

Analysis of Occupation Demand in the Education Sector in the South East Midlands July 2020



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Introduction

Education is a large employment sector within the South East Midlands, making up 8% of the total employment.

The sector is growing and will continue to do so with an increasing youth population and a high replacement need from employers.

This report has been compiled using data analysis, surveys and contributions from education employers and aims to act as a prompt for wider discussion to define both current and short/medium-term occupation and skills needs for the sector.

This report is to help inform stakeholders for training provision, investment and promote the development of partnerships in the South East Midlands and across the Oxford-Cambridge Arc.

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Executive Summary

The education sector in the SEMLEP area:

- Shows consistent growth in employment from 2016
- Provides increased employment opportunities for all levels of teaching from primary through to higher education
- Has seen a 10% shift in employment mix from full-time to part-time working since 2015
- Is experiencing employment growing in Central Bedfordshire and Northamptonshire

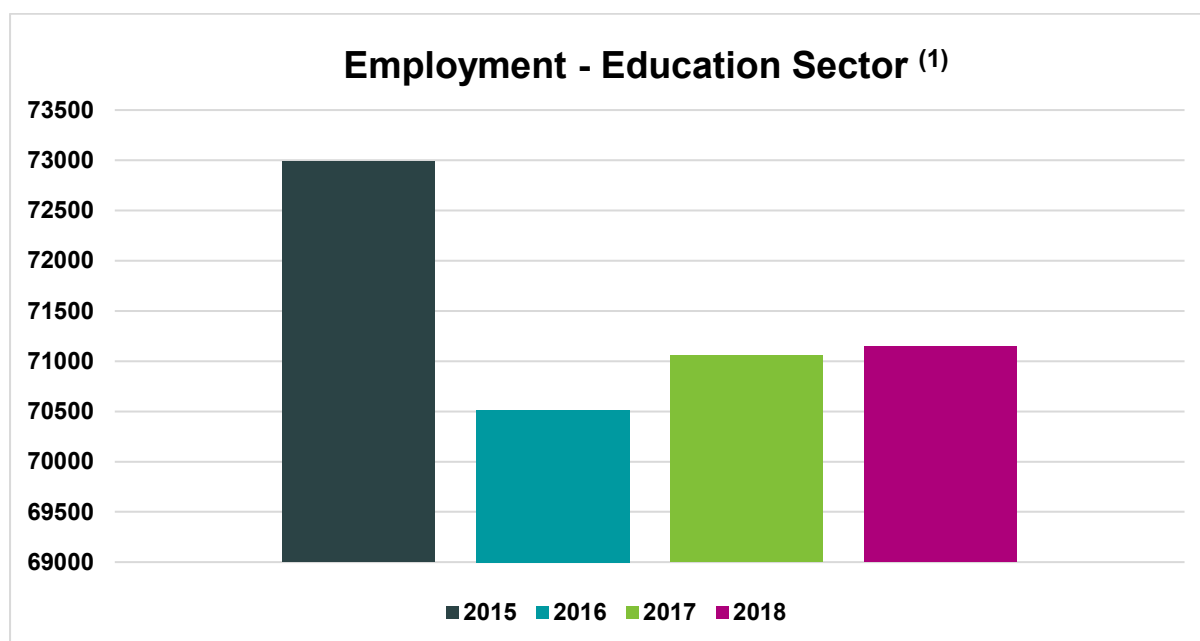
Currently:

- Education vacancies are increasing
- Highest levels for vacancies are for Primary School Teachers and Teaching Assistants
- There are increases in the number of vacancies for secondary school teachers including STEM and English related
- Nursery education employment falling and childminders and related increasing slightly
- Has a low male participation rate
- Has high ethnic minority group participation compared to other sectors
- There are low numbers of ethnic minority group teachers in positions of senior leadership in schools
- Overall local educational capacity appears equal to current demand, however with a high rate of people leaving the sector and the increase in demand there is a need to review this regularly
- There is need for provision pathways for teaching assistants
- There is an increasing ethnic minority participation in the talent pipeline to education and this should be promoted further through making managers aware of unconscious bias and inclusivity in recruitment
- There are opportunities for more male participation in education
- Learner numbers are dropping and there is a need for more learners in the pipeline to meet increasing demands in key occupations such as:
 - Primary School Teachers
 - Teaching Assistants
 - Secondary school teachers for maths, English and science
- A need for CPD for educational managers to learn from business or other educational establishments for:
 - Staff retention
 - The introduction of part-time/flexible working,
 - Health and well-being of staff
- The close proximity of London can draw labour away from the local labour market financial support through London weighting
- A lack of affordable housing in some areas can be a barrier to locating in an area

Recommendations:

- The inclusion and promotion of provision pathways for Teaching Assistants
- Promotion of more apprenticeships for occupations with shortages to develop a pathway for the talent pipeline
- Promotion of the opportunities for people to become STEM related and English secondary school teachers in secondary and further education
- Funding for subject conversion costs, e.g. TES maths courses, STEM science conversion and support with training staff with degrees to do an online Initial Teacher Training (ITT) course. Providing more flexibility for the apprenticeship levy could provide funding for this.
- Support and funding for training staff without degrees to take a Teaching and Learning degree to support their career into subjects with a shortage of teachers
- Financial support to schools for funded teacher training places through School-centred initial teacher training (SCITT). Top up bursaries for teacher training in SCITTs in key areas, on top of the DfE bursary, possibly with a commitment from the trainee to teach in a school locally for a set period.
- Payment of tuition fees for trainee teachers in SCITTs in key areas or write off tuition fee debt if teachers have taught in a key area for a period
- To maintain an increase in diverse ethnic participation in education, promotes through making leadership teams aware of unconscious bias and inclusivity in recruitment
- There is a need to further develop a volume of the talent pipeline to education through:
 - More collaborative work through the Careers and Enterprise Company activity and Uni Connect for young people in education
 - More focused and high impact employer engagement in schools using role models to continue to encourage participation by all
 - The creation of easy to use, up to date labour market information for careers leaders
 - Conversion channels for adults to change careers and remove barriers to participation
 - Closer working of schools and educational trusts with Further Education Colleges and local universities
 - Promotion of national initiatives to recruit teachers
- CPD for educational managers for:
 - Staff retention
 - The introduction of part-time/flexible working,
 - Health and well-being of staff
- Need to review the specific barriers to people entering the education sector including the opportunities and potential impact of packages of support to compete with proximity to London weighting and lack of affordable housing in focus areas.
- Support with funding for tier 2 visas to schools, to fill subject positions with shortages

Employment



SEMLEP Sector	2015	2016	2017	2018
Education	72990	70515	71060	71145

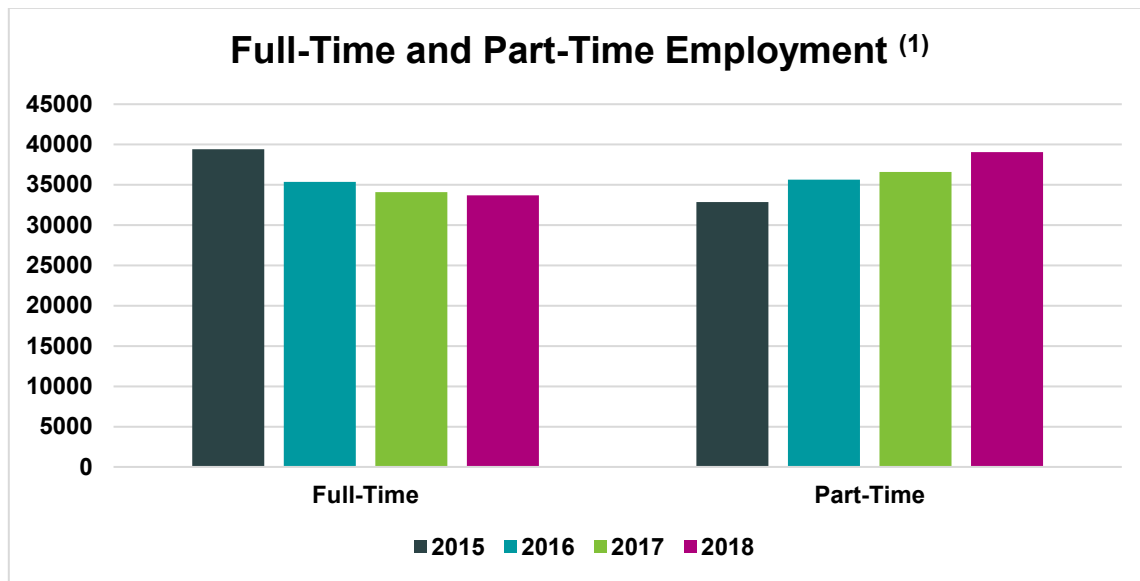
Employment within the education is the 6th largest sector within the SEMLEP area increasing by 1% from 2016 to 2018.

Industry	2015	2016	2017	2018
8520 : Primary education	29500	28500	30000	28500
8531 : General secondary education	18500	17250	15750	16500
8542 : Tertiary education	12800	12800	12800	13300
8559 : Other education n.e.c.	4850	4800	5700	5225
8510 : Pre-primary education	2200	2050	2000	2300
8532 : Technical and vocational secondary education	2675	2685	2210	2260
8541 : Post-secondary non-tertiary education	1170	1170	1195	1295
8560 : Educational support activities	520	485	565	610
8551 : Sports and recreation education	280	280	340	515
8552 : Cultural education	370	385	390	430
8553 : Driving school activities	125	110	110	210

The largest proportion of the sector are employed in Primary Education (40%), Secondary Education (23%) in colleges and universities (19%).

(1) ONS, Business Register and Employment Survey: open access

Full-Time and Part-Time Employment



Full-time employment has reduced (55% to 46%) and part-time employment increased (45% to 54%) within the sector from 2015 to 2018.

(1) ONS, Business Register and Employment Survey: open access

Gender Participation

Male (27%) and female (73%) participation has broadly remained unchanged from 2015 to 2018 ⁽²⁾.

(2) ONS, Annual population survey

Participation of Ethnic Groups

Compared with the average for the SEMLEP area, Black, Asian and minority ethnic group participation is higher in the sector.

Sector Grouping (SIC2007) 10 2018-09 2019 ⁽²⁾	Black or Black British	Indians	Mixed ethnic groups	Other ethnic groups	Pakistani/Bangladeshis	White
Public Admin, Education and Health	8%	2%	1%	4%	3%	82%
SEMLEP Working population	5%	2%	1%	2%	3%	87%

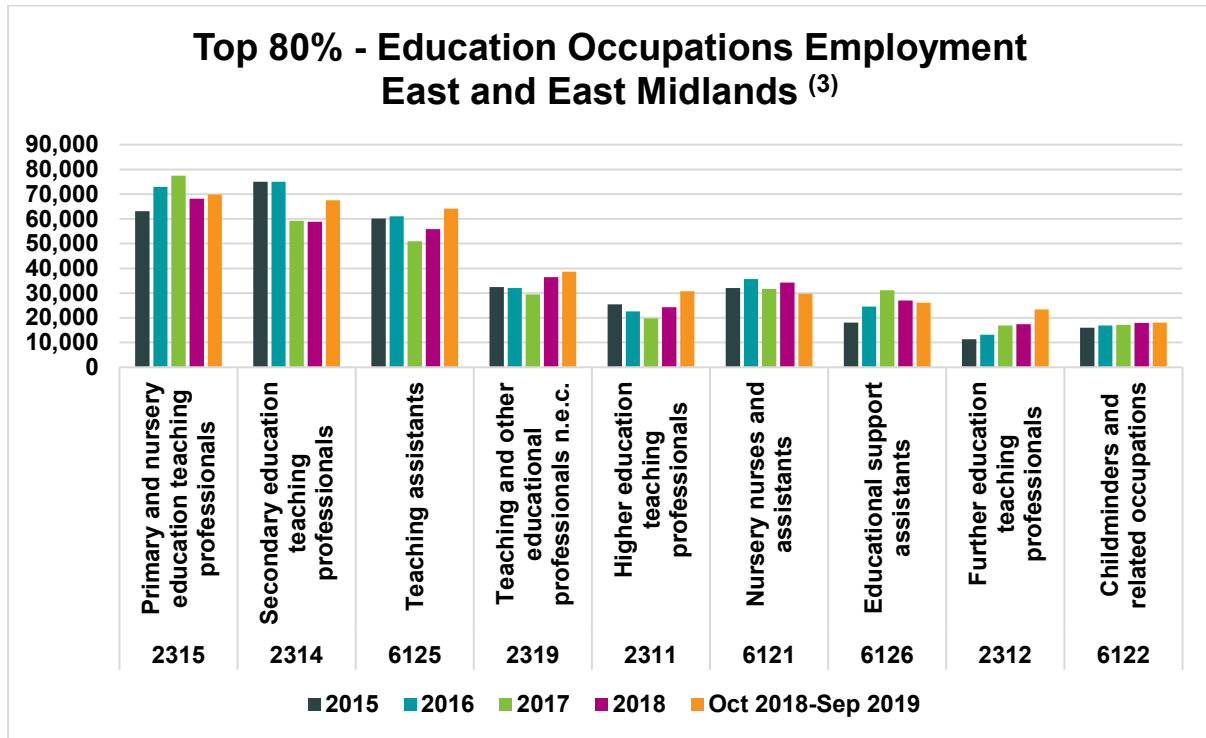
Black/Black British and other ethnic groups have higher than average participation, the other groups matching the SEMLEP average.

(2) ONS, Annual Population Survey, SEMLEP area

Occupations

Employment of teaching professionals at all levels of education are increasing.

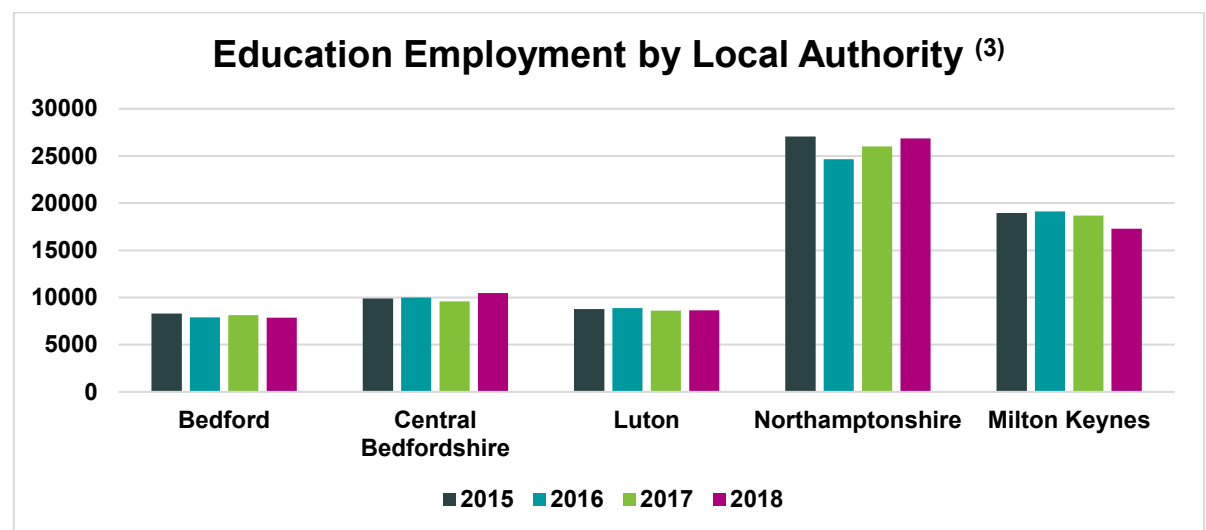
The employment of teaching assistants is increasing a fast rate at over 25% from 2017.



(3) ONS, Annual population survey - regional - occupation by sex by employment type

Location

Employment increasing in Central Bedfordshire and Northamptonshire.



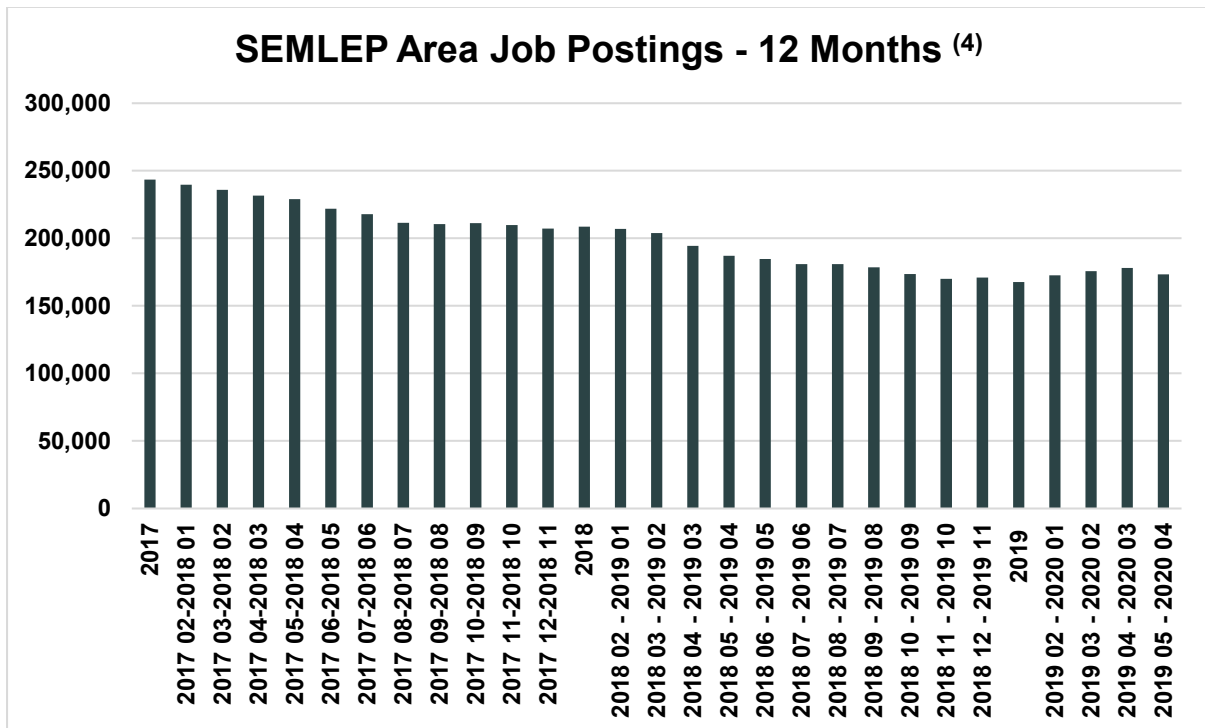
(3) ONS, Annual population survey - regional - occupation by sex by employment type

Observations:

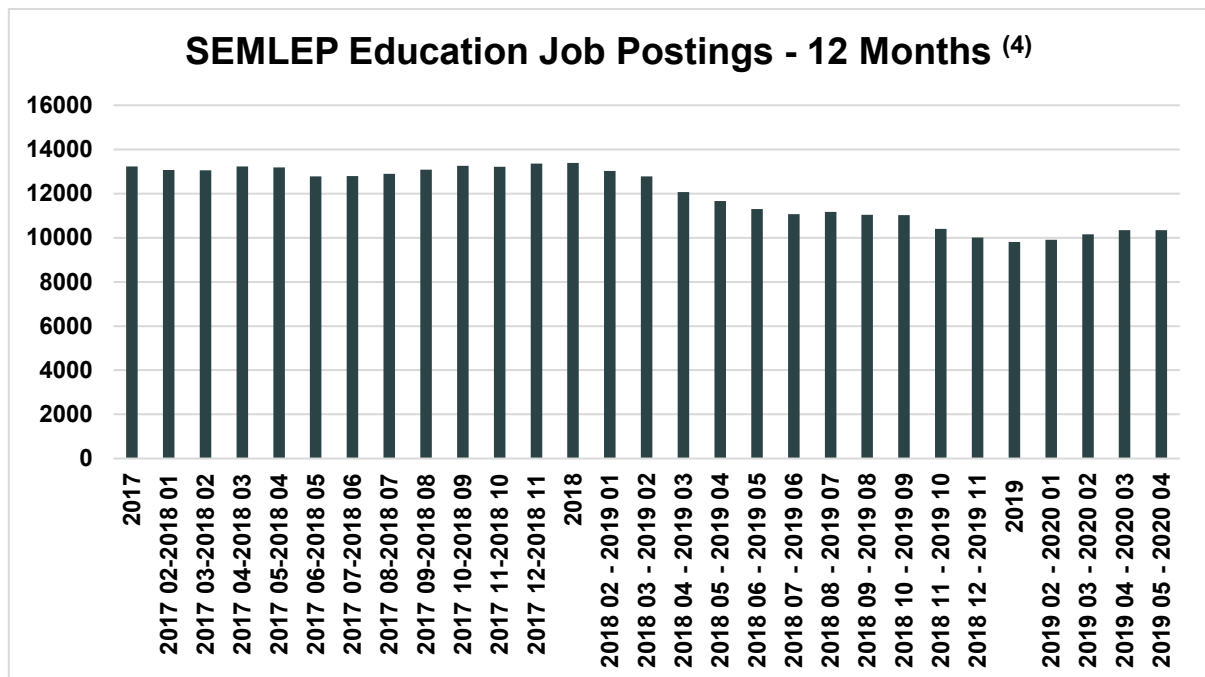
- Consistent growth in employment in the education sector from 2016
- A 10% shift in employment mix from full-time to part-time working
- Low male participation for 2015 to 2018 at 27%
- High BAME participation
- Increased employment opportunities for all levels of teaching from primary through to higher education
- Nursery education employment falling and childminders and related increasing slightly
- Employment growing in Central Bedfordshire and Northamptonshire

Job Postings

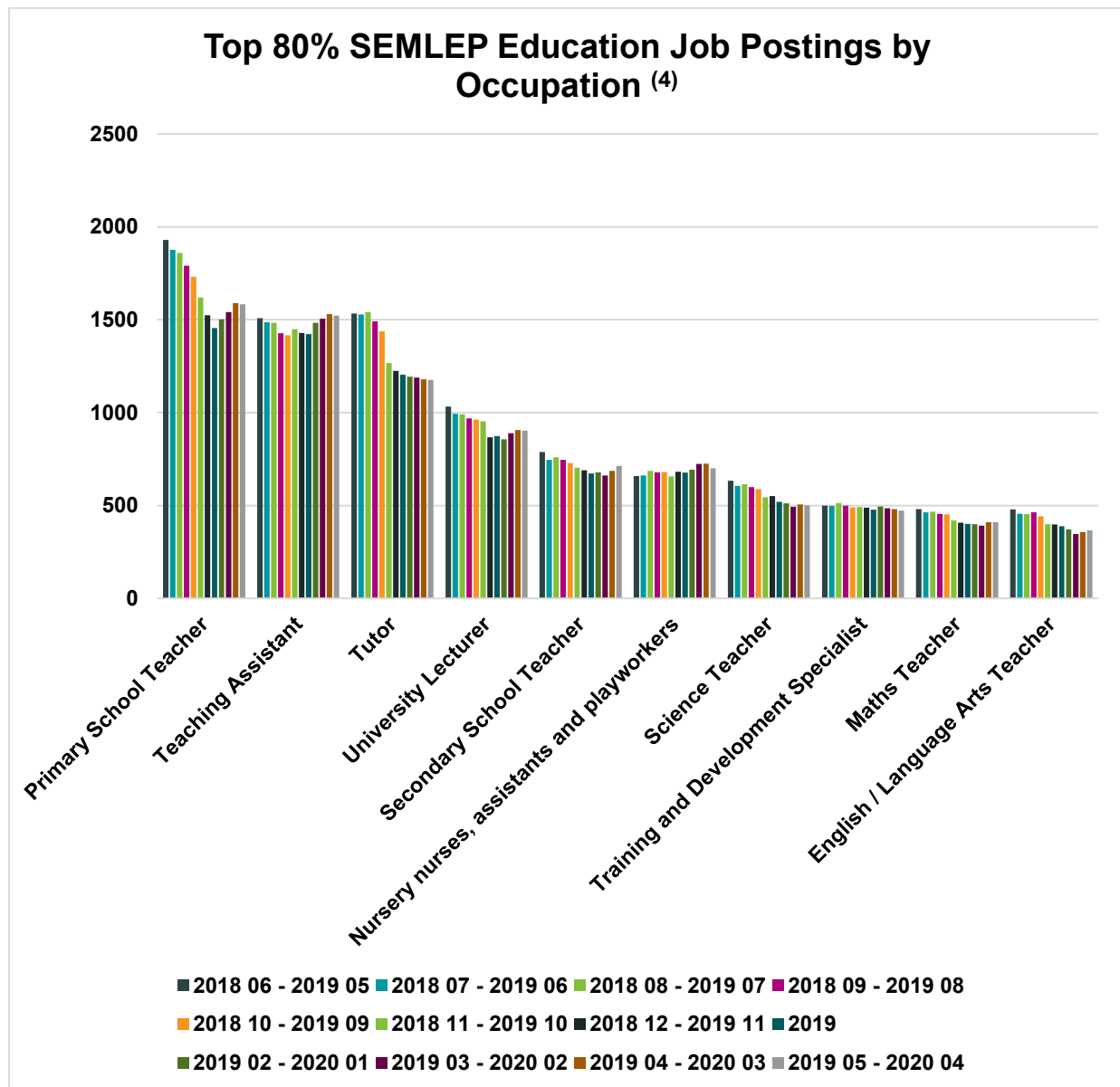
Overall the number of job postings have been reducing since 2017 with an increase pre Covid-19 from the start of 2020.



The trend for Education for job postings within the SEMLEP area mirrors the overall trend with a lower reduction at the start of the impact of Covid-19.



Occupations



The top occupations contributing 80% of job postings show:

- High demand for Primary School Teachers and Teaching Assistants
- A decrease in demand for tutors, primarily from further education colleges
- Increased demand for university lecturers
- An increased demand for maths, English and science teachers

The full list is shown in Appendix 1.

(4) Labour Insight (Burning Glass Technologies)

Observations:

- Education vacancies are increasing
- Highest levels for vacancies for Primary School Teachers and Teaching Assistants
- Increases in the number of vacancies for secondary school teachers including STEM and English related

Pipeline, Supply and Demand

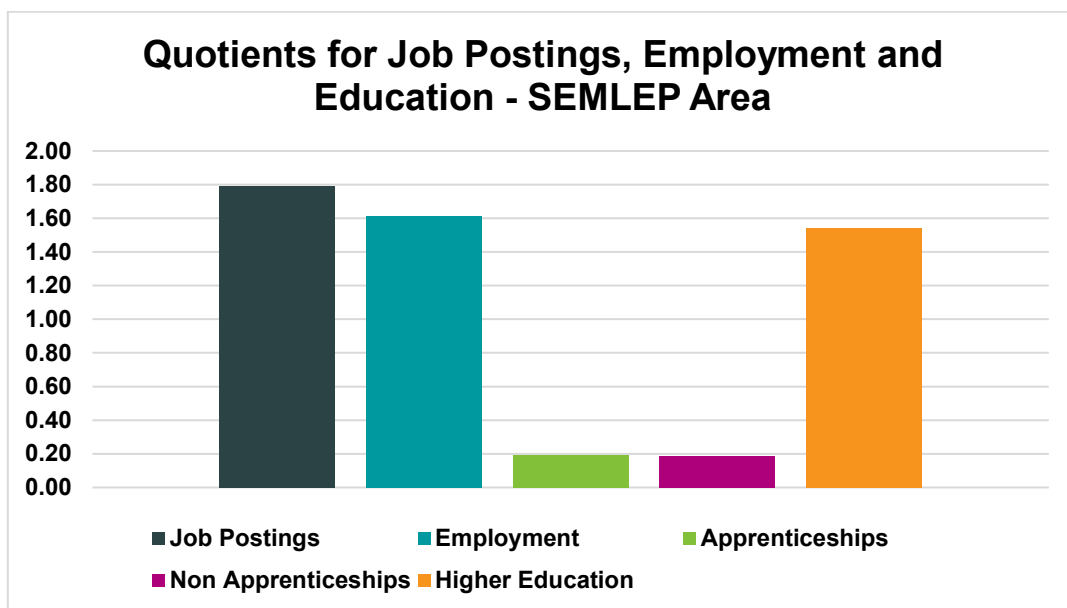
For all sectors, SEMLEP compare the employment numbers, recruitment pipeline (job postings) and learners passing through education using quotients. These are based on actual numbers aligned to the sector versus the average number in each sector, i.e. the higher the quotient, the more people engaged.

It should be stated that this is not an exact science as there are slight variations in the definitions of the sectors for job postings, employment and education.

The quotients are an indicator that help identify differences in supply and demand.

A summary of the outcomes is:

- Education provision quotient equal to or higher than those for job postings and employment - potentially education numbers over or appropriate for a growing demand by employers
- Education provision equal to or higher than employment and lower than job postings - close to parity of supply to demand
- Education provision lower than employment and job postings – education learners lower than demand by employers

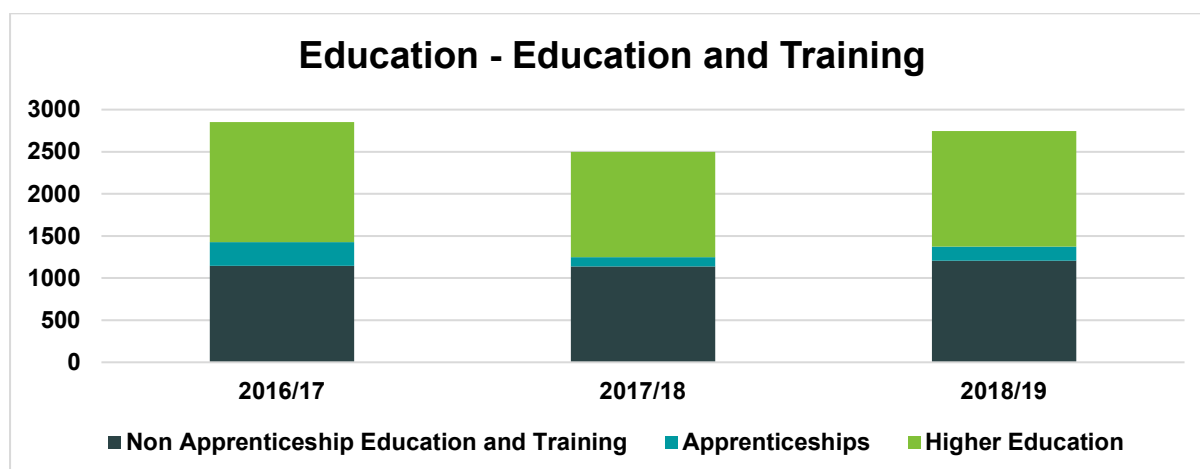


The quotient for the higher education is equal to employment but lower for job postings, i.e. close to parity of supply to demand, representing the pathways for teachers.

However, the quotients for ESFA funded apprenticeships and non-apprenticeship education and training are low, indicating a possible issue with pathways into roles such as becoming a teaching assistant.

There are also issues with high rates teachers leaving the sector (see later in 'The Current Landscape and Predictions').

Learner numbers for 2018/19 are at a similar level to 2016/17 with a small increase proportionately in the apprenticeship pathway.



Appendices 2 and 3 show that new provision for ESFA funded apprenticeships and non-apprenticeship education and training has been introduced and participation is increasing including:

Apprenticeships

- Supporting teaching and learning in schools
- Learning and Development (Direct Training and Support)
- Teacher
- Teaching Assistant

Non-apprenticeship education and training

- Award in Education and Training
- Certificate in Supporting Teaching and Learning in Schools
- Certificate in Supporting Teaching and Learning
- Diploma in Supporting Teaching and Learning

There remains a need to develop a pipeline into education occupations in the South East Midlands and retaining those passing through education in the local area.

Apprenticeships for occupations with shortages could play a key role in developing a talent pipeline.

Gender Participation

Male participation through apprenticeships is low.

There are no clear trends of changes in gender participation for either apprenticeships and Non-Apprenticeship Education and Training.

Apprenticeships Starts - Education and Training ⁽⁵⁾	2016/17	2017/18	2018/19	2019/20, Q2
Female	78.4%	84.8%	73.7%	76.4%
Male	21.6%	15.2%	26.3%	23.6%

Non-Apprenticeships ESFA Funded Education and Training Starts - Education and Training ⁽⁵⁾	2016/17	2017/18	2018/19	2019/20 Q2
Female	51%	65%	63%	77%
Male	49%	35%	37%	23%

Source: DfE, DataCube 2019/20 Q2, SEMLEP Area, Learner Starts

Participation of Ethnic Groups

Apprenticeship starts within the sector are lower than the employment participation rates but show early signs of increasing participation rates from ethnic groups.

Apprenticeships Starts – Education and Training ⁽⁵⁾	2016/17	2017/18	2018/19	2019/20 Q2
Asian/ Asian British	18%	7%	6%	3%
Black/African/Caribbean/Black British	1%	1%	3%	0%
Mixed/ Multiple Ethnic Group	3%	4%	5%	4%
Not App/Unknown	0%	0%	1%	0%
Other Ethnic Group	0%	0%	1%	0%
White	77%	88%	84%	92%

Non-Apprenticeship Education and Training shows increasing higher participation rates from ethnic groups within the health and care sector.

Non-Apprenticeships ESFA Funded Education and Training Starts - Education and Training ⁽⁵⁾	2016/17	2017/18	2018/19	2019/20 Q2
Asian/ Asian British	5%	10%	12%	20%
Black/African/Caribbean/Black British	4%	5%	4%	9%
Mixed/ Multiple Ethnic Group	3%	3%	4%	5%
Not App/Unknown	0%	2%	2%	1%
Other Ethnic Group	1%	2%	2%	3%
White	87%	78%	77%	62%

(5) DfE, DataCube 2019/20 Q2, SEMLEP Area, Learner Starts

From consultation with head teachers, whilst within the SEMLEP area the numbers of BAME teachers is above average, there are extremely low numbers in positions of senior leadership in schools.

Note: 2019/20 Q2 refers to 6 months of the academic year only

The Current Landscape and Predictions

Nationally, the numbers of teachers have not kept pace with increasing student numbers with recruitment of teachers being below government targets since 2012. The number of full-time teacher vacancies and temporarily filled posts have both risen since 2011.

Around 42,000 full-time equivalent qualified teachers left the state-funded sector in the 12 months to November 2018 (9.8% of the total).

32% of newly qualified entrants in 2016 were not recorded as working in the state sector four years later, a rate between 25% and 32% in each year over this period.

Overall pupil numbers are expected to continue rising which means that pressure on teacher recruitment will increase further in the coming years.

Media coverage of the teaching profession continues to highlight a negative perspective of school life.

Recent governments have highlighted efforts to reduce teacher workload as a means of encouraging teacher retention. Several initiatives and commitments have been implemented, including the publication of a Workload Reduction Toolkit in July 2018 – a set of resources to help review and reduce workload. The DfE have committed to undertake a survey of teacher workload in English schools every two years.

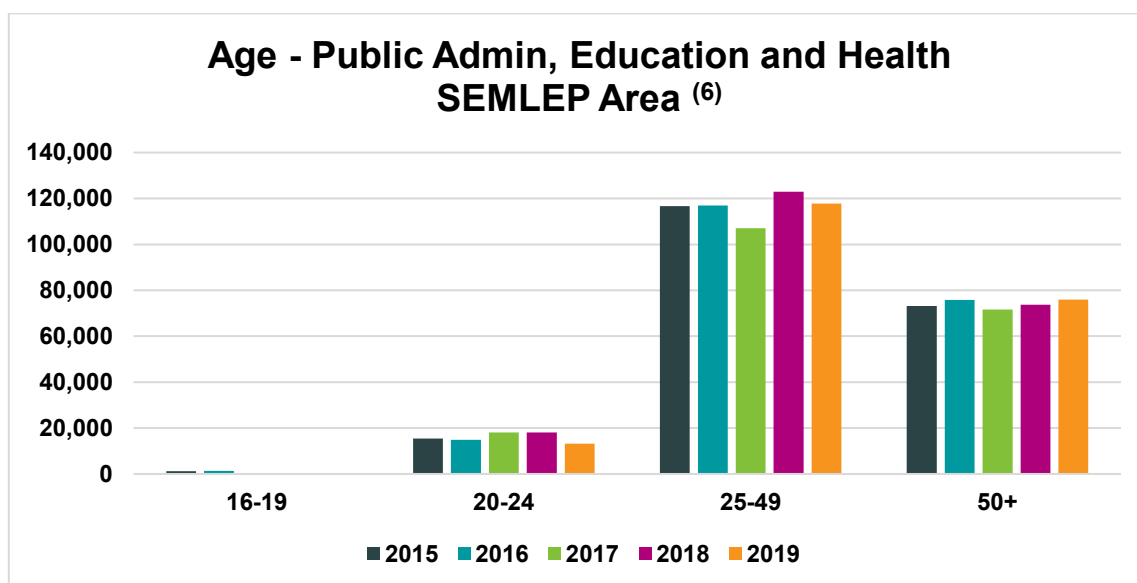
The survey published in October 2019 found that teachers and middle leaders reported working an average of 49.5 hours a week. This was 4.9 hours less than in the previous survey conducted in 2016, but most respondents still felt that they did not have an acceptable workload and could not achieve a good work-life balance.

Locally the opening of new schools with increases in housing, the investment in the facilities in Further Education colleges and universities, the introduction of the South Central Institute of Technology at Bletchley Park and the potential creation of MK:U, will place higher demands for teaching staff.

In addition, the 10-19 age population is expected to grow from 2020 to 2041 by 10% to 230,000 in the SEMLEP area.

An Ageing Workforce

The workforce within education shows consistent increases for the past 3 years for 50+ and an upward trend for those aged 25-49.



Encouragement of the recruitment and retention of teachers

There are a number of financial incentives aimed at encouraging recruitment to initial teacher training, including bursaries and scholarships. Since 2018-19 the Government has also been piloting the use of early-career payments for teachers in certain subjects as a means of boosting retention rates.

Other recent initiatives aimed at encouraging teacher recruitment and retention include introducing a teacher vacancy website in April 2019, and piloting a [student loan reimbursement scheme](#) for languages, physics, chemistry, biology and computing teachers working in Luton and Northamptonshire.

The National recruitment schemes are [Teach First](#) and [Get into Teaching](#).

In January 2019, the DfE published a [Teacher Recruitment and Retention Strategy ^{\(8\)}](#). The strategy's central reform is the introduction of [Early Career Framework](#), which underpins an entitlement to "a fully-funded, 2 year package of structured support for all early career teachers" including 5% funded off timetable time in the second year of teaching. The Framework will be rolled out nationally from September 2021.

Other plans outlined in the strategy included:

- Reforming bursaries to a "phased, retention payment approach."
- The introduction of a "one-stop application service for [initial teacher training]".
- Helping encourage more flexible working in schools, including the launch of a "find your job share" website for teachers.

As identified in the DfE Teacher Recruitment and Retention Strategy, a way to boost teacher retention could be to offer more part-time and flexible working as per other sectors.

Within the SEMLEP area we have already seen a shift of 10% to part-time employment from full-time between 2015 and 2018.

Research conducted by the National Foundation for Educational Research (NFER) ⁽⁷⁾ on the teacher workforce in England has shown that increasing part-time and flexible working opportunities for teachers is likely to encourage more teachers to stay in the profession and may help to attract new entrants, particularly inactive teachers returning to the profession.

Part-time working is less common in secondary than primary schools and the NFER report, '*Part-time Teaching and Flexible Working in Secondary Schools*', estimates that one in six secondary school teachers would like to reduce their hours, and around one in 12 would like to reduce their hours by more than a day a week.

Personal finances determine affordability, but reasons given for wanting to work part-time or flexibly are:

- Caring responsibilities
- Retirement planning
- Health reasons
- Improve their work-life balance
- Commitments to other part-time work or study

The NFER report shows an unmet demand for part-time and flexible working in secondary schools. Despite their wish to review their working hours, many teachers make no formal request to senior leaders for flexible working, believing that this would be rejected. Only 14% of teachers who made a such a request had it turned down. This suggests that the perception that school leaders would not support a request for part-time working is a greater deterrent than teachers' actual experience of having a request turned down.

Concerns for senior leaders faced with requests for part-time working were:

- Ensuring continuity for pupils and timetabling different working patterns
- Constraints on other forms of flexible working
- Communication
- Additional costs

The report showed that senior leaders identified several benefits from part-time and flexible working among teachers including:

- Increased teacher retention and recruitment – in particular, school leaders said that offering part-time working had enabled them to retain effective teachers who might otherwise have left the school
- A positive impact on staff wellbeing, leading to improved energy and creativity for the whole staff
- Retaining specialist expertise and maintaining the breadth of the curriculum
- An opportunity to reduce costs by reducing the amount of teaching hours required or in some cases, where full-time staff were under-used,

Employer Viewpoint

Within the SEMLEP area, a few additional issues other than those shown above have been identified as challenges to recruiting and retaining teaching staff by head teacher and education strategy groups.

The SEMLEP area has very high employability rates above the national average. Both Milton Keynes and Northampton have job densities higher than 1.0, i.e. more jobs than working age population. The Education sector is competing for staff in a very competitive labour market with some sectors having more attractive salaries and benefits.

Towards the south of the SEMLEP area, there is a difficulty in competing with areas that benefit from London weighting.

In Milton Keynes 46% of teachers do not live in the city, the lack of affordable housing for key workers and the expense of rental accommodation can be prohibitive. Travel in and out of the city can also be difficult at peak times.

A Leadership Training Centre based at Shenley Brook End School in Milton Keynes, is leading on training of BAME teachers for middle and senior management posts.

There has been a successful action locally to encourage Teaching Assistants to become teachers or to become HTLAs. Schools are now trying to recruit graduates as TAs with a view to training them as teachers after one or two years.

3-year recruitment and retention cycles in the education workforce, periods of little churn followed by a lot of movement.

Reports of problems in securing maths and science teachers because of low numbers and quality of applicants. This is a national issue as highlighted by TES who reported only 500 applications for teaching maths and physics nationally with only 80 places awarded from these applications.

The quality of education is essential to the success of both individuals and the economy. Whilst the initiatives above are welcomed by employers, the quality in recruitment needs to remain high over the need to secure numbers of applicants. Feedback from Initial Teacher Training (ITT) providers noted changes in DfE expectations for recruitment, i.e. there is a requirement to consider everyone including applications that would previously not have progressed to interview.

ITT in local Higher Education been contracting. In Milton Keynes there is an initiative to keep in touch with past students who have gone to university outside of the SEMLEP area as such students have tended to be offered jobs in teaching practice schools and have not returned. The initiative is having some impact locally as numbers of teachers in each school who were previously students in the school has increased. In St Paul's Catholic School this figure is now 12%, an increase of 5% over the last four years.

Further Education Colleges report that:

- Recruiting teaching staff to any of the professional trades, notably electrical engineering and plumbing, is challenging due to the high demand for these professions in the construction sector, and the salaries that these roles can command, i.e. making it harder to attract professionals into teaching.
- Professional Management Information Systems (MIS) roles with data/report writing skills are in high demand, making competition from other employers a challenge.
- Increasing specialisation within the digital sector is creating a growing need for niche tech skills and high-end professional skills/experience, which is driving employer competition and raising salary levels.

The use of CPD and staff management are key to the retention of staff. This includes digital literacy across all stages of education, from pre-school to higher education.

Health and well-being are increasing concerns for teachers and school leaders. These quality of life factors are perceived to be better in other sectors and occupations.

Sources:

(6) ONS, Annual population survey - workplace analysis

(7) '*Part-time Teaching and Flexible Working in Secondary Schools*', NFER

(8) Teacher Recruitment and Retention in England, House of Commons Library, Dec 2019

Observations:

- Overall local educational capacity appears equal to current demand, however with a high rate of people leaving the sector and the increase in demand there is a need to review this regularly
- There is need for provision pathways for teaching assistants
- Apprenticeships for occupations with shortages could play a key role in developing a talent pipeline and require promotion to employers
<https://www.instituteforapprenticeships.org/occupational-maps/>
- There is an increasing ethnic participation in the talent pipeline to education and this should be promoted further through making managers aware of unconscious bias and inclusivity in recruitment
- There are opportunities for more male participation in education
- Learner numbers are dropping and there is a need for more learners in the pipeline to meet increasing demands in key occupations such as:
 - Primary School Teachers
 - Teaching Assistants
 - Secondary school teachers for maths, English and science
- There is a need to further develop the talent pipeline to education through:
- More collaborative work through the Careers and Enterprise Company activity and Uni Connect for young people in education
- Conversion channels for adults to change careers and remove barriers to participation
- Closer working of schools and educational trusts with Further Education Colleges and local universities
- Promotion of national initiatives to recruit teachers
- Could educational managers learn from business or other educational establishments for:
 - Staff retention
 - The introduction of part-time/flexible working,
 - Health and well-being of staff
- Need to review the specific barriers entering the education sector including the opportunities and potential impact of packages of support to compete with proximity to London weighting and lack of affordable housing in focus areas.

Appendix 1 - Job Postings in the Education Sector

Source: Labour Insight (Burning Glass Technologies)

Occupation	2018 06 - 2019 05	2018 07 - 2019 06	2018 08 - 2019 07	2018 09 - 2019 08	2018 10 - 2019 09	2018 11 - 2019 10	2018 12 - 2019 11	2019	2019 02 - 2020 01	2019 03 - 2020 02	2019 04 - 2020 03	2019 05 - 2020 04
Primary School Teacher	1930	1877	1859	1791	1731	1620	1524	1455	1502	1541	1590	1584
Teaching Assistant	1509	1487	1484	1428	1417	1450	1429	1422	1483	1506	1531	1523
Tutor	1533	1529	1542	1492	1439	1266	1224	1205	1194	1189	1180	1177
University Lecturer	1032	993	990	969	962	954	868	873	856	889	907	903
Secondary School Teacher	788	745	760	746	728	704	690	672	679	662	686	713
Nursery nurses, assistants and playworkers	658	662	687	679	681	657	682	677	692	724	726	701
Science Teacher	634	606	614	599	588	544	551	520	512	493	506	501
Training and Development Specialist	499	497	513	500	490	491	489	477	494	485	481	473
Maths Teacher	480	463	467	454	452	419	408	401	399	391	410	411
English / Language Arts Teacher	479	456	454	464	442	400	398	388	371	346	358	366
Vocational Education Trainer / Tutor	268	270	280	288	287	281	265	277	288	294	307	317
Supply Teacher	285	285	291	288	306	294	289	286	288	297	312	312
Preschool / Childcare Teacher	310	300	315	301	289	288	299	290	277	270	273	280
Coach	306	316	325	305	301	289	281	281	281	278	271	267
Special Education Needs (SEN) Teacher	250	249	249	243	244	240	247	236	239	253	254	258
Primary and Secondary School Headteacher	178	171	171	160	160					186	201	201
Bilingual / ESL / Foreign Language Teacher				166	167	169	192	177	183	189	190	194
Physical Education Teacher	166	166	173	167	173	181	170	167	172	165	165	160

Appendix 2 – Apprenticeship Starts, Number of Learners, ESFA Funded

Source: DfE DataCube

Education and Training	2016/17	2017/18	2018/19	2019/20, Q2
Academic Professional			6	0
Digital Learning Design	1	0		
Learning and Development (Direct Training and Support)	15	12	26	1
Learning and Development Consultant / Business Partner			12	14
Learning and Development Practitioner			9	10
Learning and Skills Teacher				4
Learning Mentor			1	2
Supporting teaching and learning in schools	264	98	72	23
Teacher			22	10
Teaching Assistant			19	24
Youth Work	3	2	0	1

Appendix 3 – Top 20 Non-Apprenticeship Education and Training Starts, Number of Learners, ESFA Funded

Source: DfE DataCube

Education and Training	2016/17	2017/18	2018/19	2019/20, Q2
Award in Education and Training		167	189	112
Certificate in Supporting Teaching and Learning in Schools		43	113	41
Certificate in Supporting Teaching and Learning			106	141
Certificate in Understanding Safeguarding and Prevent		40	68	4
Diploma in Supporting Teaching and Learning			53	66
Non regulated Adult skills formula funded provision, Level 1, Direct Learning Support, Up to 2 hrs, PW B		4	49	
Non regulated Adult skills formula funded provision, Level 1, Teaching and Lecturing, 5 to 6 hrs, PW B	8	54	44	38
Non regulated SFA formula funded provision, Level 1, Teaching and Lecturing, 13 to 20 hrs, PW B	9	7	42	54
Award in Support Work in Schools		15	41	18
Certificate in Education and Training			38	18
Non regulated SFA formula funded provision, Level 2, Teaching and Lecturing, 69 to 92 hrs, PW B		59	36	19
Award in Preparing to Work in Schools			30	10
Non regulated Community Learning provision, Direct Learning Support	17	22	30	
Non regulated Adult skills formula funded provision, Level 1, Teaching and Lecturing, 7 to 12 hrs, PW B	17		26	12
Non regulated Adult skills formula funded provision, Level 2, Teaching and Lecturing, 7 to 12 hrs, PW B			25	18
Certificate in Teaching English to Speakers of Other Languages (CELTA)		39	25	
Diploma in Education and Training		0	23	28
Diploma in Specialist Support for Teaching and Learning in Schools		19	20	4
Certificate in Assessing Vocational Achievement		4	19	13
Professional Graduate Certificate in Education in Post Compulsory Education	23	26	18	18