

The invisible barrier

Revealing the hidden impact of job application packs on recruitment in schools



Is it time to call time on the job application pack?

Randstad's research conducted in July 2016 with 875 teachers, has revealed that 90% of teachers would welcome changes to the teacher application process to create a standardised application that is valid across all schools. More than two thirds of teachers have voiced that time consuming and repetitive application packs lead to fewer applications being completed.

According to Randstad Education's Strategic Director Stewart McCoy "the number of vacancies in schools across the country results in more than 63,000 online job adverts every year. Application apathy is gripping the profession and adding to the impact that teacher shortages have on schools."

At a time when teachers are already considering leaving the sector, schools could miss out on talent if the application process is not made simpler. With heavy competition for candidates, it is important to remove any perceived barriers, encouraging more candidates to apply.

What teachers are thinking

- 90% of teachers want a simpler and more universal application process
- Half of teachers feel 'traditional' application processes are no longer appropriate
- Two thirds of teachers have given up and not completed an application pack due to its length



Difficulties with the 'traditional' process

These headline figures clearly suggest that existing application processes are too long which in turn is stopping too many teachers from freely applying for roles. Our research shows this is having an even more detrimental effect on the number of applications coming through to schools for live vacancies.

The fact that a typical school application process does not extend to more than one school is also an important issue schools need to address. Our survey revealed that the chances of candidates filling out two applications are decreasing significantly. Coupled with the increasing competition for candidates, job seekers are seeing many different factors that they feel impede on their willingness to apply for new roles.

"When work is busy I don't apply for some positions I find interesting because I don't have time to spare"

“ The need to fill in forms in a variety of ways can be annoying and is overly time-consuming

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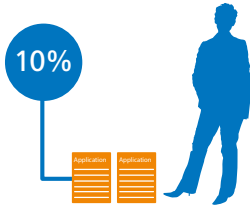


How many roles do teachers expect to apply for when searching for their next job?

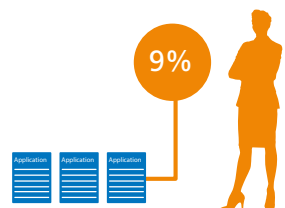
“Candidates who are registered with agencies are already vetted and interviewed, schools should put more trust in agencies and candidates should be able to bypass the interview process.”



34% of teachers expect to apply for one role



10% of teachers expect to apply for two roles



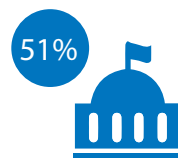
9% of teachers expect to apply for three roles



45% of teachers prefer the route of a recruitment agency when applying for jobs. If schools do not consider all routes to sourcing candidates, then they stand to miss out on a significant proportion of available and ready to work teachers.



With 84% of schools stating that they do not have sufficient resources to recruit their teachers effectively, engaging with an agency to find available candidates could go some way to reducing the burden placed on the school itself.



Furthermore, 51% of teachers go straight to the local authority website or academy chain website to search for vacancies. If a little over half of all teachers are only likely to apply for one, two or three jobs, it is clear that schools need to stand out to attract those applications.



It is important to control the application process and have a consistent message about vision, leadership, goals for the future and what it is like to work at a particular school. A positive perception will attract more quality candidates to make that crucial application.

What schools can do

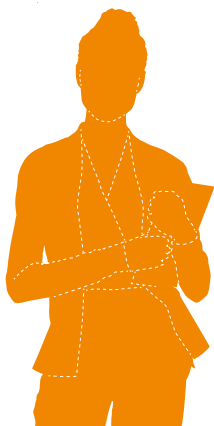
90% of the teachers have stated that they would be happy to apply for more positions if there was a standard application process that was accepted by a variety of schools. This standardised application could capture all relevant experience, CPD achievements and be portable from one area to another, facilitating an easier process.



Adding to the general perception of application processes, 88% of teachers highlighted their concerns that their applications won't be read by their potential employers.

With these statistics, can schools be confident that teachers are genuinely motivated to capture all the right information as well as their passion for teaching, into an application if they are disheartened by the process?

Too many candidates are missing out on opportunities because of an admin-heavy, rigorous application process that is considered too long to complete for more than one school at a time. Four in ten supply teachers do not feel the application process is appropriate with a quarter of permanent teachers thinking the same. Against this backdrop, it is crucial that schools consider all factors that will affect a candidate's perception of their school and what it would be like to work there.



88% of teachers aren't convinced that their applications will be read by their potential employers.

"A national application form is a great idea"



supply teachers

40%

of supply teachers do not feel the application process is appropriate



permanent teachers

25%

of permanent teachers thinking the same.

How Randstad can help

We exist to help schools recruit temporary and permanent teachers, support staff and leadership teams throughout the UK.

For more than 20 years our specialist education consultants have worked hard from our national network of offices to ensure that schools secure the teaching talent and support they require, often within the tightest of timeframes.

We adopt a long-term partnership approach in our work with nurseries, schools and academies across the country, and our partners choose to contact us for resourcing support because we understand their specific needs.

Together with our teachers, we support over 85,000 children every day.

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