with likelihood of movement – e.g. an odds ratio of two indicates the likelihood of movement is twice that of the reference category;
3. The **p-values** which show whether the results are statistically significant (i.e. that they cannot be down to chance alone). The commentary largely focuses on those findings where the p-values are 0.05 and lower.⁴⁰

Movement within the FE sector

This section looks at the factors that are associated with movement within the FE sector. This includes teachers who had left their main stage college but taken a new role within the FE sector, and those that moved role internally within their main stage college. Detailed findings from this model are provided in table 7. A number of factors relating to both teacher characteristics, their experiences of working within their college and aspects of the college itself were associated with greater likelihood of moving within FE.

Tenure

Tenure was moderately associated with movement within the sector, once all other factors in the model were controlled for. Those very new to their college, specifically those having been in post *at that college* for less than a year, were around four times more likely to leave than those who had been *at that college* between 3 and 10 years. This is consistent with the analysis presented in chapter 3.

Conversely, those who were new to the FE sector *as a whole* were less likely to leave. Specifically, those who had worked in FE for less than a year were around four times less likely to leave compared with those had worked in FE between 3 and 10 years. This may be partly because those who are new to the sector will be more likely to have recently invested time and money in training to be able to teach in within FE. Teachers with long tenures within the sector (specifically those who had worked within it for 10 or more years) were also significantly less likely to move within the sector than those who had been in the sector between 3 and 10 years. In addition, the discrepancy between tenure within college vs. within the FE sector may point to ineffective recruitment and retention

⁴⁰ P-values of 0.05 and lower, indicate the result is significant at the 95% confidence level, p-values of 0.10 and lower indicate the result is significant at the 90% confidence level.

practises; suggesting some colleges may struggle to retain experienced teachers for even short periods of time.

Contracted hours

Both below and above average hours of teaching (the mode being 21-30 contracted teaching hours per week) were associated with an increased probability of moving within the sector. In particular, those with lower contracted teaching hours (0-10) were around twice as likely to leave their role. This could be for a number of reasons, including teachers with lower contracted teaching hours actively looking to move to positions with longer hours and enhanced remuneration, or teachers looking to try out a role in the sector before committing to a full-time position. Equally, this may reflect these teachers being on less secure contracts which are renewed or terminated depending on level of demand within the college.

Income

Furthermore, those with higher annual incomes from teaching (£40,000 and more) were around twice as likely to move within the sector compared with those earning £30,000 - £39,999. Whereas those on lower incomes (<£30,000) were associated with a decreased likelihood of moving.⁴¹ However, income is likely to also capture the effects of many other characteristics that are not included in the model or available in the survey. For example, income is likely to reflect seniority and the presence of management and other transferable skills, which would make movement within the sector potentially easier. Therefore, interpreting this result is not straightforward.

Teacher demography

In contrast to the analysis in Chapter 3, teacher demographics had relatively little association with likelihood of moving within FE *once other factors had been controlled for*. This includes age, ethnicity, nationality of teachers and the region they taught, none of which had a significant association with likelihood of moving within FE.

Male teachers were marginally more likely to remain in their roles than female teachers (as shown in table 7 they were 63% as likely to move within the FE sector). It is not possible to say definitively why this may be, although this may be due to women being more likely to seek flexible working or to be balancing family commitments (although other factors may also be contributing to these differences by gender). This is supported by findings from the main survey showing female teachers were more likely than male

⁴¹ Table 7 summarises the magnitude of these differences for each income bracket.

teachers to be employed on zero hours, minimum or flexible hours or sessional contracts (23% compared with 15%).

College setting

In addition, most characteristics of the college setting did not seem to impact the probability of teachers moving within the FE sector, although teachers in colleges with an outstanding or good Ofsted rating (1 or 2 in the accompanying tables) were less likely to move within the sector.⁴² College income (essentially a proxy for the size of the college) and the Index of Multiple Deprivation (IMD) for the college setting seemingly had no effect on teachers' likelihood of moving within the sector.

Attitudes towards teaching

Attitudes towards teaching, including perceptions of the opportunities to develop a career within FE and cited challenges to working in the sector, provided additional insight. Those who cited lack of funding and resources as a challenge within the sector (or as reasons for considering leaving their role) were nearly twice as likely to move role within FE. It is worth noting that lack of funding and resources was also the most frequently cited challenge or difficulty of working in FE during the main stage survey. Those who cited perceived bureaucracy as a challenge within the sector (or as reasons for considering leaving their role) were nearly four times as likely to move within the FE sector.

Moreover, those who were dissatisfied with opportunities for career progression were more likely to move within the sector. To illustrate, those who were very dissatisfied with opportunities for career progression were over twice as likely to move, compared with those who were neither satisfied nor dissatisfied. Against this, those teachers who said the best or most rewarding aspect of teaching was their enjoyment of the role were around a third less likely to move within the FE sector compared with those who cited any other rewarding feature of the job.

Whether or not teachers had received financial support and other factors associated with greater likelihood of moving⁴³

⁴² They were 63% as likely to have moved within the FE sector compared with teachers in colleges with a lower Ofsted rating or no current Ofsted rating.

⁴³ Taken from the question 'Have you ever received any of following types of financial support during your time working in FE colleges?: FE Training bursary (available for DTLLS and PTLLS qualifications up to 2012); Subject Knowledge Enhancement bursary; English bursary (available from 2013); Maths bursary (available from 2013) ; SEN bursary (available from 2013); ITE bursary (available from 2013); Mathematics Graduate Recruitment Incentive Award (for in-service ITE); Mathematics Golden Hello scheme (available from 2013)'

Those that had received no financial support during their time working in colleges were around half as likely to move within the sector, compared with those that had received some form of financial support.

Secondly, teachers who had worked or were working in industry / outside of education in an area they taught were moderately less likely to move within the sector.⁴⁴

⁴⁴ As shown in table 7, 61% as likely to have moved within the sector.

Sector churn – teachers leaving FE

This section focuses on the second model of sector churn – i.e. teachers who left the FE sector to work in other industries, including to work in Higher Education, schools, or outside of education / in industry.⁴⁵ The findings in this second section are markedly different to the first, suggesting that the factors associated with teachers leaving FE are distinct to those associated with teachers moving within it.

Specifically, unlike the first model to explore teacher movement within the FE sector, likelihood of leaving the FE sector was not strongly associated with tenure and reported income from teaching once all the other factors in the model were controlled for. This suggests that teachers choose to leave FE at various points during their career within the sector (there is no suggestion that teachers are more likely to leave either in the earlier or later years within the sector). It also suggests that lower pay, in and of itself, is not one of the main drivers of teachers choosing to leave the sector.

In contrast, individual demographic characteristics specifically were strongly associated with the likelihood of leaving the FE sector once all the other factors in the model were controlled for. The analysis suggests that BAME teachers were more likely to leave the sector than white teachers, although the size of the association cannot be reported reliably given the very small number of BAME teachers who had left the sector.

In this regard, the findings support some the earlier analysis in chapter 3, which highlighted fairly marked demographic differences between those teachers who had moved (either within or outside of FE) and those who remained in the same role.

Before discussing the findings related to teacher and college characteristics, it is worth acknowledging that self-reported likelihood of leaving FE was by far the most predictive factor for teachers leaving the FE sector. Those who said they were likely to leave at the time of the main stage survey were more than twenty times as likely to actually leave the FE sector, compared with those who said they were not likely to leave. The association is entirely expected but the magnitude of it is noteworthy, showing that teachers intentions to leave are likely to result in them actually leaving within a year. It is also worth noting that removing this variable from the model did not cause any noteworthy changes to the results of the other predictors. So, despite the very large association, its inclusion does not appear to mask other factors which might otherwise have been significant.

⁴⁵ This does not include teachers and leaders who left to be self-employed as the sector was not specified.

Contracted hours

As observed with movement within the FE sector, number of contracted teaching hours was associated with likelihood of leaving the FE sector. Specifically, those contracted to teach more than 30 hours a week were more than twice as likely to have left the FE sector.

Teacher demography

The model shows that teachers are most likely to leave the FE sector between the age of 30 and 34. As shown in table 8, teachers in all other ages categories were less likely to leave the FE sector compared with those aged 30-34. Specifically, younger teachers (aged under 30) and those aged 45 or older were around a third as likely to leave the sector compared with those aged 30-34. Given that tenure was not significantly associated with likelihood of leaving the FE sector, this suggests there are specific retention challenges with this age group of teachers, regardless of length of time teaching.

College setting

College income was used in the analysis as a proxy for college size (and the number of learners they serve). The analysis, as shown in table 8, shows that the smallest colleges, identified by their lower incomes, were more likely to see teachers leaving the sector compared with larger colleges. Specifically, teachers from colleges with an income of less than £10M were significantly more likely to have left the FE sector compared with teachers from colleges with incomes of £10M or more (and specifically over 12 times as likely compared with those from colleges with incomes of £40M or more).⁴⁶ Teachers from colleges with a low Ofsted rating were twice as likely to have left the FE sector compared to others. This may be due to the increased challenges that come from working in a lower rated college.

Attitudes towards teaching

As seen in the preceding analysis, certain attitudes towards teaching, including perceptions of the opportunities to develop a career within FE and cited challenges to working in the sector, were associated with a greater likelihood of leaving FE. Those who cited low morale as a challenge or reason for considering leaving were nearly nine times

⁴⁶ The analysis in table 8 focuses on comparisons between all other colleges and colleges with incomes of £40M or more. However, the figures also indicate that those from colleges with incomes of less than £10M were more likely to leave compared with all other categories.

as likely to leave as those who did not.⁴⁷ Other challenges or reasons for considering leaving which were significant included:

- The number of hours worked / not having enough time for teaching (those who cited this were more than four times as likely to have left). This was also the most frequently cited reason for considering leaving FE at the main stage
- Stress and pressure from unrealistic targets and inspections (teachers who viewed this as a challenge or reason for leaving the sector were more than five times as likely to leave)⁴⁸

Consistent with the preceding analysis on movement within FE, those teachers who were dissatisfied with opportunities for career progression were more likely to leave the FE sector. Specifically, those who were fairly dissatisfied with opportunities for career progression were more than twice as likely to have left, compared with those who were neither satisfied nor dissatisfied.⁴⁹

Against this, and similar to the findings in the preceding section, those teachers who said that the best or most rewarding aspect of working in FE was related to the learners were less than half as likely to leave the FE sector compared with those citing any other rewarding aspect of the job.

Other factors associated with greater likelihood of moving

A number of factors which were significant drivers of movement within FE were also significant drivers of teachers leaving FE. However, these factors worked in the opposite direction. Firstly, teachers who had received no financial support during their time working in colleges were almost twice as likely to have left FE compared with those that had received some form of financial support.⁵⁰

In addition, teachers who had worked or were working in industry / outside of education in an area they taught, were more than three times as likely to have left FE.

⁴⁷ Low morale was a composite measure including: low staff morale / (Lack of) staff motivation / demotivated, poor recognition / treatment / undervalued, feeling demoralised / disillusioned / unhappy.

⁴⁸ This composite measure included mentions of: unrealistic expectations / pressures / targets, Ofsted / inspections, stress / pressure.

⁴⁹ Noting that there is no significant difference for those who said they were very dissatisfied.

⁵⁰ As elsewhere, this includes teachers who had ever received any of following types of financial support during their time working in FE colleges: FE Training bursary (available for DTLLS and PTLLS qualifications up to 2012); Subject Knowledge Enhancement bursary; English bursary (available from 2013); Maths bursary (available from 2013); SEN bursary (available from 2013); ITE bursary (available from 2013); Mathematics Graduate Recruitment Incentive Award (for in-service ITE); Mathematics Golden Hello scheme (available from 2013).

Reflection of differences and similarities between the two regression models

In many ways the findings from the two models are quite distinct. Principally, the factors which were most strongly associated with movement within the FE sector include tenure and contracted hours. This points to issues with retention of teachers who are very new to their college setting and those teachers who have part-time contracts with relatively small numbers of contracted teaching hours. In contrast, college characteristics and teacher demographics were more strongly associated with sector churn (teachers leaving the FE sector altogether). This suggests that both teachers' personal circumstances and the nature of college settings are significant drivers of teachers leaving the FE sector altogether.

The other marked difference, noted in the previous section, is the association between teacher movement and whether teachers had worked or were working in industry / outside of education in an area they taught. Those with this type of experience were more likely to leave the FE sector and less likely to move within it. This is to be expected given this type of experience would probably open up a wider set of opportunities for a teacher who was considering leaving their teaching role.

However, in both models, whether or not teachers cited working with learners as one of the best parts of working in FE was a key factor. Teachers who said that working with learners was the best part were both less likely to move within FE and to leave the FE sector. The main stage findings indicated that a large majority (90%) of all teachers considered working with learners as the best part of working in FE. The findings also show that teachers who had been working in FE for less than one year were less likely to say that working with learners was the best part of working in FE. As a whole, the findings across both stages of the research suggest that a positive experience of working with learners may help retain teachers for longer, but does not keep teachers from moving within FE or leaving FE.

Conclusion

A thriving FE sector with a strong workforce is fundamental to delivering on reforms in the sector, including the introduction of T Levels and ongoing refinements to apprenticeship delivery. Prior to the College Staff Survey, there was relatively limited data on churn within the FE workforce, how teachers and leaders move around, or out of the sector, and reasons for churn. The College Staff Survey 2018, along with the 2019 follow-up purposely focussed on teaching and leadership staff within general and specialist Further Education colleges – those who are most directly involved in the planning and delivery of FE. The department is undertaking further research to capture workforce data from the FE sector more widely.

One in eight teachers and leaders (13%) left their main stage college in the year between the main stage and follow-up survey and 5% left the FE sector to work in other areas such as Higher Education, schools or in industry.

Teachers and leaders who left their college most commonly continued working within the FE sector (35%) – typically in another FE college. Two in ten (20%) moved outside the education sector to work in industry, and one in six (17%) continued to work in education but in higher education or schools. Two in ten (18%) were not working, including those who had retired, were unemployed, or had taken a career break.

Teachers and leaders who left their college were typically older, with a third (34%) aged 55 or older. Within this age group, 15% had left due to retirement, and 62% remained in some kind of work. Teachers and leaders who left their college were more likely to be from a Black, Asian and minority ethnic (BAME) background (10% of those who had left compared with 5% of those who had remained) and had typically worked there for a shorter amount of time compared with those who had remained. Around a half (46%) of teachers and leaders who had moved from their college had worked there for less than three years.

For those who moved jobs there was a small shift towards full-time employment. One in six teachers and leaders who moved, moved from a part-time to a full-time role (16%), whereas one in ten moved from a full-time to a part-time role (11%).

The most common reasons for leaving the FE sector were related to college management (58%), unmanageable workload (46%), and ongoing change and insecurity in the sector (32%). Over half said that better senior management (61%), and better line management or more contact with a line manager (51%) would have made them less likely to leave the FE sector, suggesting that better college management strategies would help to retain teachers and leaders. Three quarters (76%) of teachers and leaders who had left FE said they were unlikely to return within the next five years. Pay, more

manageable workload and better management were the most commonly mentioned factors that would influence teachers and leaders to return.

Just under four in ten (37%) teachers and leaders who moved to a role outside the FE sector moved to a role that the respondent perceived was at a lower level and three in ten (29%) moved to a role at an equivalent or similar level. One in six (16%) moved to a role that the respondent perceived to be more senior level. Nearly four in ten (37%) moved to a role with fewer hours. It was more common for those who moved role but remained in the FE sector to move to a role at an equivalent or similar level (58%).

Among teachers and leaders who had remained at the same college in the same role as the 2018 survey, there had been a decline in satisfaction with opportunities to develop their career in FE.

The survey findings in this report are a helpful starting point for understanding retention and churn among teachers and leaders in FE. In addition to this report, a detailed set of data tabulations have been published allowing users to conduct further analyses. DfE is carrying out further research which will cover the wider FE workforce and help to provide a richer evidence base for the FE sector. This suite of research will help DfE develop effective and supportive policy to maximise the benefits for providers and learners.

Appendix

Table 7. Model results: moving within Further Education⁵¹

Variable	Coefficient	Odds Ratio	p
Tenure at College			
Less than 1 year vs 3-10 years	1.37	3.94	0.00
1 - 3 years vs 3-10 years	0.17	1.19	0.62
10 - 20 years vs 3-10 years	0.19	1.21	0.54
More than 20 years vs 3-10 years	-0.20	0.82	0.73
Tenure in Further Education			
Less than 1 year vs 3-10 years	-1.41	0.24	0.02
1 - 3 years vs 3-10 years	-0.20	0.82	0.65
10 - 20 years vs 3-10 years	-0.48	0.62	0.10
More than 20 years vs 3-10 years	-0.79	0.45	0.10
Contracted teaching hours per week			
0-10 vs 21-30	0.73	2.08	0.06
11-20 vs 21-30	0.42	1.52	0.13
30+ vs 21-30	0.47	1.60	0.14
Income from teaching			
<£10K vs £30K-£39K	-0.26	0.77	0.56
£10K-£19K vs £30K-£39K	-0.79	0.45	0.03
£20K-£29K vs £30K-£39K	-0.48	0.62	0.08
£40K+ vs £30K-£39K	0.76	2.14	0.06
Currently working outside of the college			
Yes (in education) vs No	0.02	1.02	0.95
Yes (outside of education) vs No	0.60	1.82	0.02
Opportunities to develop a career within Further Education			
Fairly dissatisfied vs Neither satisfied nor dissatisfied	-0.04	0.96	0.91
Fairly satisfied vs Neither satisfied nor dissatisfied	-0.56	0.57	0.08
Very dissatisfied vs Neither satisfied nor dissatisfied	0.77	2.16	0.04
Very satisfied vs Neither satisfied nor dissatisfied	-0.04	0.96	0.92

⁵¹ Guidance on results interpretation: coefficients indicate the direction of the variable's effect on movement, the odds ratios indicate the magnitude of the effect and the p-values show whether the results are statistically significant (and not due to chance alone).

Variable	Coefficient	OddsRatio	p
Challenges to the sector/reasons considering leaving role			
Management	-0.40	0.67	0.40
Student behaviour	-0.68	0.51	0.05
Funds or resources	0.63	1.88	0.04
Pay	-0.50	0.61	0.28
Workload	-0.25	0.78	0.43
Progression	0.89	2.44	0.21
Morale	0.24	1.27	0.70
Hours	-0.40	0.67	0.23
Job security	-0.33	0.72	0.38
Stress and pressure	-0.25	0.78	0.54
Staff	-0.91	0.40	0.15
Bureaucracy	1.36	3.90	0.01
College characteristics			
Ofsted rating: Low vs Other	0.47	1.60	0.07
Ofsted rating: High vs Other	-0.47	0.63	0.04
Other factors			
Financial support: None vs Any	-0.79	0.45	0.00
Ever worked in area teach: Yes vs No	-0.49	0.61	0.03
Best / most rewarding part of teaching: Role enjoyment	-1.13	0.32	0.04
Teacher demographics			
Gender: Male vs Female	-0.47	0.63	0.08

Table 8. Model results: moving out of Further Education

Variable	Coefficient	OddsRatio	p
Contracted teaching hours per week			
0-10 vs 21-30	-0.37	0.69	0.57
11-20 vs 21-30	0.38	1.46	0.30
30+ vs 21-30	0.93	2.53	0.02
Income from teaching			
<£10K vs £30K-£39K	1.39	4.01	0.04
£10K-£19K vs £30K-£39K	-0.53	0.59	0.33
£20K-£29K vs £30K-£39K	-0.41	0.66	0.24
£40K+ vs £30K-£39K	-0.90	0.41	0.18
Currently working outside of the college			
Yes (in education) vs No	0.75	2.12	0.06
Yes (outside of education) vs No	0.90	2.46	0.00
Likelihood of leaving further education			
Likely vs Not likely	3.19	24.29	0.00
Opportunities to develop a career within Further Education			
Fairly dissatisfied vs Neither satisfied nor dissatisfied	0.86	2.36	0.04
Very dissatisfied vs Neither satisfied nor dissatisfied	0.45	1.57	0.32
Fairly satisfied vs Neither satisfied nor dissatisfied	0.07	1.07	0.87
Very satisfied vs Neither satisfied nor dissatisfied	-17.59	0.00	0.00
Challenges to the sector/reasons considering leaving role			
Management	0.45	1.57	0.47
Student behaviour	0.24	1.27	0.64
Funds or resources	0.46	1.58	0.42
Pay	-1.21	0.30	0.32
Workload	-0.55	0.58	0.40
Progression	0.33	1.39	0.67
Morale	2.19	8.94	0.03
Hours	1.42	4.14	0.02
Job security	0.45	1.57	0.54
Stress and pressure	1.72	5.58	0.01
Staff	-3.33	0.04	0.07
Bureaucracy	1.00	2.72	0.30
College characteristics			
Ofsted rating: Low vs Other	0.76	2.14	0.06
Ofsted rating: High vs Other	-0.25	0.78	0.42
College Income: £1m to £10m vs £40m+	2.54	12.68	0.00
College Income: £10m to £20m vs £40m+	0.49	1.63	0.30
College Income: £20m to £30m vs £40m+	0.19	1.21	0.65
College Income: £30m to £40m vs £40m+	0.26	1.30	0.52

Variable	Coefficient	OddsRatio	p
Other factors			
Financial support: None vs Any	0.56	1.75	0.22
Ever worked in area teach: Yes vs No	1.2	3.32	0.00
Best / most rewarding part of teaching: Learners	-0.86	0.42	0.03
Teacher demographics			
Gender: Male vs Female	-0.35	0.70	0.28
Age: Up to 29 vs 30 to 34	-1.12	0.33	0.04
Age: 35 to 44 vs 30 to 34	-0.28	0.76	0.51
Age: 45 to 54 vs 30 to 34	-1.03	0.36	0.02
Age: 55+ vs 30 to 34	-0.99	0.37	0.09

Table 9. Question index

Variable	Question
Q_longColl	How long have you been working for {insert name of college}?
Q_longFE	In total, how long have you been working in the Further Education sector?
Q_Hours	In a normal week where you are working at {insert name of college}, how many hours are you contracted to teach?
Q3_Income1	Thinking just about your role at {insert name of college}. Which of the following best describes your income just from this college ?
Q4_Income2	And thinking about all of your teaching roles across all colleges / education and training providers. Which of the following best describes your total income from teaching / training?
Q_IndCurrent	Do you currently work for any organisations other than {insert name of college}?
Q_IndAny1	Have you ever worked or do you currently work in industry / outside of education in any of the areas you now teach or train?
Q_FinSupport	Have you ever received any of following types of financial support during your time working in FE colleges?
Q_Element	In your own words, what would you say is the best or most rewarding part of working in Further Education?
Q_Oppo	How satisfied are you with the opportunities you have to develop your career within Further Education?
Q_Leaver	How likely are you to leave Further Education in the next 12 months?
Q_Worry	Why are you considering leaving the Further Education sector/what are the main difficulties working in Further Education?



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