**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**MUNICIPAL YEAR 2023/24**

**EDUCATION AND INCLUSION SCRUTINY COMMITTEE**

**19TH JULY 2023**

**EDUCATION WORKFORCE DATA**

**REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES AND THE DIRECTOR OF HUMAN RESOURCES**

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## 1. PURPOSE OF REPORT

1.1 The purpose of the report is to provide an update on education workforce data across our 115 schools in Rhondda Cynon Taf, and specific data relating to the Welsh medium workforce.

## 2. RECOMMENDATIONS

It is recommended that Members:

2.1 Review and scrutinise the content of this report.

2.2 Consider whether they wish to scrutinise any parts in greater depth and require further reports in future.

## 3. REASONS FOR RECOMMENDATIONS

3.1 To provide the Education and Inclusion Scrutiny Committee with an update on the current workforce data within our schools, at a time of significant staffing pressures across the system.

## 4. BACKGROUND

4.1 This report provides data from key data sources, including

- iTrent, which is the Council's workforce database.
- Pupil Level Annual School Census (PLASC), which is the annual census of maintained schools in Wales undertaken annually in January of each year.

- School Workforce Annual Census (SWAC), which provides detailed levels of intelligence and data about the staff who work in our schools.

4.2     PLASC is an electronic collection of pupil and school level data provided by all maintained primary, middle, secondary, nursery and special schools in January each year. This data gets submitted annually to Welsh Government.

4.3     The School Workforce Annual Census (SWAC) provides detailed levels of intelligence and data about the staff who work in our schools. This return is now a statutory requirement under The Education (Supply of Information about the School Workforce) (Wales) Regulations 2017. Information from the SWAC informs Welsh Government policy on issues relating to the school workforce, including pay and conditions, recruitment and retention.

The data is used in workforce planning, including potential training requirements, disciplines taught, use of supply cover and additional roles undertaken by staff. The Council's integrated HR and Payroll System also provides valuable information in respect of the school workforce. The workforce information provides intelligence on:

- the size of the workforce;
- staff demographics;
- staff recruitment and retention;
- the use of supply cover;
- absences;
- the capacity for Welsh-medium teaching and discipline-specific teaching;
- the cost of teachers' pay in Wales.

The data can also be used to monitor equality and diversity of the school workforce and the Welsh Government's ability to deliver on the Cymraeg 2050 Strategy through Welsh-medium teaching.

4.4     Recruitment pressures in Education are well documented and these have been compounded by the pandemic, workload pressures and reduced numbers of teachers entering the profession. Difficulties in accessing supply staff have also been experienced across the system, and this was very evident in Rhondda Cynon Taf during the pandemic.

The Council can provide an enhanced recruitment attraction service where pressures exist and this includes the advertisement of posts across social media channels. Human Resources has a new job website which has been developed in key service areas to attract potential employees to work for the Council. Supporting information includes details on employment benefits, the local area, careers, staff support, staff stories and job vacancies.

4.5     For high priority posts, which might include multiple vacancies, the Council can also run targeted recruitment campaigns using appropriate social media platforms such as Facebook, Twitter, Instagram and LinkedIn. The Council can also use paid advertising on Facebook for priority recruitment campaigns, which can be monitored from an engagement and success perspective. This work has not yet been extended and adapted to support schools but this is an area which could be developed further.

Some work has already commenced on this, in order to ensure that we deliver on our ambitious Welsh in Education Strategic Plan targets.

4.6     Dedicated recruitment platforms are used for school based vacancies, for example Eteach. When advertising positions on Eteach, marketing campaigns can be undertaken to elevate the profile of an advert to 'job of the week or month.' These approaches can be effective in attracting a wider audience for posts which can be difficult to fill.

4.7     Human Resources is working with the Education Workforce Council on a pilot programme to launch Educators Wales. This is a new Welsh Government recruitment platform, which specifically targets the world of education in Wales. It is hoped that in time this platform will offer other recruitment tools, such as a talent pool. Discussions with Educators Wales have also commenced with a view of adding dedicated content to the Educators Wales website to attract people to work in our schools in Rhondda Cynon Taf.

        More traditional forms of recruitment advertising are still available in specialist publications and websites.

## 5.     iTRENT DATA

5.1     Appendices 1 to 3 provides information extracted from HR's information management systems in respect of:

- the composition of staff;
- recruitment and retention; and
- sickness absence.

        The information presented relates to teaching and support staff respectively, with Appendix 1 focusing on all teaching staff in all sectors; Appendix 2 on all teaching staff in the Welsh medium sector; and Appendix 3 relating to support staff.

5.2     The **teaching data** (all sectors) is detailed in **Appendix 1** and includes information from the iTrent system and other databases available for the period 01/06/2022–31/05/2023 for recruitment and retention and sickness absence, and May 2023 for teaching staff in all sectors.

5.3     There was a total of 2,131 permanent and temporary teaching staff working in our schools as at May 2023. The highest proportion of the workforce were teachers who had reached threshold (1,268 in total). The highest proportion of the workforce (34.3%) were in the 35-44 age range. The ratio of males to females was generally 1:3, but this was 1:2 when considering headteacher roles. Staff from minority groups or with disabilities are very poorly represented in the workforce.

5.4     The total number of teachers who have terminated their employment with the Council during the period 01/06/2022–31/05/2023, excluding internal transfers, equated to a turnover of 10.3% with the greatest percentage of leavers vacating main scale teaching posts with a turnover of 21.5%. A total of 46.8% of leavers left for voluntary reasons. The majority of leavers, 40%, were in the 25-34 age range. Generally

speaking, the highest proportion of leavers, 25.5%, had less than 1 year of service. There were 214 new starters, of which 149 were main scale teachers. New starters were in the 25-34 age range in the majority, 42.5% of cases.

5.5     Sickness absence during this period was at 4.36%, with most absences attributable to instructor/unqualified teaching staff, who were absent for 5.86% of the time. The main reason for absence was mental health in 32.27% of cases, with Covid related absence also being the second highest reason at 12.40%.

5.6     The teaching staff (Welsh medium) data in **Appendix 2** relates to data from the iTrent system from 01/06/2022–31/05/2023 for recruitment and retention and sickness absence, and May 2023 for the composition of staff in the **Welsh medium sector.**

         There was a total of 381 permanent and temporary teaching staff working in our schools in May 2023. The highest proportion of the workforce were teachers who had reached threshold (213 in total). The highest proportion of the workforce (32.0%) were in the 25-34 age range. The ratio of males to females was generally 1:2.5, but this was 1:1.3 when considering headteacher roles. Staff from minority groups or with disabilities are very poorly represented in the workforce.

5.7     The total number of teachers who have terminated their employment with the Council during the period 01/06/2022-31/05/2023, excluding internal transfers, equated to a turnover of 11.8% with the greatest percentage of leavers vacating main scale teaching posts with a turnover of 23.0%. A total of 51.1% of leavers left for voluntary reasons. The majority of leavers, 51.1%, were in the 25-34 age range. Generally speaking, the highest proportion of leavers, 28.9%, had less than 1 year of service. There were 43 new starters, of which 32 were main scale teachers. New starters were in the 25-34 age range in the majority, 46.5% of cases.

5.8     Sickness absence during this period was at 3.05%, with most absences attributable to instructors/unqualified teachers, who were absent for 10.81% of the time. The main reason for absence was Mental Health related at 18.97%.

5.9     **Support staff** data is highlighted in **Appendix 3**. In May 2023, there were 2,152 and 722 permanent and temporary support staff respectively in all settings. The highest populated support staff role was a Level 3 teaching assistant post at 604. In terms of age profile, the highest percentage of staff (27.6%) were in the 45-54 age group, and the gender profile was very heavily weighted in favour of females.

5.10    In terms of leavers, the highest turnover related to teaching assistant (level 1), with a turnover of 25.0% during the period 01/06/2022-31/05/2023. Temporary special needs support assistants had the second highest turnover rates, at 24.6%, of the cohort. 65.9% attributed the reasons for leaving their post to voluntary reasons, with the most frequent leavers predominantly being in the 25-34 age range. The highest percentage of leavers had less than 1 year of service (21.9%). There were 316 new starters, with the majority lying in the 25-34 age range.

5.11    In terms of sickness absence, the highest sickness rates were associated with learning support assistants (level 3) at 9.12% and the second highest was attributable to teaching assistant (level 2) at 7.07%. The most common reason for absence was

mental health, which equated to 30.92% of the overall sickness levels. The second highest absence was associated with muscular skeletal conditions, at 14.43%.

## 6. PLASC DATA

6.1 PLASC data over the last 4 years has been analysed to provide some insight into staffing levels across our schools. The number of teachers across our schools has remained relatively stable since January 2020, with a growth of 68 teaching staff.

**Table 1: Teacher Numbers in RCT Schools from 2020-23 (January PLASC Returns)**

| Year | Teachers Headcount | Full Time | Part Time | Full Time Equivalent |
|---|---|---|---|---|
| January 2023 | 2,105 | 1,825 | 280 | 2,000 |
| January 2022 | 2,072 | 1,798 | 274 | 1,963 |
| January 2021 | 2,078 | 1,790 | 288 | 1,961 |
| January 2020 | 2,037 | 1,751 | 286 | 1,925 |

6.2 PLASC data from 2020-2023 suggests that there has been a reduction of 387 statutory school age pupils in our schools since January 2020 and a relatively very small improvement in pupil to teacher ratio. January 2023 PLASC returns highlight relatively stable pupil to teacher ratio over four data reporting periods.

**Table 2: Pupil Numbers and Pupil to Teacher Ratios in RCT Schools from 2020-23 (January PLASC Returns)**

| Year | Pupils | Pupil : Teacher Ratio |
|---|---|---|
| January 2023 | 38,497 | 19.25 |
| January 2022 | 38,846 | 19.80 |
| January 2021 | 39,161 | 19.67 |
| January 2020 | 38,884 | 20.20 |

6.3 Staffing vacancies reported by schools in the January 2023 PLASC return suggests that 176 teaching posts were advertised of which, 47 were for the primary sector. The 'other' category was very high at 36, but the third highest number of vacancies advertised appeared to relate to mathematics at 16, science at 12 and English at 15. This is perhaps to be expected given the high demand for teachers specialising in these subject areas and the challenges experienced in recruiting to these posts.

**Table 3: Number of vacancies advertised per subject (January 2022 and 2023 PLASC)**

| Subject | No. of Vacancies Advertised per Subject Jan 2022 | No. of Vacancies Advertised per Subject Jan 2023 |
|---|---|---|
| Primary | 29 | 47 |
| Art | 1 | 2 |
| Biology | 2 | 0 |
| Chemistry | 2 | 2 |
| Design and technology | 3 | 6 |
| English | 10 | 15 |
| Geography | 2 | 1 |
| History | 3 | 4 |
| IT | 1 | 6 |
| Mathematics | 13 | 16 |
| Modern Foreign Languages | 2 | 3 |
| Other | 33 | 36 |
| PE | 7 | 11 |
| Physics | 2 | 2 |
| Science | 11 | 12 |
| Welsh Language 1 | 1 | 0 |
| RE | | 2 |
| Welsh Language 2 | 6 | 7 |
| SEN | | 1 |
| **Total** | **128** | **176** |

6.4    The number of subject specialist teaching staff leaving the profession is relatively low but demonstrates growth from 2022 to 2023 as evidence in Table 4.

**Table 4: Teachers leaving the profession by sector and subject (January PLASC 2022 and 2023)**

| Subject or Sector | Number PLASC January 2022 | Number PLASC January 2023 |
|---|---|---|
| Primary | 10 | 20 |
| Art | 1 | 1 |
| English | 1 | 3 |
| History | 2 | |
| Geography | | 2 |
| Mathematics | 3 | 2 |

| Subject or Sector | Number PLASC January 2022 | Number PLASC January 2023 |
|---|---|---|
| Music | | 1 |
| Other | 4 | 1 |
| PE | 2 | 1 |
| Physics | 1 | |
| Science | 3 | 1 |
| SEN | 1 | |
| Welsh 2 | | 2 |
| **Total** | **28** | **34** |

## 7. WELSH LANGUAGE DATA

7.1 Outcome 7 of the Welsh in Education Strategic Plan for 2022-32 focuses on increasing the number of teaching staff able to teach Welsh (as a subject) and teaching through the medium of Welsh.

7.2 The local authority's Welsh Language Unit outlines the total number and percentage of non-school staff who identified themselves as fluent or fairly fluent in the Welsh language and was correct as at May 2023. The data in Table 5 highlights that 9.6% of non-school based staff consider themselves to be fluent.

**Table 5: Total Number of Staff who Identified Themselves as Fluent or Fairly Fluent in Welsh**

| Number of Staff with Welsh Language Skills | | Fluent (Welsh Language Level Four and Five) | | Fairly Fluent (Welsh Language Level Three) | | Total (Welsh Language Level Three, Four and Five) | |
|---|---|---|---|---|---|---|---|
| Category | Total Number of Staff | Number | % | Number | % | Number | % |
| **Non-School Based Staff*** | 7,230 | 692 | 9.6% | 153 | 2.1% | 845 | 11.7% |

*Not a headcount, it includes multiple employment i.e. An employee will be counted for every post that they hold. Also include casual employees.

7.3 Data from the SWAC outlines the Welsh language ability of the local authority's school based workforce for the academic years 2020–2023. Table 6 provides an overview of the Welsh language ability of all teachers employed by the local authority.

**Table 6: Welsh Language Ability of All Teachers (Including Headteachers, School Teachers and School Learning Support Workers) Employed by the Local Authority (SWAC is the data source)**

| Skill Level | Academic Year 2020–2021 | | Academic Year 2022–2023 (Nov 22 SWAC) | |
|---|---|---|---|---|
| | Number | % | Number | % |
| No Skills (NS) | 450 | 21.2% | 429 | 21.58% |
| Entry Level (EL) | 499 | 23.4% | 468 | 23.54% |
| Foundation Level (FL) | 329 | 15.5% | 345 | 17.35% |
| Intermediate Level (IL) | 167 | 7.9% | 147 | 7.39% |
| Advanced Level (AL) | 137 | 6.4% | 133 | 6.69% |
| Proficient Level (PL) | 523 | 24.6% | 446 | 22.43% |
| Information Not Obtained (INO) | 21 | 1% | 20 | 1.01% |
| **Total** | **2,126** | **100%** | **1988** | **100%** |

7.4     The data in the Table 7 is derived from SWAC and outlines the total number of school-based workforce (including headteachers, school teachers and school learning support workers) employed by the local authority, teaching/working through the medium of Welsh for the academic years 2020-2023.

A total of 20.57% currently teach through the medium of Welsh but a further 6.54% are able to teach through the medium of Welsh but currently do not do so.

**Table 7: Total Teachers Employed by the Local Authority Teaching/Working Through the Medium of Welsh**

| Category | Academic Year 2020–2021 | | Academic Year 2022-2023 (Nov 22 SWAC) | |
|---|---|---|---|---|
| | Number | % | Number | % |
| Teaching/Working Through the Medium of Welsh in Current Post | 462 | 21.7% | 409 | 20.57% |
| Able to Teach/Work Through the Medium of Welsh but not doing so in Current Post | 144 | 6.8% | 130 | 6.54% |
| Unable to Teach/Work Through the Medium of Welsh | 859 | 40.4% | 832 | 41.85% |
| Teaching Welsh as a Subject Only | 661 | 31.1% | 617 | 31.04% |
| **Total** | **2,126** | **100%** | **1988** | **100%** |

7.5 The data in Table 8 is derived from PLASC and outlines the total percentage of teachers employed by the local authority who are able to teach through the medium of Welsh for the previous four academic years.

**Table 8: Total Percentage of Teachers who are able to Teach through the Medium of Welsh**

|  | Academic Year | | | | |
|---|---|---|---|---|---|
|  | **2018–2019** | **2019–2020** | **2020–2021** | **2021–2022** | **2022-2023** |
| **Qualified Teachers Teaching Welsh as a First Language** | 10.9% | 9.7% | 8.8% | 14.1% | 10.9% |
| **Qualified Teachers Teaching Welsh as a Second Language (Only)** | 38.6% | 39.6% | 36.3% | 36.3% | 36% |
| **Qualified Teachers Teaching Other Subjects Through the Medium of Welsh** | 8.4% | 9.7% | 11.2% | 5.5% | 8.7% |
| **Qualified Teachers Able to Teach through the Medium of Welsh, but Not Doing So** | 6.3% | 3.8% | 3.4% | 2.9% | 4.2% |
| **Not Qualified to Teach Through the Medium of Welsh** | 35.9% | 37.2% | 40.3% | 41.2% | 40.2% |

The data highlights that the percentage of teachers qualified to teach Welsh as a first language decreased during 2022-2023 in comparison to 2021-2022. An increase was evident in the percentage of qualified teachers able to teach through the medium of Welsh but were not doing so when 2022-23 data was compared with the previous year.

## 8. EQUALITY AND DIVERSITY IMPLICATIONS

8.1 The Council has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must in making decisions, have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics.

8.2 There are no Equality and Community Impact Assessments required as part of this report.

**9.** **WELSH LANGUAGE IMPLICATIONS**

9.1 The Council is required to consider Welsh language implications as part of any decision making process. As this is an information report, there is no requirement to prepare Welsh Language Impact Assessments as part of this report.

**10.** **CONSULTATION**

10.1 There are no specific consultation requirements in relation to this report.

**11.** **FINANCIAL IMPLICATIONS**

11.1 There are no financial implications associated with this information report.

**12.** **LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED**

12.1 Part 1 of the Education Act 1996 ("the 1996 Act") imposes a number of general duties on all local authorities in Wales. The general duty in section 13 of the 1996 Act is to contribute (as far as the Council's powers enable them to do so) towards the spiritual, moral, mental and physical development of the community by securing that efficient primary education and secondary education are available to meet the needs of the population of their area.

12.2 Section 13A (3) of the 1996 Act states that a local authority in Wales must ensure that their relevant education functions and their relevant training functions are exercised by the authority with a view to promoting high standards and promoting the fulfilment of learning potential by every person to whom the subsection applies, including those who are of compulsory school age or are below school age and are registered as pupils at schools maintained by the authority.

12.3 Section 14 of the 1996 Act then requires the Council to secure sufficient schools for providing primary and secondary education in the Council's area. Schools available for an area shall not be regarded as sufficient unless they are sufficient in number, character and equipment to provide for all pupils the opportunity for appropriate education.

12.4 Appropriate education means education which offers such variety of instruction and training as may be desirable in view of (a) the pupils' different ages, abilities and aptitudes; and (b) the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their different needs.

12.5 Ensuring that there is sufficient education workforce available in our schools in integral to the local authority securing efficient education to meet the needs of the population in our area.

## 13. LINKS TO THE COUNCIL'S CORPORATE PLAN/OTHER CORPORATE PRIORITIES/WELLBEING OF FUTURE GENERATIONS ACT

13.1 There are links to RCTCBC's Corporate Plan for the period between 2020-2024, specifically the priority:
- Prosperity – Creating the opportunity for people and businesses to be innovative, entrepreneurial and fulfil their potential and prosper
  - Ensuring we have good schools so all children have access to a great education.

13.2 There are also clear links with the Education and Inclusion Services Strategic Plan for 2022-2025, which outlines a clear commitment to 'Developing a highly skilled educational workforce and excellent leadership at all levels' (Strategic Priority 1).
This includes ensuring that there is a robust succession planning strategy in place, investment in leadership training for aspiring headteachers, ensuring that staffing pressures are identified and that there are effective approaches to attracting and retaining the highest quality school leaders and staff to RCT.

## 14. CONCLUSION

14.1 Data suggests that there is a need to attract further staff into the education sector through extensive recruitment campaigns and to explore creative ways of attracting much needed staff into the Welsh medium sector. This is critical if we are to ensure that we meet our ambitious WESP targets as outlined in our plan for 2022 to 32, and address some of the recruitment challenges currently faced.

14.2 Outcome 7 of the WESP remains a key priority for the Education Directorate and sets key targets for improvement and detailed actions that the local authority will take, in collaboration with key partners, to promote an increase the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh, includes.

The WESP action plan highlights key targets for improvement and a series of key actions for implementation. The targets include a focus on
- Undertaking regular analysis of all data sources to understand trends in the demand for Welsh medium teachers.
- Annually analysing the PLASC and SWAC to monitor linguistic competency and identify any professional learning needs of the school-based workforce
- Promoting the local, regional and national training programmes which are available to assist the childcare/early years and school-based workforce with language progression.
- Exploring how the Council and our partners can utilise different services to provide professional learning pathways and early years and school-based workforce opportunities.
- Supporting the development of alternative routes into childcare, teaching and other school-based workforce opportunities.
- Promoting teaching as a pathway in order to increase the number of school-aged learners choosing teaching and childcare opportunities as career pathways.

An annual report on the local authority's progress in implementing the actions outlined in the WESP Action Plan for 2022-23 will be presented to Welsh Government in July 2023, and to Scrutiny Committee in the autumn term 2023.

14.3   The local authority cannot address these workforce pressures in isolation. Welsh Government has ambitious plans to support workforce pressures experienced across Wales. The [Welsh in Education Workforce Plan](#) outlines the steps the Welsh Government, along with its partners, will take over the next 10 years to increase the number of teachers and support workers able to work through the medium of Welsh and teach Welsh. The plan also includes actions to support the development of the Welsh language skills and expertise of the existing workforce. It also includes actions to develop leadership capacity in the Welsh-medium sector and support for leaders to develop Welsh language and culture within their schools.

14.4   There is clearly a need to also address some of the recruitment and retention challenges in the education sector more broadly and these will be developed in partnership with colleagues in Human Resources as outlined in Section 4 of the report.

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

**THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**EDUCATION AND INCLUSION SCRUTINY COMMITTEE**

**19TH JULY 2023**

**EDUCATION WORKFORCE DATA**

**REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES AND THE DIRECTOR OF HUMAN RESOURCES**

## iTrent Workforce Profile – Teaching Staff (All Sectors)

This report includes a breakdown of the following:

- Composition of staff
- Recruitment and retention
- Sickness absence

The data includes information from the iTrent system and other databases available. The data in this report is for all Teaching staff and is for the period 01/06/2022 – 31/05/2023 for recruitment & retention and sickness absence and May 2023 for the composition of staff.

## Composition of Staff

### Staff Numbers May 2023

Number of live pay numbers on the system counted against the employees' contract type. Staff with multiple employments will be counted for each post they hold as they will have a different post reference for each post.

| Staff Numbers | Headcount | % Male | % Female | FTE |
|---|---|---|---|---|
| Permanent | 1,861 | 25.2% | 74.8% | 1,763.0 |
| Temporary | 270 | 21.1% | 78.9% | 243.1 |
| **Total** | **2,131** | **24.7%** | **75.3%** | **2,006.2** |

| Job Type | Headcount | Full Time | Part Time | FTE |
|---|---|---|---|---|
| Director of Learning | 4 | 4 | | 4.0 |
| Headteacher | 153 | 143 | 10 | 146.8 |
| Assistant/Deputy Headteacher | 196 | 184 | 12 | 186.5 |
| Teacher Threshold | 1,268 | 1,036 | 232 | 1,181.6 |
| Teacher Main Scale | 475 | 437 | 38 | 458.3 |
| Instructor/Unqualified Teacher | 35 | 23 | 12 | 29.0 |
| **Total** | **2,131** | **1,827** | **304** | **2,006.2** |

### Age Profile / Breakdown

| Age Profile / Breakdown | 16-24 | 25-34 | 35-44 | 45-54 | 55-64 | 65+ |
|---|---|---|---|---|---|---|
| Director of Learning | 0.0% | 0.0% | 25.0% | 75.0% | 0.0% | 0.0% |
| Headteacher | 0.0% | 3.3% | 25.5% | 52.3% | 19.0% | 0.0% |
| Assistant/Deputy Headteacher | 0.0% | 7.1% | 42.3% | 44.9% | 5.6% | 0.0% |

| Age Profile / Breakdown | 16-24 | 25-34 | 35-44 | 45-54 | 55-64 | 65+ |
|---|---|---|---|---|---|---|
| Teacher Threshold | 0.0% | 17.1% | 42.4% | 32.6% | 7.6% | 0.3% |
| Teacher Main Scale | 16.8% | 66.3% | 12.4% | 3.8% | 0.6% | 0.0% |
| Instructor/Unqualified Teacher | 2.9% | 20.0% | 34.3% | 17.1% | 25.7% | 0.0% |
| Total | 3.8% | 26.2% | 34.3% | 28.6% | 6.9% | 0.2% |

**Job Type Breakdown by Gender**

| Job Type | Male | Female | Total |
|---|---|---|---|
| Director of Learning | 1 | 3 | 4 |
| Headteacher | 51 | 102 | 153 |
| Assistant/Deputy Headteacher | 68 | 128 | 196 |
| Teacher Threshold | 277 | 991 | 1,268 |
| Teacher Main Scale | 122 | 353 | 475 |
| Instructor/Unqualified Teacher | 7 | 28 | 35 |
| Total | 526 | 1,605 | 2,131 |

## Equalities Information May 2023

This figure is based on information disclosed via the equalities monitoring forms. It is not a mandatory requirement for staff to disclose this information and therefore not all staff records are populated.

The figures have been calculated in two ways:
- firstly as a percentage of the Teaching Workforce as a whole and
- secondly as a percentage of those who have equalities information against their record

| Equalities Information | % of Teaching Workforce | % of returns |
|---|---|---|
| Staff Minority Groups | 0.58% | 0.77% |
| Disabled Employees | 0.75% | 1.05% |

**Gender Pay Gap**

| Combined | Full Time | Part Time |
|---|---|---|
| 4.13% | 3.88% | 5.01% |

## Recruitment and Retention

**Turnover**

**All Leavers -** Total number of Teachers who have terminated their employment with the Council during the period  01/06/2022 – 31/05/2023. *NB: This does not include internal transfers.*

| Leavers | Total | Turnover |
|---|---|---|
| Director of Learning | 0 | 0.0% |
| Headteacher | 7 | 4.6% |
| Assistant/Deputy Headteacher | 9 | 4.6% |
| Teacher - Threshold | 96 | 7.6% |
| Teacher - Main Scale | 102 | 21.5% |
| Instructor/Unqualified Teacher | 6 | 17.1% |
| **Total** | **220** | **10.3%** |

| Leave Reasons | Total | % |
|---|---|---|
| Age Retirement | 14 | 6.4% |
| Compulsory Redundancy And Pension Access | 2 | 0.9% |
| Compulsory Redundancy No Pension Access | 3 | 1.4% |
| Death in Service | 1 | 0.5% |
| Early Retirement ARB Teachers | 4 | 1.8% |
| End of Contract | 49 | 22.3% |
| Mutual Agreement | 19 | 8.6% |
| Transfer To Another Local Authority | 25 | 11.4% |
| Voluntary | 103 | 46.8% |
| **Total** | **220** | |

| Age Profile / Breakdown | 16 - 24 | 25 - 34 | 35 - 44 | 45 - 54 | 55 - 64 | 65+ |
|---|---|---|---|---|---|---|
| Number of Leavers | 8 | 88 | 49 | 28 | 44 | 3 |
| **Total** | **3.6%** | **40.0%** | **22.3%** | **12.7%** | **20.0%** | **1.4%** |

| No of years service: | No of Leavers | % |
|---|---|---|
| less than 1 year | 56 | 25.5% |
| 1-2 years | 51 | 23.2% |
| 3-5 years | 26 | 11.8% |
| 6-10years | 23 | 10.5% |
| 11-15 years | 19 | 8.6% |
| 16-20 years | 18 | 8.2% |
| 21-30 years | 16 | 7.3% |
| 31 years + | 11 | 5.0% |

**Starters**

| Starters | Total |
|---|---|
| Headteacher | 1 |
| Assistant/Deputy Headteacher | 3 |
| Teacher Threshold | 55 |
| Teacher Main Scale | 149 |
| Instructor/Unqualified Teacher | 6 |
| **Total** | **214** |

| Age Profile / Breakdown | 21 - 24 | 25 - 34 | 35 - 44 | 45 - 54 | 55 - 64 | 65+ |
|---|---|---|---|---|---|---|
| Number of Starters | 51 | 91 | 50 | 17 | 4 | 1 |
| | **23.8%** | **42.5%** | **23.4%** | **7.9%** | **1.9%** | **0.5%** |

**Sickness Absence**

| | Total | Short Term | Long Term |
|---|---|---|---|
| Working days lost in the period | 17,736 | 8,258 | 9,478 |
| % sickness in the period | 4.36% | 2.03% | 2.33% |

| Job Type | Employees | Sickness |
|---|---|---|
| Director of Learning | 4 | 1.43% |
| Headteacher | 145 | 2.78% |
| Assistant/Deputy Headteacher | 192 | 3.64% |
| Teacher Threshold | 1,262 | 4.90% |
| Teacher Main Scale | 481 | 3.65% |
| Instructor/Unqualified Teacher | 33 | 5.86% |
| **Total** | **2,117** | **4.36%** |

| Absence Reason | Working Days Lost | % of Overall Sickness |
|---|---|---|
| Mental Health | 5,724 | 32.27% |
| Infections - Covid | 2,199 | 12.40% |
| Gastric System | 1,982 | 11.18% |
| Infections | 1,974 | 11.13% |
| Muscular Skeletal | 1,422 | 8.02% |
| Neurological | 929 | 5.24% |

## iTrent Workforce Profile - Teaching Staff (Welsh Medium)

This report includes a breakdown of the following:

- Composition of staff
- Recruitment and retention
- Sickness absence.

The data includes information from the iTrent system and other databases available. The data in this report is for teaching staff in Welsh medium schools only and is for the period 01/06/2022 – 31/05/2023 for recruitment & retention and sickness absence and May 2023 for the composition of staff.

## Composition of Staff

### Staff Numbers May 2023

Number of live pay numbers on the system counted against the employees contract type. Staff with multiple employments will be counted for each post they hold as they will have a different post reference for each post.

| Staff Numbers | Headcount | % Male | % Female | FTE |
|---|---|---|---|---|
| Permanent | 322 | 28.9% | 71.1% | 311.0 |
| Temporary | 59 | 25.4% | 74.6% | 54.1 |
| **Total** | **381** | **28.3%** | **71.7%** | **365.1** |

| Job Type | Headcount | Full Time | Part Time | FTE |
|---|---|---|---|---|
| Headteacher | 30 | 27 | 3 | 28.6 |
| Assistant/Deputy Headteacher | 34 | 33 | 1 | 33.6 |
| Teacher Threshold | 213 | 179 | 34 | 201.0 |
| Teacher Main Scale | 100 | 96 | 4 | 98.3 |
| Instructor/Unqualified Teacher | 4 | 3 | 1 | 3.6 |
| **Total** | **381** | **338** | **43** | **365.1** |

### Age Profile/Breakdown

| Age Profile/Breakdown | 16-24 | 25-34 | 35-44 | 45-54 | 55-64 | 65+ |
|---|---|---|---|---|---|---|
| Headteacher | 0.0% | 16.7% | 26.7% | 46.7% | 10.0% | 0.0% |
| Assistant/Deputy Headteacher | 0.0% | 5.9% | 38.2% | 50.0% | 5.9% | 0.0% |
| Teacher Threshold | 0.0% | 21.1% | 39.0% | 35.2% | 4.7% | 0.0% |

| Age Profile/Breakdown | 16-24 | 25-34 | 35-44 | 45-54 | 55-64 | 65+ |
|---|---|---|---|---|---|---|
| Teacher Main Scale | 23.0% | 68.0% | 7.0% | 1.0% | 1.0% | 0.0% |
| Instructor/Unqualified Teacher | 25.0% | 50.0% | 0.0% | 0.0% | 25.0% | 0.0% |
| **Total** | **6.3%** | **32.0%** | **29.1%** | **28.1%** | **4.5%** | **0.0%** |

**Job Type Breakdown by Gender**

| Job Type | Male | Female | Total |
|---|---|---|---|
| Headteacher | 13 | 17 | 30 |
| Assistant/Deputy Headteacher | 12 | 22 | 34 |
| Teacher Threshold | 56 | 157 | 213 |
| Teacher Main Scale | 27 | 73 | 100 |
| Instructor/Unqualified Teacher | 0 | 4 | 4 |
| **Total** | **108** | **273** | **381** |

## Equalities Information May 2023

This figure is based on information disclosed via the equalities monitoring forms. It is not a mandatory requirement for staff to disclose this information and therefore not all staff records are populated.

The figures have been calculated in two ways:
- firstly as a percentage of the teaching workforce in Welsh medium schools as a whole, and
- secondly as a percentage of those who have equalities information against their record.

| Equalities Information | % of Teaching Workforce | % of returns |
|---|---|---|
| Staff Minority Groups | 0.26% | 0.37% |
| Disabled Employees | 1.05% | 1.58% |

**Gender Pay Gap**

| Combined | Full Time | Part Time |
|---|---|---|
| 6.28% | 6.01% | 11.41% |

## Recruitment and Retention

**Turnover**

**All Leavers -** Total number of Teachers who have terminated their employment with the Council during the period  01/06/2022 – 31/05/2023. *NB: This does not include internal transfers.*

| Leavers | Total | Turnover |
|---|---|---|
| Headteacher | 3 | 10.0% |
| Assistant/Deputy Headteacher | 1 | 2.9% |
| Teacher - Threshold | 18 | 8.5% |
| Teacher - Main Scale | 23 | 23.0% |
| Instructor/Unqualified Teacher | 0 | 0.0% |
| **Total** | **45** | **11.8%** |

| Leave Reasons | Total | % |
|---|---|---|
| Age Retirement | 1 | 2.2% |
| Compulsory Redundancy And Pension Access | 1 | 2.2% |
| Compulsory Redundancy No Pension Access | 1 | 2.2% |
| Death in Service | 1 | 2.2% |
| End of Contract | 8 | 17.8% |
| Mutual Agreement | 6 | 13.3% |
| Transfer To Another Local Authority | 4 | 8.9% |
| Voluntary | 23 | 51.1% |
| **Total** | **45** | |

| Age Profile/Breakdown | 16-24 | 25-34 | 35-44 | 45-54 | 55-64 | 65+ |
|---|---|---|---|---|---|---|
| Number of Leavers | **2** | **23** | **7** | **4** | **9** | 0 |
| | 4.4% | 51.1% | 15.6% | 8.9% | 20.0% | 0.0% |

| No. of Years' Service | No. of Leavers | % |
|---|---|---|
| Less Than 1 Year | 13 | 28.9% |
| 1-2 Years | 9 | 20.0% |
| 3-5 Years | 5 | 11.1% |
| 6-10 Years | 6 | 13.3% |
| 11-15 Years | 2 | 4.4% |
| 16-20 Years | 3 | 6.7% |

| No. of Years' Service | No. of Leavers | % |
|---|---|---|
| 21-30 Years | 3 | 6.7% |
| 31 Years + | 4 | 8.9% |

## Starters

| Starters | Total |
|---|---|
| Headteacher | 0 |
| Assistant/Deputy Headteacher | 0 |
| Teacher Threshold | 9 |
| Teacher Main Scale | 32 |
| Instructor/Unqualified Teacher | 2 |
| **Total** | **43** |

| Age Profile/Breakdown | 21-24 | 25-34 | 35-44 | 45-54 | 55-64 | 65+ |
|---|---|---|---|---|---|---|
| Number of Starters | 14 | 20 | 6 | 3 | 0 | 0 |
|  | 32.6% | 46.5% | 14.0% | 7.0% | 0.0% | 0.0% |

## Sickness Absence

|  | Total | Short Term | Long Term |
|---|---|---|---|
| Working Days Lost in the Period | 2,230 | 1,093 | 1,137 |
| % Sickness in the Period | 3.05% | 1.49% | 1.55% |

| Job Type | Employees | Sickness |
|---|---|---|
| Headteacher | 30 | 1.65% |
| Assistant/Deputy Headteacher | 34 | 3.02% |
| Teacher Threshold | 213 | 3.30% |
| Teacher Main Scale | 100 | 2.63% |
| Instructor/Unqualified Teacher | 4 | 10.81% |
| **Total** | **381** | **3.05%** |

| Absence Reason | Working Days Lost | % of Overall Sickness |
|---|---|---|
| Mental Health | 423 | 18.97% |
| Infections | 344 | 15.43% |
| Infections - Covid | 313 | 14.04% |
| Neurological | 261 | 11.70% |
| Dermatology / Skin | 218 | 9.78% |
| Gastric System | 184 | 8.25% |

## iTrent Workforce Data - School Support Staff

This report includes a breakdown of the following:

- Composition of staff
- Recruitment and retention
- Sickness absence.

The data includes information from the iTrent system and other databases available. The data in this report is for School Support staff only and is for the period 01/06/2022 – 31/05/2023 for recruitment and retention and sickness absence, and May 2023 for the composition of staff.

## Composition of Staff

### Staff Numbers May 2023

Number of live pay numbers on the system counted against the employees contract type. Staff with multiple employments will be counted for each post they hold as they will have a different post reference for each post.

| Staff Numbers | Headcount | % Male | % Female | FTE |
|---|---|---|---|---|
| Permanent | 2,152 | 10.9% | 89.1% | 1386.7 |
| Temporary | 722 | 10.4% | 89.6% | 409.5 |
| **Total** | **2,874** | **10.8%** | **89.2%** | **1796.2** |

| Job Type (Highest Populated) | Headcount | Full Time | Part Time | FTE |
|---|---|---|---|---|
| Teaching Assistant (Level 3) | 604 | 3 | 601 | 415.6 |
| Supervisory Assistant | 530 | 2 | 528 | 78.1 |
| Teaching Assistant (Level 2) | 292 | 7 | 285 | 227.4 |
| Teaching Assistant (Level 4) | 265 | 10 | 255 | 170.2 |
| Temporary Special Needs Support Asst | 191 | 2 | 189 | 117.4 |
| School Clerk | 126 | 24 | 102 | 101.2 |
| Learning Support Assistant (Level 3) | 111 | 2 | 109 | 91.7 |
| Teaching Assistant (Level 1) | 88 | | 88 | 55.0 |
| Caretaker | 85 | 51 | 34 | 73.7 |
| Cleaner | 45 | | 45 | 15.2 |
| Site Manager | 36 | 32 | 4 | 34.8 |
| Administrative Assistant | 30 | 13 | 17 | 25.6 |

| Job Type (Highest Populated) | Headcount | Full Time | Part Time | FTE |
|---|---|---|---|---|
| Teacher's Aide | 16 | | 16 | 8.8 |
| Nursery Nurse | 15 | | 15 | 11.4 |
| Family Engagement Officer | 15 | 2 | 13 | 12.0 |

## Age Profile/Breakdown

| Age Profile/Breakdown | 16-24 | 25-34 | 35-44 | 45-54 | 55-64 | 65+ |
|---|---|---|---|---|---|---|
| % age of staff who are | 141 | 502 | 734 | 792 | 631 | 74 |
| | 4.9% | 17.5% | 25.5% | 27.6% | 22.0% | 2.6% |

## Job Type Breakdown by Gender

| Job Type (Highest Populated) | Male | Female | Total |
|---|---|---|---|
| Teaching Assistant (Level 3) | 15 | 589 | 604 |
| Supervisory Assistant | 31 | 499 | 530 |
| Teaching Assistant (Level 2) | 18 | 274 | 292 |
| Teaching Assistant (Level 4) | 10 | 255 | 265 |
| Temporary Special Needs Support Asst | 11 | 180 | 191 |
| School Clerk | | 126 | 126 |
| Learning Support Assistant (Level 3) | 7 | 104 | 111 |
| Teaching Assistant (Level 1) | 3 | 85 | 88 |
| Caretaker | 76 | 9 | 85 |
| Cleaner | 4 | 41 | 45 |
| Site Manager | 35 | 1 | 36 |
| Administrative Assistant | | 30 | 30 |
| Teacher's Aide | 1 | 15 | 16 |
| Nursery Nurse | | 15 | 15 |
| Family Engagement Officer | 1 | 14 | 15 |

## Equalities Information May 2023

This figure is based on information disclosed via the equalities monitoring forms. It is not a mandatory requirement for staff to disclose this information and therefore not all staff records are populated.

The figures have been calculated in two ways:
- firstly as a percentage of the School Support Workforce as a whole, and
- secondly as a percentage of those who have equalities information against their record.

| Equalities Information | % of School Support Workforce | % of returns |
|---|---|---|
| Staff Minority Groups | 0.22% | 0.28% |
| Disabled Employees | 1.36% | 1.67% |

**Gender Pay Gap**

| Combined | Full Time | Part Time |
|---|---|---|
| 2.51% | -9.19% | 0.04% |

## Recruitment and Retention

**Turnover**

**All Leavers -** Total number of School Support staff who have terminated their employment with the Council during the period 01/06/2023 – 31/05/2023.
*NB: This does not include internal transfers.*

| Leavers (Most Leavers) | Total | Turnover |
|---|---|---|
| Supervisory Assistant | 58 | 10.9% |
| Teaching Assistant (Level 3) | 53 | 8.8% |
| Temporary Special Needs Support Asst | 47 | 24.6% |
| Teaching Assistant (Level 2) | 38 | 13.0% |
| Teaching Assistant (Level 1) | 22 | 25.0% |
| Teaching Assistant (Level 4) | 15 | 5.7% |
| School Clerk | 12 | 9.5% |
| Learning Support Assistant (Level 3) | 12 | 10.8% |
| Caretaker | 10 | 11.8% |
| Other Posts | 76 | 13.1% |
| **Total** | **343** | **11.9%** |

| Leave Reasons | Total | % |
|---|---|---|
| Age Retirement | 29 | 8.5% |
| Compulsory Redundancy No Pension Access | 1 | 0.3% |
| Death In Service | 3 | 0.9% |
| End of Contract | 43 | 12.5% |
| Ill Health | 3 | 0.9% |
| Mutual Agreement | 26 | 7.6% |
| Transfer To Another Local Authority | 4 | 1.2% |
| Voluntary | 226 | 65.9% |
| Voluntary Early Retirement | 5 | 1.5% |
| Voluntary Early Retirement + Redundancy | 1 | 0.3% |
| Voluntary Redundancy | 2 | 0.6% |
| Grand Total | 343 | |

| Age Profile/Breakdown | 16-24 | 25-34 | 35-44 | 45-54 | 55-64 | 65+ |
|---|---|---|---|---|---|---|
| Number of Leavers | 45 | 81 | 77 | 63 | 48 | 29 |
| | 13.1% | 23.6% | 22.4% | 18.4% | 14.0% | 8.5% |

| No. of Years' Service | No. of Leavers | % |
|---|---|---|
| Less Than 1 Year | 75 | 21.9% |
| 1-2 Years | 70 | 20.4% |
| 3-5 Years | 51 | 14.9% |
| 6-10 Years | 51 | 14.9% |
| 11-15 Years | 39 | 11.4% |
| 16-20 Years | 26 | 7.6% |
| 21-30 Years | 24 | 7.0% |
| 31 Years + | 7 | 2.0% |

**Starters**

| Starters | Total |
|---|---|
| Teaching Assistant (Level 2) | 59 |
| Teaching Assistant (Level 3) | 48 |

| Starters | Total |
|---|---|
| Supervisory Assistant | 47 |
| Temporary Special Needs Support Asst | 34 |
| Teaching Assistant (Level 1) | 23 |
| Learning Support Assistant (Level 3) | 15 |
| Caretaker | 14 |
| Teaching Assistant (Level 4) | 11 |
| Cover Supervisor | 7 |
| School Clerk | 6 |
| Other Posts | 52 |
| **Total** | **316** |

| Age Profile/Breakdown | 18-24 | 25-34 | 35-44 | 45-54 | 55-64 | 65+ |
|---|---|---|---|---|---|---|
| Number of Starters | 61 | 98 | 93 | 39 | 23 | 2 |
| | 19.3% | 31.0% | 29.4% | 12.3% | 7.3% | 0.6% |

## Sickness Absence

| | Total | Short Term | Long Term |
|---|---|---|---|
| Working Days Lost in the Period | 34,659 | 14,527 | 20,132 |
| % sickness in the period | 6.28% | 2.63% | 3.65% |

| Job Type (Highest Sick Days) | Employees | Sickness |
|---|---|---|
| Teaching Assistant (Level 3) | 604 | 6.53% |
| Supervisory Assistant | 530 | 6.47% |
| Teaching Assistant (Level 2) | 292 | 7.07% |
| Teaching Assistant (Level 4) | 265 | 5.69% |
| Temporary Special Needs Support Asst | 191 | 6.93% |
| Learning Support Assistant (Level 3) | 111 | 9.12% |
| Teaching Assistant (Level 1) | 88 | 6.42% |
| Caretaker | 85 | 5.85% |
| School Clerk | 126 | 3.68% |
| Cleaner | 45 | 6.41% |
| Site Manager | 36 | 5.50% |

| Learning Support Assistant (Level 1) | 13 | 13.82% |
|---|---|---|

| Absence Reason | Working Days Lost | % of Overall Sickness |
|---|---|---|
| Mental Health | 10,715 | 30.92% |
| Muscular Skeletal | 5,001 | 14.43% |
| Infections - Covid | 3,698 | 10.67% |
| Gastric System | 3,494 | 10.08% |
| Infections | 2,924 | 8.44% |
| Respiratory | 1,684 | 4.86% |