



Teacher Recruitment in RE

Why restoring subject knowledge enhancement grants and balancing bursaries is necessary to recruit sufficient teachers of RE for secondary schools

The context

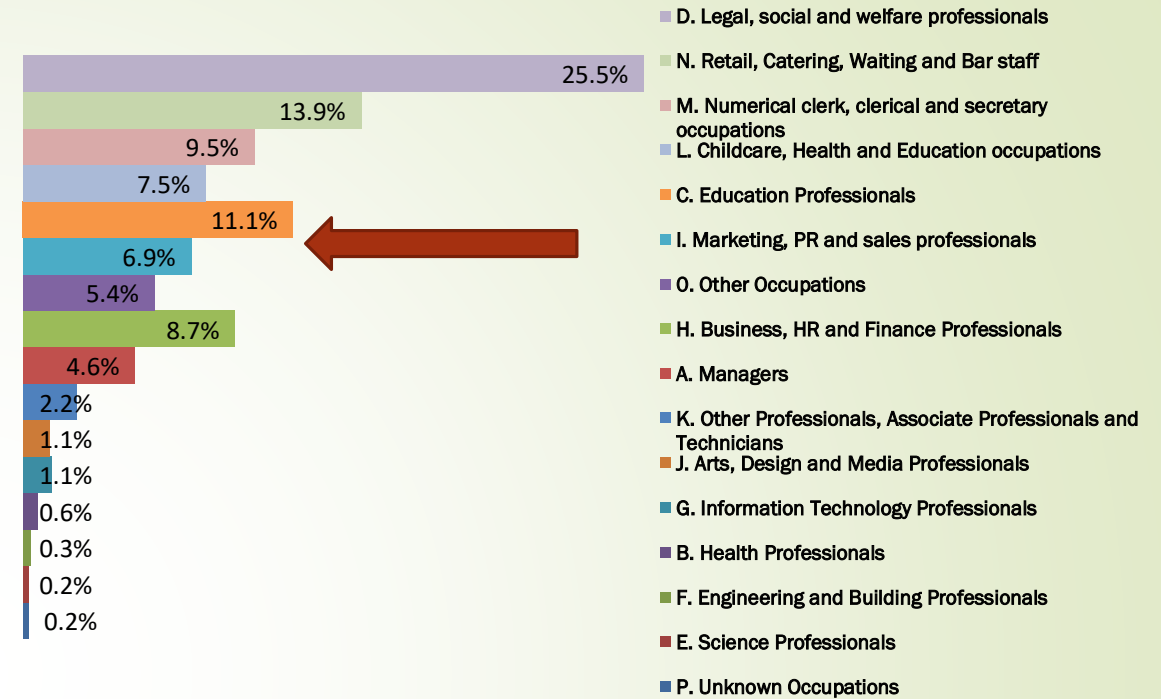
The target for RE in 2018-19 is 643

The number of graduates from theology and religious studies degrees each year is approximately 1300 (counting joint-honours)

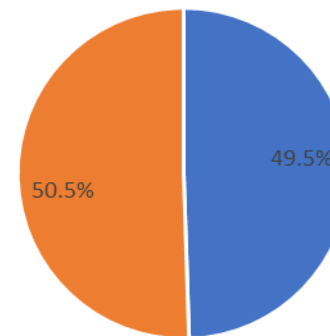
Approximately 10% of these go into education¹ related degrees (not all teaching) but:

- Even if you assume all 130 RE were to apply for teaching, that still leaves a **short fall of about 80% (513 individuals)**
- We'd **need to recruit around 50%** of all TRS graduates, History for example with around 10,000 graduates each year, has a target of 1180 so **needs to recruit around 11%**

1. Source: Higher Education Careers Service Unit

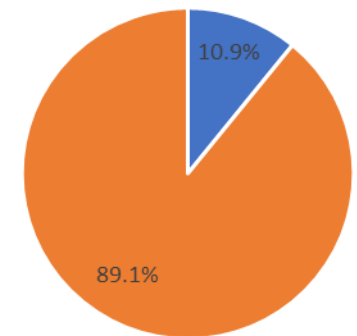


Theology/Religious Studies



■ Target 643 ■ Pool 1300

History



■ Target 1180 ■ Pool 10845

Proportion of graduates required to meet target

Secondary pupils deserve to be taught by subject experts

OFSTED says: "The high proportion of non-specialist teaching of RE in secondary schools remains a problem. In around a third of the schools visited, a lack of subject expertise **limited the effectiveness of the teaching of RE.**" OFSTED *Realising the potential* Report

• Suggests there is a need for more highly qualified teachers in RE

The Government's Public Accounts Committee report (June 2016) called for an urgent review of teacher training in England and "is also concerned that a growing number of pupils are taught by teachers without a subject-relevant post A-level qualification"

<https://www.parliament.uk/business/committees/committees-a-z/commons-select/public-accounts-committee/news-parliament-2015/training-new-teachers-report-published-15-16/>

• The lack of subject experts teaching some subjects is a cause for serious concern

More than half of **teachers of RE** have not been trained* to teach the subject (more than twice as many as in History). 53.6% of teachers of RE had no post-A level qualification in the subject compared with 25.3% of History teachers

• Demonstrates that there are insufficient Religious Education subject experts teaching RE to address the concerns raised by OFSTED above

Almost twice as many **lessons of RE** are taught by a teacher who has no relevant post-A level qualification in the subject. Compare History (8.8%) and RE (24.2%). The 'average' teacher of RE, teaches around half of many hours of RE as the 'average' teacher of Maths because so many teachers of RE, teach another subject for the majority of their timetable

Demonstrates that there is a serious under supply of specialist teachers of RE

*no post-A level qualification in the subject – no degree nor teaching qualification in RE or a related subject

Discussions about teachers with other specialisms

Last year I had 10 non-specialists including Business Studies and Music teachers. Some were teaching exam classes. Whilst they were all competent teachers in their specialism, they needed a lot of support from me. It was almost impossible to find time to meet.

When non specialists have ks4 and mark assessments/exam questions wrong. I've spent so much of my own time having to remark papers because they were way out. Some of my non specialists have been great and passionate but have lacked the confidence especially in marking.

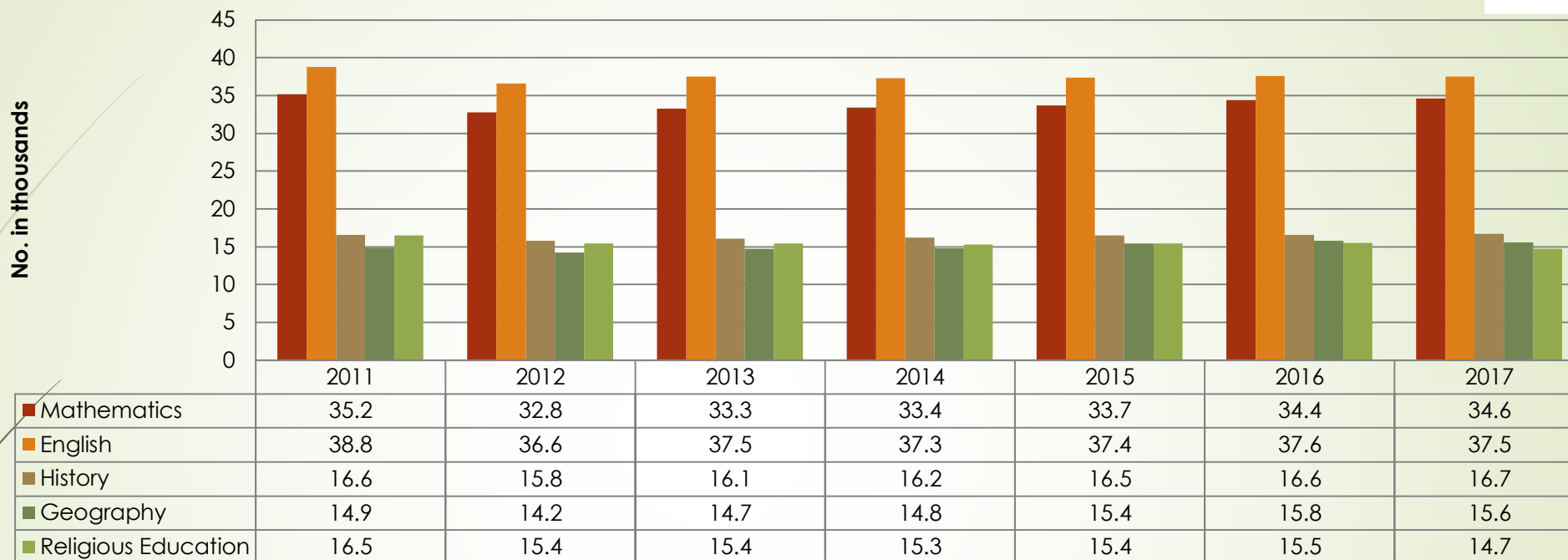
Sensitivity towards believers and belief. E.g.: Not drawing God, not asking Muslims to draw deities, whether or not to use PBUH or G-d. Being able to confidently address misconceptions from all including those who follow the religion being studied.

All of the above. However I also feel that second subject teachers don't always have the love for it. It isn't as easy as SLT make it out to be and as such teachers find it difficult to deliver. I switched subjects to teach RE and love it.

We had a chap on supply once who lives on in the memory of the department for causing a line of distressed students outside the head's office as he told the girls they should be focusing on being homemakers and the Jewish student and the gay student they were going to Hell.

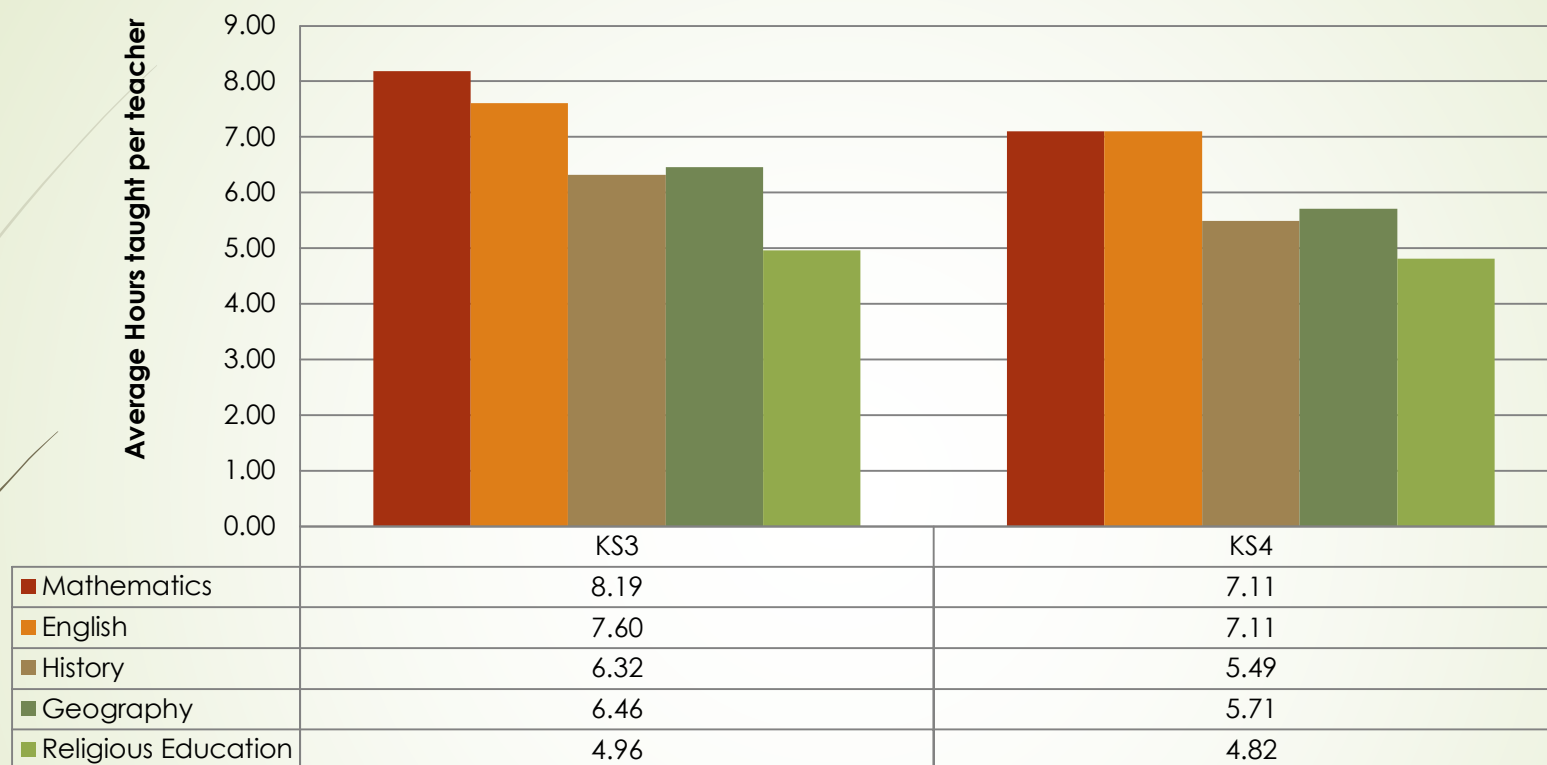
Shallow surface-level lessons which cannot deviate far from resources given to them. This results in all potentially interesting and challenging avenues of thought being closed off as students are not rewarded for deeper thinking, critical questioning or even for their enthusiasm.

Head Count of Teachers in state funded secondary schools



In 2011, there were a **similar** number of teachers of RE as History but over the past six years, RE teacher numbers have fallen by more than 1800 (-10.9%) when the number of History teachers has remained relatively stable and the headcount of geography teachers has increased by 700 (4.5%)

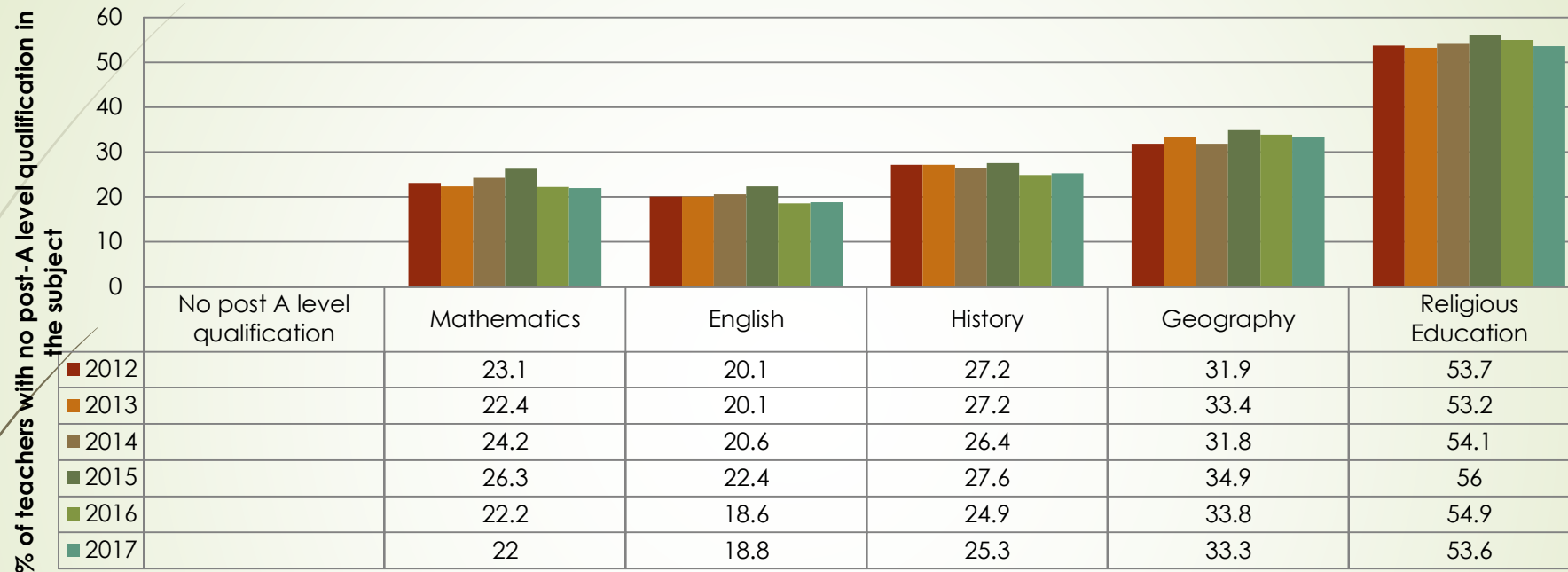
A comparison of the number of hours taught per teacher by subject and key stage



Each of the individuals teachers delivering RE, teaches on average fewer hours. This is because the timetabling of the subject is shared between a greater number of teachers.

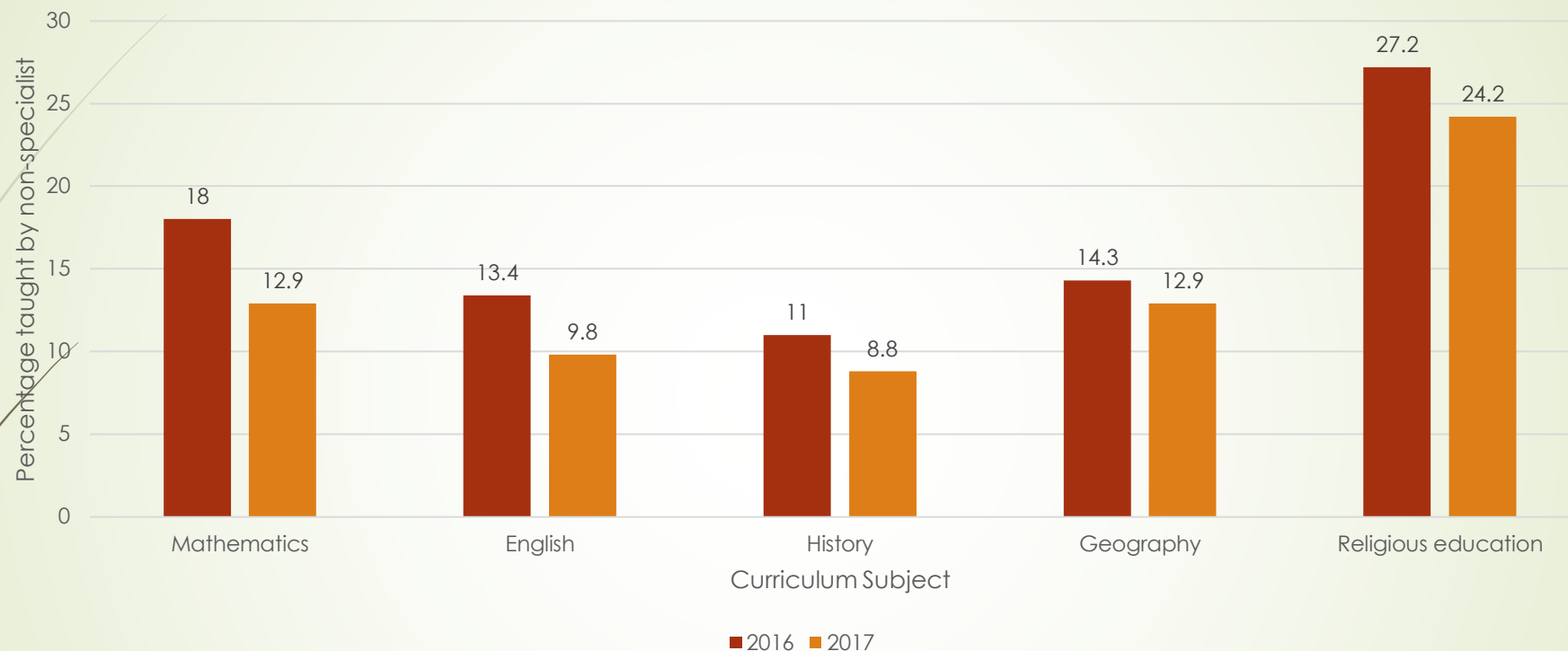
As later data shows, this includes a disproportionate number of non-specialists and those whose main timetable commitment is the delivery of another subject, is therefore recorded as offering fewer hours bringing the average down.

Percentage of teachers with no post-A level qualification to teach the subject



More than twice as many teachers of RE (53.6%) as History (25.3%) have no post-A level qualification in the subject.

Percentage of lesson hours taught by those with no post-A level qualification in that subject




Almost three times as many hours of RE (24.2%) as History (8.8%) are taught by a teacher with no post-A level subject in the subject.

Religious Education attracts trainees from a range of subject areas. Over the last four years from:

C8	Psychology	V1	History by period
L2	Politics	V2	History by area
L3	Sociology	V3	History by topic
L5	Social work	V5	Philosophy
L6	Anthropology	V6	Theology & religious studies
L9	Others in social studies	V7	Heritage studies
M0	Broadly-based programmes within law	X0	Broadly-based programmes within education
M1	Law by area	X3	Academic studies in education
M2	Law by topic	X9	Others in education
T6	Modern Middle Eastern studies	Y0	Combined

It is important to note that some subjects are hard to fill because they are less popular with university students. To meet its 2014/15 target for history trainees, the Department needed to attract 1 in 25 history graduates; for maths and physics, it needed to attract 1 in every 5 maths and physics graduates.

National Audit Office, Training New Teachers, February 2016



RE needs to recruit one in every two graduates!

At least 10-20% trainees pay for themselves to do a subject knowledge enhancement course

Year of ITT being recruited to..	Number of ITT candidates doing the Culham St Gabriel's Teach RE Course (Approx figures)	Number entering teacher training that year (census data)	% those entering teacher training who did the TeachRE Course	Government Target (TSM) and % reached
2013-2014	44	379	12%	470 81%
2014-2015	43	385	11%	545 71%
2015-2016	57	413	14%	650 64%
2016-2017	82	435	19%	544 80%
2017-2018	64	405	15%	643 63%
2018-2019	28 so far	260 (placed or conditional as at end of May- UCAS)	11% so far	643

This is **one example** of a nationally available distance learning SKE Course.

Trainees pay £150 to complete the course

The course is subsidised by a charitable trust.


Higher bursaries in certain subjects appear to be having an impact on RE recruitment

Bursaries are obviously intended to encourage people to train to teach
They also encourage those who might have trained to teach one subject, to train to teach a different one
Where the pool of individuals is large, this may not damage recruitment but where, as in the case of RE, the pool is small, this seriously damages recruitment
We have evidence¹ that the bursaries for some subjects is damaging recruitment for RE.

Politics

- ▶ Between 2016/17 and 2017/18 the number of politics accepting places for:
 - ▶ Religious Education **reduced** by 37%
 - ▶ Geography **increased** by 46.5%

1. Source Freedom of information request April 2018: *Post graduate entrants to initial teacher training*



Graduates in Theology and Religious Studies who chose to train for other subjects

e.g.

- ▶ 10 went to Mathematics
- ▶ 5 went to Modern Foreign Languages

In addition, our second largest recruiting subject – of the Philosophy graduates:

- ▶ 5 went to Computer Science
- ▶ 5 went to History
- ▶ 5 went to Chemistry
- ▶ 10 went to MFL
- ▶ 5 went to Physics
- ▶ 35 went to English
- ▶ 20 went to Mathematics

Overall this represents **100 trainees in total** –around 17% of our target

Location matters – especially for mature students/career changers etc.

Low levels of recruitment has led to the closure of RE ITT courses around the country. School direct cannot always fill the gap because outstanding/teaching schools do not always have outstanding RE departments or a subject specialist.

The Department should publish teacher shortages on a regional basis to better inform teacher recruitment. (Paragraph 42)



House of Commons
Education Committee

Recruitment and retention of teachers: Government Response to the Committee's Fifth Report

Fourth Special Report of Session 2016–17

Ordered by the House of Commons
to be printed 26 April 2017

Bursaries offered to boost recruitment to teacher training where targets have been missed

Chart 3: ITT recruitment against target
2016-17, percentage

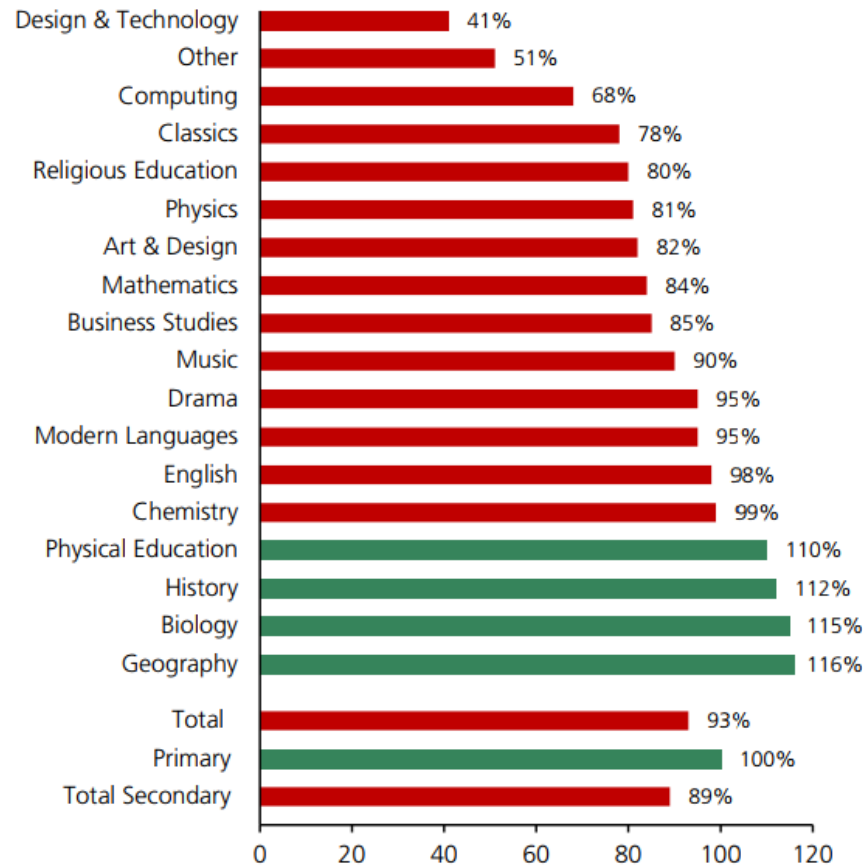


Chart 2: Bursaries and recruitment

Subject	Recruitment as a % of target	Recruitment as a % of target	Bursary
	2016-17 (BTO Y2)	2017-18	2018-19
Design and Technology	41%	33%	£9K
Other	51%	50%	£0
Computing	68%	66%	£26K
Classics	78%	84%	£26K
Religious Education	80%	63%	£4K
Physics	81%	68%	26K
Art & Design	82%	84%	£0K
Mathematics	84%	79%	£20K
Business Studies	85%	80%	£0%
Music	90%	76%	£4K
Drama	95%	76%	£0K
Modern Languages	95%	93%	£26K
English	98%	90%	£15K
Chemistry	99%	83%	£26K
Physical Ed	110%	113%	£0K

Ebacc subjects exceeding recruitment targets

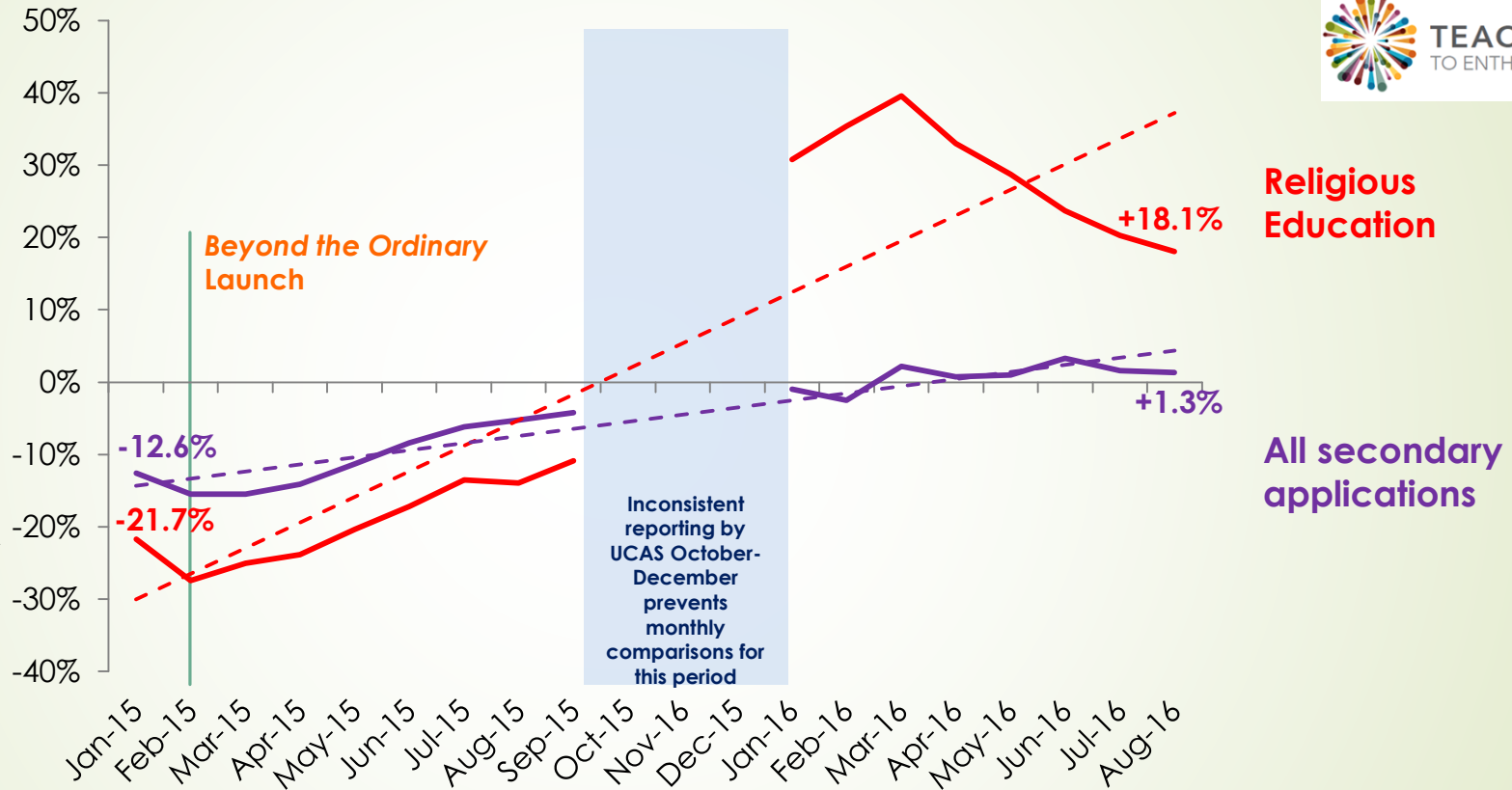
Ebacc subjects failing to meet recruitment targets

Non-Ebacc subjects failing to meet recruitment targets

2015-16: % change in PGCE application numbers for Religious Education versus all specialist secondary teacher applications, with trendlines



Axis = Previous year data as base point

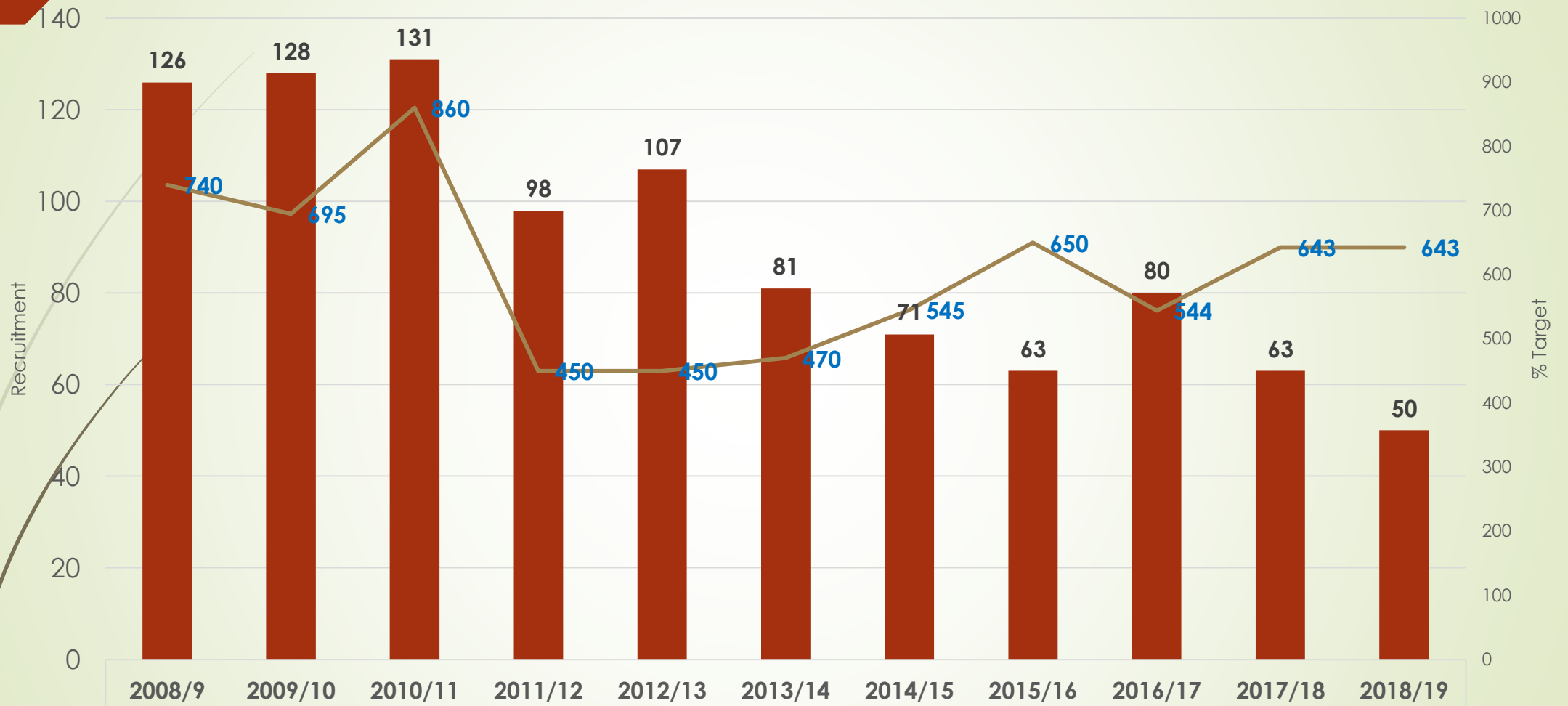


Source: UCAS

AULRE



Recruitment against targets over time



Year
Axis Title

■ Recruitment — % Target

2018/19 June UCAS figures –provisional
RS is the fourth worst after Maths, Physics
and Design and Technology

Examples of actions taken as part of the Beyond the Ordinary Campaign

- ▶ Creation of promotional film and microsite about teaching RE
- ▶ Paid Direct Emails to undergraduates via UCAS
- ▶ Media relations e.g. national and local media, radio and television interviews
- ▶ Paid for social media e.g. Linked In, Facebook
- ▶ Advertorials and Sidewinder adverts online
- ▶ Working with stakeholders to promote teaching of RE e.g. creation of resources, blogs, presentations

AULRE



New to RE?

Find the best support for the start of your career here!



New2RE programme September 2017

- Are you likely to be a newly qualified secondary RE teacher in September 2017?
 - Are you keen to extend your repertoire of strategies for teaching RE?
- Would support with deepening subject knowledge be helpful as you teach six religions and non-religious worldviews?
- Would you value having an experienced RE teacher/leader as a personal mentor

109 teachers supported so far
Currently 70 on the programme

Her main problem lies in her lack of support. I don't know how much the school told you (they entered her for this without her knowledge but she is really glad that they did) but the HOD of RE went off sick for most of last year and has only just returned. In addition, the second in department also went off sick, came back and has gone off again. During this time, the pupils were taught by a series of supply teachers. [name of participant] has been thrown into this situation and receives very little help of a subject variety (although she says she does as an NQT). She is not sure what she is supposed to be teaching as the SOW is not up to date (parts are missing from what she should be teaching but she does not know what this is) and she has received very little help for the GCSE (the results of which were bad last year and so now the department is under scrutiny from SLT). She feels overworked because she is marking constantly and also is not sure from week to week what she is doing next or whether what she is doing is any good.

Benefits

- A place on this programme comes with a **free NATRE membership**, to help you to take your place in the RE community. This membership will provide you with a termly mailing including *REtoday* magazine, the *British Journal of Religious Education* and a secondary curriculum publication.
- You will have access to the **NATRE membership area** of the website, the RE Today online subscriber area and access to NATRE-affiliated Local Groups.
- In addition, you'll receive **monthly benefits** including exclusive offers and discounts on resources, free monthly downloadable resources written by RE advisers sent directly to your email inbox.
- You will become part of a **wider community of RE teachers**, both through your mentor and by participating in the courses and webinars.
- As well as gaining from the support, you will also be well-placed to participate in **the national development of RE** through NATRE, who are always looking for fresh ideas and energy to promote excellent RE teaching.





The DfE now need to:

1. Fund subject knowledge enhancement grants in RE
 2. Increase the bursaries to match other shortage subjects
 3. Support a campaign to recruit more teachers of RE on the lines of the Beyond the Ordinary campaign
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