

**TEACHER SUPPLY IN BRITISH
INTERNATIONAL SCHOOLS**
FINAL REPORT

JUNE 2020

CONTENTS

Key Points 3

Introduction 4

Background 5

Purpose and Methodology 6

Key Findings 8

Recruitment and Retention 10

Growth of the Global Teacher Workforce 20

Job Satisfaction and Perception of the Profession 22

Recommendations and Conclusion 25

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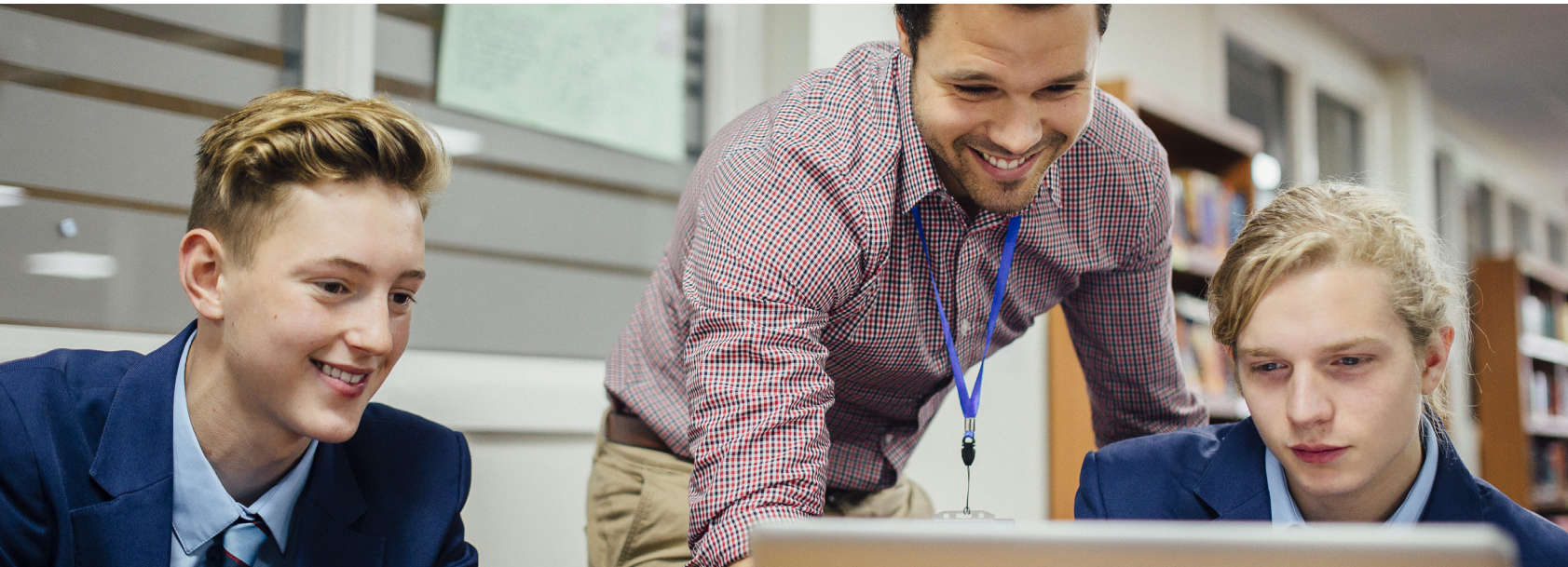
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COBIS RESEARCH – TEACHER SUPPLY IN BRITISH INTERNATIONAL SCHOOLS – 2020

KEY POINTS

- Teachers move in both directions between the UK and international school sectors, with many teachers returning to the UK with valuable transferable skills.
- Positioning teaching as a global profession would enrich the professional experience of teachers, allow UK schools to benefit from the repatriation of skills developed in an international context, improve teacher retention, and enhance the attractiveness of the profession to increase recruitment to Initial Teacher Training.
- More consistent recognition of service overseas is needed to ensure teachers with international experience are welcomed, encouraged and supported to enter or return to the UK school sector.
- Teaching in a British international school gives teachers the opportunity to develop personally and professionally and supports teacher retention.
- Teachers in the international sector have positive perceptions of their experience including workload and work/life balance.
- Teacher supply continues to be a challenge, but the international sector is contributing to the growth of the global teacher workforce, in part by engaging with Initial Teacher Training.
- Increasing international training opportunities and growing the workforce in a scaleable way could reduce stress on domestic supply if barriers to training new teachers internationally and teacher mobility were removed.



INTRODUCTION

The Council of British International Schools (COBIS) has undertaken research into teacher supply and the movement of teachers into and out of the British international school sector. Conducted in partnership with ISC Research Ltd, this is the second iteration of the Teacher Supply in British International Schools project, and builds on the report and findings from 2018.¹

This research, based on more than 1,100 survey responses from senior leaders, incoming teachers, and outgoing teachers, provides concrete data about the profile and motivation of teachers entering and leaving the British international school sector, the quality of their experience, the movement between sectors, and the current teacher recruitment climate in international schools. It demonstrates that while teacher recruitment continues to present a challenge, teaching can offer a rich and exciting career, with opportunities for teachers to develop personally and professionally through international experience.

The international sector has a positive impact on teacher retention, encouraging teachers to remain in the profession, and many teachers who work abroad choose to return to the UK, bringing with

them valuable skills and experience. The British international school sector is also contributing to the growth of the global teacher workforce through engagement with Initial Teacher Training, and recruitment and training of local staff. This research reinforces the COBIS stance that positioning teaching as a global profession – with the UK and international sectors working co-operatively to promote global opportunities and recognise the value of international experience – could have a positive effect on teacher supply. The professional experience of teachers would be enriched, UK schools would benefit from the repatriation of skills developed in an international context, teacher retention could be improved, and the attractiveness of teaching as a profession could be enhanced to increase recruitment to the profession.

BACKGROUND

There are currently c.6,000 British international schools operating worldwide, representing a significant proportion of the global international schools market.²

British education is a leading export, with schools and FE exports valued at more than £1billion.³ In addition to contributing to the UK economy through franchises, use of education goods and services, and repatriation of salaries, these schools send students to UK universities, and generate soft power of significant value by educating thousands of global political, economic and professional leaders in countries worldwide. The *International Education Strategy* – a joint policy paper published in 2019 by the UK Department for Education (DfE) and Department of International Trade (DIT) – noted that “education exports contribute to the UK’s soft power, as well as generating economic value” and that they “bring value in the collaboration and partnerships they foster, helping to forge soft power and global relationships.”⁴

The international school sector – including both British and non-British schools – has been growing at a rate of c.6% annually with, on average, more than 550 new international schools opening each year. Conservative estimates suggest that, in the next ten years, British international schools will need more than 175,000 additional teachers to meet their staffing needs. According to less conservative estimates, the number of teachers required could be more than 300,000.⁵

In England, pupil numbers in secondary schools continue to grow, with a projected increase of more than 400,000 students from 2018 to 2027.

While more teachers will clearly be needed, the number of full-time equivalent secondary teachers in England has fallen for six consecutive years.⁶ Recent TALIS data published by OECD also suggests 29% of teachers in England want to leave the profession within the next five years.⁷ DfE data shows that targets for recruitment to Initial Teacher Training in England continue to be missed, with an overall shortfall of more than 10% in 2019-20. For secondary ITT, the DfE’s Teacher Supply Model (TSM) targets have been missed for the seventh consecutive year, with a shortfall of 15% and a higher shortfall in certain subjects.⁸ DfE analysis from 2018 found that a significant proportion of schools reported “significant difficulty with recruitment and/or retention,”⁹ and the DfE published its first Teacher Recruitment and Retention Strategy in 2019 “to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive.”¹⁰

It is clear that recruiting and retaining enough teachers continues to present a challenge, both at home and overseas. Current provision is insufficient – failing to attract and retain enough graduates into the profession. Alongside the situation in the UK, the growth of British schools overseas brings influence and export success, but also demands the development of more quality teachers. Innovative solutions and approaches are required to meet the staffing needs of schools in the UK and abroad.



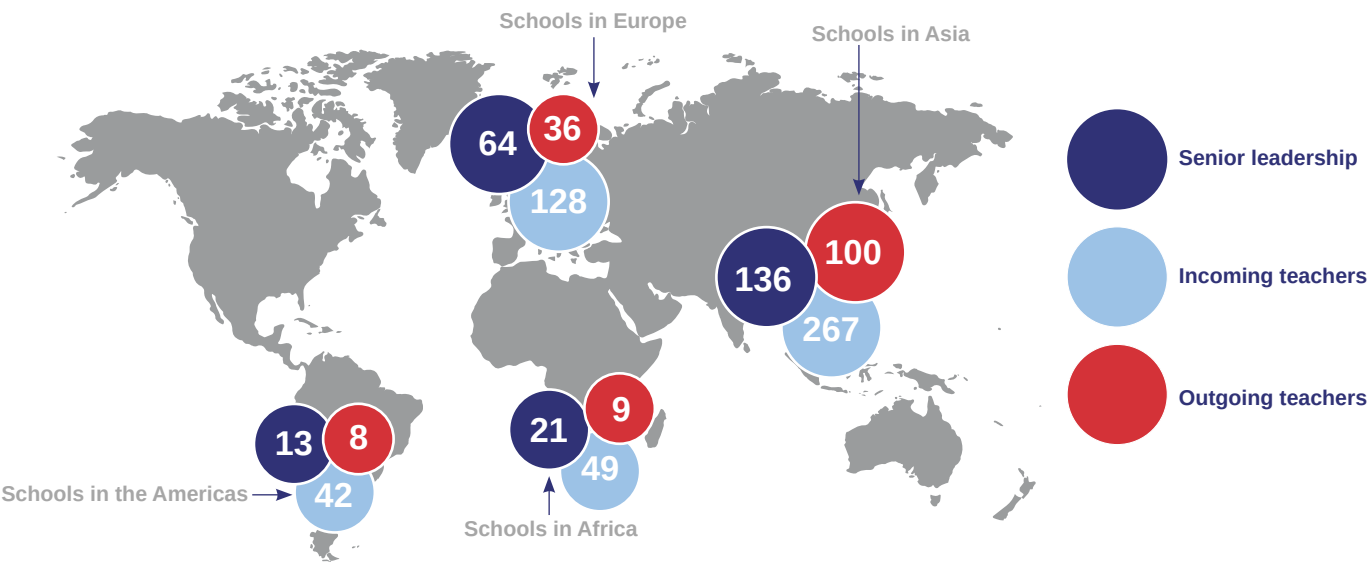
PURPOSE AND METHODOLOGY

This COBIS research, delivered in partnership with ISC Research, builds on and develops previous research on Teacher Supply in British International Schools from 2018.

This project was designed by COBIS to provide concrete data on the profile of teachers entering and leaving the British international school sector, how long they stay abroad, why they choose to move, why they return, the quality of their experience, their perception of the profession, and the skills they develop. The research also looks at the current teacher recruitment climate in international schools, the training of teachers in an international context, and seeks to highlight areas for development in order to improve the supply of high quality teachers to ensure the continued success British schools both at home and abroad.

This research was delivered in two phases, with three distinct online surveys for different respondent groups in each phase. The targeted respondent groups were: senior leaders; incoming teachers (who had started a new job in the international school sector since August 2018); and outgoing teachers (who were planning to leave the international school sector at the end of the 2019/20 or 2020/21 academic year). In total, c.2,500 international schools with a UK orientation were contacted directly for this research. Nearly 900 responses were received in phase one.

Fig 2. Regional Analysis



For phase two, selected respondents from the first phase were invited to complete a further survey.

Fig 1. Respondent groups - Phase One

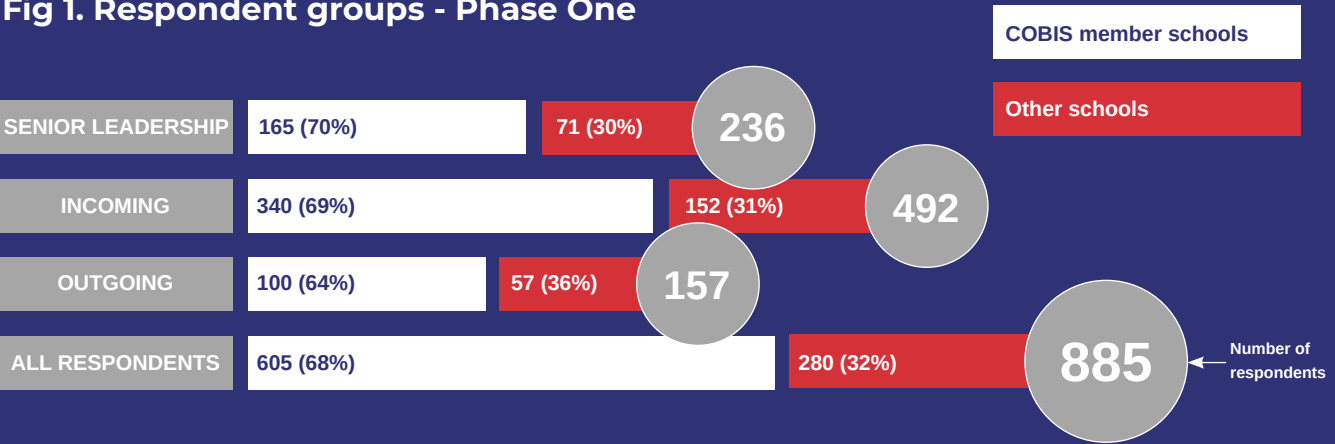
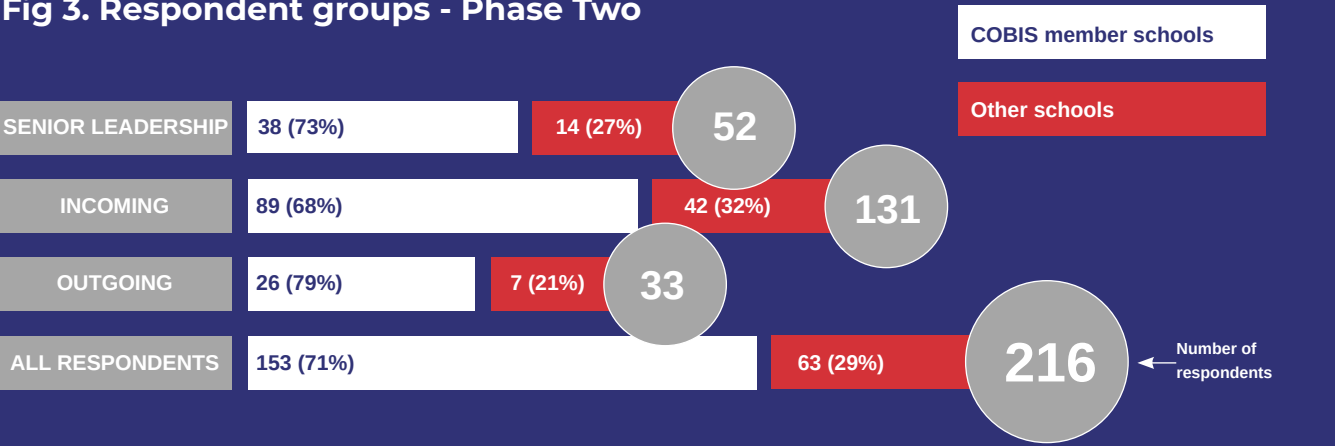


Fig 3. Respondent groups - Phase Two



In total, the research is based on more than 1,100 survey responses which were collected between January 2020 and March 2020.¹¹ Case study interviews were also conducted between February and March 2020 to provide more detail about individual teacher and leader experiences.¹²

KEY FINDINGS

- Teachers choose to work internationally for a number of reasons. The main motivations are travel and cultural exploration (72%) and enjoyment and challenge (62%). Other contributing factors include salary (49%), career growth (47%) and dissatisfaction with the home education system (42%).
- More than a third of teachers entering the international school sector (36%) were thinking about leaving the profession before taking an international job (up from 32% in 2018).
- Overall, teachers are positive about their international school experience. 82% of new international school teachers are happy or very happy with their experience; 75% of incoming teachers feel their work/life balance has improved since moving to the international sector; 74% feel they have an acceptable workload; 75% feel valued and respected as a teacher.
- 80% of senior leaders, 67% of incoming teachers, and 47% of outgoing teachers in responding international schools think workload is not a problem or not a very serious problem.
- Many teachers return to the UK after teaching in a British international school, with family commitments (28%) and a desire to return home (37%) cited as the main reasons. 43% of incoming teachers are intending to return to teaching in the UK. 68% of outgoing teachers were leaving the international sector within a period of 10 years.
- Teachers are happy to move between the UK and international school sectors. 39% of outgoing teachers were leaving to take up a teaching or school leadership job in the UK and 16% were planning to work in the wider education sector in the UK. 82% of outgoing teachers would consider returning to work in the international sector in the future.
- Returning teachers bring with them a wealth of experience and skills including cultural awareness (81%); global outlook/international mindedness (71%); EAL experience (62%); adaptability (61%); and resilience (60%).
- 88% of British international school leaders find recruiting quality teachers 'somewhat' or 'very challenging' (down from 94% in 2018).
- More than a third of senior leaders (34%) have increased recruitment of local staff (up from 27% in 2018).
- Schools are also engaging with training new teachers in their locality. Nearly two thirds of schools have supported teachers to gain UK teaching qualifications through programmes such as PGCE, IPGCE, or Assessment-Only QTS in the past two years.
- According to senior leaders, the services that would most help the international school sector with teacher supply in the coming years are: ability to act as a Teaching School delivering school-based ITT (64%) and conversion courses (to QTS/PGCE) for internationally trained teachers (57%). Other responses included: ITT programmes to train local and international staff (50%) and ability to deliver NQT induction (50%).



RECRUITMENT AND RETENTION

Teacher supply continues to be a global challenge. 88% of senior leaders from British international schools find recruiting quality teachers ‘somewhat’ or ‘very challenging’, down from 94% in 2018.¹³ Only a quarter of school leaders indicate that they can always recruit candidates of a calibre that meet their expectations.

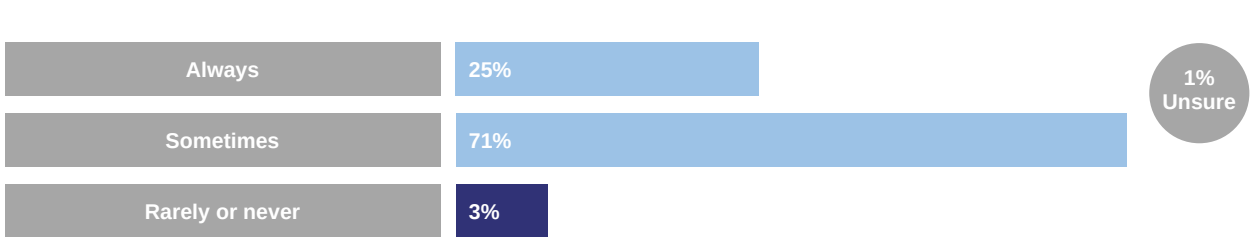
Fig. 4

Currently, how challenging is it to recruit the required quality of permanent teaching staff for your school?



Fig. 5

Are you able to recruit candidates of a calibre that meet your expectations?



Senior leaders continue to be proactive about addressing recruitment and retention, improving their offer to teachers through enhanced professional development, improved performance management, and increased salaries. Where senior leaders have reported increasing salaries to facilitate teacher recruitment, 45% have increased salaries by up to 9%, and 35% have increased salaries by 10-19%.

Fig. 6

What changes have you made in the past two years to facilitate teacher recruitment? (Tick all that apply)

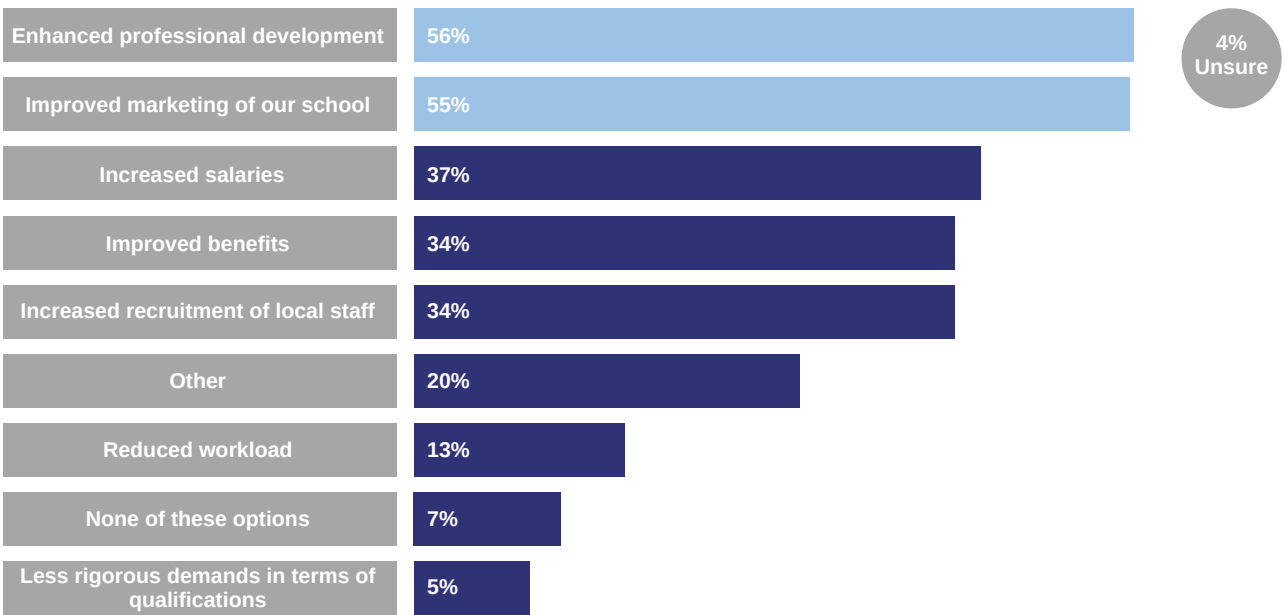
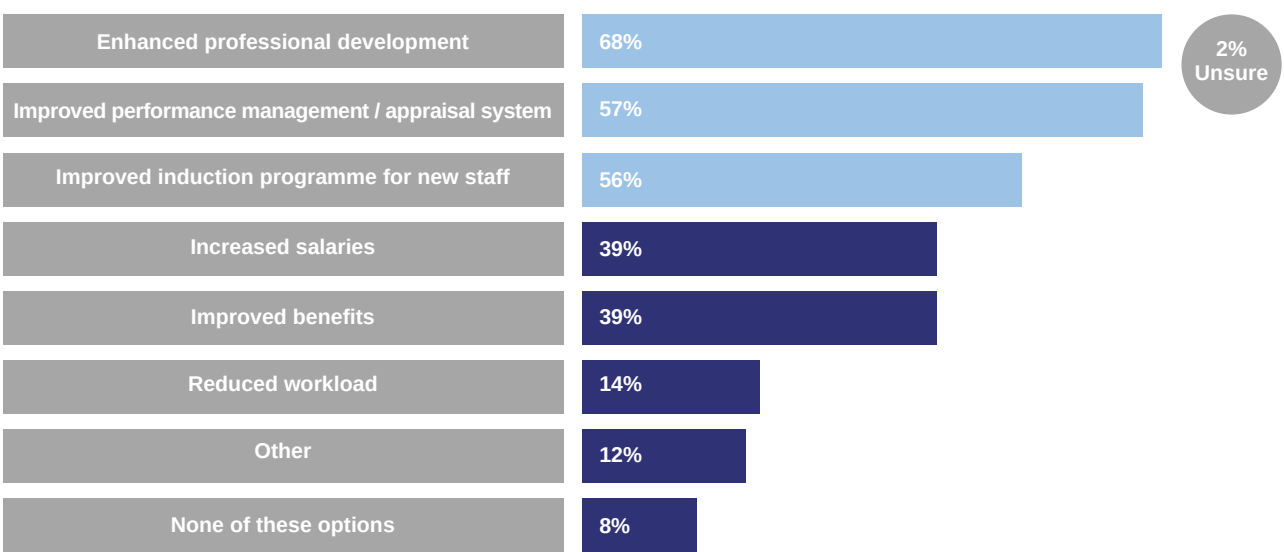


Fig. 7

What changes have you made in the past two years to improve teacher retention? (Tick all that apply)

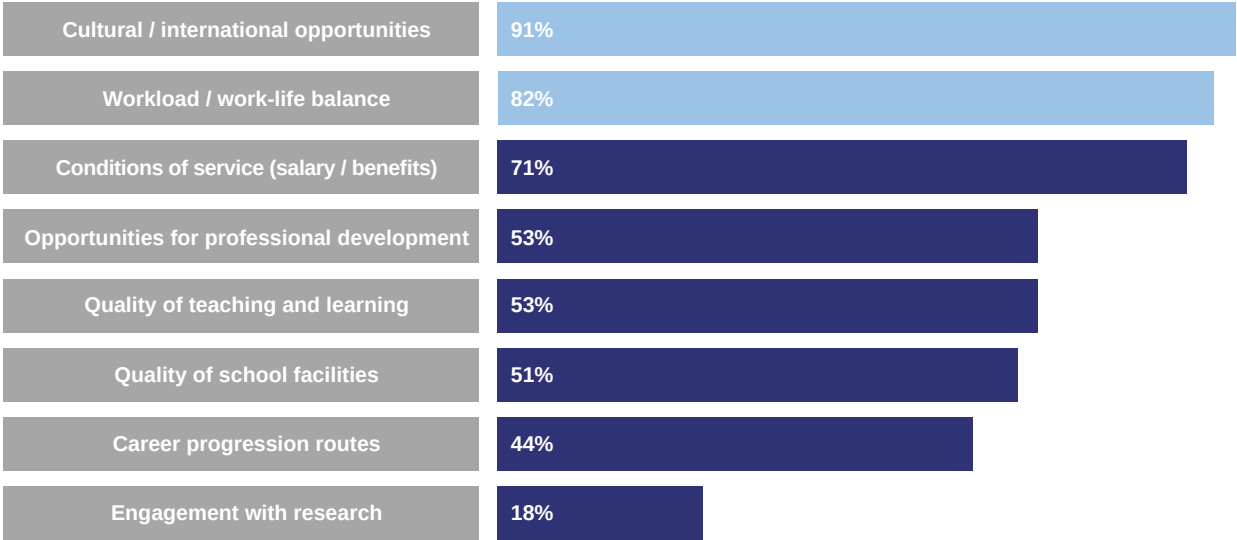


Senior leaders feel that factors such as the cultural/international opportunities of working abroad and the work-life balance give the international school sector an advantage in teacher recruitment.

Fig. 8

Which of the following do you feel give the international school sector an advantage in teacher recruitment? (Tick all that apply)

SENIOR LEADERSHIP

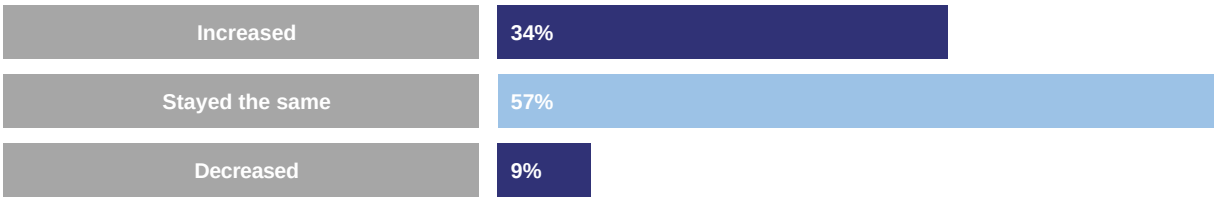


The make-up of the teacher workforce in British international schools is varied, including UK nationals, internationally-trained staff, and local staff. 43% of senior leaders report that more than 80% of their academic staff are UK nationals, but more than a quarter (26%) of senior leaders report that less than 30% of their staff are from the UK. More than a third of senior leaders have increased recruitment of local staff (see Fig. 6), up from 27% in 2018; 34% of schools report that the recruitment of non-UK staff has increased over the past three years.

Fig. 9

In the past three years, has the percentage of non-UK academic staff...?

SENIOR LEADERSHIP



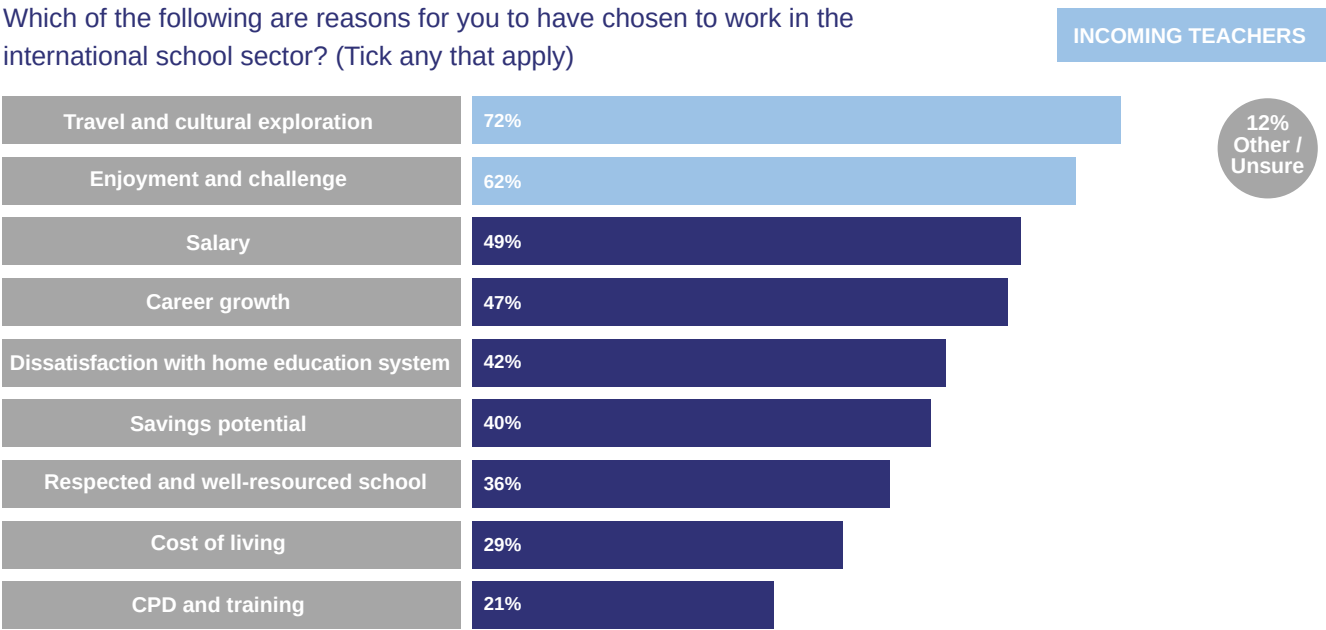
MOVEMENT OF TEACHERS

Teachers choose to work internationally for a number of reasons.

The main motivations are travel and cultural exploration (72%) and enjoyment and challenge (62%). Other contributing factors include salary (49%), career growth (47%) and dissatisfaction with the home education system (42%). These results are largely consistent with the 2018 findings, but dissatisfaction with the home education system has decreased slightly from the 47% reported in 2018.

Fig. 10

Which of the following are reasons for you to have chosen to work in the international school sector? (Tick any that apply)



More than half of incoming teachers were aware of the opportunity to teach in an international school at the point when they started their training, but only 37% indicate that working abroad was part of their career plan from the outset.

Fig. 11

When you started teacher training (or decided to go into teaching) were you aware of the opportunity to teach in an international school?



Teachers continue to report that they were not made aware of opportunities in international schools during their teacher training. This is unfortunate given the positive effect international experience can have on both teacher development and teacher retention (see Fig. 13).

Fig. 12

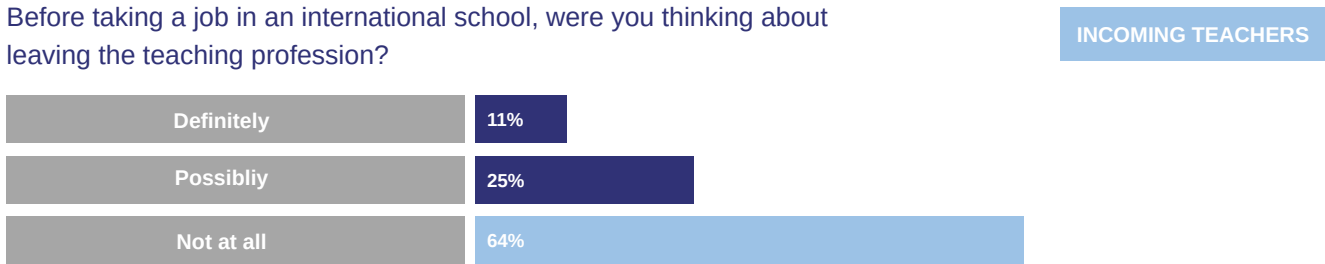
During your teacher training, were you made aware of opportunities in international schools?



Teachers leaving the profession continues to be a challenge for the global teacher workforce, and a particular source of concern in the UK. Recent TALIS data published by OECD suggests 29% of teachers in England want to leave the profession within the next five years.¹⁴ And a 2019 survey from the National Education Union (UK) found that nearly a fifth of respondents expect to leave the profession within two years.¹⁴ International experience, however, can have a positive impact on teacher retention. More than a third of teachers entering the international school sector (36%) were thinking about leaving the profession before taking an international job (up from 32% in 2018).

Fig. 13

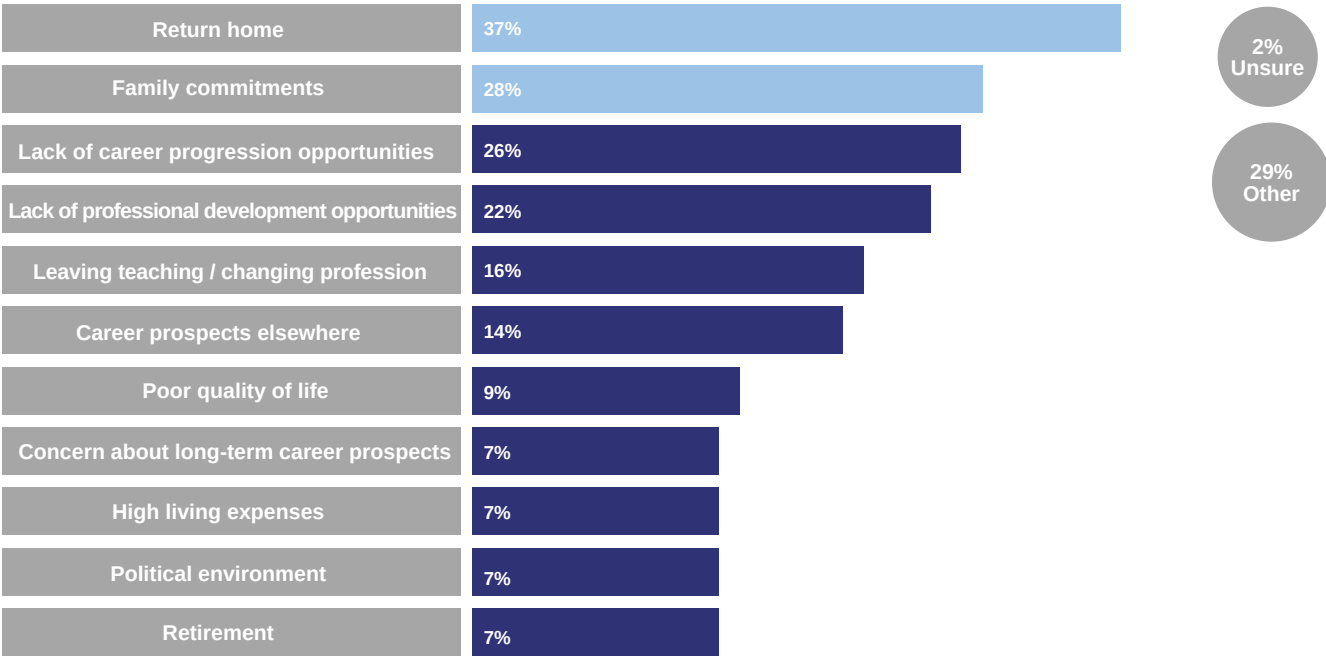
Before taking a job in an international school, were you thinking about leaving the teaching profession?



There continues to be significant mobility in the global teacher workforce, with teachers moving in both directions between the UK and international school sectors. Many teachers return to the UK after teaching in a British international school, with family commitments (28%) and a desire to return home (37%) cited as the main reasons.

Fig. 14

Which of the following are reasons why you might or will be leaving teaching in the international school sector? (Tick any that apply)



43% of incoming teachers are 'definitely' or 'possibly' intending to return to teaching in the UK. 68% of outgoing teachers were leaving the sector within a period of 10 years.

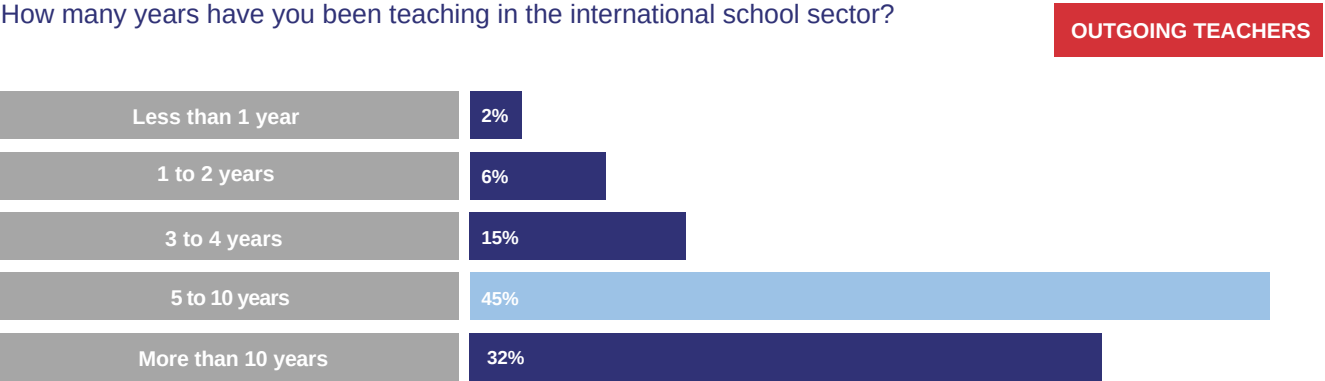
Fig. 15

Are you intending to return to teaching in the UK (or, for non-UK nationals, start teaching in the UK) in the future?



Fig. 16

How many years have you been teaching in the international school sector?



39% of outgoing teachers were planning to leave to take up a teaching or school leadership job in the UK, and 16% were planning to work in the wider education sector in the UK. Senior leaders (from a sample of 192 schools) reported that more than 1,000 teachers left their school at the end of the 2018/19 academic year to take up a teaching or education sector job in the UK. 82% of outgoing teachers would consider returning to work in the international sector in the future.

Fig. 17

What are your plans upon leaving the international school sector? (Tick any that apply)

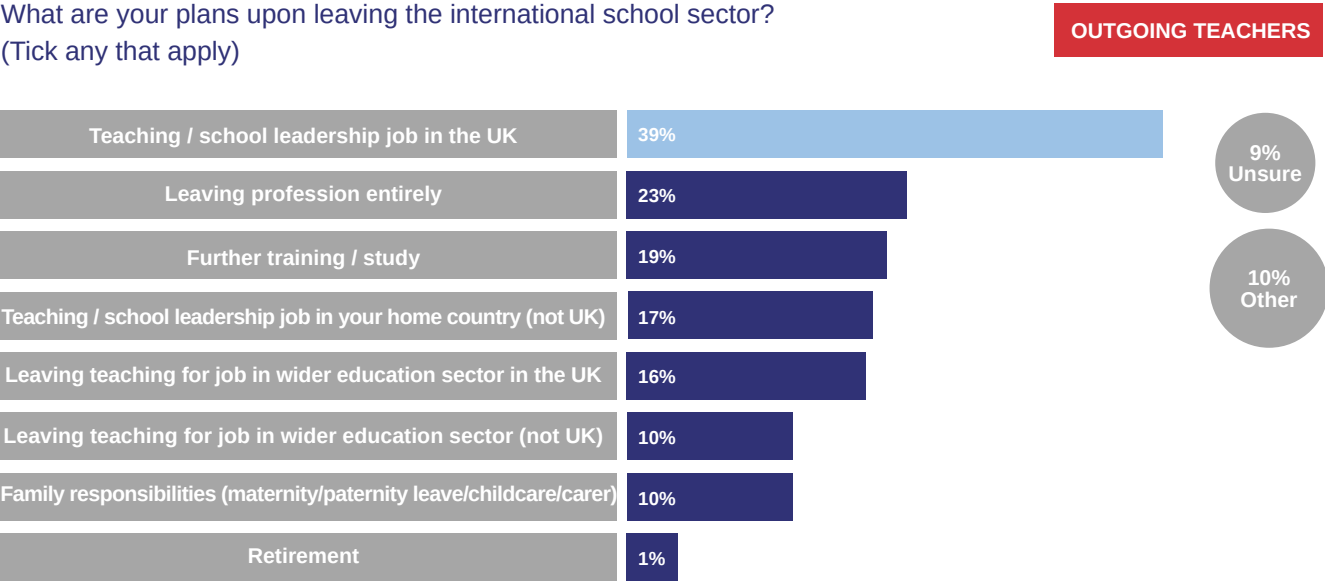
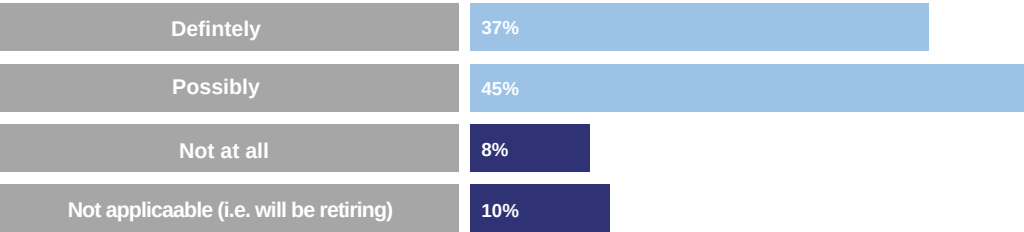


Fig. 18

Would you consider returning to work in the international school sector at a later date?

OUTGOING TEACHERS

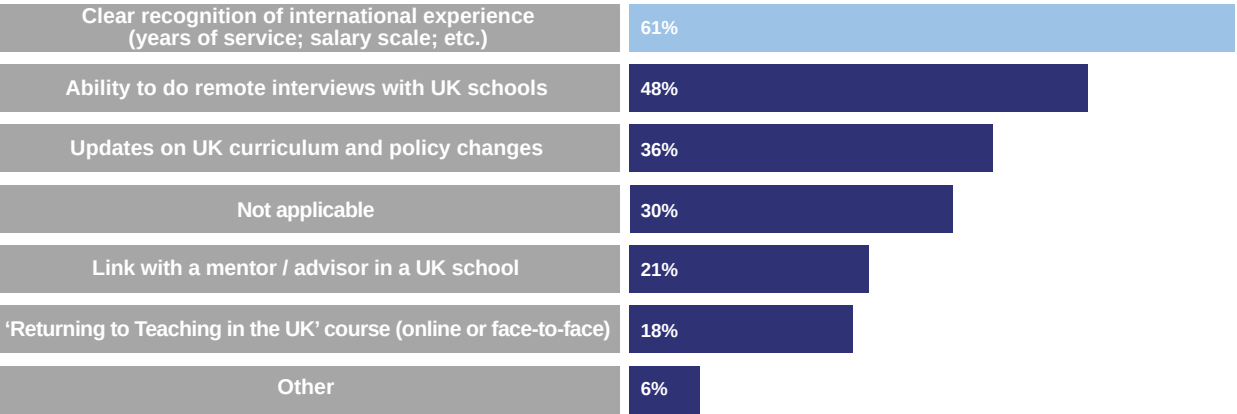


Outgoing teachers have indicated that recognition of their international experience, as well as greater flexibility in terms of remote interviews, would facilitate a transition to working in the UK.

Fig. 19

Which of the following would facilitate a transition to working in the UK? (Tick any that apply)

OUTGOING TEACHERS

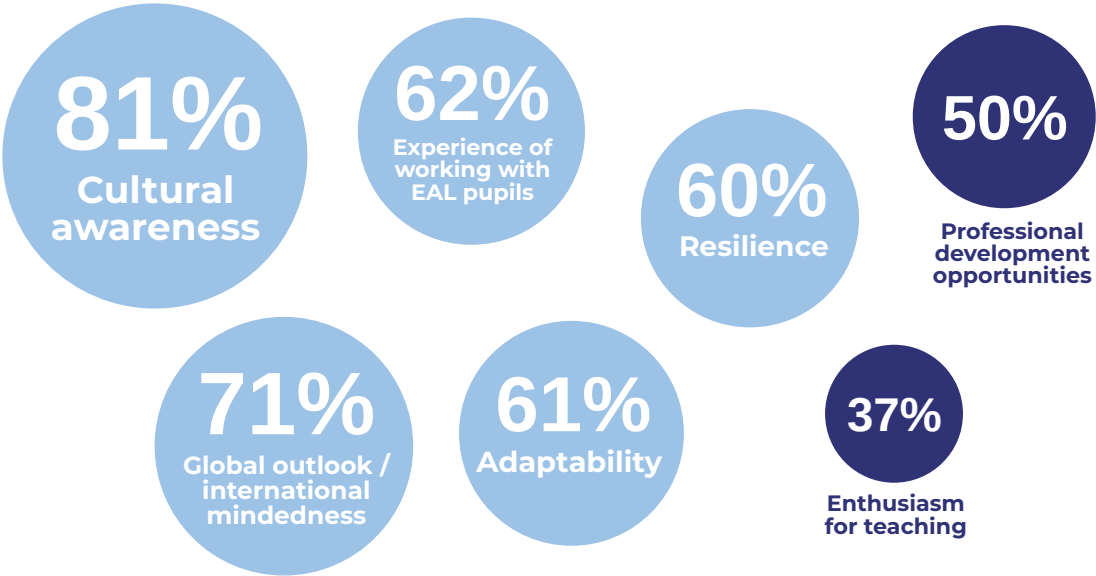


Working in the international sector enables teachers to develop themselves personally and professionally. Those teachers who do return to teaching in the UK bring with them a wealth of valuable experience and skills from their time abroad including cultural awareness (81%); global outlook/international mindedness (71%); EAL experience (62%); adaptability (61%); and resilience (60%).

Fig. 20

Which of the following have you gained or benefited from in your time working in an international school? (Tick all that apply)

OUTGOING TEACHERS



GROWTH OF THE GLOBAL TEACHER WORKFORCE

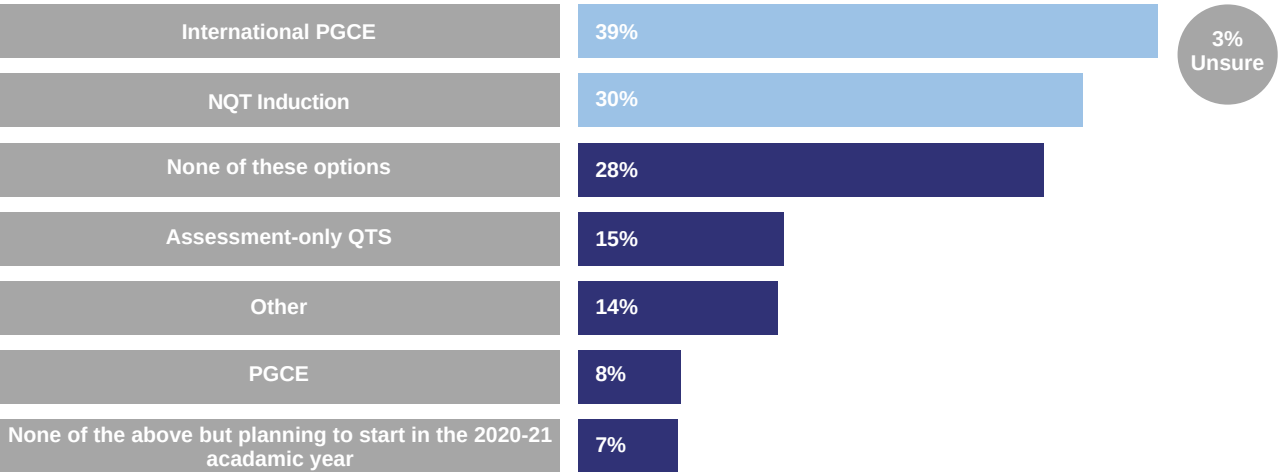
In the 2018 COBIS report on *Teacher Supply in British International Schools*, various recommendations were made about ways in which the UK and international sectors might work together to support the growth of the global teacher workforce.

One recommendation was to increase international training opportunities, including Initial Teacher Training (ITT) in an international context. The recommendation was that high-quality international schools could play an increasing role in training teachers in their locality as a means of increasing the teacher supply pool for British international schools – reducing the stress on domestic supply and upskilling existing teachers. In response, COBIS has developed partnerships with a number of Initial Teacher Training providers, as well as developing COBIS Training Schools.¹⁶

The 2020 COBIS Teacher Supply research has shown that nearly two thirds of schools have supported teachers to gain UK teaching qualifications through programmes such as PGCE, IPGCE, or Assessment-Only QTS in the past two years. 30% of schools have engaged with NQT induction; this could be increased significantly by enabling a wider pool of high-quality schools to deliver statutory induction. The ability to deliver NQT induction is currently limited to a very small proportion of British international schools, and this restriction is limiting the number of teachers who can complete their NQT induction.

Fig. 21

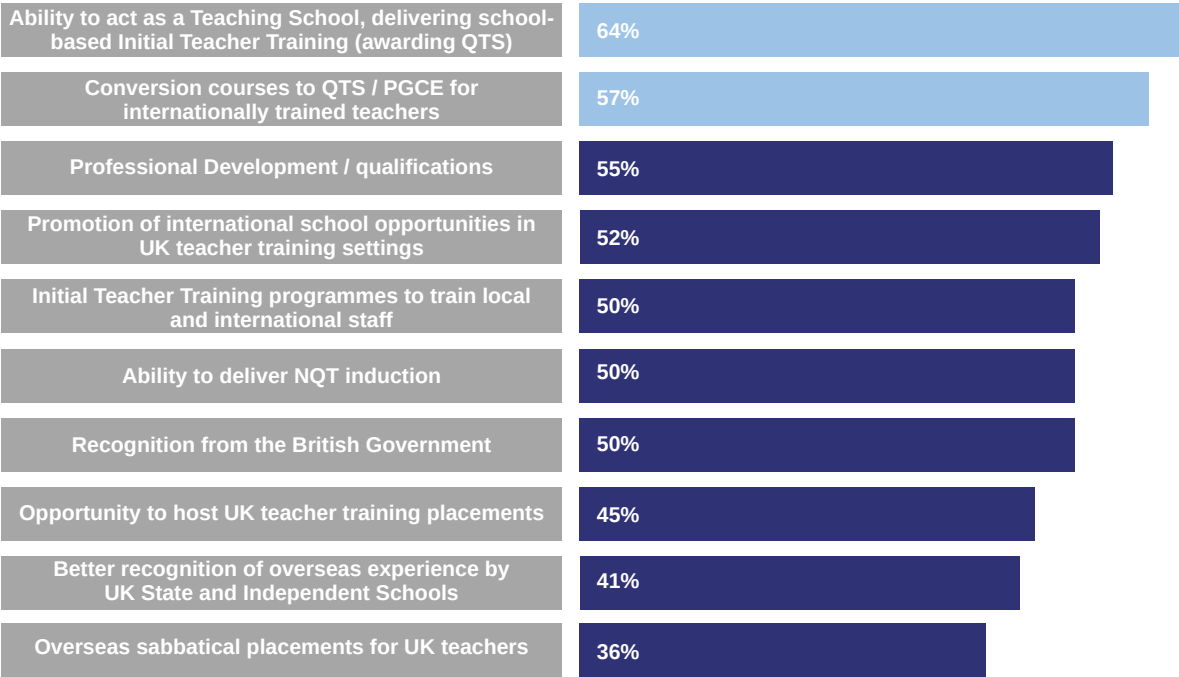
Which of the following has your school offered to staff in the past two years? (Tick all that apply)



According to senior leaders, the services that would most help the international school sector with teacher supply in the coming years are: ability to act as a Teaching School delivering school-based ITT (64%) and conversion courses (to QTS/PGCE) for internationally trained teachers (57%). Other responses included ITT programmes to train local and international staff (50%) and ability to deliver NQT induction (50%).

Fig. 22

What additional support or services would most help the international school sector with teacher supply in the coming years? (Tick any that apply)

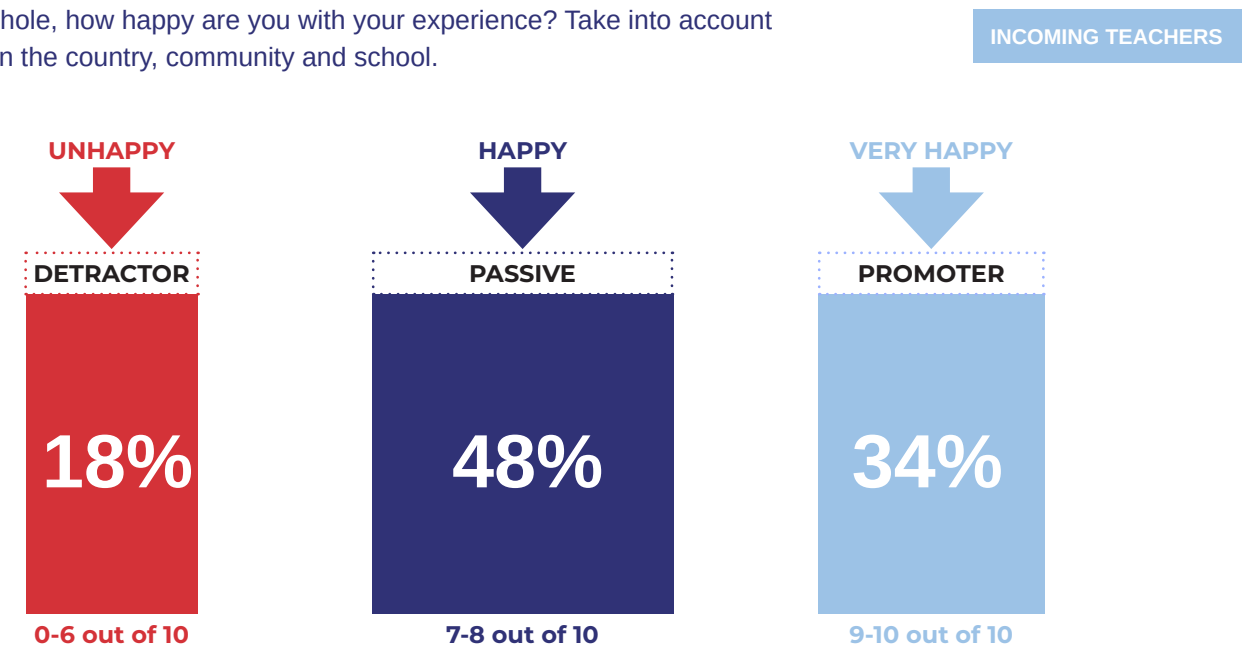


JOB SATISFACTION AND PERCEPTION OF THE PROFESSION

Overall, teachers are positive about their international school experience; 82% of new international school teachers are happy or very happy with their experience and 83% of senior leaders think that teachers in their school are happy or very happy.

Fig. 23

As a whole, how happy are you with your experience? Take into account being in the country, community and school.



Teacher workload is frequently highlighted as a challenge for the profession in the UK. The UK Teacher workload survey 2019 found that 73% of Primary teachers and 87% of Secondary teachers viewed workload as a serious problem, and only 21% of Primary teachers and 10% of Secondary teachers felt that workload was not a serious problem.¹⁷ The perception in the international sector is more positive; 80% of senior leaders, 67% of incoming teachers, and 47% of outgoing teachers think workload is not a problem or not a very serious problem.

Fig. 24

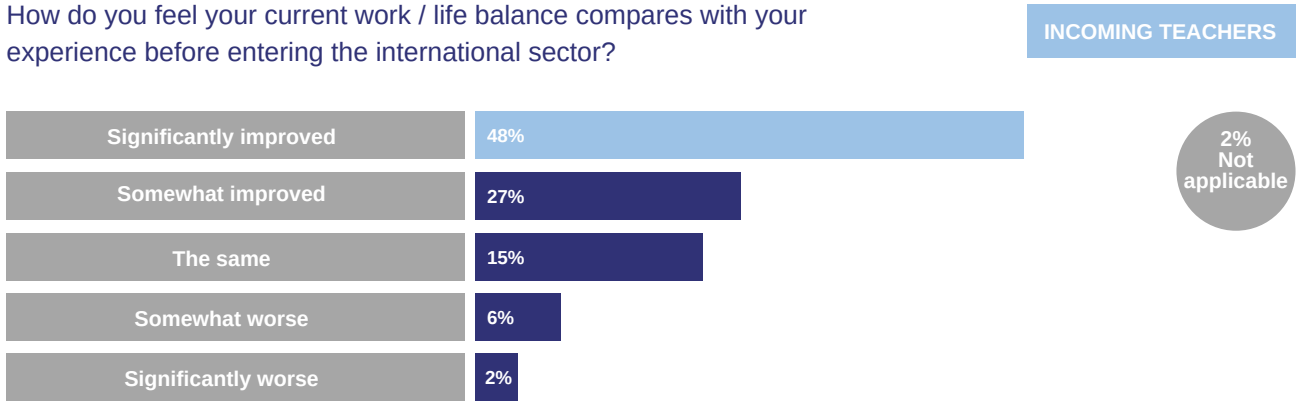
Do you feel your teacher workload is...

	SENIOR LEADERSHIP	INCOMING TEACHERS	OUTGOING TEACHERS
Not a problem	26%	24%	10%
Not a very serious problem	54%	43%	37%
A fairly serious problem	19%	25%	32%
A very serious problem	1%	8%	21%

75% of incoming teachers feel their work/life balance has improved since moving to the international sector. This is also highlighted in a number of the accompanying case studies.¹⁸

Fig. 25

How do you feel your current work / life balance compares with your experience before entering the international sector?



Teachers also have a positive perception of their workload in the international sector, and feel valued and respected in their profession. 74% of incoming teachers feel they have an acceptable workload; 75% feel valued and respected as a teacher.

Fig. 26

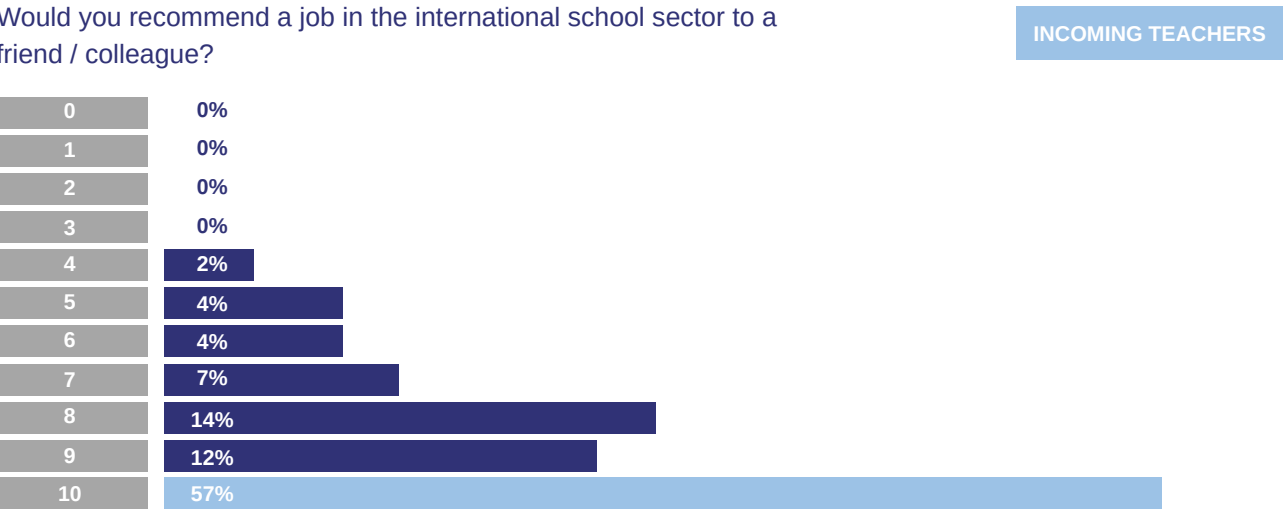
To what extent do you agree with the following statements?



Almost all teachers would recommend a job in the international school sector to a colleague or friend.

Fig. 27

Would you recommend a job in the international school sector to a friend / colleague?



0 = would not recommend; 10 = would definitely recommend

RECOMMENDATIONS AND CONCLUSION

The international school sector is well established, and can provide a tremendous opportunity for teachers to develop themselves personally and professionally.

The chance to work and learn abroad can make teaching a highly attractive career, support teacher retention, and enable teachers to develop their practice and gain valuable skills and experience. The expertise developed abroad – learning from and with a global workforce of skilled professionals – can also have a positive impact in UK classrooms and schools when teachers return. COBIS continues to believe that erecting barriers between domestic and overseas teacher supply would be counterproductive, and that a co-operative approach, which recognises international experience as part of a well-rounded teaching career, will benefit both the UK and international education sectors and enable the growth and retention of the global teacher workforce. On the back of this research, COBIS is therefore making the following recommendations:

Position teaching as a global profession – The opportunity to work both at home and abroad makes teaching a highly attractive career. The research findings show that international experience supports teacher retention and that many teachers who move abroad return to the UK, bringing with them a wealth of valuable experience and transferable skills. Promoting the international opportunities of a teaching career could also increase the attractiveness of the profession, facilitating and increasing recruitment to Initial Teacher Training. Positioning teaching as a global profession, with the UK and international sectors (including the DfE and DIT) working co-operatively to promote global opportunities and recognise the value of international experience, could have a positive effect on teacher supply both domestically and internationally. The professional experience of teachers would be enriched, UK schools would benefit from the repatriation of skills developed in an international context, teacher retention could be improved, and the attractiveness of teaching as a profession could be enhanced to increase recruitment to ITT.

Value and recognise overseas experience – In order to facilitate the movement of teachers between the domestic and international sectors, more consistent recognition of the benefits and merits of international experience is needed. At present, the recognition of the value of overseas experience is variable, and a more centralised approach, with clear support from UK Government and education bodies, would benefit both the domestic and international sectors. Teachers could move in both directions with greater confidence, leading to an increased pool of prospective teachers for senior leaders and recruiters. Recognition of service overseas is needed to ensure teachers with international experience are welcomed, encouraged and supported to enter or return to the UK schools sector.

Increase international training opportunities (including Initial Teacher Training) – While many British schools abroad are already engaging with Initial Teacher Training, international schools could play an increasing role in training teachers in their locality as a means of growing the global teacher workforce. This can include increasing recruitment to ITT programmes overseas for candidates within the wider community of international schools, such as Teaching Assistants, Support Staff, alumni, parents, and spouses, as well as local staff. Growing the workforce in a scaleable way could reduce stress on domestic supply. To enable this, barriers to training new teachers internationally and teacher mobility need to be removed. The ability to deliver NQT induction, for example, is currently limited to a very small proportion of accredited British international schools, and this restriction is limiting the number of teachers who can complete their NQT induction. Teachers who have completed their formal NQT induction, and are therefore fully qualified, are more likely to return to teach in the UK. These teachers are already trained by UK-accredited ITT providers.

Extending the opportunity to support new teachers through their NQT year to those accredited schools that have successfully completed COBIS Patron's Accreditation, for example, would enable more schools to support the growth of the global teacher workforce, ensuring the ongoing success of British schools both in the UK and abroad. Greater recognition of current provision for training teachers overseas, for example COBIS Training Schools, is also needed. Similarly, increased opportunities for accredited schools to offer training leading to QTS, and better acceptance and transferability of overseas qualifications (e.g. International PGCE) in UK schools would have a positive impact on the growth and mobility of the workforce.

The key findings outlined in this report show that teachers move to the British international school sector to develop themselves personally and professionally, and that they have positive perceptions of their experience. They report that they are happy with their international experience, workload and work/life balance. This contrasts with some teachers' domestic experience of the profession, and there is evidence that overseas opportunities can support with teacher retention – more than a third of teachers entering the international school sector (36%) were thinking about leaving the profession before taking an international job.

Movement between the UK and international school sectors is a two-way street. Many teachers who work abroad return to teaching or the wider education sector in the UK, bringing with them a wealth of valuable skills and experience (e.g. cultural awareness; global outlook/international mindedness; EAL experience; adaptability; and resilience).

Teacher supply continues to present a challenge for the international sector; 88% of school leaders indicate that recruiting teachers is challenging or very challenging. But schools are being proactive in addressing that challenge, taking steps to improve recruitment and retention, including increasing recruitment of local staff and engaging with training new teachers in their locality. These senior leaders have also highlighted a number of services (teaching school status; conversion courses; overseas ITT; ability to deliver NQT induction) that would support teacher supply in the coming years, both internationally and domestically.

Teacher supply is a global challenge that requires innovative solutions. Rather than regarding the domestic and international sectors as being in competition for teachers, both sectors will benefit from viewing international experience as a valuable part of a teacher's development as a professional, recognising the value of skills gained in an international context, encouraging teachers to embrace international opportunities and broaden their horizons, and supporting and facilitating the return of those teachers to the UK when they are ready for their next challenge. This cultural shift needs to be supported by increased opportunities and capacity for growing the global teacher workforce through training of new teachers in an international context, and removing barriers to training and movement of teachers – in both directions – between the domestic and international school sectors.

NOTES

¹ *Teacher Supply in British International Schools* (COBIS, July 2018) www.cobis.org.uk/research

² Figures on the current and projected size of the international school market are courtesy of ISC Research Ltd. British international schools are schools located outside the UK that teach a curriculum (wholly or in part) that would be recognised in the UK (such as the National Curriculum for England) and have a British orientation/ethos (which can include high-quality pastoral care, a range of extra-curricular opportunities, and reference to British values, freedoms and culture). Where ISC Research figures for British international schools are cited, these represent schools categorised as having a 'UK national orientation' in the ISC Research database.

³ *UK revenue from education related exports and transnational education activity in 2017* (DfE, December 2019) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/850263/SFR_Education_Exports_2017_FINAL.pdf

⁴ *International Education Strategy: global potential, global growth* (DfE, March 2019) <https://www.gov.uk/government/publications/international-education-strategy-global-potential-global-growth/international-education-strategy-global-potential-global-growth>

⁵ Estimates from ISC Research Ltd were prepared before the 2019/20 Covid-19 pandemic and subsequent school closures. At the time of writing, it is not yet clear what the impact on international school numbers may be over the coming years.

⁶ *School Workforce in England: November 2018* (DfE, June 2019) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811622/SWFC_MainText.pdf

⁷ *TALIS 2018 Results* (Volume II) (OECD, March 2020) <http://www.oecd.org/education/talis-2018-results-volume-ii-19cf08df-en.htm>

⁸ *Initial Teacher Training (ITT) Census for 2019 to 2020, England* (DfE, November 2019) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/848851/ITT_Census_201920_Main_Text_final.pdf

⁹ *Analysis of teacher supply, retention and mobility* (DfE, February 2018) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/682892/SFR11_2018_Main_Text.pdf

¹⁰ *Teacher recruitment and retention strategy* (DfE, January 2019) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/782608/6.5092_DFE_Teacher_Retention_Strategy_1Pager_v10ii.pdf and https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf

¹¹ This research coincided with the outbreak of the coronavirus COVID-19. The impact and spread of COVID-19 resulted in the closure of many international schools globally. This had an impact on the total number of respondents to the surveys.

¹² Case studies have been published separately on the COBIS website: www.cobis.org.uk/research

¹³ All references to 2018 data refer to COBIS Research – Teacher Supply in British International Schools, 2018 (www.cobis.org.uk/research)

¹⁴ *TALIS 2018 Results* (Volume II) (OECD, March 2020) <http://www.oecd.org/education/talis-2018-results-volume-ii-19cf08df-en.htm>

¹⁵ www.cobis.org.uk/trainingschools

¹⁶ *Teacher workload survey 2019: Research report* (DfE/NFER, October 2019) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/855933/teacher_workload_survey_2019_main_report_amended.pdf

¹⁷ *The State of Education: Workload* (NEU, April 2019) <https://neu.org.uk/press-releases/state-education-workload>

¹⁸ Case studies are available on the COBIS website: www.cobis.org.uk/research



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