

Labour Market Research – School Teachers

Northern Territory

June quarter 2018

ANZSCO Code	Occupations in cluster	Rating
2411-11	Early Childhood (Pre Primary) School Teachers	No Shortage
2412-13	Primary School Teacher	No Shortage
2414-11	Secondary School Teachers	No Shortage

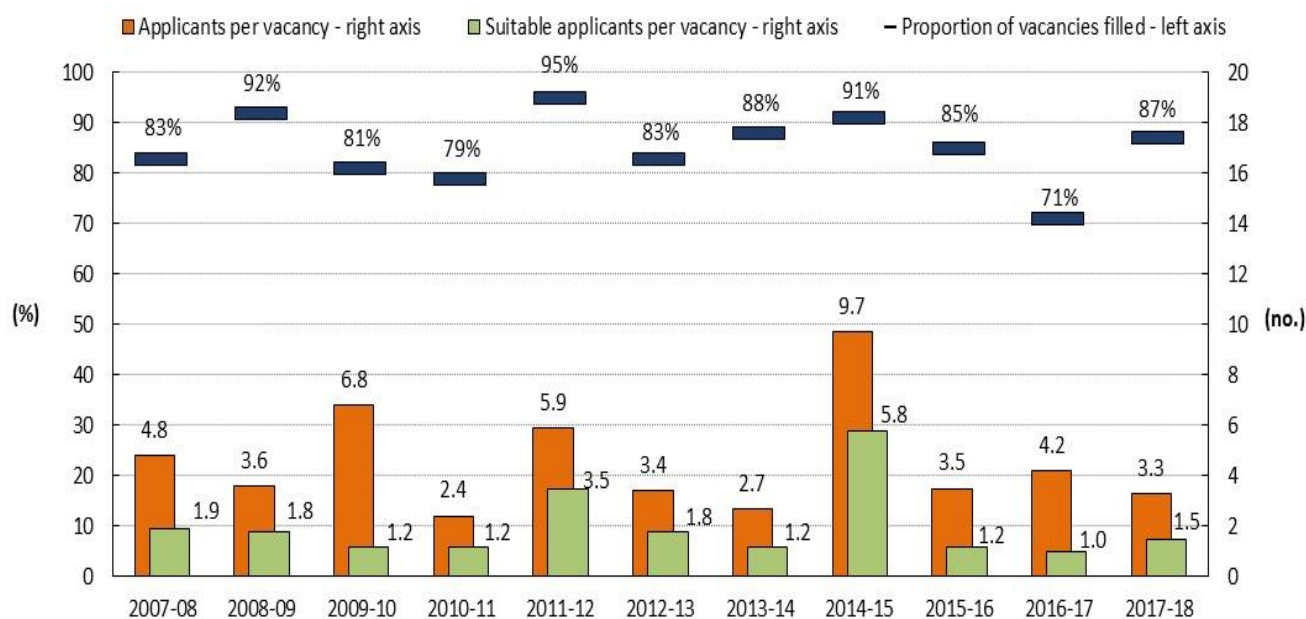
Key issues

- Employers successfully recruited and filled their vacancies for all teacher occupations in the cluster.
- Employers continue to report difficulties in finding suitable applicants with the relevant skills, subject matter knowledge and experience to meet their needs.
- Some employers extended their recruitment process or ran multiple processes to ensure they recruited the most suitable applicant and in some instances, recruited less experienced teachers to ensure continuity of business.
- Regional employers note the continuing challenges in recruiting for regional and remote vacancies.

Survey results

- The survey shows 87 per cent of vacancies were filled compared to 71 per cent in 2017.
- Employers across the metropolitan area filled 81 per cent of surveyed vacancies while regional employers filled 94 per cent.
- Overall, employers attracted an average of 3.3 applicants per vacancy, a slight decrease compared to 4.2 applicants per vacancy reported in 2017.
- The average number of qualified applicants at 2.9 was lower compared to 3.9 in 2017, however the average number of suitable applicants per vacancy increased to 1.5 compared to 1.0 in 2017.
- Employers with early childhood teacher vacancies filled 83 per cent of their vacancies, an increase over their ten year average for this occupation. Early childhood teacher vacancies attracted the lowest number of applicants in the cluster, and although they remain at similar levels reported in 2017, overall these numbers are lower than reported in previous years.
- Employers with primary school vacancies filled 90 per cent of their positions. This was the highest proportion of vacancies filled for this cluster and is an increase over the past two years. While attracting the highest numbers of applicants for this cluster, the average number of applicants is significantly lower than in the past two years (3.6 compared to 6.5), although the number of suitable applicants remains around the same level (1.4 compared to 1.2).
- Employers with vacancies for secondary school teachers filled 85 per cent of their vacancies, slightly below their ten year average for this occupation.
- Overall, vacancies in regional areas attracted more applicants (4.0 compared to 2.7) and resulted in employers having more suitable applicants per vacancy (2.1 compared to 1.0).

Figure 1: Proportion of vacancies filled (%), average number of applicants and suitable applicants per vacancy (no.), Teachers, Northern Territory, 2007-2008 to 2017-2018



Source: Department of Jobs and Small Business, Survey of Employers who have Recently Advertised

Unsuitable applicants

- Employers considered applicants unsuitable if they:
 - lacked subject matter specialisation in the teaching field;
 - lacked relevant or specific experience in the occupation, including working in remote locations;
 - were unwilling to relocate.

Demand and supply trends

- Demand for teachers in the Northern Territory has been increasing over the five years to 2017 with student enrolments growing by 4.0 per cent or less than one per cent per annum (0.8 per cent).¹
- There are 41,695 school students enrolled in the Northern Territory and account for approximately one per cent of all students enrolled in Australia.²
- Indigenous students account for 40 per cent of the Northern Territory student enrolments and has been steadily increasing around two per cent annum over the five years to 2017.³
- There are 190 schools in the Northern Territory. The majority of schools are government schools and are located in remote and regional areas in the Northern Territory.
- All teachers are required to be registered with the Northern Territory Teacher Registration Board either under the provisions of the *Teacher Registration (Northern Territory) Act* or under the Mutual Recognition Principle.⁴
- The number of full time equivalent (FTE) in school staff in the Northern Territory grew by 2.0 per cent over the five years to 6254 in 2017. Approximately 74 per cent of the in-school staff are female.⁵
- Entry into this occupation requires a Bachelor degree or higher. In the Northern Territory, Charles Darwin University and Bachelor Institute offer approved programs of study.

¹ Australian Bureau of Statistics, Schools Australia, 2017 (Catalogue N. 4221.0)

² Australian Curriculum Assessment and Reporting Authority, Number and proportion of students enrolled in schools by school level and state and territory.

³ Australian Bureau of Statistics, Schools Australia, 2017 (Catalogue N. 4221.0), Table 42b Number of Full time and Part-time students by Affiliation, Sex, Grade, Age and Indigenous States and Territories 2006 -2017, Table 1.

⁴ [Teacher Registration Board of the NT](#)

⁵ Australian Bureau of Statistics, Catalogue 4221.0 Schools, Australia 2017.

- The number of domestic students commencing in teacher education studies in the Northern Territory averages around 771 students per year between 2012 – 2016. This decreased by 15 per cent over the 12 months to 2016, down from 529 to 445, the lowest level since 2008.⁶
- The completion rates in teacher education averaged around 422 students each year over the same period and similarly, decreased over the 12 months to 2016, down from 413 to 295 (28 per cent decrease).⁷
- Over the past 10 years, online vacancies for early childhood teachers has represented the greatest number of advertisements accounting for 43 per cent of all teacher vacancies advertised.
- The number of online vacancies averages around 208 advertisements for teaching positions per year for the cluster over the ten years.
- In 2018 online vacancies for teachers declined 21.5 per cent over the 12 months to March 2018.

⁶ Department of Education and Training, Higher Education Student Statistics Data Cube, 2016, domestic students.

⁷ Department of Education and Training, Higher Education Student Statistics Data Cube, 2016, domestic students.