



Registration Report: Data and Insight

1 April 2024 – 31 March 2025

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Foreword

This report provides registration data and information that we hold as the independent regulator of teachers in Scotland. Read more about our work in the [about us](#) area of our website.

Teaching is a profession in Scotland. Registration with GTC Scotland is about meeting and maintaining standards. This ensures trusted teaching.

Registration means we regulate individuals at the point of entry to the Register of Teachers in Scotland ('the Register'). The registration process ensures that only individuals who meet the standards in Scotland can be teachers in Scotland.

Data is taken from the Register and covers registration year 2024-25.

The Register updates in real time and the information we hold is unique. No equivalent data for all teachers registered in Scotland is available from any other body or organisation.

Our [Registration Snapshot Report 2023-2024](#) provided equalities data we gathered from provisionally registered teachers. We obtained this data via a one-off survey which has not been repeated this year. We continue to use the learning from this survey to inform the decisions we make. In a further rollout of the gathering of equality data, from 1 April 2025 we introduced equality questions to our survey of teachers who have left the Register. Equality information gathered from this survey will be presented as part of next year's Registration report (which will focus upon registration year 2025-26). We understand the importance of the information we hold and the role sharing it can play in influencing decisions that impact on the teaching profession. This is the second time that we have gathered and shared the information held in this way and we trust that it is interesting, informative and has impact.

Other sources of data are available with respect to teacher numbers, recruitment and retention and it is our intention that the addition of our unique information will enrich discussions in the interests of trusted teaching in Scotland.

Our registration year runs from 1 April until 31 March each year. The data contained in this report compares figures taken from the Register at the end of the last day of the previous registration year, 31 March 2024, with figures taken 1 year later on 31 March 2025.

Comparing the data in this way shows us the movement and variation in our Register over this 12-month period allowing us to inform critical discussions in the interests of trusted teaching.

Over time the information we share may begin to identify trends and themes. Given the range of data presented at the current time, care should be taken about drawing definitive conclusions. We intend to share a Registration report annually, allowing variation to be explored over time.

We are grateful for the support, challenge and ongoing feedback we receive about registration in Scotland as we work together to promote and ensure trusted teaching.

Our role

We are the independent regulator for teachers in Scotland. We work in the public interest to enhance trust in teachers by setting, upholding and promoting high standards.

Our functions are set out by law in the Public Services Reform (General Teaching Council for Scotland) Order 2011.

The principal aims of GTC Scotland are:

- To contribute to improving the quality of learning and teaching; and
- To maintain and improve teachers' professional standards.

Our governing body is our Council, which is made up of 7 appointed lay people, 19 elected teacher professionals on our Register and 11 educational stakeholder nominees. We are accountable to Scottish Parliament. We are also a registered charity and look to ensure that all our work is in the public interest.

Our vision is trusted teaching. Our mission is to maintain the integrity of the registration and regulation of the teaching profession as a safeguard for the quality of education in Scotland. We also seek to enhance trust in teaching at an individual, group and system level. This ensures the best possible outcomes for learners.

Our core role is to regulate. We do this by:

- Promoting high professional standards for teachers in Scotland;
- Maintaining the Register of Teachers in Scotland – including all aspects of initial registration, maintaining registration and enhancing registration. Maintaining the Register is about ensuring that only teachers who meet the standards in Scotland are on the Register; and
- Investigating serious concerns about teachers – something that affects a tiny minority of teachers each year – taking action where necessary. We believe in taking account of the context in which incidents occur and giving teachers the chance to address concerns, but we will always take action when needed.

We inform and educate on our role so people can engage effectively in our work.

What we learn from our work allows us to influence. We share intelligence from our activities and work with our partners to support strategic decision making in the interests of trusted teaching.

In this report, we set out the importance of registration, share data extracted from our Register and summarise insight gathered over registration year 2024-25 (1 April 2024 to 31 March 2025). Statistics are provided to illustrate our activity. Reading this together with our [Annual Reports and Accounts](#) provides a broad overview of our core work.

Registration and the Register

Teaching is a profession in Scotland. Registration with GTC Scotland is about meeting and maintaining standards. This promotes and enhances trusted teaching.

Registration means we regulate individuals at the point of entry to the Register. As the independent regulator for teachers in Scotland, the registration process ensures that only individuals who meet the standards in Scotland can be teachers in Scotland.

The [Code of Professionalism and Conduct](#) as well as the [Professional Standards](#) set out the standards teachers are expected to uphold to be on our Register and maintain their registration.

An applicant for registration must meet the registration criteria set out in GTC Scotland's [Registration and Standards Rules 2015](#) (the Rules) for registration to be granted. The Rules form one of our main policy pillars and are our legal position for registration – essentially, they outline what it means to be identified as a teacher in Scotland. It is only through ensuring compliance with the Rules that we can lawfully register. The Rules apply to all applicants equally and refusals to register are appealable direct to the Court of Session.

Our Register is a professional Register and not an employment based one. This means that all individuals who meet our registration requirements can be registered with us. Applicants do not have to be actively employed as a teacher or live in Scotland to be registered with GTC Scotland. We have no role in the recruitment of teachers.

We hold one register – the Register of Teachers (the Register). The Register is organised into 4 categories of registration:

- [Primary Education](#)
- [Secondary \(Subject\) Education](#)
- [Additional Support Needs](#)
- [Further Education](#).

The Professional Standards teachers uphold ensure that every registered teacher maintains their knowledge, understanding and skills in relation to teaching learners with additional support needs. Where teachers hold specific registration in additional support needs, this reflects an area of individual specialism. The Register is maintained in real time and provides a unique source of data. No equivalent data for all registered teachers in Scotland is available from any other body or organisation.

It is a legal requirement for all teachers employed in all schools in Scotland to be registered, and part of the agreed national terms and conditions for college lecturers employed in Scottish colleges. Only GTC Scotland registered teachers can be employed in Scotland's schools and this employment should align with the teacher's GTC Scotland registration category. The integrity of the Register and applying it in this way is essential as it assures the public and users of the education system that only those with the necessary qualifications are allowed to teach.

The Register has changed over recent years. 2 key factors have influenced this change:

- the [legislative mandatory registration of teachers in the independent school sector](#); and
- the [contractual requirement for college lecturers to register](#) with GTC Scotland.

The [programme to register college lecturers](#) as teachers of Further Education on the Register of Teachers continues. Working closely with partners, GTC Scotland has built policy routes to registration for all existing employed college lecturers.

Qualification is a critical part of registration to ensure that only those with the required skills and knowledge are teachers, and a teaching qualification is the foundation for registration with GTC Scotland. Individuals with a recognised teaching qualification (a qualification that has been awarded on successful completion of a teacher education programme accredited by GTC Scotland) enter the Register in the category related to their qualification/s.

We carry out individual assessment of applications from individuals qualified outside Scotland for equivalency to a recognised teaching qualification and similarly suitably qualified individuals are entered on to the Register. We welcome teachers from all over the world to our Register every year.

Our Register in numbers

On 31 March 2025, the Register of Teachers in Scotland consisted of 81,148 individuals with 93,262 registrations. There are a greater number of registrations than registrants as some teachers are registered in more than one category of registration. Categories of registration matter as they inform associated teacher employment.

On 31 March 2024, 81,806 individuals were on the Register with 94,175 registrations. On 31 March 2023, 81,903 individuals were on the Register with 94,733 registrations – which is the highest level in over 10 years following steady increases since March 2016.

There has been a 0.8% decrease in the number of registrants over the period 31 March 2024 to 31 March 2025. There has been a 0.92% decrease in registrants over the period 31 March 2023 to 31 March 2025.

Qualified in Scotland

In registration year 2024-25, 2,886 registration applications were received from individuals who qualified in Scotland. Of these, 2,670 were registration applications for school education and 216 for further education. This compares with 3,237 registration applications received in registration year 2023-24 from individuals qualified in Scotland. Of these 2,679 were registration applications for school education and 558 for further education.

In registration year 2024-25, 2,355 of the 2,886 (81.60%) registration applications received from individuals qualified in Scotland led to the individual becoming registered by 31 August 2025. Of the remaining 513 registration applications which did not result in registration, 485 were due to withdrawal or deferral from the Teacher Induction Scheme. Many of these individuals are expected to complete the application process in 2025-26.

Of the 2,355 applications that led to the individual becoming registered:

- 2,177 applications were received from school teachers (92.44% of all applications), further broken down as follows:
 - 1,268 were Primary Education applications (58.25% of all school teacher applications)
 - 909 were Secondary Education applications (41.75% of all school teacher applications)
- 178 applications were received from college lecturers (7.56% of all applications).

As at 31 August 2024 (the start of the academic session), there were 4,031 registrants who held only Provisional Registration (3,984, August 2023). Of these teachers, 2,313 were working towards Full Registration through the Scottish Government's Teacher Induction Scheme (TIS) and 1,718 were taking the Flexible Route (FR) (TIS 2,649, FR 1,335, August 2023).

Qualified outside Scotland

Over the 2024-25 registration year, 803 individuals who qualified outside Scotland applied to join our Register and 1,247 applications were individually assessed for suitability to join the Register. The reason more applications were assessed than received is because many of the applications which were assessed in 2024-25 were received in the latter part of 2023-24.

Of the 1,247 applications assessed, 679 applicants went on to register with GTC Scotland (54.46% of all assessed). This is in line with individual assessment of 1,227 applications in registration year 2023-24 and 1,437 applications in registration year 2022-23, with 756 (62%) and 836 (60%) individuals joining the Register respectively.

There is a difference between assessment number and registration number for several reasons:

- some individuals choose not to complete the assessment process
- some choose not to register after registration is offered
- some applications are refused.

In the 2024-25 period 147 applications were refused after assessment as they did not meet the criteria to be a teacher in Scotland. 421 applications were closed because the individuals chose not to register.

83% of applicants that completed the full application process were offered registration. The most common reasons for registration refusal remain the same as in registration year 2023-24:

- the qualification is not comparable to a Scottish teaching qualification;
- the qualification does not meet the required SCQF level; and/or
- the applicant does not have sufficient subject related credits at the required SCQF level.

Any decision to refuse registration is appealable to the Court of Session.

Table 1 shows Qualified Outside Scotland applications fully assessed in 2024-25 by country of qualification. The top ten countries of qualification are shown with a percentage breakdown of those offered registration and those refused registration.

Data recording procedures were refreshed part way through registration year 2024-25 to ensure that the country of qualification origin is recorded for all processed applications.

Table 1: Qualified outside Scotland applications fully assessed by country of qualification

Country of qualification	Applications fully assessed	% offered registration	% refused registration
England	363	86.50%	13.50%
Nigeria	78	75.64%	24.36%
United States	57	78.95%	21.05%
Australia	43	90.70%	9.30%
Ghana	40	82.50%	17.50%
South Africa	31	93.55%	6.45%
India	27	92.59%	7.41%
Spain	19	73.68%	26.32%
New Zealand	19	100.00%	0.00%
Hong Kong	12	83.33%	16.67%

Information about our registrants

When an individual is on our Register they are called a registrant.

Registrants and registrations

Table 2 shows the total number of registrants along with the number of registrations held by them. There are more registrations than registrants as some registrants are registered in more than one category of registration.

Table 2: Number of registrants and registrations at 31 March 2023, 2024 and 2025

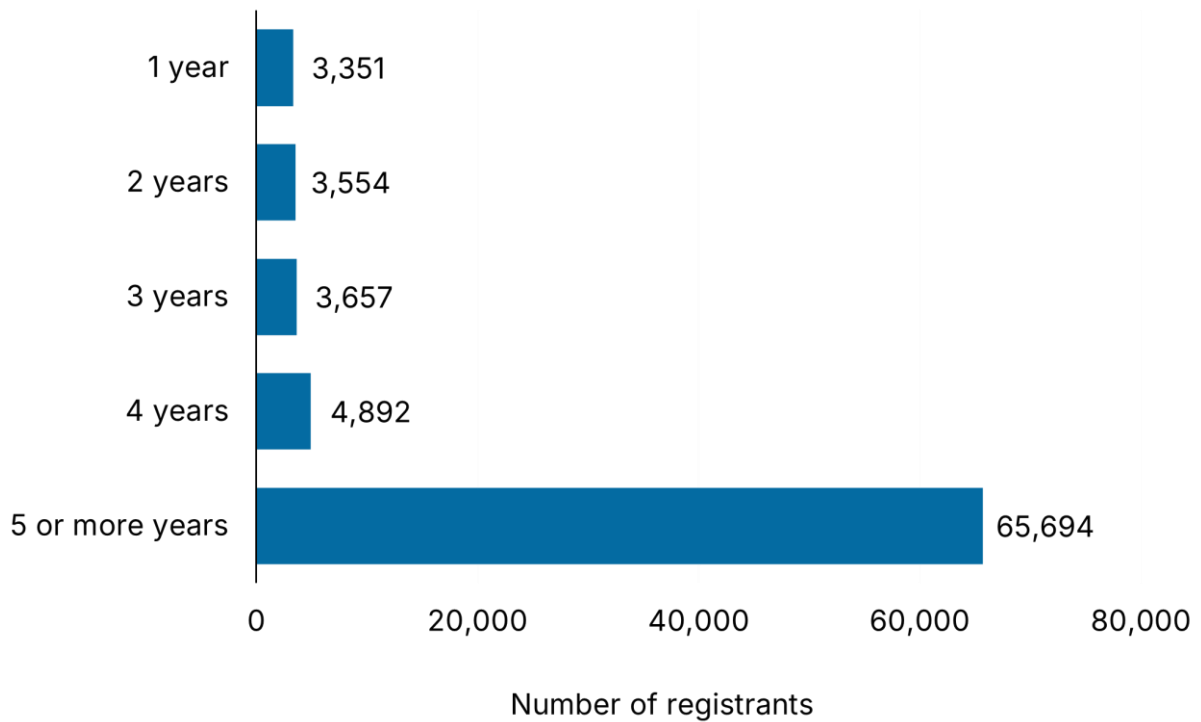
Number of	31 March 2023	31 March 2024	31 March 2025	% Var 23-24	% Var 24-25	% Var 23-25
Registrants	81,903	81,806	81,148	-0.12%	-0.80%	-0.92%
Registrations	94,733	94,175	93,262	-0.59%	-0.97%	-1.55%

We can see from the above data that both the total number of registrants and the total number of registrations have been relatively stable over the 2024-25 registration year. Of potential interest is that the number of registrations continues to decrease at a higher rate than the decrease in the number of registrants. This has led us to question the number of registrations held by individuals leaving our Register through the Leaving the Register of Teachers survey and to explore how many registrations are held by individuals on the Register.

Data at 31 March 2025 (Chart 1) shows that that vast majority (80.96%) of registrants have been registered with GTC Scotland for 5 or more years:

- 3,351 registrants have been registered for 1 year (4.13% of all registrants)
- 3,554 registrants have been registered for 2 years (4.38% of all registrants)
- 3,657 registrants have been registered for 3 years (4.51% of all registrants)
- 4,892 registrants have been registered for 4 years (6.03% of all registrants)
- 65,694 registrants have been registered for 5 or more years (80.96% of all registrants)

Chart 1: Number of registrants by years registered



Data at 31 March 2025 (Chart 2) shows that 70,773 registrants hold one registration (87.21% of registrations) and 10,375 registrants hold multiple registrations (12.79%).

Broken down further, we can see that:

- 70,773 registrants hold 1 registration (87.21% of registrations)
- 8,926 registrants hold 2 registrations (11.00% of registrations)
- 1,267 registrants hold 3 registrations (1.56% of registrations)
- 182 registrants hold 4 or more registrations (0.22% of registrations).

Chart 2: Number of registrants by number of registrations

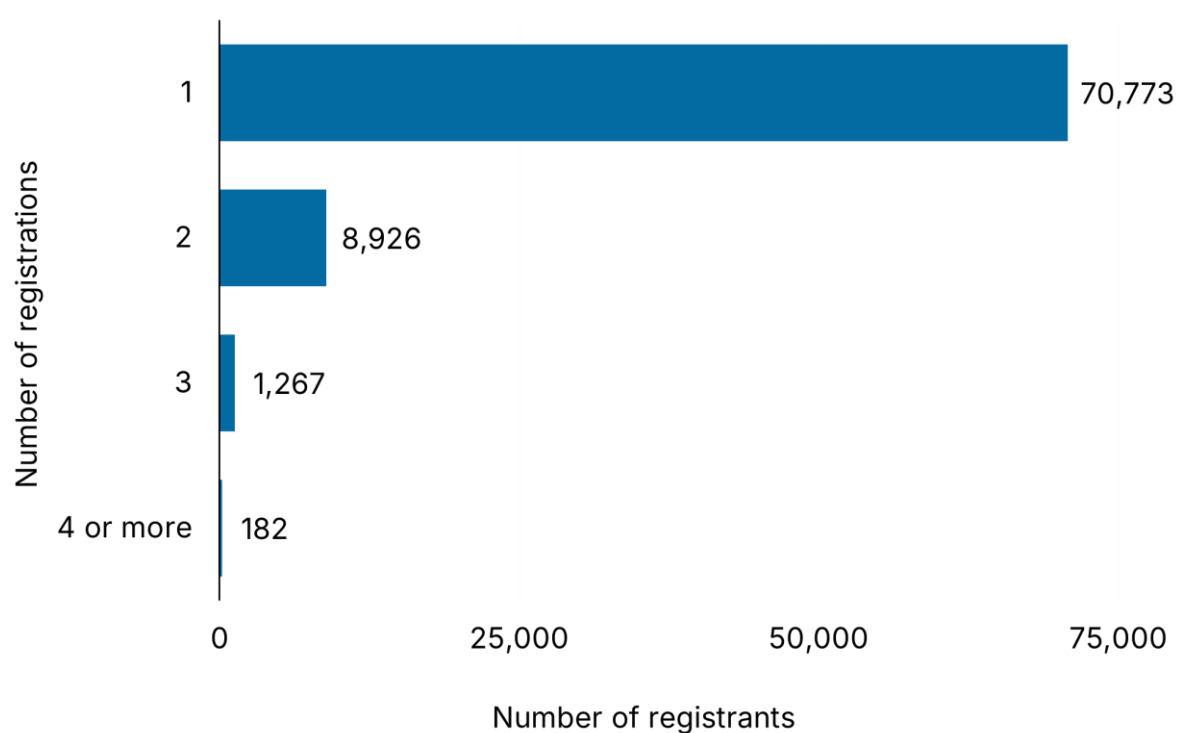


Table 3 shows the number of registrants who hold registration in each of the registration categories.

Table 3: Number of registrants who hold registration in each registration category

Registration category	31 March 2023	31 March 2024	31 March 2025	% Var 23-24	% Var 24-25	% Var 23-25
Primary Education	41,841	41,809	41,531	-0.08%	-0.66%	-0.74%
Secondary (Subject) Education	38,152	37,867	37,429	-0.75%	-1.16%	-1.90%
Additional Support Needs	694	693	716	-0.14%	3.32%	3.17%
Further Education	3,466	3,615	3,654	4.30%	1.08%	5.42%
Legacy*	292	272	246	-6.85%	-9.56%	-15.75%

*historical registration categories that are valid but no longer in active use

GTC Scotland has 4 statuses of registration:

- [Provisional Registration](#)
- [Provisional \(Conditional\) Registration](#)
- [Full Registration \(General\)](#)
- [Full Registration \(Associate\)](#)

Table 4 shows the number of individual registrants, broken down by registration status. The numbers of individual registrants with Provisional Registration and Provisional (Conditional) Registration are included together in the provisionally registered row.

Over the 2024-25 registration year, 2,891 registrants transitioned from being provisionally registered to holding Full Registration (General) status (3,045 in 2023-24).

Table 4: The number of individual registrants, broken down by registration status

Registration status	31 March 2023	31 March 2024	31 March 2025	% Var 23-24	% Var 24-25	% Var 23-25
Fully registered	75,250	75,551	75,147	0.40%	-0.53%	-0.14%
Provisionally registered	4,551	4,338	4,345	-4.68%	0.16%	-4.53%
Fully registered (Associate)	2,102	1,917	1,656	-8.80%	-13.62%	-21.22%

From 31 March 2024 to 31 March 2025, there was a:

- 0.53% decrease in fully registered registrants (Full (General) Registration)
- 0.16% increase in provisionally registered registrants
- 13.62% decrease in fully registered (Associate) registrants.

From 31 March 2023 to 31 March 2025, there was a:

- 0.14% decrease in fully registered registrants (Full (General) Registration)
- 4.53% decrease in provisionally registered registrants
- 21.22% decrease in fully registered (Associate) registrants.

Registrant sex and age

We ask registrants for specific information in relation to their sex and also hold information in relation to the age of registrants. Registrants provide this information and so the statistics we hold are based on the information we receive from them.

Table 5 shows the self-declared sex of registrants with Chart 3, Chart 4 and Chart 5 showing this as a percentage of total registrants.

Table 5: Registrant self-declared sex

Registrant sex	31 March 2023	31 March 2024	31 March 2025	% Var 23-24	% Var 24-25	% Var 23-25
Female	63,479	63,446	62,997	-0.05%	-0.71%	-0.76%
Male	18,296	18,289	18,077	-0.04%	-1.16%	-1.20%
No sex recorded or prefer not to say	128	71	74	-44.53%	4.23%	-42.19%

Chart 3: Registrant self-declared sex at 31 March 2023 – all registrants

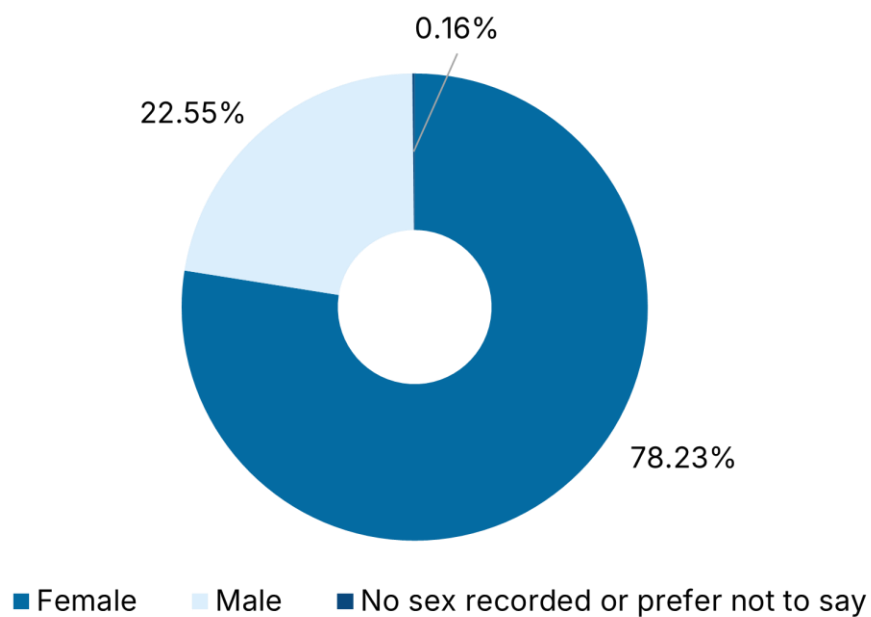


Chart 4: Registrant self-declared sex at 31 March 2024 – all registrants

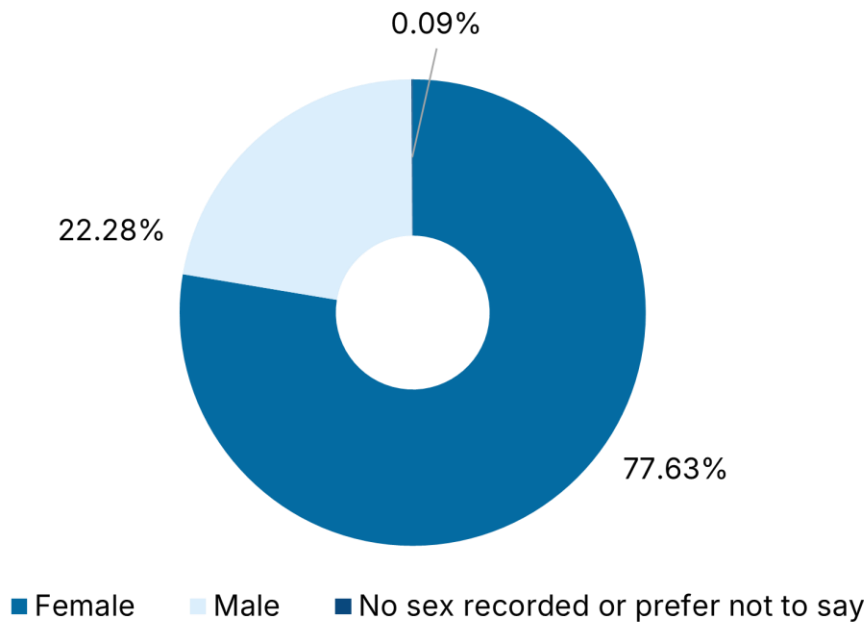
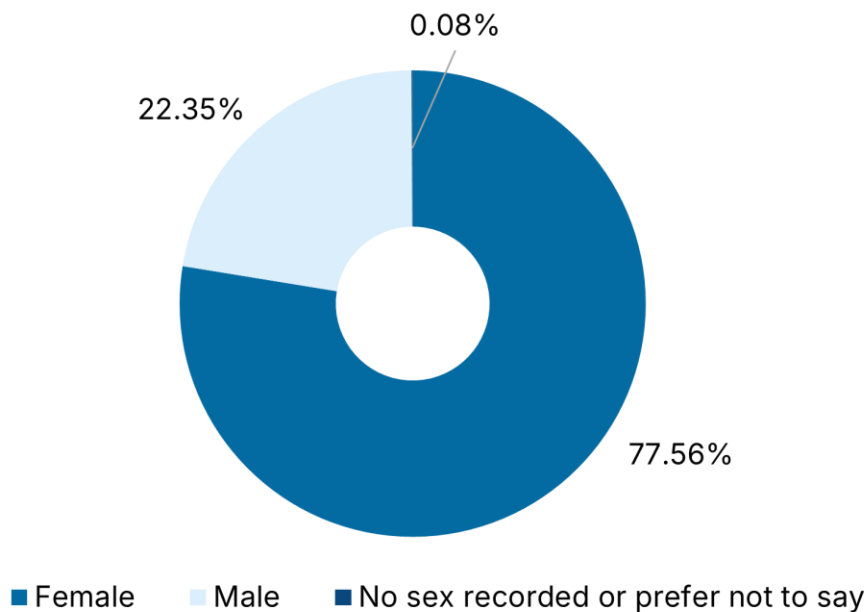


Chart 5: Registrant self-declared sex at 31 March 2025 – all registrants



From the self-declared sex of registrants, we can see that the composition of our Register has remained relatively constant over registration year 2024-25 with it being significantly female dominated.

Chart 6 shows the self-declared sex of registrants as a percentage by registration category held as at 31 March 2025. It can be seen from this chart that the difference in the

percentage of females compared to males in each registration category varies. In all categories, less than 1% of registrants chose 'prefer not to say'.

Chart 6: Registrant self-declared sex at 31 March 2025 by registration category

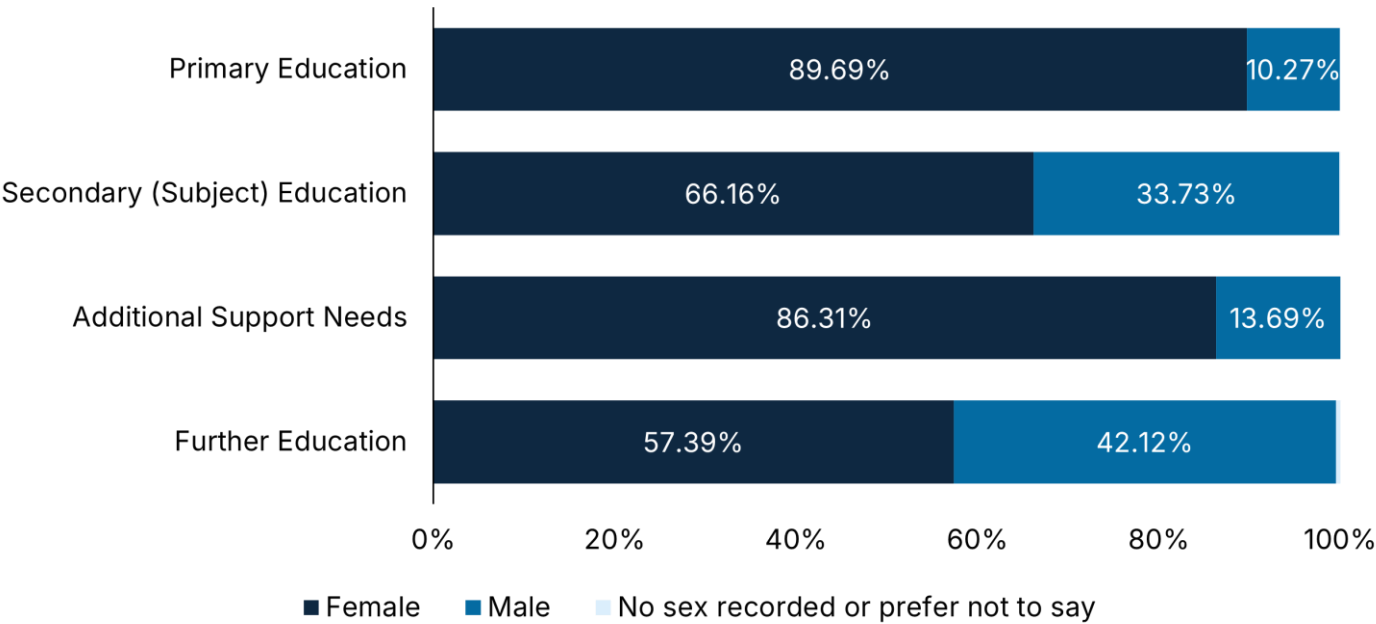


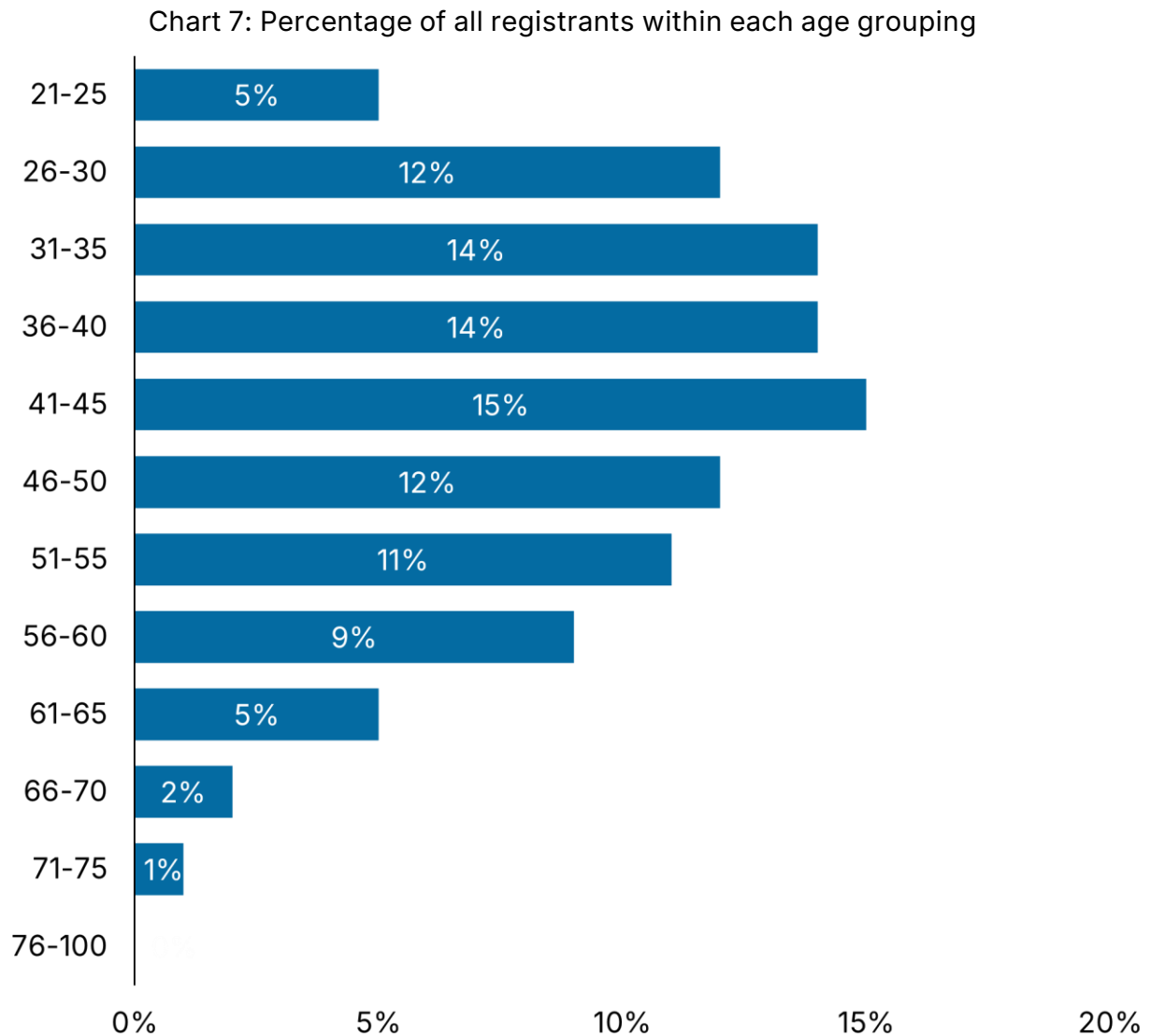
Table 6 summarises the percentage of registrants in the following age brackets rounded to the nearest percentage and Chart 7 shows the information for 31 March 2025.

Table 6: Percentage of registrants by age

Age bracket	At 31 March 2023	At 31 March 2024	At 31 March 2025
21-25	6%	5%	5%
26-30	13%	12%	12%
31-35	14%	14%	14%
36-40	14%	15%	14%
41-45	14%	14%	15%
46-50	11%	12%	12%
51-55	11%	11%	12%
56-60	9%	9%	9%

61-65	5%	5%	5%
66-70	2%	2%	2%
71-75	4%	1%	1%
76-100	<1%	<1%	<1%

(Rounding to the nearest percentage means that these do not total 100%)



The age brackets of registrants show that three fifths of the Register is under 46 years old (60%), over one fifth is between 46 and 55 years old (24%), and almost one fifth is over 55 years old (16%).

Further sex and age information for registrants broken into registration categories held is explored further below.

Table 7 shows self-declared sex and age information for Primary Education, Table 8 for Secondary (Subject) Education, Table 9 for Additional Support Needs and Table 10 for Further Education.

Table 7: Registrants with Primary Education registration at 31 March 2025

Sex	Percentage	Average age	Median age
Female	89.69%	42.03	41
Male	10.27%	41.89	41
Prefer not to say	0.04%	38.38	33

Table 8: Registrants with Secondary (Subject) Education Registration at 31 March 2025

Sex	Percentage	Average age	Median age
Female	66.16%	43.88	43
Male	33.73%	45.85	45
Prefer not to say	0.10%	36.72	31

Table 9: Registrants with Additional Support Needs Registration at 31 March 2025

Sex	Percentage	Average age	Median age
Female	86.31%	47.95	48
Male	13.69%	48.32	49.50
Prefer not to say	n/a	n/a	n/a

Table 10: Registrants with Further Education Registration at 31 March 2025

Sex	Percentage	Average age	Median age
Female	57.39%	51.02	52

Male	42.12%	51.25	52
Prefer not to say	0.49%	49.78	51.50

These tables show the average (and median) ages of teachers registered in the category of Primary Education and/or Secondary (Subject) Education being very similar. Almost all averages for these categories fall within the 41-45 age bracket.

The average (and median) ages of teachers registered in the category of Further Education and Additional Support Needs show that the average age is older for registrants in these categories. Average ages for Additional Support Needs fall within the 46-50 age bracket with average ages for Further Education mostly falling within the 51-55 age bracket.

Gaelic registration and Gaelic Medium Education

As at 4 September 2025, 362 registrants can deliver lessons in Gaelic Medium Education (GME). This is self-declared by the applicant when they apply via the Qualified inside Scotland ITE route.

132 registrants hold Gaelic registration, of which there are:

- 115 Full Registrations
- 14 Provisional Registrations
- 3 Provisional (Conditional) Registrations

Of the 362 registrants that can deliver lessons in GME, 45 also hold a Gaelic registration (12.43%).

Of the 132 registrants that hold a Gaelic registration, 45 registrants can deliver lessons in GME (34.09%).

As at 19 May 2025, 27 of the 2744 individuals (0.98%) with a TIS placement for academic year 2025-26 declared they can deliver lessons in GME.

Table 11 shows the variation of the Languages – Gaelic registration numbers over the past 3 years (2022-23, 2023-24 and 2024-25).

Table 11: Variation of Languages – Gaelic registration numbers over the past 3 years

Subject	31 March 2023	31 March 2024	31 March 2025	% Var 23-24	% Var 24-25	% Var 23-25
Languages - Gaelic	130	131	131	0.77%	0%	0.77%

Table 12 shows the number of registrants that are registered only in Gaelic or registered in Gaelic and at least one other registration.

Table 12: Registrants that are registered only in Gaelic or registered in Gaelic and at least one other registration at 4 September 2025

	Registrants	% of Gaelic registrants
Gaelic registration only	54	40.91%
Gaelic registration and at least 1 other registration	78	59.09%

Table 13 shows the self-declared sex of registrants that hold Gaelic registration, along with the average and median age.

Table 13: Registrants with Gaelic Registration at 4 September 2025

Sex	Registrants	Percentage	Average age	Median age
Female	93	70.45%	45	42
Male	39	29.55%	44	42

Table 14 shows the number of registrants that hold Gaelic registration by the following age brackets.

Table 14: Registrants by age bracket (Gaelic registration)

Age bracket	Registrants	% of Registrants
21-25	2	1.52%
26-30	10	7.58%

31-35	21	15.91%
36-40	21	15.91%
41-45	26	19.70%
46-50	12	9.09%
51-55	10	7.58%
56-60	15	11.36%
61-65	9	6.82%
66-70	9	4.55%

Employers of registrants

Table 15 shows the number of registrants by employer group. This information is self-declared by registrants as our Register is not an employment-based register.

Registrants under the employer category of 'Supply' are those who have not specified an employer. This supply figure does not include registrants who have told us that they are working as a supply teacher and who have shared an employer group with us (e.g. local authority/ies) - this is included elsewhere.

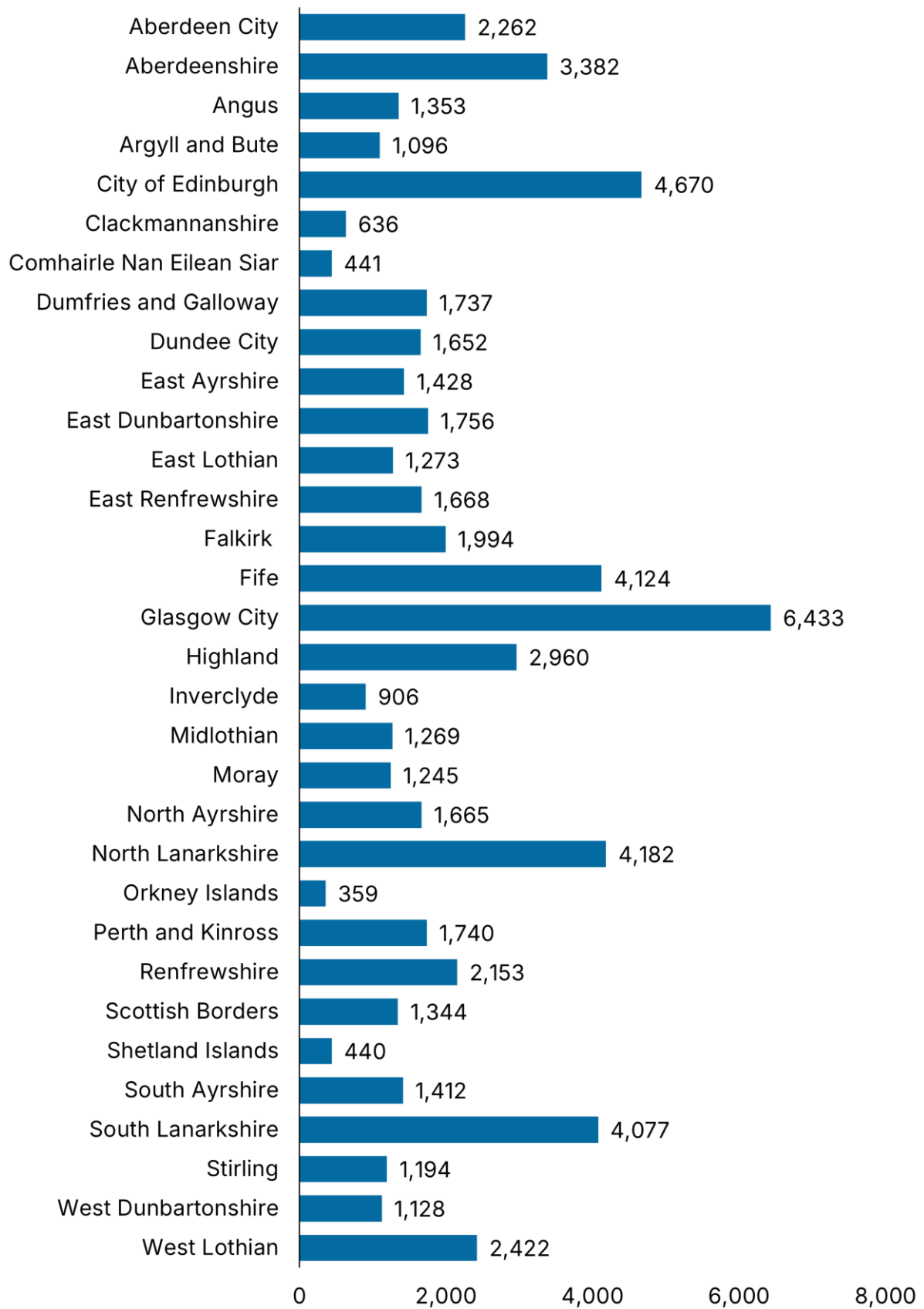
Table 15: Number of registrants by employer group (self-declared)

Employer type	31 March 2023	31 March 2024	31 March 2025	% Var 23-24	% Var 24-25	% Var 23-25
Local authority in Scotland	64,072	64,520	64,401	0.70%	-0.18%	0.51%
Grant-aided school	60	51	54	-15.00%	5.88%	-10.00%
Independent school	3,751	3,761	3,739	0.27%	-0.58%	-0.32%
Colleges in Scotland	3,043	3,192	3,205	4.90%	0.41%	5.32%
No employment data recorded	7,115	6,426	5,824	-9.68%	-9.37%	-18.14%
Not currently working	778	786	766	1.03%	-2.54%	-1.54%

UK (Not Scotland)	342	321	322	-6.14%	0.31%	-5.85%
Non-UK schools	677	707	752	4.43%	6.36%	11.08%
National education bodies	219	196	178	-10.50%	-9.18%	-18.72%
Other	1,151	1,092	1,150	-5.13%	5.31%	-0.09%
Supply (employer not specified)	246	264	261	7.32%	-1.14%	6.10%
Higher Education Institutions	449	490	496	9.13%	1.22%	10.47%

Chart 8 shows the number of registrants per local authority in Scotland. This information is self-declared by registrants.

Chart 8: Number of registrants by local authority in Scotland (self-declared)



Information about registrations

Registration data by Category and Status

The Register is organised into 4 categories of registration - Primary Education, Secondary (Subject) Education, Additional Support Needs and Further Education. The professional standards teachers uphold ensure that every registered teacher maintains their knowledge, understanding and skills in relation to teaching learners with additional support needs. Where teachers hold specific registration in Additional Support Needs, this reflects an area of individual specialism.

Table 16 shows the number of registrations broken down by registration category for 31 March 2023, 31 March 2024 and 31 March 2025. The numbers in these tables are not the same as the number of individual registrants, as some registrants are registered in more than one registration category. For interest, the number of registrants who hold these registrations is included in the registrants and registrations section.

Table 16: Number of registrations by registration category

Registration category	31 March 2023	31 March 2024	31 March 2025	% Var 23-24	% Var 24-25	% Var 23-25
Primary Education	41,874	41,843	41,571	-0.07%	-0.65%	-0.72%
Secondary (Subject) Education	48,352	48,352	47,065	-1.25%	-1.43%	-2.66%
Further Education	3,513	3,617	3,658	2.96%	1.13%	4.13%
Additional Support Needs	694	693	716	-0.14%	3.32%	3.17%
Legacy*	300	272	252	-9.33%	-7.35%	-16.00%

*historical registration categories that are valid but no longer in active use

Table 17 below shows the total number of registrations, grouped by registration status. The number of Provisional Registrations and Provisional (Conditional) Registrations are included in the provisional registrations row with the number of Fully Registered (General) and Fully Registered (Associate) included in the Full Registrations row.

Table 17: the total number of registrations, broken down by registration status (grouped as described above)

Registration status	31 March 2023	31 March 2024	31 March 2025	% Var 23-24	% Var 24-25	% Var 23-25
All registrations	94,733	94,175	93,262	-0.59%	-0.97%	-1.55%
Full Registrations	84,444	84,374	83,508	-0.08%	-1.03%	-1.11%
Provisional Registrations	10,289	9,801	9,754	-4.74%	-0.48%	-5.20%

Over the 2024-25 registration year there has been a:

- 0.65% decrease in the number of Primary Education registrations.
- 1.43% decrease in Secondary (Subject) Education registrations.
- 3.32% increase in Additional Support Needs registrations.
- 1.13% increase in Further Education registrations.
- 0.97% decrease in all registrations.
- 1.03% decrease in Full Registrations.
- 0.48% decrease in Provisional Registrations.

As at 31 March 2025, there are 707 registrants with at least 1 Provisional (Conditional) Registration. Of this number, 440 registrants are school teachers, and 267 registrants are college lecturers.

In 2024-25, 68 registrations progressed from Provisional (Conditional) Registration to Full Registration. In 2023-24, 34 registrations progressed from Provisional (Conditional) Registration to Full Registration.

Secondary (Subject) Education registrations by subject

The table below (Table 18) shows the number of Secondary (Subject) Education registrations by subject as at 31 March 2024 and 31 March 2025. Table 18 also contains the percentage variation over this 12-month period, and this is shown on Chart 9. Each of the subjects listed in Table 18 and Chart 9 contain the total number of registrations that relate to the subject descriptor – for example the numbers given for 'Art and Design' contain the number of registrations on the Register for 'Art and Design' and 'Art'.

This list of subjects is not exhaustive and additional Secondary (Subject) Education registrations are contained on the Register that are not included below. The subjects listed in Table 18 and in Chart 9 reflect the subjects listed in the [Memorandum on Entry Requirements to Programmes of Initial Teacher Education in Scotland \(September 2024\)](#) and registration data for registrations connected to, but not necessarily exactly identical to, these listed subjects has been included.

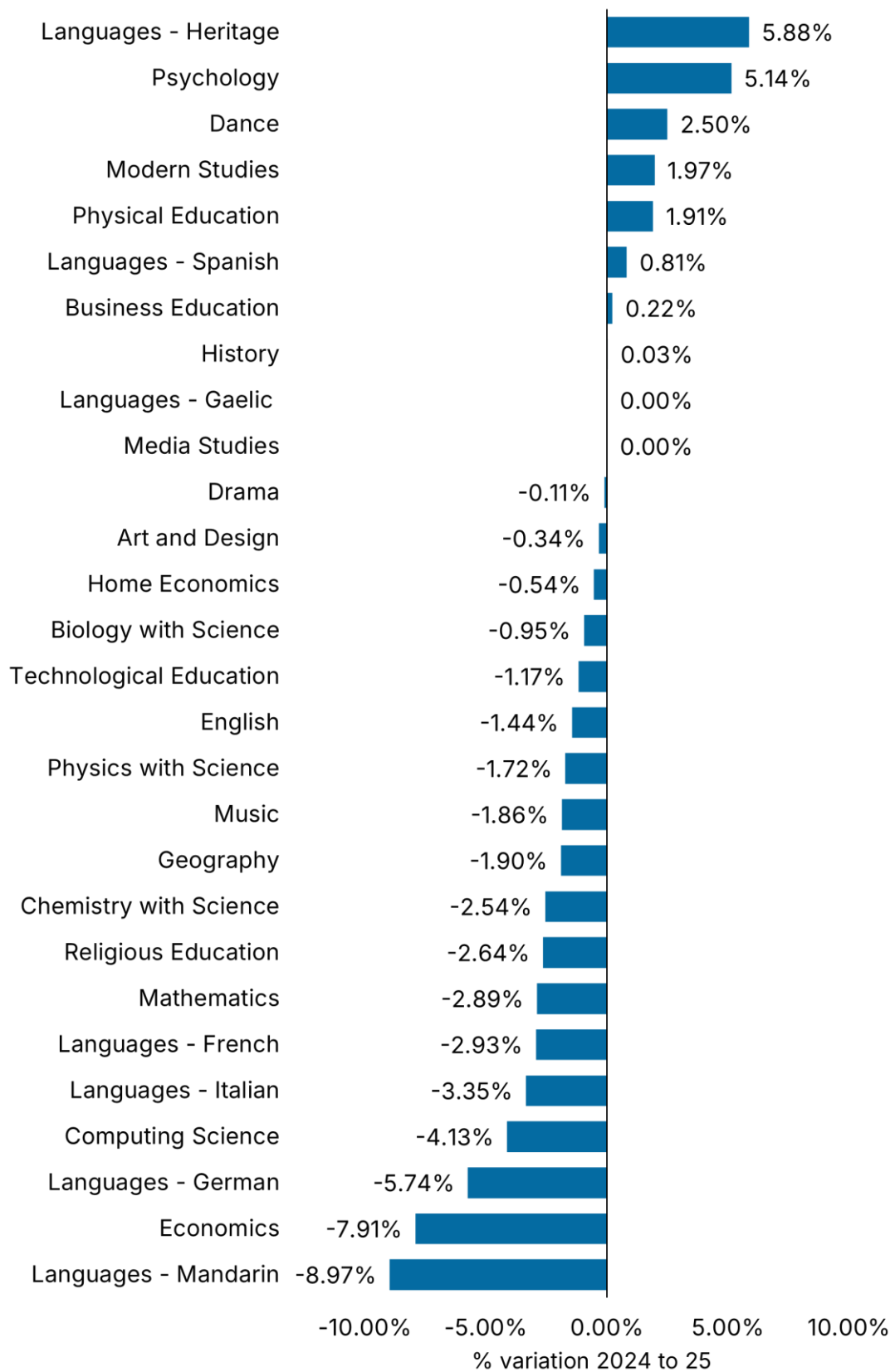
Over time the information we share may begin to identify trends and themes. Given the range of data presented at the current time, care should be taken about drawing definitive conclusions.

Table 18: the number of Secondary (Subject) Education registrations by subject

Subject	31 March 2023	31 March 2024	31 March 2025	% Var 23-24	% Var 24-25	% Var 23-25
Art and Design	2,083	2,084	2,077	0.05%	-0.34%	-0.29%
Biology with Science	3,041	3,040	3,011	-0.03%	-0.95%	-0.99%
Business Education	1,783	1,806	1,810	1.29%	0.22%	1.51%
Chemistry with Science	2,371	2,327	2,268	-1.86%	-2.54%	-4.34%
Computing Science	1,487	1,428	1,369	-3.97%	-4.13%	-7.94%
Dance	39	40	41	2.56%	2.50%	5.13%
Drama	892	891	890	-0.11%	-0.11%	-0.22%
Economics	603	569	524	-5.64%	-7.91%	-13.10%
English	5,140	5,060	4,987	-1.56%	-1.44%	-2.98%
Geography	1,816	1,789	1,755	-1.49%	-1.90%	-3.36%
History	2,960	2,949	2,950	-0.37%	0.03%	-0.34%
Home Economics	1,278	1,299	1,292	1.64%	-0.54%	1.10%
Languages - French	2,303	2,222	2,157	-3.52%	-2.93%	-6.34%
Languages - German	813	767	723	-5.66%	-5.74%	-11.07%

Languages - Italian	184	179	173	-2.72%	-3.35%	-5.98%
Languages - Mandarin	76	78	71	2.63%	-8.97%	-6.58%
Languages - Spanish	1,214	1,239	1,249	2.06%	0.81%	2.88%
Languages - Gaelic	130	131	131	0.77%	0%	0.77%
Languages - Heritage (e.g. Bengali, Arabic, Hindi, Polish, Punjabi, Urdu)	16	17	18	6.25%	5.88%	12.50%
Mathematics	4,724	4,634	4,500	-1.91%	-2.89%	-4.74%
Media Studies	83	82	82	-1.20%	0%	-1.20%
Modern Studies	2,447	2,491	2,540	1.80%	1.97%	3.80%
Music	1,916	1,885	1,850	-1.62%	-1.86%	-3.44%
Psychology	206	214	225	3.88%	5.14%	9.22%
Physical Education	3,952	3,970	4,046	0.46%	1.91%	2.38%
Physics with Science	1,782	1,742	1,712	-2.24%	-1.72%	-3.93%
Religious Education (RMPS)	1,354	1,326	1,291	-2.07%	-2.64%	-4.65%
Technological Education	1,833	1,793	1,772	-2.18%	-1.17%	-3.33%

Chart 9: Variation in Secondary (Subject) Education registrations from 31 March 2024 to 31 March 2025



We can see from this that the 1.43% decrease in Secondary (Subject) Education registrations is not an even decrease applied across all subject areas. Instead, we can see that registrations in some subject areas increase and registrations in other subject areas decrease at a rate greater than 1.43%.

To mitigate for impact on percentages when considering changes to smaller numbers, Table 19 below includes the data from Table 18 where the subject has a greater number of registrations than 1% of all Secondary (Subject) Education registrations. There are 47,065 Secondary (Subject) Education registrations as at 31 March 2025 therefore subjects with registration numbers greater than 471 are included below. Table 19 is arranged to list these subjects by percentage variation 2024-25.

Table 19: Number of registrations by Secondary (Subject) Education subject

Subject	31 March 2023	31 March 2024	31 March 2025	% Var 23-24	% Var 24-25	% Var 23-25
Modern Studies	2,447	2,491	2,540	1.80%	1.97%	3.80%
Physical Education	3,952	3,970	4,046	0.46%	1.91%	2.38%
Languages - Spanish	1,214	1,239	1,249	2.06%	0.81%	2.88%
Business Education	1,783	1,806	1,810	1.29%	0.22%	1.51%
History	2,960	2,949	2,950	-0.37%	0.03%	-0.34%
Drama	892	891	890	-0.11%	-0.11%	-0.22%
Art and Design	2,083	2,084	2,077	0.05%	-0.34%	-0.29%
Home Economics	1,278	1,299	1,292	1.64%	-0.54%	1.10%
Biology with Science	3,041	3,040	3,011	-0.03%	-0.95%	-0.99%

Technological Education	1,833	1,793	1,772	-2.18%	-1.17%	-3.33%
English	5,140	5,060	4,987	-1.56%	-1.44%	-2.98%
Physics with Science	1,782	1,742	1,712	-2.24%	-1.72%	-3.93%
Music	1,916	1,885	1,850	-1.62%	-1.86%	-3.44%
Geography	1,816	1,789	1,755	-1.49%	-1.90%	-3.36%
Chemistry with Science	2,371	2,327	2,268	-1.86%	-2.54%	-4.34%
Religious Education (RMPS)	1,354	1,326	1,291	-2.07%	-2.64%	-4.65%
Mathematics	4,724	4,634	4,500	-1.91%	-2.89%	-4.74%
Languages - French	2,303	2,222	2,157	-3.52%	-2.93%	-6.34%
Computing Science	1,487	1,428	1,369	-3.97%	-4.13%	-7.94%
Languages - German	813	767	723	-5.66%	-5.74%	-11.07%
Economics	603	569	524	-5.64%	-7.91%	-13.10%

Table 20: Secondary (Education) Subjects registrations by average, median, minimum and maximum age.

Subject	Average age	Median age	Min age	Max age
Art and Design	44.47	43.00	22	80
Biology with Science	43.53	43.00	22	80
Business Education	44.60	45.00	22	79
Chemistry with Science	45.94	46.00	22	80

Computing Science	49.88	52.00	22	84
Drama	42.78	42.00	22	82
Economics	56.19	57.00	25	79
English	44.93	44.00	22	84
Geography	42.91	42.00	22	79
History	43.53	43.00	22	80
Home Economics	43.56	42.00	22	80
Languages – French	46.48	47.00	23	78
Languages – German	50.95	52.00	23	78
Languages – Spanish	42.98	42.00	23	73
Mathematics	46.45	47.00	21	80
Modern Studies	41.46	40.00	22	78
Music	42.14	42.00	22	79
Physical Education	39.03	38.00	21	78
Physics with Science	46.41	47.00	22	84
Religious Education (RMPS)	45.29	44.00	22	79
Technological Education	44.17	43.00	21	78

*Please note that only subjects that have a greater number of registrations than 1% of all secondary (subject) education registrations are shown.

Registration data by category and status

A total of 3,055 registrants hold additional registrations. There are a total of 3,344 additional registrations.

Of the 3,055 registrants holding additional registrations, 310 registrants hold Primary Education as their original registration category and 2,553 registrants hold Secondary (Subject) Education as their original registration category. There were 62 registrants with

Further Education as their original registration category. The remaining 130 registrants with additional registrations had a Legacy registration category as the original or new registration category.

Table 21 shows the link between original registration categories and additional registration categories.

Table 21: Number of additional registrations broken down by route from original registration category to new registration category.

Original registration category and new registration category	Number of additional registrations	Percentage of all registrants with additional registrations
Primary Education to Secondary Education	164	5.37%
Primary Education to Additional Support Needs	133	4.35%
Primary Education to Further Education	10	<1%
Secondary Education to Primary Education	148	4.84%
Secondary Education to Secondary Education	2,203	72.11%
Secondary Education to Additional Support Needs	176	5.76%
Secondary Education to Further Education	26	<1%
Further Education to Primary Education	<5	<1%
Further Education to Secondary Education	34	1.11%
Further Education to Further Education	n/a	n/a
Further Education to Additional Support Needs	25	<1%

The remaining 130 additional registrations were movements within Legacy categories.

Additional information

Professional Recognition

GTC Scotland's Professional Recognition is an award that recognises the enhanced, significant, sustained and reflective enquiry a teacher has undertaken and the development of their professional learning in a particular area. Professional Recognition aligns with the Standard for Career-Long Professional Learning. The Standard is closely aligned to the Scottish Credit and Qualifications Framework (SCQF) Level 11. It describes the advanced professional knowledge and pedagogical expertise that registered teachers develop and maintain as they continue to progress in teaching and across the education profession. Registered teachers may also choose to reflect against aspects of the Standard for Middle Leadership, the Standard for Headship and, for college lecturers, the Professional Standards for Lecturers in Scotland's Colleges.

The award was open to all registered teachers who have completed 1 year of professional practice after gaining Full Registration. From April 2025 GTC Scotland paused activities relating to the Professional Recognition accreditation for new programmes and individuals. Registrants who already hold this award will not be impacted but no new Professional Recognition awards are currently being awarded.

Data as at 31 March 2025 shows 2,658 teachers holding the Professional Recognition Award (3.28% of registrants on the Register) with a total of 2,887 awards given in the last 5 years. Data as at 31 March 2024 shows 2,693 teachers holding the Professional Recognition award (3.3% of all registrants on the Register) with a total of 2,916 awards given in the last 5 years. Data at 31 March 2023 shows 2,953 teachers holding the Professional Recognition award (3.6% of Registrants on the Register) with a total of 3,225 awards given in the last 5 years.

There is a decrease of 1.30% in the number of registrants holding Professional Recognition over registration year 2024-25. There was a decrease of 8.80% in the number of registrants holding Professional Recognition over registration year 2023-24.

Standard for Headship

Table 22: Number of registrants holding the Standard for Headship

Award held	31 March 2023	31 March 2024	31 March 2025	% Var 23-24	% Var 24-25	% Var 23-25
Standard for Headship	3,503	3,379	3,413	-3.54%	1.01%	-2.57%

As at 31 March 2025, Table 22 shows that 3,413 teachers on the Register hold the Standard for Headship which is achieved following successful completion of the GTC Scotland accredited 'Into Headship' qualification or an assessed equivalent qualification. GTC Scotland gathers information from registered teachers about their employment status. This information is self-declared and is therefore dependent on individuals maintaining up to date records. When this information was explored, it was found that approximately 90% of registrants who hold the Standard for Headship tell us that they are employed by a local authority employer. The remaining approximately 10% who share their employment information with us tell us they are employed in: independent schools; national education organisations; higher education institutes; grant aided schools, further education; GTC Scotland; a supply teaching role; are employed in the UK (not Scotland); or that they are not currently working or are working outside Scotland.

Data at 31 March 2025 shows 3,413 teachers holding the Standard for Headship compared to 3,379 teachers who held the Standard for Headship on 31 March 2024 and 3,503 teachers who held the Standard for Headship on 31 March 2023.

This is an increase of 1.01% in the number of registrants holding the Standard for Headship over registration year 2024-25. However, over the registration years 2022-23, 2023-24 and 2024-25, there is a 2.57% decrease in number of registrants holding the Standard for Headship.

Registrants holding the Standard for Headship self- declare that they are employed as follows:

- 3,052 (89.42%) listed their employer as a local authority
- <5 (<1%) listed their employer as in the Further Education sector
- 44 (1.29%) listed their employer as an Independent School

The remaining 315 (9.23%) were grouped into:

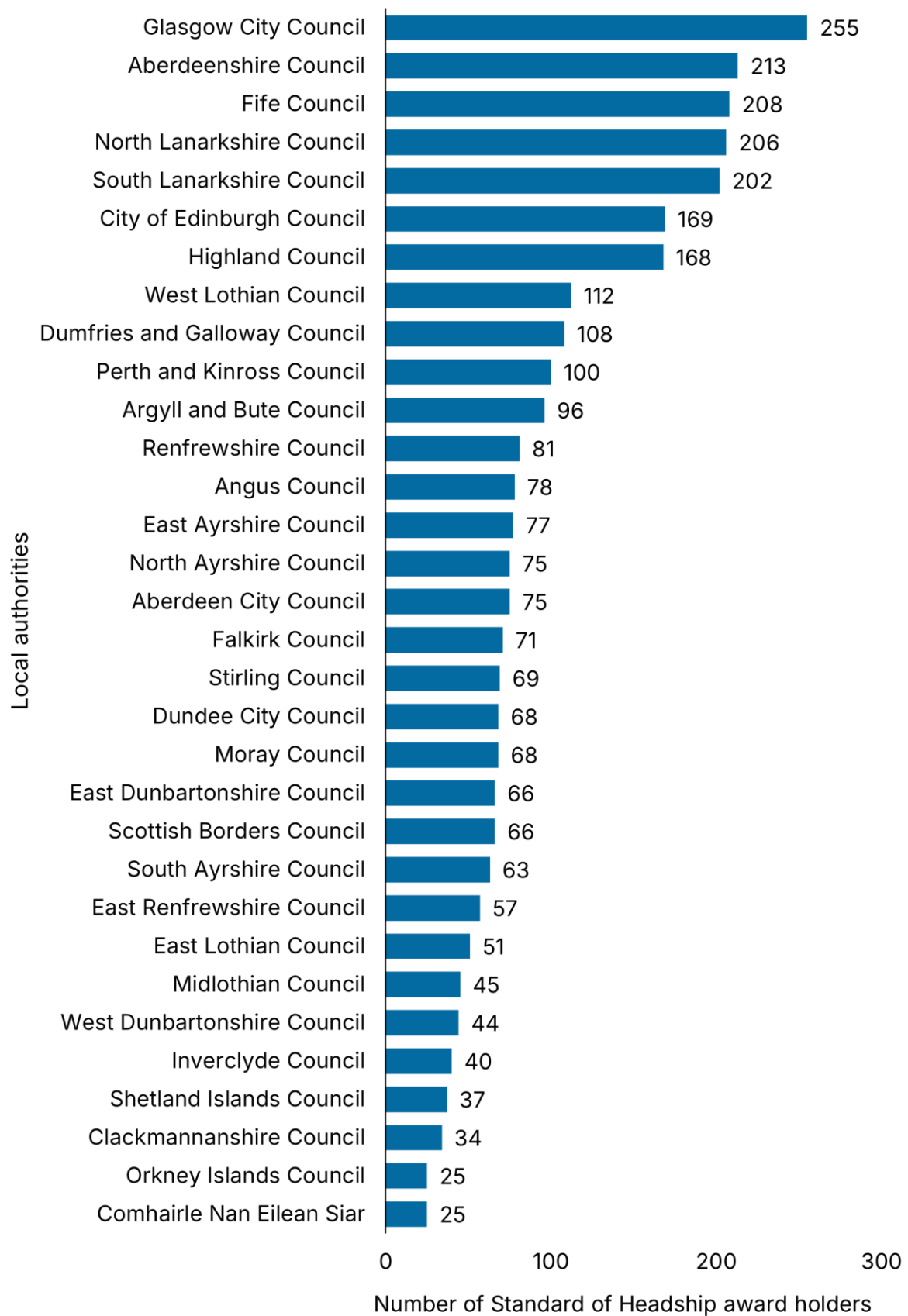
- Other/not known (Non-UK Schools)
- Not Currently Working
- Other
- Supply Teaching
- UK (Not Scotland)
- Higher Education Institution; or
- Blank

The Local Authorities that employ the most individuals holding the Standard for Headship award are:

- Glasgow City Council (255)
- Aberdeenshire Council (213)
- Fife Council (208)
- North Lanarkshire Council (206)
- South Lanarkshire Council (202)

Chart 10 shows the number of Standard for Headship award holders by local authority. The data is in descending order of number of Standard for Headship award holders.

Chart 10: Number of Standard for Headship award holders by local authority



Tables 23 to 26 provide demographic drilldowns into Standard for Headship award holders.

Table 23: Age of registrants with the Standard for Headship

Award held	Average age	Median age	Min age	Max age
Standard for Headship	50.86	51.00	30	80

Table 24: Age of registrants, grouped by self-declared sex, with the Standard for Headship

Sex	Average age	Median age	Min age	Max age
Female	51.10	51.00	30	80
Male	50.16	50.00	31	74

Table 25: Number of registrants with the Standard for Headship grouped by self-declared sex in comparison with all registrants

Sex	Number of individuals with award	Percentage of total number of individuals with award	Percentage of all registrants with specific sex
Female	2,538	74.36%	4.03%
Male	875	25.64%	4.84%

Table 26: Number of registrants with the Standard for Headship grouped by registration category

Registration category	Number of individuals with award	Percentage of total number of individuals with award
Primary Education	2,397	70.23%
Secondary (Subject) Education	1,012	29.65%

Additional Support Needs	<5	<1%
Further Education	<5	<1%

Professional Update

In March 2011, the Scottish Parliament approved the Public Services Reform (General Teaching Council for Scotland) Order 2011. As part of this legislation (Article 31), the Scottish Government placed GTC Scotland under a duty to introduce a scheme 'setting out measures to be undertaken for the purposes of allowing it to keep itself informed about the standards of education and training of registered teachers'. Following a consultation exercise, and in discussions with national partners, GTC Scotland adopted the title 'Professional Update' for this process.

Professional Update (PU) is premised on the impact of a registrants professional learning and how this contributes to the future quality of the education profession. PU confirms that a registrant has maintained high standards and helps to ensure the future quality of professional learning and teaching skills across Scotland's schools, colleges and more widely across the education profession. Engagement in the PU process has been a legislative requirement of registration for fully registered teachers and lecturers since August 2014.

Every teacher on the Register with the status of Full Registration (General) must confirm their commitment to the standards through ongoing learning every 5 years. These registrants are placed in PU confirmation group and are required to confirm as part of a 5-year rolling programme.

The 2023-24 PU group were required to sign off their PU within registration year 2024-25. PU data extracted at the deadline date for the group showed there were 13,839 teachers within this PU group. 10,402 (75.16%) confirmed their commitment to learning and the standards by the deadline of 1 July, leaving 3,437 (24.84%) remaining.

The 2022-23 PU group were required to sign off their PU within registration year 2023-24. PU data extracted at the deadline date for the group showed there were 15,466 teachers within this PU group. 9,012 (58.27%) confirmed their commitment to learning and the standards by the deadline of 1 July, leaving 6,454 (41.73%) remaining.

Completing professional update is a requirement for maintaining Full Registration (General) status.

Leaving the Register

Overview

In registration year 2024-25, 26 individuals were removed from the Register of Teachers for fitness to teach related reasons (2023-24: 29, 2022-23: 38 and 2021-22: 23). Of the 26, 9 were removed for reasons related to the professional competence of provisionally registered teachers who are at the early stage of their professional career and who have failed to maintain the Standard for Provisional Registration or demonstrate they meet the Standard for Full Registration through their period of provisional registration. In 2023-24, Provisional Registration was removed from 11 teachers (2022-23: 12, 2021-22: 8; and 2020-21: 4).

In registration year 2024-25, 433 individuals from the 2023-24 PU cohort were removed from the Register for non-completion of their PU by the final deadline of 31 October 2024.

Here is an overview of the individuals' employment statuses at the time of lapsing:

- 254 individuals (58.66%) were employed
- 29 individuals (6.70%) were signed up to supply
- 19 individuals (4.39%) were unemployed

The remaining 131 individuals (30.25%) were grouped into 'Other/not known' (Other or Blank).

Here is a breakdown of where individuals were employed at the time of lapsing:

- 197 (45.50%) listed their employer as a Local Authority
- 14 (3.23%) listed their employer as in the Further Education sector
- 28 (6.47%) listed their employer as an Independent School

The remaining 194 (44.80%) individuals were grouped into 'Other/not known' (Non-UK Schools, Not Currently Working, Other, Supply Teaching, UK (Not Scotland), University or Blank).

The following local authorities had 10 or more individuals lapse due to non-completion of PU:

- South Lanarkshire Council (24)
- City of Edinburgh Council (23)
- Aberdeen City Council (13)

- Midlothian Council (13)
- Dumfries & Galloway Council (12)
- Glasgow City Council (12)
- Inverclyde Council (11)

Data at 31 March tells us that since the lapsing exercise was performed, 109 individuals have been reinstated to the Register (25.17% of the total number lapsed).

Data held indicates that the individuals' employment statuses at the time of lapsing were:

- 100 individuals (91.74%) were employed
- 9 individuals (3.67%) were signed up to supply
- 0 individuals (0%) were unemployed

The remaining 5 individuals (4.59%) were grouped into 'Other/not known' (Other or Blank).

These individuals listed their employer as follows at the time of reinstatement to the Register:

- 81 listed their employer as a Local Authority
- 18.71% of all lapsed
- 41.12% of all Local Authority lapsed

5 listed their employer as in the Further Education sector

- 1.15% of all lapsed
- 35.71% of all Further Education lapsed

15 listed their employer as an Independent School

- 3.46% of all lapsed
- 53.57% of all lapsed whilst employed in an Independent School

The remaining 8 individuals were grouped into Other/not known (Non-UK Schools, Not Currently Working, Other, Supply Teaching, UK (Not Scotland), University or Blank).

- 1.85% of all lapsed
- 4.12% of all lapsed and grouped into 'Other/not known'

The local authorities with the most individuals reinstated were:

- City of Edinburgh Council (11)

- Glasgow City Council (10)
- Midlothian Council (10)

Approximately 5% of registrants choose to leave the Register each year. GTC Scotland contacts everyone leaving the Register and asks them to provide information about why they have chosen to do so.

Table 27 shows the number of registrants who have left or been removed from the Register (and have not returned) since 1 January 2019, following completion of an induction period and within 5 years of gaining provisional registration.

For context, most teachers join the Register with provisional registration from mid-July to mid-August each year. Registrants generally leave the Register on a specific date (which changes each year) between mid-July and mid-August when they are lapsed for non-payment of their registration fee. Table 27: Number of registrants who have left or been removed from the Register (and have not returned) since 1 January 2019, following completion of an induction period and within 5 years of gaining provisional registration.

Table 27: Number of registrants who have left or been removed from the Register (and have not returned) since 1 January 2019, following completion of an induction period and within 5 years of gaining provisional registration.

Year	Within 1 year	Between 1 and 2 years	Between 2 and 3 years	Between 3 and 4 years	Between 4 and 5 years
2019	0	26	54	61	45
2020	6	23	66	73	54
2021	1	30	64	49	30
2022	4	48	37	56	67
2023	2	58	90	100	66
2024	1	126	131	59	77

Background, survey and response rates

Between 1 April 2024 and 31 March 2025, 4,272 individuals left the Register. This number represents all those who left the Register and had not returned at the point the data was extracted.

A total of 738 Leaving the Register of Teachers survey responses were submitted, representing 17.28% of all individuals leaving the Register in this period.

The survey asked the following:

1. Please select your reason for leaving the Register of Teachers from the list below:
 - I have retired
 - I am leaving or have left Scotland
 - I am taking a career break
 - I have left the profession for health reasons
 - I have left the profession for other reasons
 - If you are happy to tell us your reason for leaving, please briefly do so below:
2. How old were you when you left the Register?
 - 18-24
 - 25-34
 - 35-44
 - 45-54
 - 55-64
 - 65+
 - Prefer not to say
3. What was your registration status when you left the Register? Select all that apply.
 - Provisional Registration
 - Full Registration
4. In which registration category or categories were you registered when you left the Register? Select all that apply.
 - Primary Education
 - Secondary Education
 - Further Education
 - Additional Support Needs
5. What stage of your teaching career were you in when you left the Register?
 - Provisionally registered

- Early career phase (first 4 years after becoming fully registered)
- Fully registered for 5 or more years

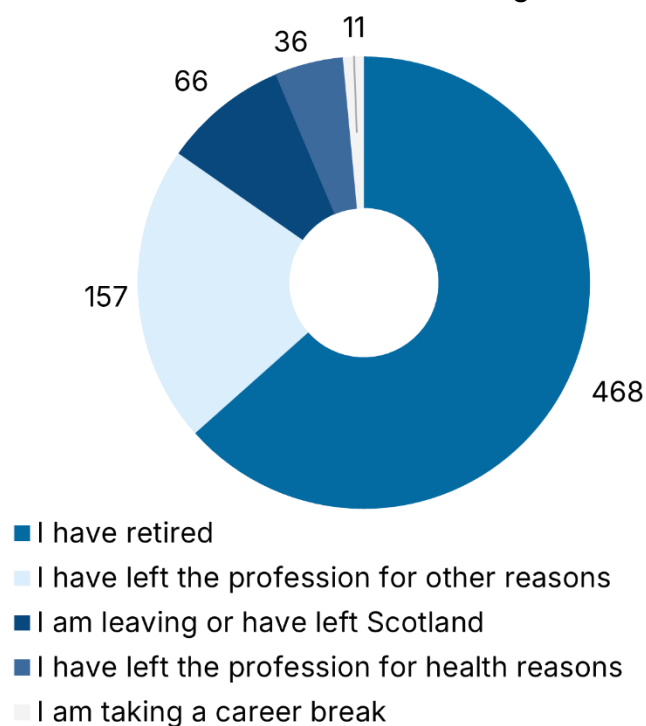
Percentages shown in the 'Reason for leaving' to 'Stage of career' sections show the number of respondents as a percentage of the total who responded (738). Percentages shown in the 'Reason for leaving' section use varying denominators and this is explained in that section.

Reason for leaving

Table 28: Reason for leaving

Reason for leaving	Number
I have retired	468 (63%)
I have left the profession for other reasons	157 (21%)
I am leaving or have left Scotland	66 (9%)
I have left the profession for health reasons	36 (5%)
I am taking a career break	11 (1%)

Chart 11: Reason for leaving



63% (468) of those who responded left the Register due to retirement (58% in 2023-24). The next largest group (157, 21%) noted other reasons (24% in 2023-24). Of the 157 respondents who selected 'other reasons', 150 included additional text to support this. The most common additional reason for leaving (35) cited lack of support. This included:

- lack of support during their period of provisional registration
- lack of support from leadership teams, and
- lack of support in the classroom, particularly in relation to children and young people with additional support needs.

In addition, 34 registrants that left the Register cited problems with securing a post as their reason; be it a permanent post, sufficient work to achieve Full Registration requirements via the Flexible Route or gain a post once fully registered. A further 29 noted the effect of workload or unnecessary bureaucracy on their decision. 26 individuals who selected 'other reasons' for leaving the Register shared information that their decision related to pupil behaviour, violence and/or additional support needs. 10 respondents referred to bullying from colleagues or leadership had led to their choice.

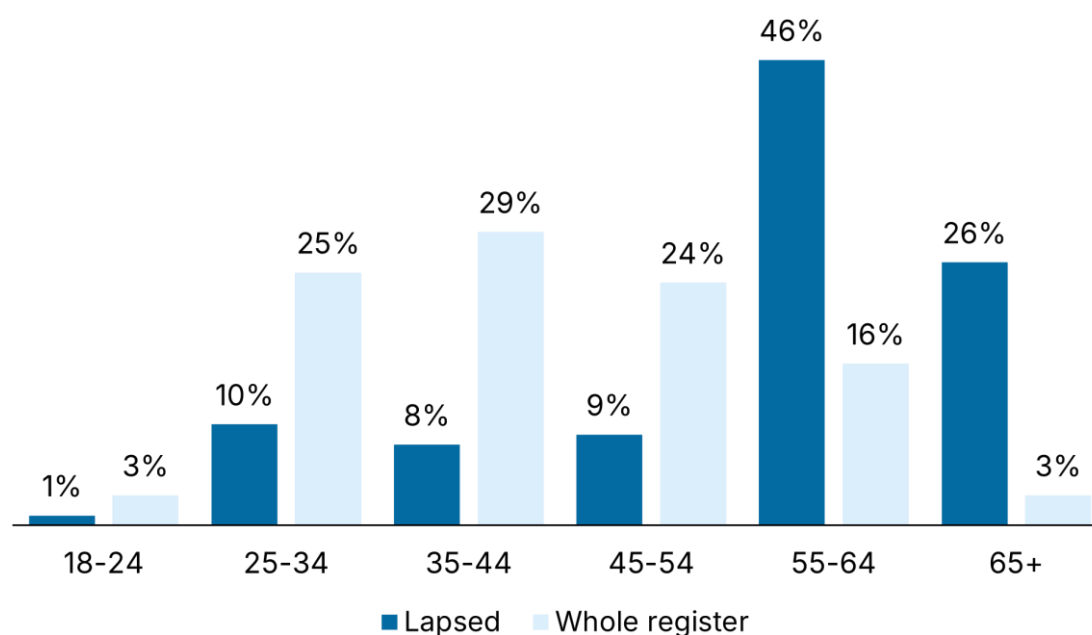
Data previously gathered in 2023-24 where 'other reasons' were cited as the reason for leaving the Register indicated the most common reasons as lack of job opportunities, lack of support, the effect of workload or unnecessary bureaucracy, pupil behaviour, and bullying from colleagues or leadership.

Age at time of leaving

Table 29: Age at time of leaving

Age at time of leaving	Number
18-24	5 (1%)
25-34	75 (10%)
35-44	61 (8%)
45-54	70 (9%)
55-64	336 (46%)
65+	189 (26%)
Prefer not to say	2 (<1%)

Chart 12: Age at time of leaving



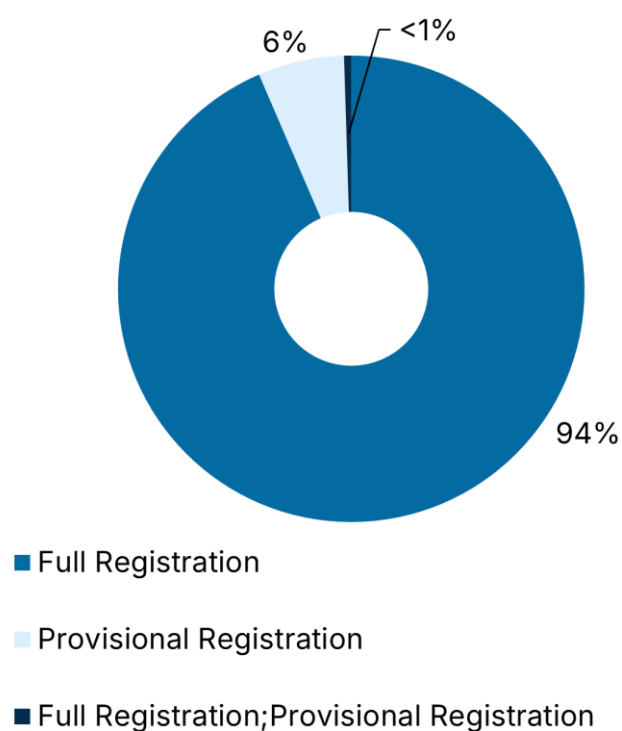
72% of respondents were over the age of 55 when they left the Register. Chart 12 shows the percentage in each age group compared to the Register as a whole.

Registration Status

Table 30: Registration Status at time of leaving

Registration Status	Number
Full Registration	691 (94%)
Provisional Registration	42 (6%)
Full Registration; Provisional Registration	5 (<1%)

Chart 13: Registration Status at time of leaving



94% of respondents (696 including those who selected both Full Registration and Full and Provisional Registration options) held Full Registration in at least one category.

Registration category

Respondents were asked to select the registration categories in which they held registration; these are reported in table 31. As with all questions in this survey, the results are self-reported and cannot be checked for accuracy due to the anonymous nature of the survey.

Table 31: Registration Categories held at time of leaving

Registration category/categories	Number
One category	
Primary Education	354 (48%)
Secondary Education	275 (37%)
Further Education	29 (4%)

Additional Support Needs	6 (1%)
Two categories	
Primary Education; Secondary Education	25 (3%)
Secondary Education; Further Education	7 (1%)
Primary Education; Additional Support Needs	7 (1%)
Secondary Education; Additional Support Needs	13 (2%)
Further Education; Additional Support Needs	1 (<1%)
Three categories	
Primary Education; Secondary Education; Additional Support Needs	8 (1%)

Of the 738 respondents, 664 (90%) held registration in one category; 66 (9%) in two categories; and eight (1%) in three or four categories.

Chart 14: Number of registrations held at time of leaving

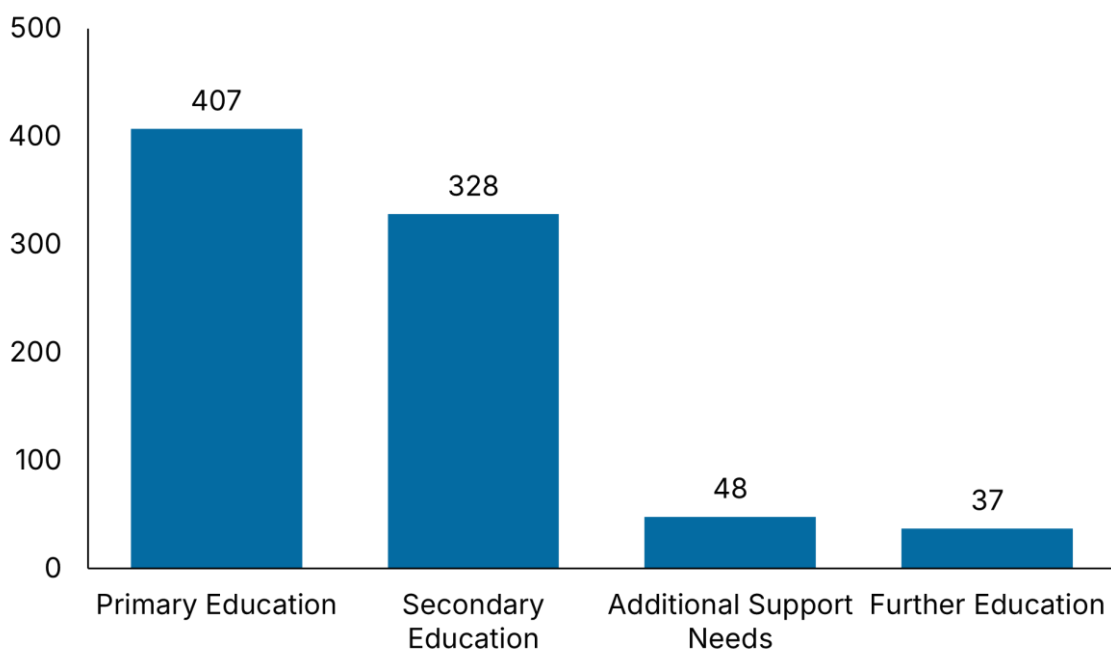


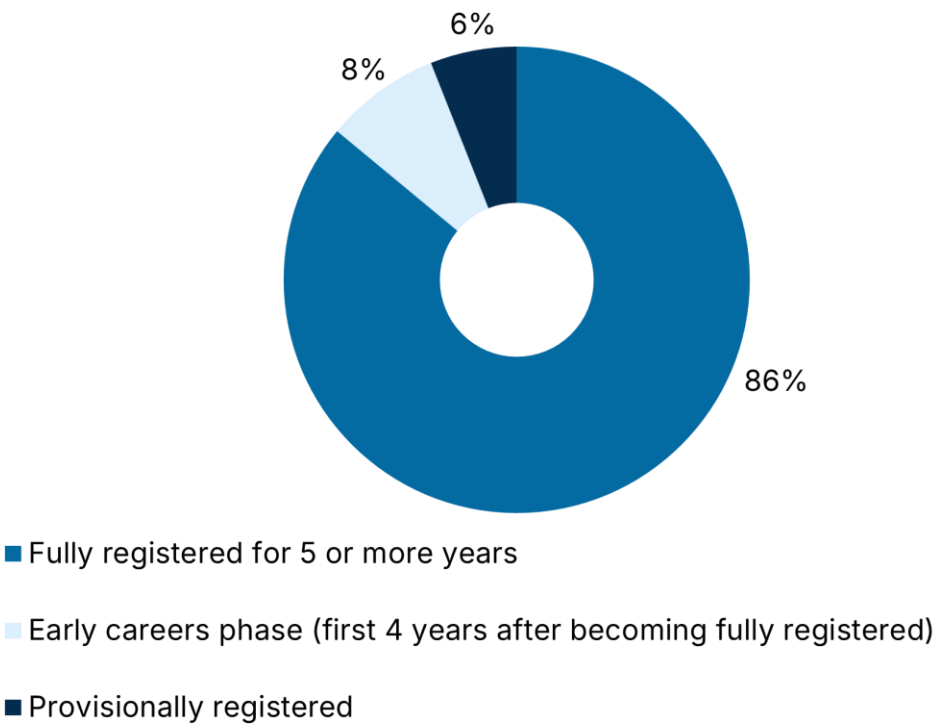
Chart 14 shows the total number of registrations (820) held in each category by respondents to the survey. The greatest number of registrations were in Primary with Secondary the next biggest group.

Stage of Career

Table 32: Stage of career at time of leaving

Stage of career	Number
Fully registered for 5 or more years	637 (86%)
Early career phase (first 4 years after becoming fully registered)	60 (8%)
Provisionally registered	41 (6%)

Chart 15: Stage of career at time of leaving



The largest group were those who had held Full Registration for 5 or more years. 41 individuals (6%) lapsed before gaining Full Registration.

Table 27 in Section 8.1 gives information about all registrants who have left or been removed from the Register (and have not returned) since 1 January 2019, following completion of an induction period and within 5 years of gaining provisional registration. This data shows that

since January 2021 an increasing number of these teachers have left the Register and have not returned.

Combined data

Tables 33a and 33b show the breakdown of reason for leaving by age group. Percentages in table 33a use the total number of respondents in that age group as the denominator e.g. the percentage shown in 33a for the registrants aged 18-24 who indicated that they left the Register because they are leaving or have left Scotland uses the total number of respondents in the age category 18-24 as the denominator. Percentages in table 33b use the total number of respondents across all age groups who gave that reason for leaving as the denominator. For example, in table 33a below, 2 individuals aged 18-24 said that they are leaving or have left Scotland. 40% of all 18-24 year-olds gave this as their reason for leaving the Register. Table 33b shows that 3% of everyone (of all ages) who gave 'I am leaving or have left Scotland' as a reason for leaving the Register were aged 18-24.

Table 33a: Combined data where percentages shown reflect the total number of respondents in that age group as the denominator

Age group	18-24	25-34	35-44	45-54	55-64	65+	Prefer not to say
I am leaving or have left Scotland	2 (40%)	21 (28%)	22 (36%)	7 (10%)	12 (4%)	2 (1%)	0 (0%)
I am taking a career break	0 (0%)	4 (5%)	1 (2%)	4 (6%)	2 (1%)	0 (0%)	0 (0%)
I have left the profession for health reasons	0 (0%)	3 (4%)	4 (7%)	14 (20%)	13 (4%)	2 (1%)	0 (0%)
I have left the profession for other reasons	3 (60%)	47 (63%)	34 (56%)	40 (57%)	25 (7%)	7 (4%)	1 (50%)
I have retired	0 (0%)	0 (0%)	0 (0%)	5 (7%)	284 (85%)	178 (94%)	1 (50%)

Table 33b: Combined data where percentages shown reflect the total number of respondents in all age groups who gave that reason for leaving the Register as the denominator

Stage of career	18-24	25-34	35-44	45-54	55-64	65+	Prefer not to say
I am leaving or have left Scotland	2 (3%)	21 (32%)	22 (33%)	7 (11%)	12 (18%)	2 (3%)	0 (0%)
I am taking a career break	0 (0%)	4 (36%)	1 (9%)	4 (36%)	2 (18%)	0 (0%)	0 (0%)
I have left the profession for health reasons	0 (0%)	3 (8%)	4 (11%)	14 (39%)	13 (36%)	2 (6%)	0 (0%)
I have left the profession for other reasons	3 (2%)	47 (30%)	34 (22%)	40 (25%)	25 (16%)	7 (4%)	1 (1%)
I have retired	0 (0%)	0 (0%)	0 (0%)	5 (1%)	284 (61%)	178 (38%)	1 (<1%)

Tables 34a and 34b show the breakdown of reason for leaving by stage of career. Percentages in table 34a the total number of respondents in that career stage, as the denominator. e.g. the percentage shown in table 34a for the registrants by stage of career who indicated that they left the Register because they are leaving or have left Scotland uses the total number of respondents in that stage of career as the denominator. Percentages in table 34b use the total number of respondents who gave that reason for leaving across all career stages, as the denominator (see example in Table 33 for further explanation if required).

Table 34a: Combined data where percentages shown reflect the total number of respondents in that career stage, as the denominator

Stage of career	Fully registered for 5 or more years	Early career phase (first 4 years after becoming fully registered)	Provisionally registered
I am leaving or have left Scotland	43 (7%)	14 (23%)	9 (22%)
I am taking a career break	6 (1%)	3 (5%)	2 (5%)
I have left the profession for health reasons	31 (5%)	3 (5%)	2 (5%)
I have left the profession for other reasons	98 (15%)	35 (58%)	24 (59%)
I have retired	459 (72%)	5 (8%)	4 (10%)

Table 34b: Combined data where percentages shown reflect the total number of respondents who gave that reason for leaving across all career stages as the denominator

Stage of career	Fully registered for 5 or more years	Early career phase (first 4 years after becoming fully registered)	Provisionally registered
I am leaving or have left Scotland	43 (65%)	14 (21%)	9 (14%)
I am taking a career break	6 (55%)	3 (27%)	2 (18%)
I have left the profession for health reasons	31 (86%)	3 (8%)	2 (6%)
I have left the profession for other reasons	98 (62%)	35 (22%)	24 (15%)
I have retired	459 (98%)	5 (1%)	4 (1%)

The most common reason for leaving the Register for registrants who were fully registered for 5 or more years was retirement (72%) with 98% of all those leaving due to retirement being in this career stage.

For those in the early career stage, the most common reason for leaving the Register was leaving the profession for other reasons (58%) with the second most common reason being that they were leaving or had already left Scotland (23%). Of the 35 respondents in the early career group who selected 'other reasons', 19 (54% of this group) mentioned difficulties securing a post, 6 cited lack of support (17% of this group) and 5 attributed it to stress (14% of this group).

There were similar reported results for those who left the Register who were provisionally registered with 59% of these respondents leaving the profession for other reasons and with a further 22% leaving due to leaving or having left Scotland. 'Other reasons' in this group (24 respondents) cited lack of support (5; 21%) and difficulty securing a post (7; 29%). 5 respondents in this group (21%) also cited stress as a factor.

It should be noted that respondents could give several 'other' reasons for leaving the Register and so multiple factors may be attributed to each individual.

Summary of key information for registration year 2024-25

On 31 March 2025, the Register of Teachers in Scotland consisted of 81,148 individuals with 93,262 registrations. There are a greater number of registrations than registered individuals as some teachers are registered in more than one category of registration.

Both the total number of registrants and the total number of registrations have been relatively stable over the 2024-25 registration year. Although both the number of registrants and the number of registrations have reduced, this variation has been less than 1 percent with a decrease of 0.80% in number of registrants and decrease of 0.97% in number of registrations.

The Register continues to be an international register. Within registration year 2024-25, 803 individuals who qualified outside Scotland (QoS) applied to GTC Scotland to join the Register and with 83% of QoS applicants that completed the full application process offered registration.

The age of registrants shows that three fifths of the Register is under 46 years old (60%), just over one fifth of registrants is between 46 and 55 years old (24%), and almost one fifth is over 55 years old (17%).

The average (and median) ages of teachers registered in the category of Primary Education and/or Secondary (Subject) Education, and broken down by sex, are very similar with almost all averages for registrants in these categories falling within the 41-45 age bracket.

The average (and median) ages of teachers registered in the category of Further Education and Additional Support Needs broken down by sex, show that these average ages are older than the averages for Primary Education and Secondary (Subject) Education. The average ages for Additional Support Needs fall within the 46-50 age bracket with the average ages for Further Education mostly falling within the 51-55 age bracket.

2,891 registrants transitioned from being provisionally registered to holding Full Registration (General) status. There was:

- a 0.80% decrease in all registrants
- a 0.53% decrease in Full Registered (General) registrants
- a 0.16% decrease in provisionally registered registrants
- a 13.62% decrease in Full Registered (Associate) registrants

- a 0.97% decrease in all registrations
- a 0.65% decrease in the number of Primary Education registrations
- an overall 1.43% decrease in Secondary (Subject) Education registrations with increases/decreases varying across secondary (subject) education registration subjects. Notable variations as follows:
 - Increase in Heritage Languages of 5.88% in 2024-25;
 - Increase in Psychology of 5.14% in 2024-25;
 - Decrease in Languages - Mandarin of 8.97% in 2024-25;
 - Further decrease in Languages - German of 5.74% in 2024-25, totalling an overall decrease of 11.07% since 2023; and
 - Further decrease in Economics of 7.91% in 2024-25, totalling an overall decrease of 13.1% since 2023.
- a 3.32% increase in ASN registrations
- a 1.13% increase in Further Education registrations
- a 1.03% decrease in Full Registrations (combined Full Registration (General) and Full Registration (Associate))
- a 0.48% decrease in Provisional Registrations
- a decrease of 1.30% in the number of registrants holding Professional Recognition with 3.28% of Registrants on the Register holding the Professional Recognition Award at 31 March 2025
- an increase of 1.01% in the number of registrants holding the Standard for Headship with data at 31 March 2025 showing 3,413 teachers holding the Standard for Headship

The results of the survey of registrants leaving the Register (1 April 2024 to 31 March 2025) show:

- 63% of those who responded left the Register due to retirement.
- The next largest group (21%) noted other reasons. The most common 'other' reason for leaving cited: problems with securing a post; lack of support; the effect of workload or unnecessary bureaucracy; pupil behaviour; violence; additional support needs and bullying from colleagues or leadership which had led to their choice.
- Retirement is the most common reason for leaving the Register for all those who were fully registered for 5 or more years. For respondents in the early career stage,

the most common reason for leaving the Register was leaving the profession for other reasons with difficulties securing a post, lack of support and stress being cited.

- The second most common reason for leaving the Register for respondents in the early career phase was that they were leaving or had already left Scotland.
- For provisionally registered respondents, 59% of these respondents said they were leaving the profession for 'other' reasons citing lack of support, difficulties securing a post, and stress. A further 22% of these respondents said they were leaving due to leaving or having left Scotland.

Conclusion

The information in this report provides a holistic view of the Register of Teachers in Scotland as well as a summary of some current views of Scotland's teaching profession.

Sharing key information about our Register plays an important role in continually improving our own work as well as influencing broader decisions that impact on the teaching profession.

In addition, this information will also inform important discussions with the profession, employers, policy makers and national bodies in the interests of trusted teaching.

We are happy to share information about registration in Scotland and to discuss any aspects of this report further and welcome contact about the information we have presented here, as we work together to promote and ensure trusted teaching.



The General Teaching Council for Scotland

We are the independent regulator for teachers in Scotland. We work to enhance trust in teachers in the public interest by setting, upholding and promoting high standards.

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