

Skills Priority List Findings

Education Professionals

ANZSCO Sub-Major Group 24

Occupations in Shortage

As part of the National Skills Commission's (NSC) responsibility for providing trusted and independent intelligence on Australia's labour market, around 800 individual occupations are assessed as part of the Skills Priority List (SPL). As part of the SPL, all 17 occupations within the group of Education Professionals were assessed and given both a current labour market rating and a future demand rating.

Education Professionals includes all levels of school teachers, university educators and private tutors. A full list of assessed occupations is provided in [Appendix 1](#).

Across all Education Professional occupations assessed for the 2021 SPL, 6% were found to be in shortage compared with 19% across all occupation groups (Table 1). In the Minor Groups, School Teachers were the only group identified to have shortages (14%).

Within the Educational Professional occupations, only Early Childhood (Pre-primary) Teacher was in shortage nationally.

Table 1: Occupations in shortage, Education Professionals, Sub-Major Group and Minor Groups

ANZSCO Group		No. reviewed	% of reviewed in shortage
241	School Teachers	7	14%
242	Tertiary Education Teachers	3	0%
249	Miscellaneous Education Professionals	7	0%
24	EDUCATION PROFESSIONALS	17	6%
	All occupations	799	19%

Future Demand

Nearly half (47%) of all Education Professional occupations are projected to have strong future demand, compared with a third of all occupations (Table 2). All Tertiary Education Teacher occupations have projected strong future demand and 86% of School Teacher occupations have projected moderate future demand.

No Educational Professional occupations are projected to have soft future demand.

Table 2: Future demand, Education Professionals Sub-Major Group and Minor Groups

ANZSCO Group		No. of occupations reviewed	Future demand ratings (% of reviewed occupations)		
			Strong	Moderate	Soft
241	School Teachers	7	14%	86%	0%
242	Tertiary Education Teachers	3	100%	0%	0%
249	Miscellaneous Education Professionals	7	57%	43%	0%
24	EDUCATION PROFESSIONALS	17	47%	53%	0%
	All occupations	799	33%	60%	7%

Results by State and Territory

The Northern Territory had the highest proportion of Education Professional occupations assessed in shortage (18%), followed by New South Wales (12%). This can be primarily attributed to the occupation of Early Childhood Teacher which was in shortage across all jurisdictions.

The variation in results across the states and territories, at least in part, reflects differences in the stakeholder input received.

Predicted Fill Rates

This fill rate has been formulated by the NSC to create a predicted percentage of employers who will be able to fill vacancies for a particular occupation over the 12 month research period. The predicted fill rate incorporates many labour market indicators (for example, internet vacancy numbers, unemployment rates, employment figures) and also includes SERA employer survey data, when available, to further enhance the robustness of this research.

The predicted fill rate for Education Professional occupations is primarily in the 70-79% range, indicating advertised vacancies within this occupation group are most likely to be successfully filled.

Primary School Teachers had the highest predicted fill rate range of 90-100%.

Survey of Employers

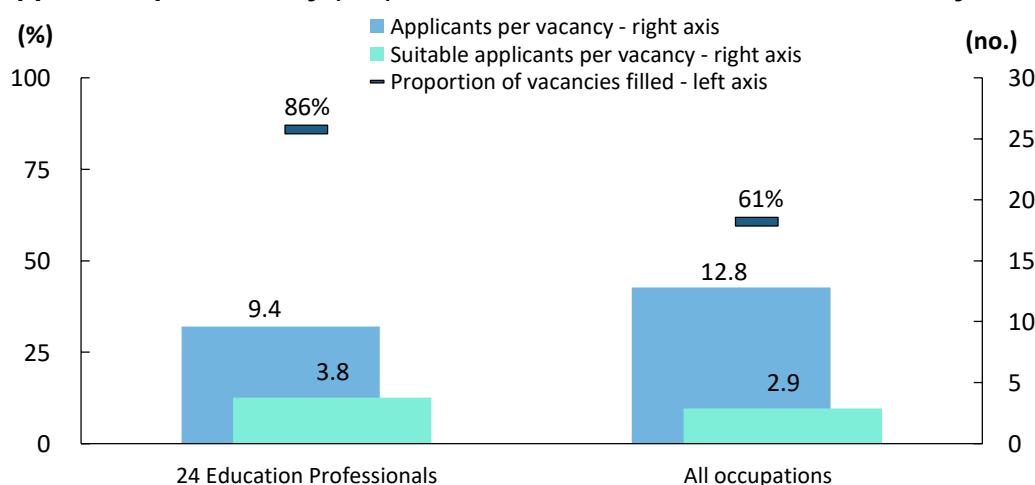
The Survey of Employers who have Recently Advertised (SERA) is a key component of the SPL analysis. Between July 2020 and April 2021, the NSC contacted employers who had recently advertised for a number of Education Professional occupations and asked about their recent recruitment experiences.

SERA data was collected for the following occupations:

- 241111 Early Childhood (Pre-primary) School Teachers
- 241211 Primary School Teachers
- 241411 Secondary School Teachers and
- 2415 Special Education Teachers.

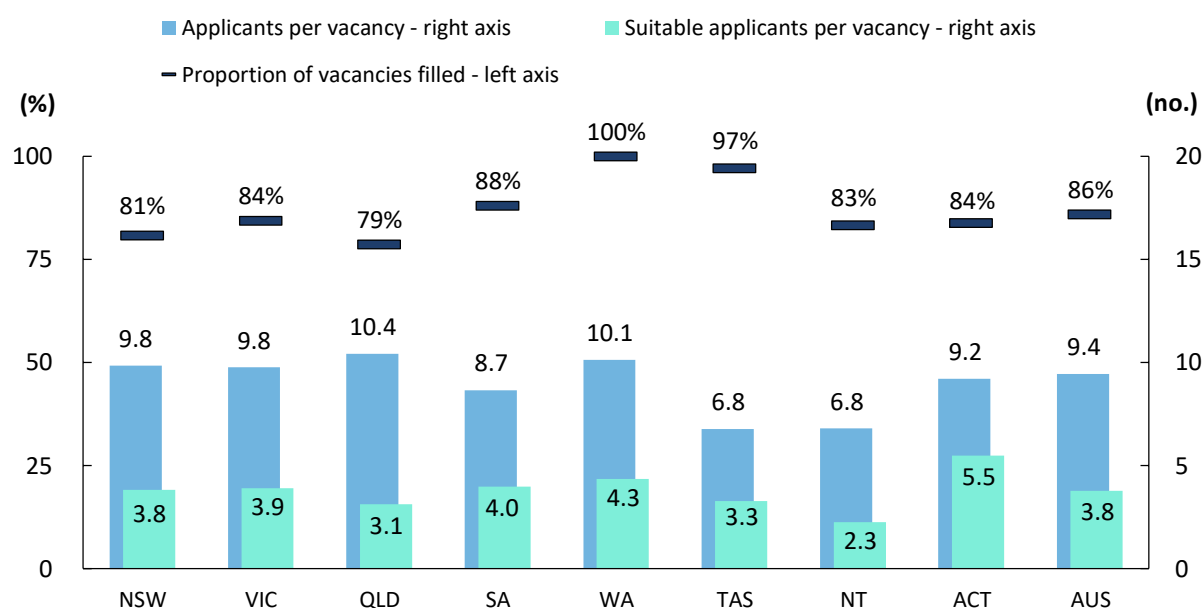
Employers generally recruit school teachers with ease, attracting multiple applicants and filling a high proportion of vacancies (compared with the average across all assessed professions). (Figure 1).

Figure 1: Proportion of vacancies filled (%), average number of applicants and suitable applicants per vacancy (no.), Education Professionals, Australia, July 2020 to April 2021



Results were relatively uniform across the various states and territories, and both in capital cities and regional Australia. All surveyed vacancies in Western Australia were filled, and employers in the Australian Capital Territory considered the largest number of applicants to be suitable (5.5 per vacancy). A full breakdown on SERA results by state and territory is available below in Figure 2.

Figure 2: Proportion of vacancies filled (%), average number of applicants and suitable applicants per vacancy (no.), surveyed Education Professionals, by State and Territory, July 2020 - April 2021



For the small number of vacancies that remained unfilled, around one in four attracted suitable applicants but the terms and conditions of employment could not be agreed upon. In these situations, the suitable applicants typically found work in another teaching position or were unwilling to relocate.

Due to the large number of applicants and suitable applicants these vacancies mostly attracted, employers could afford to be very specific about their requirements. Twenty-five per cent of applicants were considered unsuitable as they lacked the minimum requirement for teacher registration (usually a relevant bachelor degree or a postgraduate teaching qualification). Qualified applicants were unsuitable if they lacked general experience in the occupation, did not have the specialist skills required (such as experience teaching particular subjects) or presented an inadequately written application, interview performance or reference.

In recent years, the SERA research has shown that significant shortages have not been a feature of this labour market with employers generally able to fill their vacancies across both school sectors and subject areas.

That said, employers continue to have difficulty recruiting for Early Childhood (Pre-primary School) Teachers with this occupation in shortage nationally. Around half of the surveyed vacancies remaining unfilled, with employers frequently commented that there are not enough skilled workers available.

Stakeholder Engagement

Throughout the stakeholder engagement process, various representative bodies provided input on occupations through surveys, meetings with the NSC, or other submissions.

Education Professional occupations were mentioned by a number of stakeholders, who frequently reported recruitment difficulty in occupations including Early Childhood (Pre-primary School) Teacher, Primary School Teacher and Secondary School Teacher. Recruitment difficulties were most often reported in non-metropolitan areas, and nationally.

Difficulty was mostly reported for experienced Education Professionals, and attributed to the regional or remote job location, an overall lack of applicants, and a lack of suitable and experienced applicants. The specialist nature of roles, for example teachers of curriculum areas such as mathematics or physics, was also mentioned often as an area of recruitment difficulty. Most stakeholders expected the recruitment difficulty to worsen over the next 12 months. The most frequently mentioned challenge facing recruitment in these occupations in the future is the lack of a locally trained workforce and the ageing workforce.

Demand and Supply

The demand for Education Professionals is strong, with advertised vacancy numbers and employment rising over the past year to historically high levels. The number of advertised vacancies for these workers rose strongly over the year to June 2021 (up by around 60%), to a series peak.¹ Similarly, Education Professional employment increased over the year to May 2021, after falling in the first half of 2020, and now sits at an historic high.²

New supply to Education Professional occupations is generally through higher education. The number of students completing higher education courses in this field fell over the five years to 2019, down by around 15%.³

Temporary skilled migration is also a source of supply for a range of Professional occupations, including Education Professionals. The number of temporary skilled visa holders in Professional occupations has fallen since early 2020, down by more than a quarter, further limiting supply to this labour market.⁴

¹ National Skills Commission, Internet Vacancy Index, June 2021, trend

² ABS, Labour Force, May 2021, National Skills Commission trend

³ Department of Education, Skills and Employment, Higher Education Statistics, 2001-2019, uCube

⁴ Department of Home Affairs, Temporary resident (skilled) visa holders in Australia, June 2021 (subclasses 457 and 482)

Appendix – SPL Findings for Education Professional Occupations

Occupation		Current Labour Market Ratings and Future Demand Rating									
ANZSCO	Occupation	National Labour Market Rating	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	National Future Demand
241111	Early Childhood (Pre-primary School) Teacher	S	S	S	S	S	S	S	S	S	Moderate
241213	Primary School Teacher	NS	NS	NS	NS	NS	NS	NS	NS	NS	Moderate
241311	Middle School Teacher	NS	NS	NS	NS	NS	NS	NS	NS	NS	Strong
241411	Secondary School Teacher	NS	NS	NS	NS	NS	NS	NS	NS	NS	Moderate
241511	Special Needs Teacher	NS	NS	NS	NS	NS	NS	NS	NS	NS	Moderate
241512	Teacher of the Hearing Impaired	NS	NS	NS	NS	NS	NS	NS	NS	NS	Moderate
241513	Teacher of the Sight Impaired	NS	NS	NS	NS	NS	NS	NS	NS	NS	Moderate
242111	University Lecturer	NS	NS	NS	NS	NS	NS	NS	S	NS	Strong
242112	University Tutor	NS	NS	NS	NS	NS	NS	NS	NS	NS	Strong
242211	Vocational Education Teacher	NS	NS	NS	NS	NS	NS	NS	S	NS	Strong
249111	Education Adviser	NS	NS	NS	NS	NS	NS	NS	NS	NS	Moderate
249112	Education Reviewer	NS	NS	NS	NS	NS	NS	NS	NS	NS	Moderate
249211	Art Teacher (Private Tuition)	NS	NS	NS	NS	NS	NS	NS	NS	NS	Strong
249212	Dance Teacher (Private Tuition)	NS	NS	NS	NS	NS	NS	NS	NS	NS	Strong
249213	Drama Teacher (Private Tuition)	NS	NS	NS	NS	NS	NS	NS	NS	NS	Strong
249214	Music Teacher (Private Tuition)	NS	NS	NS	NS	NS	NS	NS	NS	NS	Strong
249311	Teacher of English to Speakers of Other Languages	NS	NS	NS	NS	NS	NS	NS	NS	NS	Moderate