



Registration Report: Data and Insight

1 April 2025 to 31 March 2026

September 2026

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Summary of registration year 2025-26

Overall, our data shows a large, relatively stable but slowly declining Register, with particular pressure points in secondary subject areas, early-career retention, movement from provisional to full registration, and reasons for leaving beyond retirement.

- At 31 March 2026, there were 80,560 individuals with 92,419 registrations, down 0.72% and 0.91% respectively from 2024-25. There are a greater number of registrations than registered individuals as some teachers are registered in more than one category of registration.
- The longer-term trend is a gradual reduction. Registrants have fallen by 1.64% since 31 March 2023, while registrations have fallen by 2.44%, suggesting teachers are holding fewer registrations.
- Qualified outside Scotland applications have reduced, with 793 individuals applying and 787 applications assessed in 2025–26. Of those completing the full process, 80% were offered registration.
- Applications from those qualified in Scotland also fell, particularly for school education, with an 8% reduction compared with 2024–25.
- Transitions from provisional to full registration are falling with fewer teachers moving to full registration than in the previous two years.
- Most registrants are under 46, with 59% under 46, 24% aged 46–55, and 16% over 55.
- Registration categories show different trends:
 - Primary Education registrations decreased slightly.
 - Secondary registrations decreased, with notable subject declines in Computing Science, German, and Economics.
 - Additional Support Needs and Further Education registrations increased.

- Further Education is growing, with registrations up around 4.8% in 2025–26 and over 9% across 2023–26.
- Gaelic registration remains very small and broadly static, with 131 Gaelic secondary subject registrants and 365 registrants self-declaring that they can deliver Gaelic Medium Education.
- Most registrants continue to work in Scottish local authorities, though employer data is self-declared and incomplete.
- Leaving the Register is mainly driven by retirement. Among survey respondents, 63% left due to retirement, consistent with the previous year.
- Early-career and provisionally registered leavers raise concerns about support, workload and securing posts. For early-career respondents to our survey, “other reasons” were most common, including difficulty securing posts, stress and workload.
- A significant minority of teachers reported workplace harm before leaving the Register. 17% of respondents said they had experienced harassment, bullying, racism or other discrimination in the 12 months before leaving.

GTC Scotland Recommendations

We continue to call for a national teacher supply strategy that provides a coherent, evidence-led plan for anticipating the teachers Scotland’s education system will need, where they will be needed, and how they will be recruited, supported and retained. This work must be embedded within wider education reform, ensuring that workforce planning is not reactive or fragmented, but forward-looking, strategic, and aligned with the needs of learners, schools and communities.

Taken together, the following recommendations call for targeted action to be taken to remove barriers to teaching being seen as an attractive career, while ensuring the education system has the teachers it needs, where they are needed most.

GTC Scotland recommends the following:

1. Focus on teacher retention
2. Increase teacher mobility
3. Hold firm on high teaching standards
4. Understand our system's nuanced requirements and where the gaps are
5. Deeply consider system structures

Introduction

Our Register updates in real time and provides unique data on teachers registered in Scotland. Sharing this information helps inform decisions affecting the teaching profession. This is the third year we have published this data, which is intended to support teacher supply planning and activity.

The report includes findings from our survey of teachers who left the Register, including new equalities data collected from 1 April 2025.

Our data complements other sources on teacher numbers, recruitment and retention, adding insight to discussions about trusted teaching in Scotland.

The report compares Register data from 31 March 2023, 2024 and 2025 with data from 31 March 2026 to show movement and variation over time.

Publishing this report annually helps us identify trends and, with three years of data, draw conclusions and make recommendations.

Read alongside our [Annual Reports and Accounts](#), this report gives a broader view of our core work.

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

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.

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.

[Read more about GTC Scotland](#)

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. The registration process ensures that only individuals who meet the standards in Scotland can be teachers in Scotland.

The [Code of Professionalism and Conduct](#) and 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').

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 Scotland's 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. Two key factors have influenced this change:

- the [legislative mandatory registration of teachers in the independent school sector](#)
- the [contractual requirement for college lecturers to register](#)

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 knowledge and skills 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 2026, the Register of Teachers in Scotland consisted of:

- 80,560 individuals with
- 92,419 registrations.

There are more registrations than registrants because some teachers are registered in more than one category of registration. Categories of registration matter as they inform teacher employment.

Table 2 in the 'Registrants and Registrations' section shows the total number of registrants along with the number of registrations held by them.

There has been a 0.72% decrease in the number of registrants over the period 31 March 2025 to 31 March 2026. Overall, there has been a 1.64% decrease in registrants over the period 31 March 2023 to 31 March 2026.

Qualified in Scotland

In registration year 2025 to 2026, 2,910 registration applications were received from individuals who qualified in Scotland. Of these, 2,459 were registration applications for school education and 451 for further education.

This compares with 3,006 registration applications received in registration year 2024-25 from individuals qualified in Scotland. Of these, 2,671 were registration applications for school education and 335 for further education. This is a reduction of 8% in applications for school education.

Qualified outside Scotland

In 2025-26, 793 individuals qualified outside Scotland applied to join the Register and 787 applications were assessed.

Assessed applications fell from 1,248 in 2024-25, 1,227 in 2023-24 and 1,437 in 2022-23, as expected following changes to the application fee.

Of the 787 applications assessed, 505 applicants registered with GTC Scotland (64.17%). This is broadly comparable with previous years.

Differences between assessed and registered applications arise where individuals do not complete the process, choose not to register after an offer, or are refused registration.

In 2025-26, 131 applications were refused and 151 were closed because applicants did not register or complete the process.

Of those who completed the full process, 80% were offered registration. The most common reasons for refusal were unchanged from 2024-25:

- 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.

Refusal decisions are appealable to the Court of Session.

Table 1 shows Qualified Outside Scotland applications fully assessed in 2025-26 by country of qualification. The top 10 countries of qualification are shown with a percentage breakdown of those offered registration and those refused registration.

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

Country of qualification	Applications fully assessed	% offered registration	% refused registration
England	285	81.75%	18.25%
United States	74	68.92%	31.08%
Nigeria	56	80.36%	19.64%

Ghana	33	75.76%	24.24%
Australia	24	95.83%	4.17%
India	21	90.48%	9.52%
South Africa	17	88.24%	11.76%
Pakistan	12	25.00%	75.00%
Spain	12	91.67%	8.33%
Canada	10	100.00%	0.00%

When considering applications from Rest of UK and Ireland, of the 17 fully assessed applications from Wales (8), Northern Ireland (4) and the Republic of Ireland (5), 100% were offered registration. This compares to 81.75% of applications from England.

Most of our qualified outside Scotland applications come from England with approximately 8 out of 10 meeting our requirements for registration. Our decisions in these cases often attract additional scrutiny, partly because of geographical considerations and assumptions that programmes delivered in neighbouring jurisdictions are comparable as well as confusion over the application of the phrase 'qualified teacher status'. Changes made to initial teacher training (ITT) in England together with the availability of non-credit bearing experiential routes to qualified teacher status, mean that programmes do not always meet the requirements for registration in Scotland.

Information about our registrants

When an individual is on our Register we call them 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.

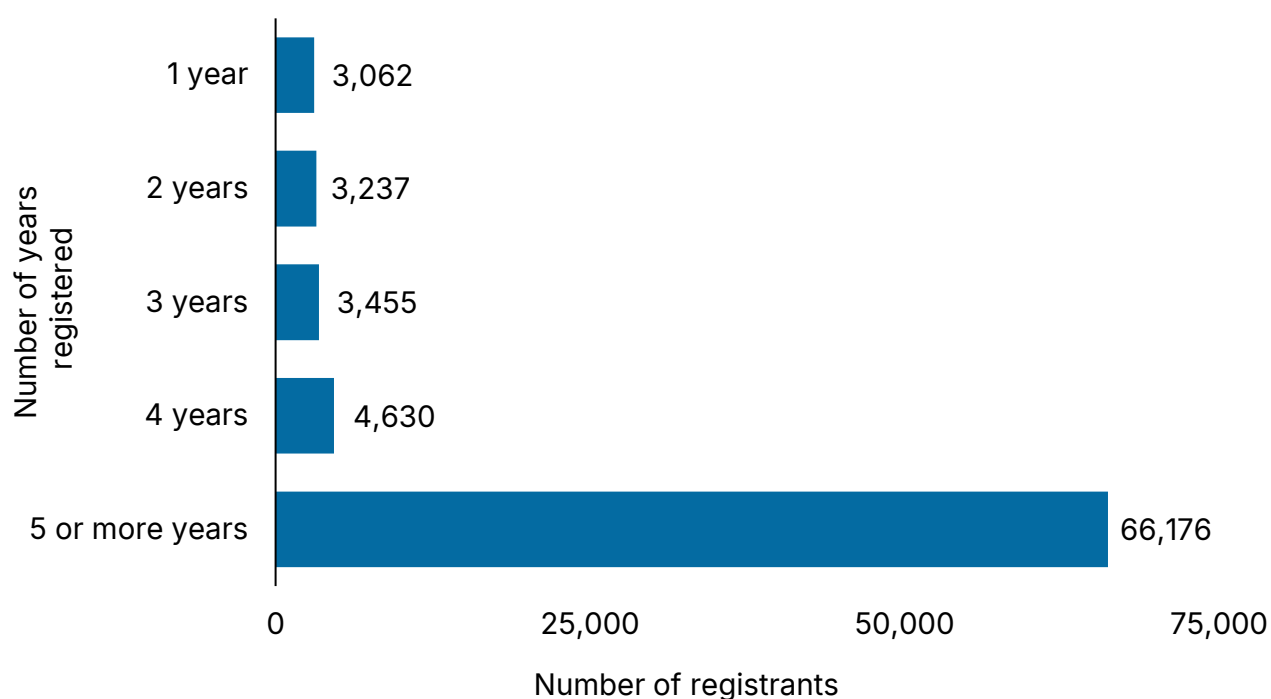
Table 2: Number of registrants and registrations at 31 March 2023, 2024, 2025 and 2026

Number of	31 March 2023	31 March 2024 (% Var 23- 24)	31 March 2025 (% Var 24-25)	31 March 2026 (% Var 25- 26)	% Var 23-26
Registrants	81,903	81,806 (-0.12%)	81,148 (-0.80%)	80,560 (-0.72%)	-1.64%
Registrations	94,733	94,175 (-0.59%)	93,262 (-0.97%)	92,419 (-0.90%)	-2.44%

Since the 2023 decade-high, both registrants and registrations have declined. Registrations have fallen faster, suggesting that registrants now hold fewer registration categories on average.

At 31 March 2026, most registrants had been registered with GTC Scotland for five years or more. This group accounted for 66,176 registrants, or 82.14% of the Register, while 17.86% had been registered for between 1 and 4 years.

Chart 1: Number of registrants by number of years registered



At 31 March 2026, most registrants held one registration: 70,386 registrants, or 87.37%, held one registration, while 12.63% held multiple registrations.

Chart 2: Number of registrants by number of registrations held

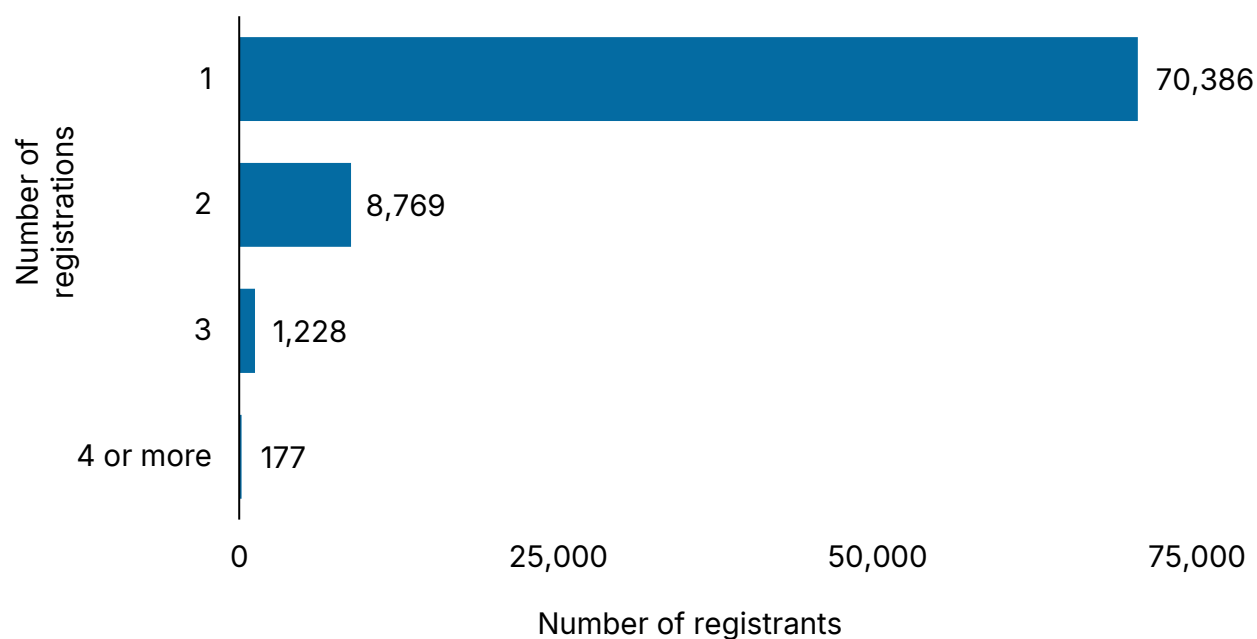


Table 3 shows the number of registrants who hold registration in each of the registration categories.

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

Registration category	31 March 2023	31 March 2024 (% Var 23-24)	31 March 2025 (% Var 24-25)	31 March 2026 (% Var 25-26)	% Var 23-26
Primary Education	41,841	41,809 (-0.08%)	41,531 (-0.66%)	41,249 (-0.68%)	-1.41%
Secondary (Subject) Education	38,152	37,867 (-0.75%)	37,429 (-1.16%)	36,954 (-1.27%)	-3.14%
Additional Support Needs	694	693 (-0.14%)	716 (3.32%)	743 (3.77%)	7.06%
Further Education	3,466	3,615 (4.30%)	3,654 (1.08%)	3,823 (4.63%)	10.30%
Legacy*	292	272 (-6.85%)	246 (-9.56%)	219 (-10.98%)	-25.00%

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

GTC Scotland has 3 active registration statuses: Provisional Registration, Provisional (Conditional) Registration and Full Registration.

As at 31 August 2025, there were 4,137 registrants who held only Provisional Registration (4,031 in August 2024). Of these teachers, 2,340 were working towards Full Registration through the Scottish Government's Teacher Induction Scheme (TIS) and 1,797 were taking the Flexible Route (FR) (TIS 2,313, FR 1,718, August 2024).

For the third year in a row, fewer teachers transitioned from provisional registration to full registration. 2,450 registrants transitioned from being provisionally registered to holding Full Registration. This is a 12% reduction from 2024-25 (2,785) and an 18% reduction from 2023-24 (2,989).

Of these 2,450 registrants who achieved full registration:

- 2,092 joined the Register via the Qualified in Scotland ITE route and completed the Teacher Induction Scheme.
- 147 joined the Register via the Qualified in Scotland ITE route and completed the Flexible Route.
- 172 joined the Register via the Qualified outside Scotland route and completed the Flexible Route.
- 39 joined the Register with Provisional Conditional registration in Further Education.

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.

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

Registration status	31 March 2023	31 March 2024 (% Var 23-24)	31 March 2025 (% Var 24-25)	31 March 2026 (% Var 25-26)	% Var 23-26
Fully registered	75,250	75,551 (0.40%)	75,147 (-0.53%)	74,658 (-0.65%)	-0.79%
Provisionally registered	4,551	4,338 (-4.68%)	4,345 (0.16%)	4,395 (1.15%)	-3.43%

Legacy*	2,102	1,917 (-8.80%)	1,656 (-13.62%)	1,507 (-9.00%)	-28.31%
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*historical registration status -valid but no longer in active use

From 31 March 2025 to 31 March 2026, there was a:

- 0.65% decrease in fully registered registrants (Full (General) Registration)
- 1.15% increase in provisionally registered registrants

From 31 March 2023 to 31 March 2026, there was a:

- 0.79% decrease in fully registered registrants
- 3.43% decrease in provisionally registered registrants

Registrant sex and age

We ask registrants for specific information in relation to their sex and 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 showing this as a percentage of total registrants over time.

Table 5: Registrant self-declared sex

Registrant sex	31 March 2023	31 March 2024 (% Var 23-24)	31 March 2025 (% Var 24-25)	31 March 2026 (% Var 25-26)	% Var 23-26
Female	63,479	63,446 (-0.05%)	62,997 (-0.71%)	62,573 (-0.67%)	-1.43%

Male	18,296	18,289 (-0.04%)	18,077 (-1.16%)	17,908 (-0.93%)	-2.12%
No sex recorded or prefer not to say	128	71 (-44.53%)	74 (4.23%)	79 (6.76%)	-38.28%

Table 5 shows that the self-declared sex profile of the Register has remained broadly stable between 2023 and 2026, with small decreases in both female and male registrants and a larger reduction in records with no sex recorded following data cleansing in 2023.

Chart 3: Registrant self-declared sex at 31 March (2023, 2024, 2025 and 2026) – all registrants

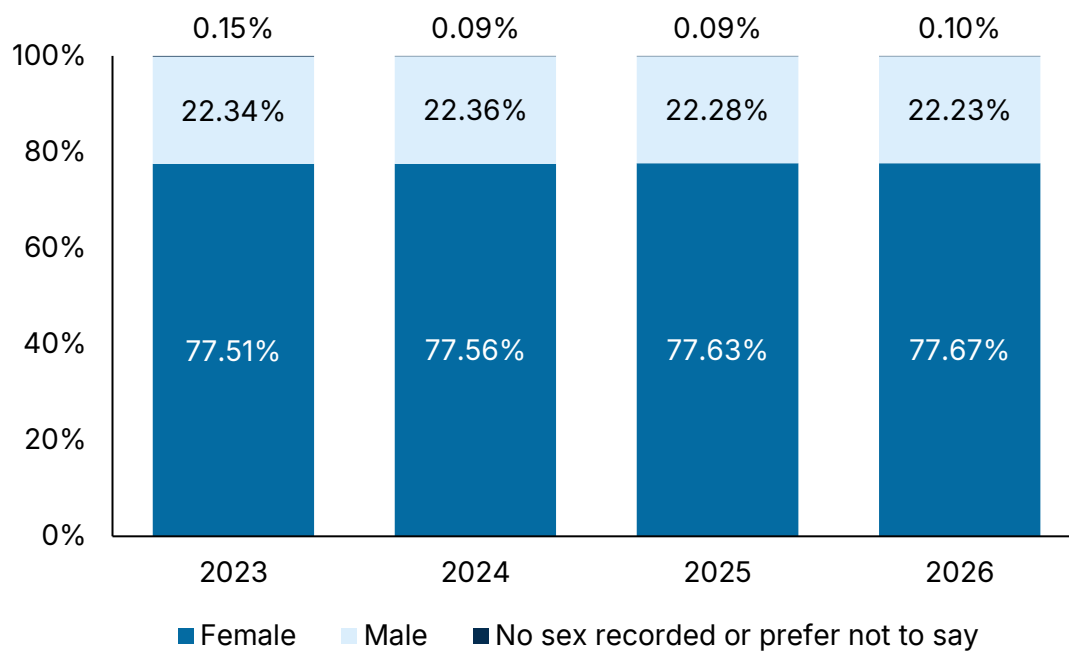


Chart 4 shows the self-declared sex of registrants as a percentage by registration category held as at 31 March 2026.

Chart 4: Registrant self-declared sex at 31 March 2026 by registration category

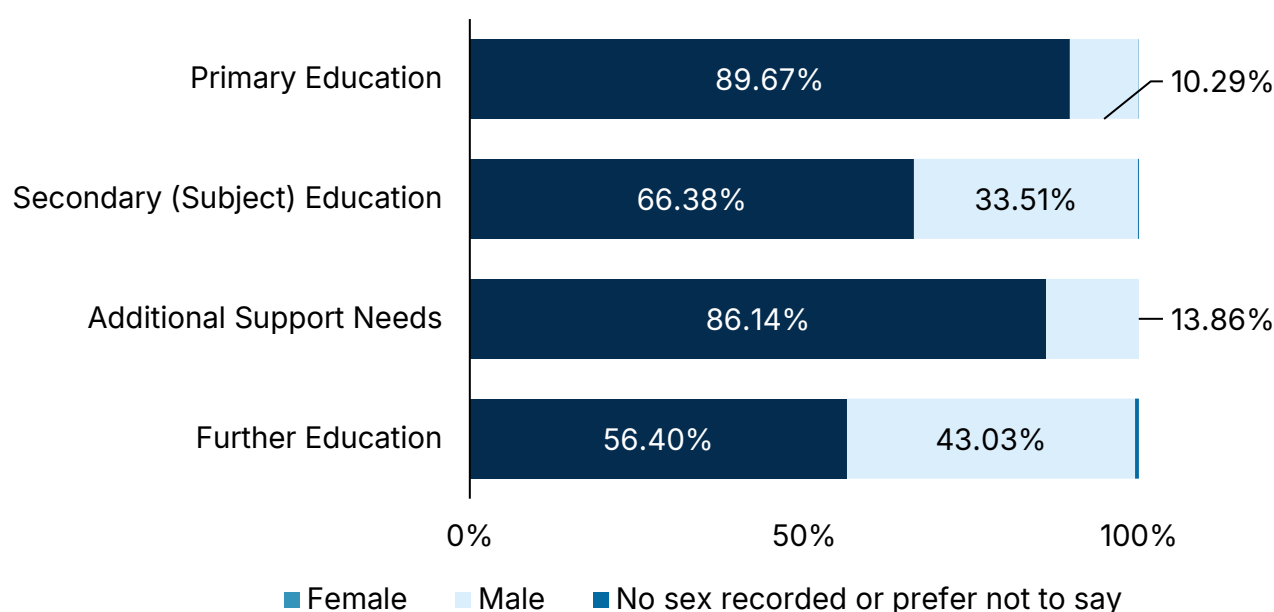


Chart 4 shows clear variation in the self-declared sex profile across registration categories. Primary Education and Additional Support Needs have the highest proportion of female registrants, while Secondary Education and Further Education have a more balanced profile. Further Education has the highest proportion of male registrants compared with the other categories.

Table 6 summarises the percentage of registrants in the following age brackets rounded to the nearest percentage and Chart 5 shows the information for 31 March 2026.

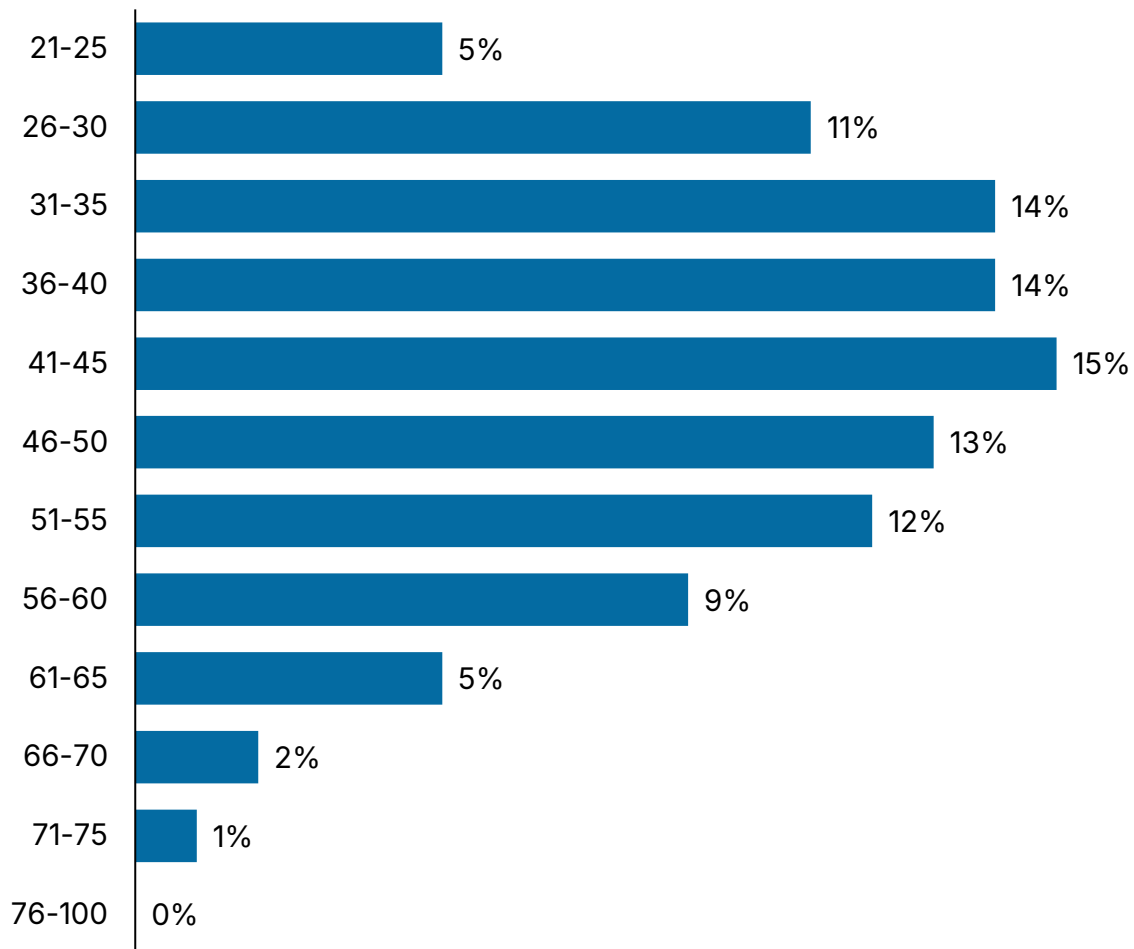
Table 6: Percentage of registrants by age bracket

Age bracket	31 March 2023	31 March 2024	31 March 2025	31 March 2026
21-25	6%	5%	5%	5%
26-30	13%	12%	12%	11%
31-35	14%	14%	14%	14%
36-40	14%	15%	14%	14%
41-45	14%	14%	15%	15%

46-50	11%	12%	12%	13%
51-55	11%	11%	12%	12%
56-60	9%	9%	9%	9%
61-65	5%	5%	5%	5%
66-70	2%	2%	2%	2%
71-75	4%	1%	1%	1%
76-100	<1%	<1%	<1%	<1%

Table 6 shows that the Register's age profile has remained broadly stable, with most registrants under 46 and only small changes across age brackets since 2023. Rounding to the nearest percentage means that these may not total 100%.

Chart 5: Percentage of all registrants within each age grouping



The age brackets of registrants show that almost three fifths of the Register is under 46 years old (59%), 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 2026

Sex	Percentage	Average age	Median age
Female	91.03%	42.03	41
Male	8.93%	42.15	41
Prefer not to say	0.04%	36.81	33.50

Table 8: Registrants with Secondary (Subject) Education registration at 31 March 2026

Sex	Percentage	Average age	Median age
Female	65.61%	42.89	42
Male	34.27%	44.77	44
Prefer not to say	0.13%	35.95	31

Table 9: Registrants with Additional Support Needs registration at 31 March 2026

Sex	Percentage	Average age	Median age
Female	85.93%	47.99	48
Male	14.07%	47.99	49
Prefer not to say	n/a	n/a	n/a

Table 10: Registrants with Further Education registration at 31 March 2026

Sex	Percentage	Average age	Median age
Female	55.40%	51.22	52
Male	43.72%	51.74	53
Prefer not to say	0.89%	51.64	53.50

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 categories of Further Education or 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 falling within the 51-55 age bracket.

The older average age of teachers registered in Additional Support Needs may reflect that this is typically a specialism built over time. Similarly, teachers registered in Further Education have an older age profile than teachers of school education. This may reflect the route into the profession with many college lecturers entering the profession after establishing themselves in another career and bringing this prior experience to the role.

Gaelic registration and Gaelic Medium Education

As at 31 March 2026, 365 registrants have self-declared that they can deliver in Gaelic Medium Education (GME).

131 registrants hold Gaelic secondary subject registration, of which there are:

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

Of the 365 GME registrants, 46 also hold Gaelic registration (12.60%).

Of the 131 registrants that hold a Gaelic registration, 46 registrants have self-declared to us that they can deliver in GME (35.11%).

As at 18 May 2026, 25 of the 2,514 individuals (0.99%) with a Teacher Induction Scheme (TIS) placement for academic year 2026-27 declared they can deliver in GME. As at 19 May 2025, 27 of the 2,744 individuals (0.98%) with a TIS placement for academic year 2025-26 declared they can deliver in GME.

Table 11 shows the variation of the Languages – Gaelic registration numbers over the past 3 years (2023-24, 2024-25 and 2025-26).

Table 11: Variation of Languages – Gaelic registration numbers 2023-2026

Subject	At 31 March 2023	At 31 March 2024 (% Var 23-24)	At 31 March 2025 (% Var 24-25)	At 31 March 2026 (% Var 25-26)	% Var 23-26
Languages - Gaelic	130	131 (0.77%)	131 (0%)	131 (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 31 March 2026

	Registrants	% of Gaelic registrants
Gaelic registration only	51	38.93%
Gaelic registration and at least 1 other registration	80	61.07%

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 31 March 2026

Sex	Registrants	Percentage	Average age	Median age
Female	91	69.47%	44.87	43
Male	40	30.53%	45.40	44.50

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	1.53%
26-30	9	6.87%
31-35	19	14.50%
36-40	21	16.03%
41-45	25	19.08%
46-50	12	9.16%
51-55	12	9.16%
56-60	16	12.21%
61-65	10	7.63%
66-70	5	3.82%

Employers of registrants

Table 15 shows the number of registrants by employer group. This information is self-declared by registrants and is provided voluntarily.

We are proposing to mandate the collection of employer data as part of a forthcoming review of our Registration Rules. We believe this would strengthen the data collected, enabling more robust analysis and providing greater confidence in our understanding over time.

In table 15, registrants under the employer category of 'Supply' are those who have said that they are employed as a supply teacher but have not specified a particular employer type. 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 (for example local authority/ies) - this is included elsewhere.

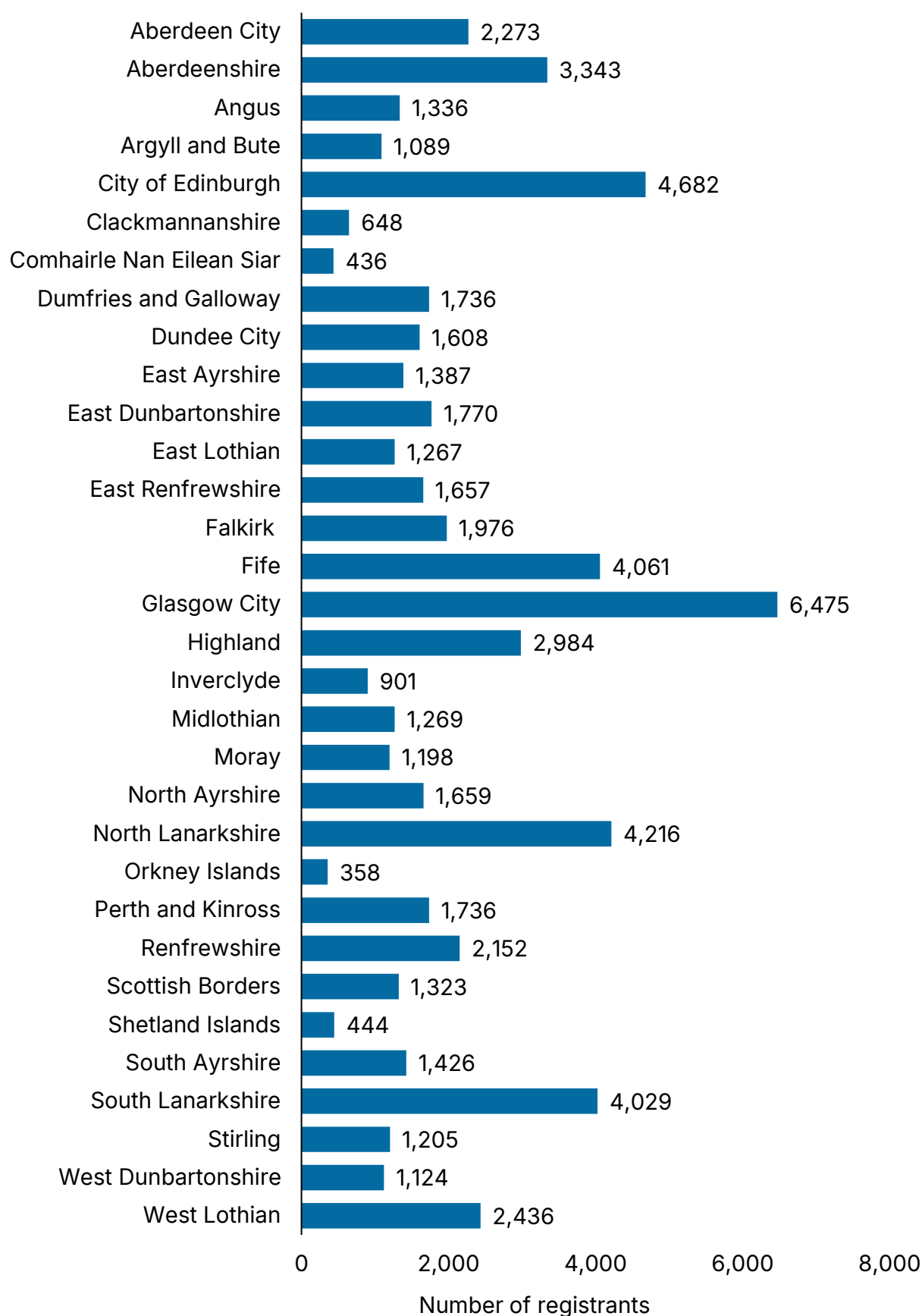
Table 15: Number of registrants by employer group (self-declared)

Employer type	31 March 2023	31 March 2024 (% Var 23-24)	31 March 2025 (% Var 24-25)	31 March 2026 (% Var 25-26)	% Var 23-26
Local authority in Scotland	64,072	64,520 (0.70%)	64,401 (-0.18%)	64,204 (-0.31%)	0.21%
Grant-aided school	60	51 (-15.00%)	54 (5.88%)	51 (-5.56%)	-15.00%
Independent school	3,751	3,761 (0.27%)	3,739 (-0.58%)	3,675 (-1.71%)	-2.03%
Colleges in Scotland	3,043	3,192 (4.90%)	3,205 (0.41%)	3,330 (3.90%)	9.43%
No employment data recorded	7,115	6,426 (-9.68%)	5,824 (-9.37%)	5,216 (-10.44%)	-26.69%
Not currently working	778	786 (1.03%)	766 (-2.54%)	771 (0.65%)	-0.90%

UK (Not Scotland)	342	321 (-6.14%)	322 (0.31%)	359 (11.49%)	4.97%
Non-UK schools	677	707 (4.43%)	752 (6.36%)	801 (6.52%)	18.32%
National education bodies	219	196 (-10.50%)	178 (-9.18%)	156 (-12.36%)	-28.77%
Other	1,151	1,092 (-5.13%)	1,150 (5.31%)	1,221 (6.17%)	6.08%
Supply (employer not specified)	246	264 (7.32%)	261 (-1.14%)	296 (13.41%)	20.33%
Higher Education Institutions	449	490 (9.13%)	496 (1.22%)	480 (-3.23%)	6.90%

Chart 6 shows the number of registrants per local authority in Scotland. This information is self-declared by registrants.

Chart 6: 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.

Where teachers hold specific registration in Additional Support Needs, this reflects an area of individual specialism. 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.

Table 16 shows the number of registrations broken down by registration category for 31 March 2023, 31 March 2024, 31 March 2025 and 31 March 2026. 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.

Table 16: Number of registrations by registration category

Registration category	31 March 2023	31 March 2024 (% Var 23-24)	31 March 2025 (% Var 24-25)	31 March 2026 (% Var 25-26)	% Var 23-26
Primary Education	41,874	41,843 (-0.07%)	41,571 (-0.65%)	41,283 (-0.69%)	-1.41%
Secondary (Subject) Education	48,352	47,750 (-1.25%)	47,065 (-1.43%)	46,334 (-1.55%)	-4.17%
Further Education	3,513	3,617 (2.96%)	3,658 (1.13%)	3,834 (4.81%)	9.14%

Additional Support Needs	694	693 (-0.14%)	716 (3.32%)	743 (3.77%)	7.06%
Legacy*	300	272 (-9.33%)	252 (-7.35%)	225 (-10.71%)	-25.00%

*Legacy registration categories are 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 legacy Fully Registered status 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 (% Var 23- 24)	31 March 2025 (% Var 24- 25)	31 March 2026 (% Var 25- 26)	% Var 23-26
All registrations	94,733	94,175 (-0.59%)	93,262 (-0.97%)	92,419 (-0.90%)	-2.44%
Full Registrations	84,444	84,374 (-0.08%)	83,508 (-1.03%)	82,973 (-0.64%)	-1.74%
Provisional Registrations	10,289	9,801 (-4.74%)	9,754 (-0.48%)	9,446 (-3.16%)	-8.19%

Over the 2025-26 registration year there has been a:

- 0.69% decrease in the number of Primary Education registrations

- 1.55% decrease in Secondary (Subject) Education registrations
- 3.77% increase in Additional Support Needs registrations
- 4.81% increase in Further Education registrations
- 0.90% decrease in all registrations
- 0.64% decrease in Full Registrations
- 3.16% decrease in Provisional Registrations

As at 31 March 2026, there are 759 registrants with at least one Provisional (Conditional) Registration. Of this number, 466 registrants are school teachers, and 293 registrants are college lecturers.

In 2025-26, 77 registrations progressed from Provisional (Conditional) Registration to Full Registration. 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 2023, 31 March 2024, 31 March 2025 and 31 March 2026. Table 18 also contains the percentage variation over each of these 12-month periods as well as the variation over the entire 31 March 2023 – 31 March 2026 period., Chart 7 shows variation within registration year 2025-2026 with chart 8 showing variation over the 31 March 2023-2026 period. Both are arranged by greatest positive variation to greatest negative variation.

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 Charts 7 and 8 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 identical to, these listed subjects has been included.

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

Subject	31 March 2023	31 March 2024 (% Var 23-24)	31 March 2025 (% Var 24-25)	31 March 2026 (% Var 25-26)	% Var 23-26
Art and Design	2,083	2,084 (0.05%)	2,077 (-0.34%)	2,052 (-1.20%)	-1.49%
Biology with Science	3,041	3,040 (-0.03%)	3,011 (-0.95%)	2,957 (-1.79%)	-2.76%
Business Education	1,783	1,806 (1.29%)	1,810 (0.22%)	1,820 (0.55%)	2.08%
Chemistry with Science	2,371	2,327 (-1.86%)	2,268 (-2.54%)	2,223 (-1.98%)	-6.24%
Computing Science	1,487	1,428 (-3.97%)	1,369 (-4.13%)	1,300 (-5.04%)	- 12.58%
Dance	39	40 (2.56%)	41 (2.50%)	44 (7.32%)	12.82%
Drama	892	891 (-0.11%)	890 (-0.11%)	890 (0%)	-0.22%

Subject	31 March 2023	31 March 2024 (% Var 23-24)	31 March 2025 (% Var 24-25)	31 March 2026 (% Var 25-26)	% Var 23-26
Economics	603	569 (-5.64%)	524 (-7.91%)	469 (-10.50%)	- 22.22%
English	5,140	5,060 (-1.56%)	4,987 (-1.44%)	4,901 (-1.72%)	-4.65%
Geography	1,816	1,789 (-1.49%)	1,755 (-1.90%)	1,714 (-2.34%)	-5.62%
History	2,960	2,949 (-0.37%)	2,950 (0.03%)	2,919 (-1.05%)	-1.39%
Home Economics	1,278	1,299 (1.64%)	1,292 (-0.54%)	1,290 (-0.15%)	0.94%
Languages - French	2,303	2,222 (-3.52%)	2,157 (-2.93%)	2,087 (-3.25%)	-9.38%
Languages - Gaelic	130	131 (0.77%)	131 (0%)	131 (0%)	0.77%
Languages - German	813	767 (-5.66%)	723 (-5.74%)	677 (-6.36%)	- 16.73%

Subject	31 March 2023	31 March 2024 (% Var 23-24)	31 March 2025 (% Var 24-25)	31 March 2026 (% Var 25-26)	% Var 23-26
Languages - Heritage (e.g. Bengali, Arabic, Hindi, Polish, Punjabi, Urdu)	16	17 (6.25%)	18 (5.88%)	17 (-5.56%)	6.25%
Languages - Italian	184	179 (-2.72%)	173 (-3.35%)	175 (1.16%)	-4.89%
Languages - Mandarin	76	78 (2.63%)	71 (-8.97%)	71 (0%)	-6.58%
Languages - Spanish	1,214	1,239 (2.06%)	1,249 (0.81%)	1,244 (-0.40%)	2.47%
Mathematics	4,724	4,634 (-1.91%)	4,500 (-2.89%)	4,399 (-2.24%)	-6.88%
Media Studies	83	82 (-1.20%)	82 (0%)	78 (-4.88%)	-6.02%
Modern Studies	2,447	2,491 (1.80%)	2,540 (1.97%)	2,573 (1.30%)	5.15%
Music	1,916	1,885 (-1.62%)	1,850 (-1.86%)	1,840 (-0.54%)	-3.97%

Subject	31 March 2023	31 March 2024 (% Var 23-24)	31 March 2025 (% Var 24-25)	31 March 2026 (% Var 25-26)	% Var 23-26
Physical Education	3,952	3,970 (0.46%)	4,046 (1.91%)	4,076 (0.74%)	3.14%
Physics with Science	1,782	1,742 (-2.24%)	1,712 (-1.72%)	1,688 (-1.40%)	-5.27%
Psychology	206	214 (3.88%)	225 (5.14%)	223 (-0.89%)	8.25%
Religious Education (RMPS)	1,354	1,326 (-2.07%)	1,291 (-2.64%)	1,261 (-2.32%)	-6.87%
Technological Education	1,833	1,793 (-2.18%)	1,772 (-1.17%)	1,733 (-2.20%)	-5.46%

Table 18 shows an overall decline in Secondary (Subject) Education registrations between 2023 and 2026, with the most significant reductions in Economics, German and Computing Science, while a smaller number of subjects, including Modern Studies, Physical Education, Psychology, Dance and Spanish, increased over the same period.

Chart 7: Variation in Secondary (Subject) Education registrations from 31 March 2025 to 31 March 2026

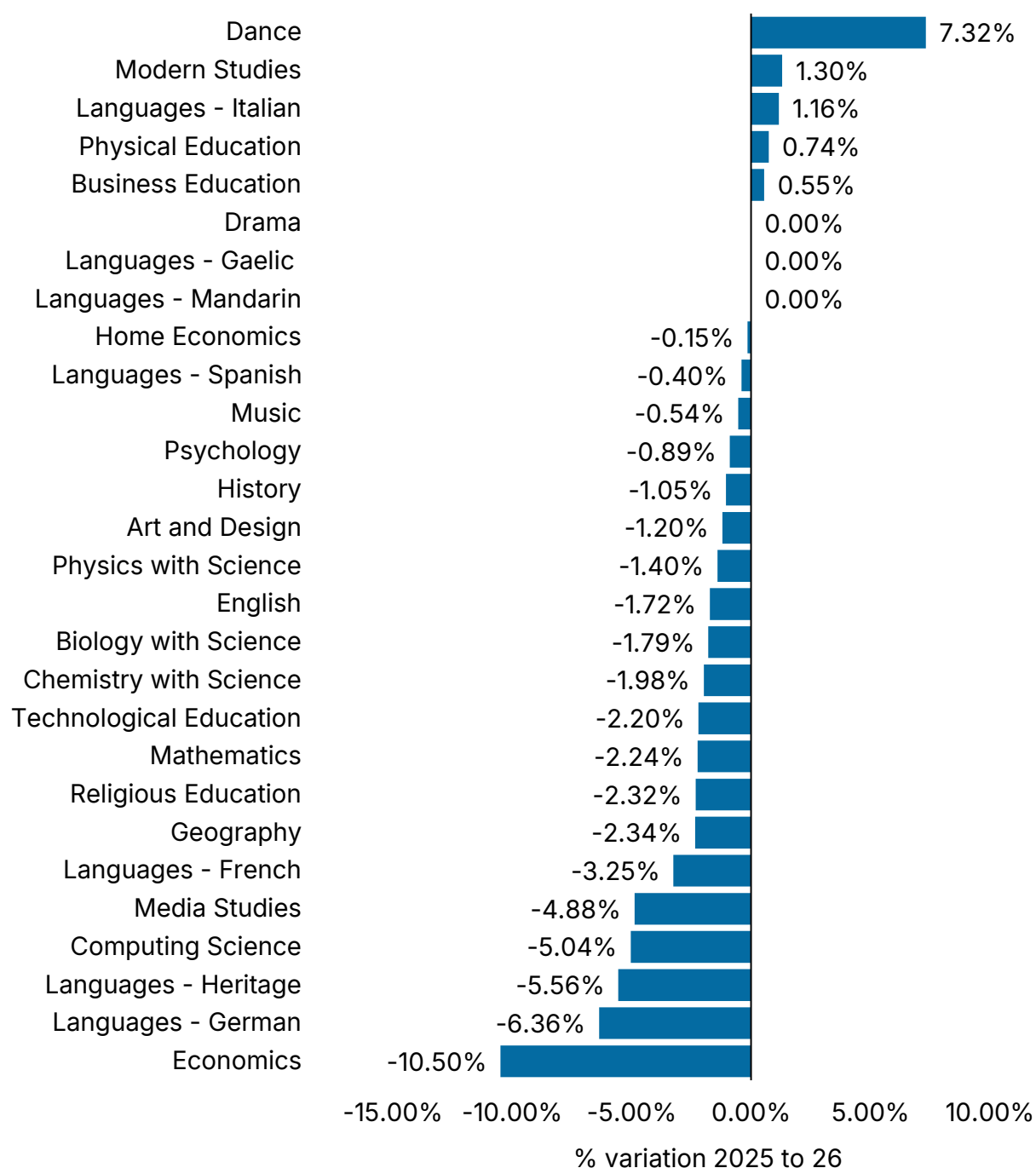


Chart 8: Variation in Secondary (Subject) Education registrations from 31 March 2023 to 31 March 2026

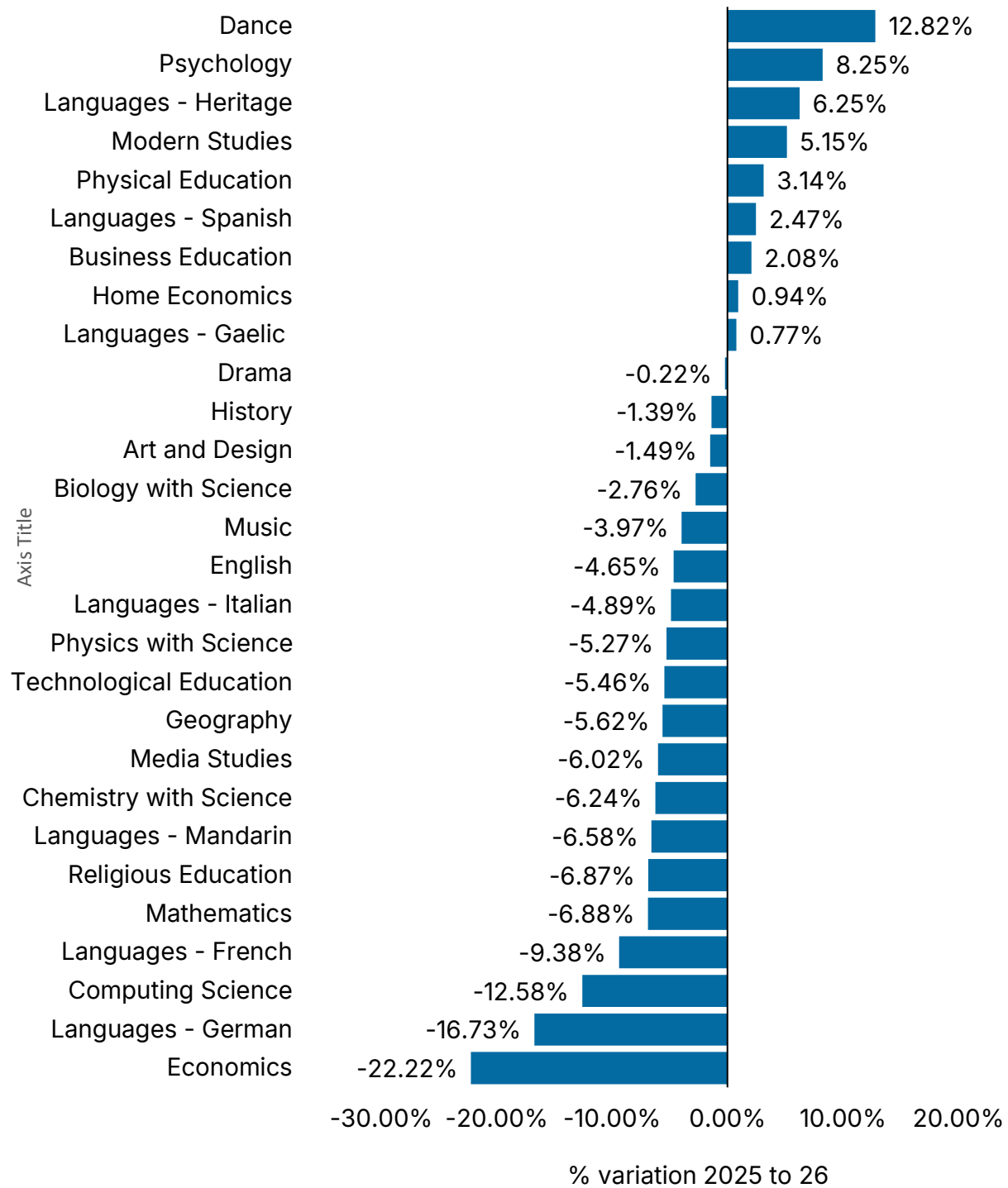


Table 19: Secondary (Education) Subjects registrations by average, median, minimum and maximum age

Subject*	Average age	Median age	Min age	Max age
Art & Design	44.53	44.00	23	81
Biology with Science	43.57	43.00	22	81
Business Education	44.50	45.00	22	80
Chemistry with Science	46.04	46.00	22	81
Computing Science	50.13	52.00	23	78
Drama	42.46	41.00	23	76
Economics	56.46	57.00	26	80
English	44.99	45.00	22	81
Geography	43.11	42.00	22	81
History	43.36	42.00	22	81
Home Economics	43.28	41.50	22	81
Languages – French	46.77	47.00	23	77
Languages – German	51.02	52.00	23	75
Languages – Spanish	43.32	42.00	23	74
Mathematics	46.64	47.00	22	81
Modern Studies	41.47	40.00	22	81

Subject*	Average age	Median age	Min age	Max age
Music	42.49	42.00	21	80
Physical Education	39.10	38.00	21	79
Physics with Science	46.28	46.00	23	80
Religious Education (RMPS)	45.09	44.00	22	80
Technological Education	44.16	43.00	22	79

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

The maximum age recorded on the register indicates that some individuals retain their registration well beyond what would typically be considered retirement age. This may mean that the overall size of the register overstates the number of teachers who are actively teaching or available for work. Registrants up to and including the age of 67 make up 98.59% of the total Register with 1.41% being 68 or over.

Additional Registration

A total of 3,354 registrants hold additional registrations gained through the Additional Registration route. There are a total of 3,672 additional registrations.

Of the 3,354 registrants holding additional registrations, registrants had the following categories as their original registration category:

- Primary Education: 436
- Secondary (Subject) Education: 2,840
- Further Education: 72
- Additional Support Needs: 2

- Initial registration category removed on request: 4

Table 20 shows the link between original registration categories and additional registration categories.

Table 20: Number of additional registrations broken down by route from original Registration Category to first new Registration Category.

Original Registration Category and first new Registration Category	Number of additional registrations	Percentage of all registrants with additional registrations
Primary Education to Secondary Education	213	6.35%
Primary Education to Additional Support Needs	160	4.77%
Primary Education to Further Education	13	0.39%
Secondary Education to Primary Education	156	4.65%
Secondary Education to Secondary Education	2,391	71.29%
Secondary Education to Additional Support Needs	198	5.90%
Secondary Education to Further Education	35	1.04%
Further Education to Primary Education	3	0.09%
Further Education to Secondary Education	32	0.95%
Further Education to Additional Support Needs	25	0.75%
Additional Support Needs to Primary Education	1	0.03%
Additional Support Needs to Secondary Education	1	0.03%

Remaining additional registrations were movements within historical categories.

Table 20 shows that most additional registrations are held by registrants who originally held Secondary Education registration, with 71.29% adding another Secondary Education registration. Smaller proportions moved between Primary and Secondary Education or added Additional Support Needs registration, while movements involving Further Education or from Additional Support Needs were limited.

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.

The award was open to all registered teachers who 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 being accredited. Professional Recognition can be awarded to registrants who successfully complete one of the accredited programmes.

Data as at 31 March 2026 shows 2,557 teachers holding the Professional Recognition award (3.17% of registrants on the Register) with a total of 2,759 awards given to those individuals in the last 5 years.

Data as at 31 March 2025 showed 2,658 teachers holding the Professional Recognition Award (3.28% of registrants on the Register) with a total of 2,887 awards given to those individuals in the last 5 years.

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

There is a decrease of 3.80% in the number of registrants holding Professional Recognition over registration year 2025-26. There was 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 21: Number of registrants holding the Standard for Headship

Award held	31 March 2023	31 March 2024 (% Var 23-24)	31 March 2025 (% Var 24-25)	31 March 2026 (% Var 25-26)	% Var 23-26
Standard for Headship	3,503	3,379 (-3.54%)	3,413 (1.01%)	3,439 (0.76%)	-1.83%

As at 31 March 2026, Table 21 shows that 3,439 teachers on the Register hold the Standard for Headship (SFH). SFH is achieved following successful completion of the GTC Scotland accredited 'Into Headship' qualification or an assessed equivalent qualification.

GTC Scotland collects voluntary, self-declared employment information from registrants. Around 90% of registrants holding the Standard for Headship (SFH) report working for a local authority; the remaining 10% report working in:

- independent schools
- national education organisations
- higher education institutes
- grant aided schools
- further education
- GTC Scotland
- a supply teaching role
- employed elsewhere in the UK (not Scotland)
- or that they are not currently working or are working outside Scotland and the UK.

At 31 March 2026, 3,439 teachers held SFH, compared with 3,413 in 2025, 3,379 in 2024 and 3,503 in 2023.

This represents a 0.76% increase in 2025-26, but a 1.83% decrease since 2023. After falling in 2023-24, numbers now appear to be gradually returning towards 2023 levels.

Registrants holding SFH self-declare their employment as follows:

- 3,121 local authority (90.75%)
- 1 further education (0.03%)
- 43 independent school (1.25%)

The remaining 274 (7.97%) fall into other categories:

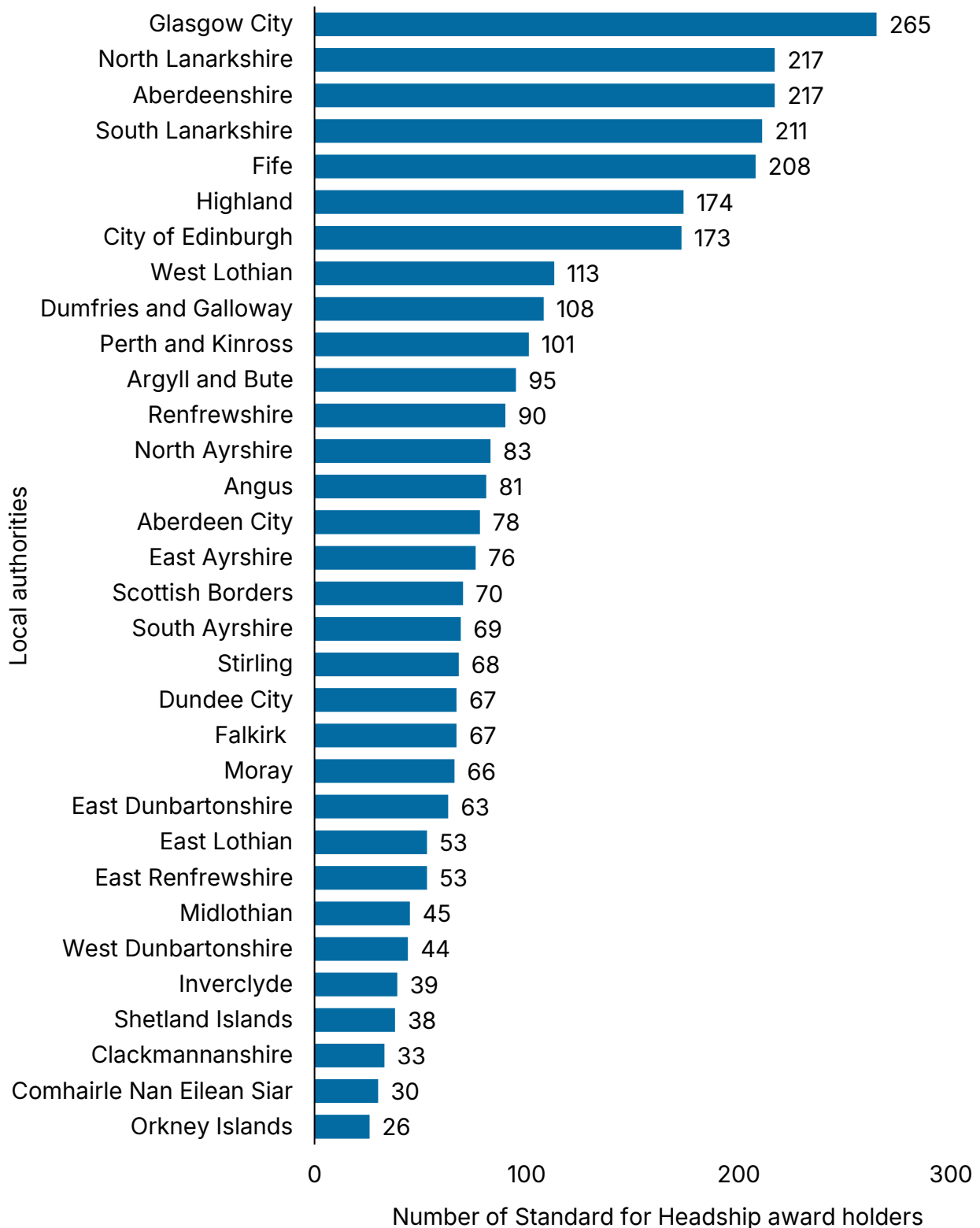
- Other/not known (Non-UK Schools)
- Not Currently Working
- Other
- Supply Teaching
- UK (Not Scotland)
- Higher Education Institution; or
- Blank

The local authorities employing the most SFH holders are:

- Glasgow City Council (265)
- Aberdeenshire Council (217)
- North Lanarkshire Council (217)
- South Lanarkshire Council (211)
- Fife Council (208)

Chart 9 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 9: Number of Standard for Headship award holders by local authority



Tables 22 to 25 provide demographic drilldowns into Standard for Headship award holders.

Table 22: Age of registrants with the Standard for Headship

Award held	Average age	Median age	Min age	Max age
Standard for Headship	50.88	51.00	31	81

Table 23: Age of registrants, grouped by self-declared sex, with the Standard for Headship

Sex	Average age	Median age	Min age	Max age
Female	51.19	51.00	31	81
Male	49.97	50.00	32	73

Table 24: 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	2,570	74.73%	4.11%
Male	869	25.27%	4.85%

Table 25: 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	2,417	70.28%

Secondary (Subject) Education	1,020	29.66%
Additional Support Needs	1	0.03%
Further Education	1	0.03%

Professional Update

In March 2011, the Scottish Parliament approved the [Public Services Reform \(General Teaching Council for Scotland\) Order 2011](#). Article 31 requires GTC Scotland to operate a re-accreditation scheme to monitor standards of education and training among registered teachers. Following consultation and discussions with national partners, GTC Scotland adopted the title Professional Update (PU).

PU focuses on the impact of registrants' professional learning and its contribution to the quality of education. It confirms that registrants have maintained high standards and supports the quality of professional learning and teaching across Scotland's schools, colleges and wider education profession. Since August 2014, engagement in PU has been a legislative requirement for fully registered teachers and lecturers.

PU completion is required to maintain Full Registration status.

Teachers with Full Registration must confirm their commitment to the standards through ongoing learning every five years as part of a rolling PU confirmation programme.

The 2024-25 PU group was due to complete PU in registration year 2025-26. At the 1 July deadline, 10,069 of 13,153 teachers (76.55%) had confirmed, leaving 3,084 (23.45%) outstanding. By the final deadline of 31 October 2025, 539 individuals from this cohort had been removed from the Register for non-completion.

The 2023-24 PU group was due to complete PU in registration year 2024-25. At the 1 July deadline, 10,402 of 13,839 teachers (75.16%) had confirmed, leaving 3,437 (24.84%) outstanding. By the final deadline of 31 October 2024, 434 individuals from this cohort had been removed from the Register for non-completion.

The 2022-23 PU group was due to complete PU in registration year 2023-24. At the 1 July deadline, 9,012 of 15,466 teachers (58.27%) had confirmed, leaving 6,454 (41.73%) outstanding; 622 did not complete by the final deadline.

Leaving the Register

Overview

In registration year 2025-26, 40 individuals were removed from the Register for fitness to teach reasons (2024-25: 25; 2023-24: 27; 2022-23: 40; 2021-22: 21). Of these, 12 related to the professional competence of provisionally registered teachers who failed to maintain the Standard for Provisional Registration or demonstrate they met the Standard for Full Registration. In 2024-25, Provisional Registration was removed from 8 teachers (2023-24: 13; 2022-23: 12; 2021-22: 7).

In registration year 2025-26, 539 individuals from the 2024-25 PU cohort were removed from the Register for non-completion of PU by the 31 October 2025 deadline.

Here is an overview of the individuals' employment statuses at the time of removal (PU):

- 347 individuals (64.38%) were employed
- 5 individuals (0.93%) were signed up to supply
- 30 individuals (5.57%) were unemployed

The remaining 157 individuals (29.13%) were grouped into 'Other/not known' (Other or Blank).

Here is a breakdown of where individuals were employed at the time of removal (PU):

- 270 (50.09%) listed their employer as a local authority
- 18 (3.34%) listed their employer as in the Further Education sector
- 29 (5.38%) listed their employer as an Independent School

The remaining 222 (41.19%) 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 removed due to non-completion of PU:

- East Renfrewshire Council (37)
- City of Edinburgh Council (35)
- South Lanarkshire Council (32)
- Stirling Council (24)
- Renfrewshire Council (16)
- Moray Council (13)
- Inverclyde Council (13)
- Aberdeenshire Council (11)
- Midlothian Council (11)
- Dundee City Council (10)

Data at 31 March tells us that since the removal (PU) exercise was performed, 177 individuals have returned to the Register (32.84%) of the total number removed (PU).

Data held indicates that these individuals' employment statuses at the time of removal (PU) were:

- 144 individuals (81.36%) were employed
- 2 individuals (1.13%) were signed up to supply
- 6 individuals (3.39%) were unemployed

The remaining 25 individuals (14.12%) were grouped into 'Other/not known' (Other or Blank).

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

122 listed their employer as a local authority

- 22.63% of all removed for non-completion of PU (removed(PU))
- 45.19% of all local authority removed (PU)

6 listed their employer as in the Further Education sector

- 1.11% of all removed (PU)
- 33.33% of all Further Education removed (PU)

13 listed their employer as an Independent School

- 2.41% of all removed (PU)
- 44.83% of all removed (PU) whilst employed in an Independent School

The remaining 36 individuals were grouped into Other/not known (Non-UK Schools, Not Currently Working, Other, Supply Teaching, UK (Not Scotland), University or Blank).

- 6.68% of all removed (PU)
- 16.22% of all removed (PU) and grouped into 'Other/not known'

The local authorities with the most individuals reinstated were:

- Stirling Council (17)
- South Lanarkshire Council (13)
- Moray Council (13)

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 26 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 26: 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
2025	3	126	132	105	19

Background, survey and response rates

Between 1 April 2025 and 31 March 2026, 4,590 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 549 'Leaving the Register of Teachers' survey responses were submitted, representing 11.96% 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:

2. What was your registration status when you left the Register? Select all that apply.
3. In which registration category or categories were you registered when you left the Register?
4. What stage of your teaching career were you in when you left the Register?
5. SEX - What is your Sex?
6. AGE - What was your age on your last birthday?
7. GENDER/GENDER REASSIGNMENT - Do you consider yourself to be trans, or have trans history? Trans is a term used to describe people whose gender is not the same as the sex they were registered at birth.
8. ETHNICITY - What is your ethnic group?
9. NATIONALITY - Please select the country of your nationality.
10. RELIGION - What religion, denomination or body do you belong to?
11. SEXUAL ORIENTATION - Which of the following best describes your sexual orientation?
12. DISABILITY/HEALTH - Do you have any of the following, which have lasted, or are expected to last, at least 12 months?
13. CARING RESPONSIBILITIES - Do you have any caring responsibilities? Select all that apply.
14. HARASSMENT – In your work as a teacher in the last 12 months before leaving the Register, did you experience bullying, harassment, racism or other discrimination?
15. HARASSMENT - If yes, who did you experience bullying, harassment, racism or other discrimination from? Select all that apply.

We do not have a legal mandate to collect equality, diversity and inclusion (EDI) information that can be associated with individual registrants. However, anonymised EDI information can be collected to provide insights into the profession, identify trends and potential barriers,

and inform policy development and decision-making. Respondents could choose to answer the questions they were willing to voluntarily complete.

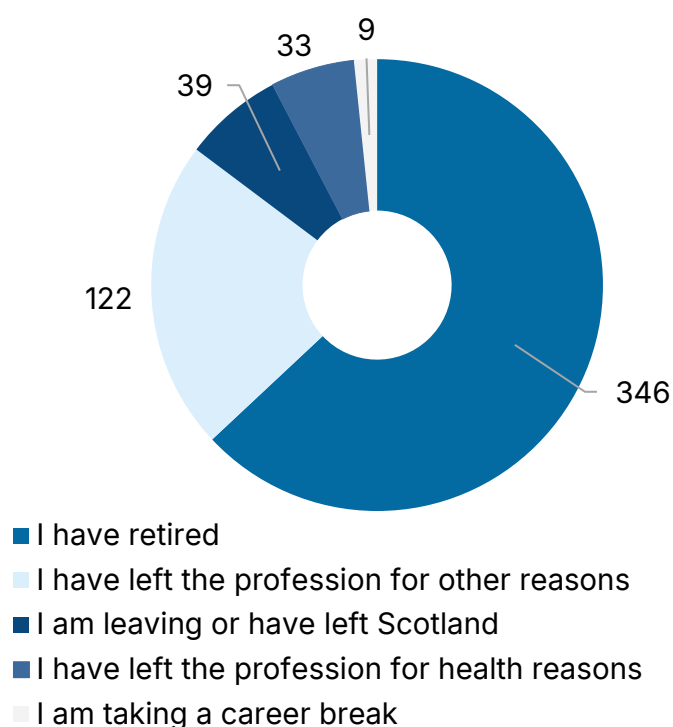
Percentages shown in the 'Reason for leaving' to 'Harassment' sections show the number of respondents as a percentage of the total who responded to each question. Percentages shown in the 'Combined data' section use varying denominators and this is explained in that section.

Reason for leaving

Table 27: Reason for leaving (n=549)

Reason for leaving	Number
I have retired	346 (63%)
I have left the profession for other reasons	122 (22%)
I am leaving or have left Scotland	39 (7%)
I have left the profession for health reasons	33 (6%)
I am taking a career break	9 (2%)

Chart 10: Reason for leaving



63% (346) of those who responded left the Register due to retirement (63% in 2024-25, 58% in 2023-24). The next largest group (122, 22%) noted other reasons (21% in 2024-25, 24% in 2023-24). Of the 122 respondents who selected 'other reasons', 116 included additional text to support this. The most common additional reason for leaving (32) cited 'stress' or 'burnout'. In addition, 28 registrants who selected 'other reasons' for leaving the Register shared information that their decision related to pupil behaviour, violence and/or additional support needs. A further 27 cited a 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. 25 individuals 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. 24 registrants noted the effect of workload or unnecessary bureaucracy on their decision. 10 respondents referred to bullying from colleagues or leadership had led to their choice.

Data previously gathered in 2024-25 where 'other reasons' were cited as the reason for leaving the Register indicated the most common reasons as lack of support, lack of job

opportunities, the effect of workload or unnecessary bureaucracy, pupil behaviour, and bullying from colleagues or leadership.

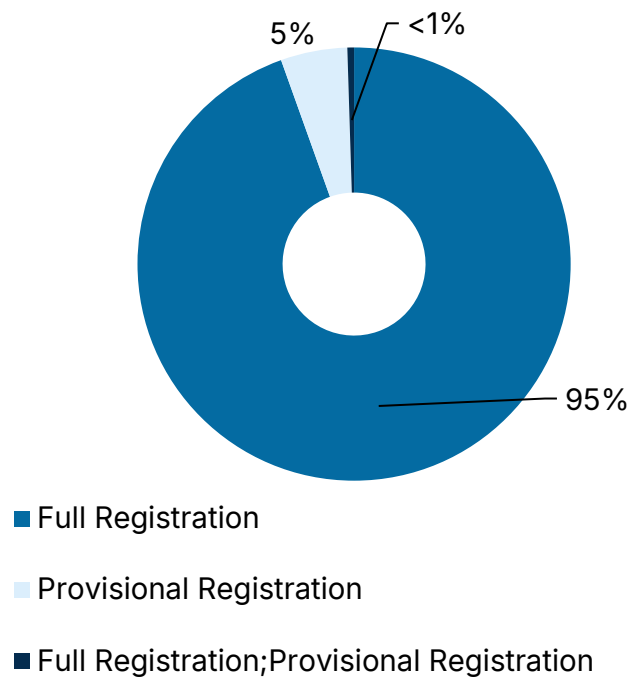
Data previously gathered in 2023-24 where 'other reasons' were cited as the reason for leaving the Register indicated the most common reasons as lack of job opportunities, lack of support, the effect of workload or unnecessary bureaucracy, pupil behaviour, and bullying from colleagues or leadership.

Registration Status

Table 28: Registration Status at time of leaving (n=548)

Registration Status	Number
Full Registration	521 (95%)
Provisional Registration	26 (5%)
Full Registration; Provisional Registration	1 (<1%)

Chart 11: Registration Status at time of leaving



95% of respondents (522 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 29. 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 29: Registration categories held at time of leaving (n=547)

Registration Category/categories	Number
One Category	
Primary Education	241 (44%)
Secondary Education	221 (40%)
Further Education	17 (3%)
Additional Support Needs	10 (2%)
Two Categories	
Primary Education; Secondary Education	14 (3%)
Primary Education; Further Education	1 (<1%)
Primary Education; Additional Support Needs	21 (4%)
Secondary Education; Further Education	5 (1%)
Secondary Education; Additional Support Needs	15 (3%)
Three Categories	
Primary Education; Secondary Education; Additional Support Needs	2 (<1%)

Of the 549 respondents, 489 (89%) held registration in one category; 56 (10%) in two categories; and 2 (<1%) in three or four categories.

Chart 12: Registrations held at time of leaving

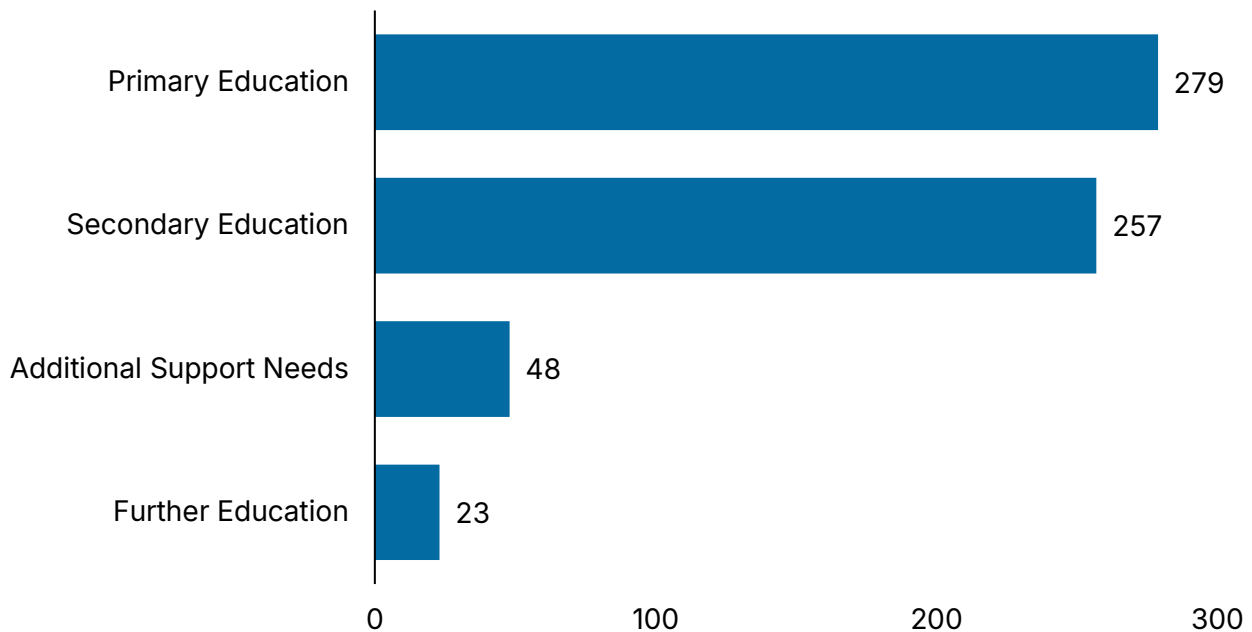


Chart 12 shows the total number of registrations (607) held in each category by respondents to the survey. The greatest number of registrations were in Primary Education with Secondary (Subject) Education the next biggest group.

Stage of Career

Table 30: Stage of career at time of leaving (n=548)

Stage of career	Number
Fully registered for 5 or more years	484 (88%)
Early career phase (first 4 years after becoming fully registered)	40 (7%)

Provisionally registered	24 (4%)
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The largest group were those who had held Full Registration for 5 or more years. 24 individuals (4%) lapsed before gaining Full Registration.

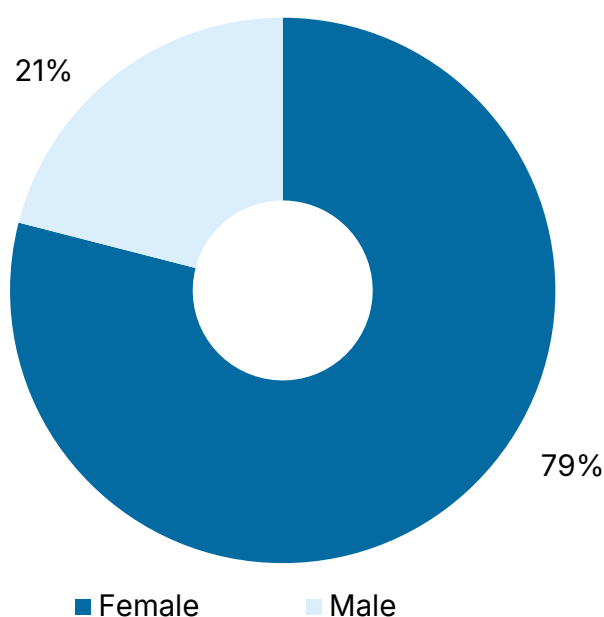
Table 26, under the 'Leaving the Register – Overview' section, gives information about all registrants who have left or been removed from the Register (and have not returned) since 1 January 2019, following completion of an induction period and within 5 years of gaining Provisional Registration. This data shows that since January 2021 an increasing number of these teachers have left the Register and have not returned.

Sex

Table 31: Sex (n=545)

Sex	Number
Female	431 (79%)
Male	114 (21%)

Chart 13: Sex



79% of registrants who left the Register were female. The remaining 21% were male. 4 respondents chose to skip this question. On the Register as a whole, 77% of registrants are female and 22% of registrants are male. On the Scottish Government teacher census 2025, 77% of teachers are female.

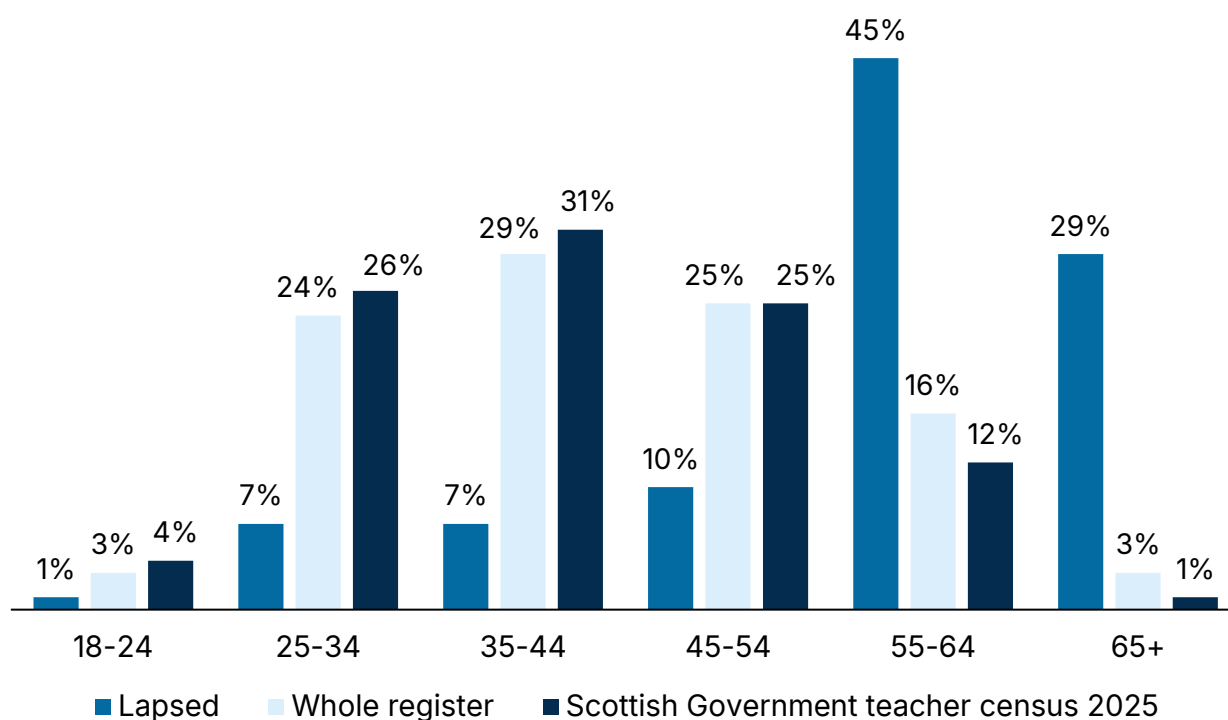
Age at time of leaving

Table 32: Age at time of leaving compared to age of registrants on the Register

Age at time of leaving	Number at time of leaving	Number on whole register	Number on Scottish Government teacher census 2025
18-24	6 (1%)	2,379 (3%)	2,484 (4%)
25-34	39 (7%)	19,495 (24%)	15,361 (26%)
35-44	41 (7%)	23,455 (29%)	17,967 (31%)
45-54	57 (10%)	20,206 (25%)	14,923 (25%)

55-64	245 (45%)	12,655 (16%)	7,148 (12%)
65+	159 (29%)	2,370 (3%)	660 (1%)

Chart 14: Age at time of leaving



74% of respondents were over the age of 55 when they left the Register. Chart 14 shows the percentage in each age group compared to the Register as a whole and the Scottish Government teacher census 2025.

Gender/Gender reassignment

When asked if they consider themselves to be trans or have a trans history, 547 of respondents stated 'No' and 2 respondents selected 'Yes'. For those who selected 'Yes', when asked to describe their trans status, one answered 'non-binary' whereas the other answered 'trans woman'.

Ethnicity

Table 33: Ethnicity (n=541)

Ethnicity	Number
WHITE – Scottish	428 (80%)
WHITE – Other British	74 (13%)
WHITE – Irish	9 (2%)
WHITE – Polish	1 (<1%)
WHITE – Gypsy/Traveller	1 (<1%)
WHITE – Roma	0 (0%)
WHITE – Showman/Showwoman	0 (0%)
WHITE – Other	11 (2%)
MIXED OR MULTIPLE ETHNIC GROUPS	4 (1%)
ASIAN, SCOTTISH ASIAN OR BRITISH ASIAN – Pakistani, Scottish Pakistani or British Pakistani	1 (<1%)
ASIAN, SCOTTISH ASIAN OR BRITISH ASIAN – Indian, Scottish Indian or British Indian	2 (<1%)
ASIAN, SCOTTISH ASIAN OR BRITISH ASIAN – Bangladeshi, Scottish Bangladeshi or British Bangladeshi	1 (<1%)
ASIAN, SCOTTISH ASIAN OR BRITISH ASIAN – Other	2 (<1%)
AFRICAN, SCOTTISH AFRICAN OR BRITISH AFRICAN – (For example, Nigerian, Somalian)	4 (1%)

Ethnicity	Number
CARIBBEAN OR BLACK – (For example, Scottish Caribbean, Scottish Black)	2 (<1%)
OTHER ETHNIC GROUP – Arab, Scottish Arab or British Arab	0 (0%)
OTHER ETHNIC GROUP – Other (For example, Sikh, Jewish)	1 (<1%)

Table 33 shows that the majority of respondents have an ethnicity of 'White – Scottish' (80%). 8 respondents chose to skip the Ethnicity section.

Nationality

Table 34: Nationality (n=546)

Nationality	Number
United Kingdom	503 (92%)
Other	43 (8%)

Table 34 shows that the majority of respondents were British (92%).

43 respondents chose 'Other' as their nationality. 28 of the 43 respondents chose to write their nationality.

Table 35: 'Other' nationalities (n=28)

'Other' nationalities	Number
Irish	8 (29%)
Canadian	4 (14%)

'Other' nationalities	Number
American	4 (14%)
Nigerian	2 (7%)
Ghanian	2 (7%)
Icelandic	1 (4%)
South African	1 (4%)
Polish	1 (4%)
French	1 (4%)
Spanish	1 (4%)
Swiss	1 (4%)
Greek	1 (4%)
Italian	1 (4%)

Religion

Table 36: Religion (n=541)

Religion	Number
None	227(42%)
Church of Scotland	156 (29%)
Roman Catholic	95 (18%)

Other Christian	48 (9%)
Another religion or body	5 (1%)
Muslim	4 (1%)
Pagan	3 (1%)
Hindu	1 (<1%)
Buddhist	1 (<1%)
Sikh	1 (<1%)
Jewish	0 (0%)

Table 36 shows that 42% of respondents do not have a religion. 29% of respondents selected Church of Scotland and 18% chose Roman Catholic as their answer. Eight respondents chose to skip the Religion section.

The number of respondents who selected Other Christian as their answer was 48. Of those, 44 respondents chose to provide more information. Church of England and Christian were mentioned 9 and 8 times respectively. Baptist was given as an answer 4 times.

Five respondents chose Another religion or body. Humanist was mentioned twice, whereas Brahma Kumaris, Episcopal and Personal beliefs were provided as answers too.

Sexual Orientation

Table 37: Sexual Orientation (n=529)

Sexual orientation	Number
Straight/Heterosexual	502 (95%)
Bisexual	12 (2%)

Gay or Lesbian	10 (2%)
Other sexual orientation	5 (1%)

Table 37 shows that most respondents (502, 95%) have a sexual orientation of straight/heterosexual. Twelve (2%) respondents are bisexual, and 10 (2%) others are gay or lesbian. Finally, 5 individuals responded that they have another sexual orientation. Asexual, Pansexual and Queer were all provided as answers.

Disability/Health

Table 38: Disability/health (n=527)

Disability/health	Number
No condition	386 (73%)
Long-term illness, disease or condition (a condition, not listed above, that you may have for life, which may be managed with treatment or medication)	48 (9%)
Mental health condition (a condition that affects your emotional, physical and mental wellbeing)	27 (5%)
Deafness or partial hearing loss	21 (4%)
Other condition	18 (3%)
Physical disability (a condition that substantially limits one or more basic physical activities, such as walking, climbing stairs, lifting or carrying)	14 (3%)
Learning difficulty (a specific learning condition that affects the way you learn and process information)	6 (1%)

Development disorder (a condition that you have had since childhood which affects motor, cognitive, social and emotional skills, and speech and language)	3 (1%)
Blindness or partial sight	3 (1%)
Learning disability (a condition that you have had since childhood that affects the way that you learn, understand information and communicate)	1 (<1%)

Table 38 shows that the majority (386, 73%) of respondents have no condition or disability that affects their health. Respondents with a long-term illness, disease or condition (one that they may have for life, which may be managed with treatment or medication) make up 9% of the responses.

Caring Responsibilities

Table 39: Caring responsibilities (n=525)

Caring responsibilities	Number
No caring responsibilities	
None	404 (77%)
One responsibility	
Carer or assistant for an older person or people (65 years and over)	55 (10%)
Carer of a child or children (under 18 years)	46 (9%)
Carer or assistant for a disabled adult (18 years and over)	10 (2%)

Carer of a disabled child or children	2 (<1%)
Two responsibilities	
Carer of a child or children (under 18 years); Carer of a disabled child or children	3 (1%)
Carer of a child or children (under 18 years); Carer or assistant for a disabled adult (18 years and over)	2 (<1%)
Carer of a child or children (under 18 years); Carer or assistant for an older person or people (65 years and over)	2 (<1%)
Carer or assistant for an older person or people (65 years and over); Carer or assistant for a disabled adult (18 years and over)	1 (<1%)

Table 39 shows that the majority of respondents do not have caring responsibilities in their personal lives. Of the respondents that have one type of caring responsibility, 55 (10%) have a responsibility as a carer or assistant for an older person or people (65 years and over), whereas 46 (9%) respondents have a responsibility as a carer of a child or children (under 18 years). Furthermore, 10 (2%) individuals are the carer or assistant for a disabled adult (18 years and over).

Harassment

Table 40: Harassment (bullying, harassment, racism or other discrimination) experienced in work as a teacher in the last 12 months before leaving the Register (n=537)

Harassment experienced	Number
No	444 (83%)
Yes	93 (17%)

Table 40 reveals that 93 respondents (17%) experienced harassment in their work as a teacher in the last 12 months before leaving the Register.

Table 41: Harassment sources (n=93)

Harassment sources	Number
One source of harassment	
Colleagues	40 (43%)
Learners	24 (26%)
Parents	3 (3%)
Two sources of harassment	
Colleagues and Learners	13 (14%)
Colleagues and Parents	4 (4%)
Learners and Parents	4 (4%)
Three sources of harassment	
Colleagues, Learners, and Parents	5 (5%)

Table 41 shows that of the 93 respondents who experienced harassment in their work as a teacher in the last 12 months before leaving the Register, 40 (43%) mentioned it was received from colleagues whereas 24 (26%) respondents stated the source was learners.

Combined data

Tables 42a and 42b show the breakdown of reason for leaving by age group. Percentages in table 43a use the total number of respondents in that age group as the denominator e.g. the percentage shown in 42a 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 42b use the total number of respondents across all age groups who gave that reason for leaving as the denominator. For example, in table 42a below, 1 individual aged 18-24 said that they taking a career break. 17% of all 18-24 year-olds gave this as their reason for leaving the Register. Table 42b shows that 31% of everyone (of all ages) who gave 'I am leaving or have left Scotland' as a reason for leaving the Register were aged 25-34.

Table 42a: Combined data where percentages shown reflect the total number of respondents in that age group as the denominator

Reason for leaving	18-24	25-34	35-44	45-54	55-64	65+	Prefer not to say
I am leaving or have left Scotland	0 (0%)	12 (31%)	14 (34%)	8 (14%)	4 (2%)	1 (1%)	0 (0%)
I am taking a career break	1 (17%)	0 (0%)	0 (0%)	3 (5%)	5 (2%)	0 (0%)	0 (0%)
I have left the profession for health reasons	0 (0%)	3 (8%)	3 (7%)	11 (19%)	14 (6%)	2 (1%)	0 (0%)
I have left the profession for other reasons	5 (83%)	24 (62%)	22 (54%)	32 (56%)	34 (14%)	5 (3%)	0 (0%)
I have retired	0 (0%)	0 (0%)	2 (5%)	3 (5%)	188 (77%)	151 (95%)	2 (100%)

Table 42b: 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

Reason for leaving	18-24	25-34	35-44	45-54	55-64	65+	Prefer not to say
I am leaving or have left Scotland	0 (0%)	12 (31%)	14 (36%)	8 (21%)	4 (10%)	1 (3%)	0 (0%)
I am taking a career break	1 (11%)	0 (0%)	0 (0%)	3 (33%)	5 (56%)	0 (0%)	0 (0%)
I have left the profession for health reasons	0 (0%)	3 (9%)	3 (9%)	11 (33%)	14 (43%)	2 (6%)	0 (0%)
I have left the profession for other reasons	5 (4%)	24 (20%)	22 (18%)	32 (26%)	34 (28%)	5 (4%)	0 (0%)
I have retired	0 (0%)	0 (0%)	2 (1%)	3 (1%)	188 (54%)	151 (44%)	2 (1%)

Tables 43a and 43b show the breakdown of reason for leaving by stage of career.

Percentages in table 43a the total number of respondents in that career stage, as the denominator. For example, the percentage shown in table 43a 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 43b use the total number of respondents who gave that reason for leaving across all career stages, as the denominator (see example in Table 42 for further explanation if required).

Table 43a: Combined data where percentages shown reflect the total number of respondents in that career stage, as the denominator

Reason for leaving	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	24 (5%)	11 (28%)	4 (17%)
I am taking a career break	5 (1%)	3 (8%)	1 (4%)
I have left the profession for health reasons	28 (6%)	4 (10%)	1 (4%)
I have left the profession for other reasons	85 (18%)	21 (53%)	16 (67%)
I have retired	342 (71%)	1 (3%)	2 (8%)

Table 43b: Combined data where percentages shown reflect the total number of respondents who gave that reason for leaving across all career stages as the denominator

Reason for leaving	Fully registered for 5 or more years	Early career phase (first 4 years after becoming fully registered)	Provisionally registered
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I am leaving or have left Scotland	24 (62%)	11 (28%)	4 (10%)
I am taking a career break	5 (56%)	3 (33%)	1 (11%)
I have left the profession for health reasons	28 (85%)	4 (12%)	1 (3%)
I have left the profession for other reasons	85 (70%)	21 (17%)	16 (13%)
I have retired	342 (99%)	1 (<1%)	2 (1%)

The most common reason for leaving the Register for registrants who were fully registered for 5 or more years was retirement (71%) with 99% 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 (53%) with the second most common reason being that they were leaving or had already left Scotland (28%). Of the 21 respondents in the early career group who selected 'other reasons', 11 (52% of this group) mentioned difficulties securing a post, 4 attributed it to stress (19% of this group) and 3 cited workload (14% of this group).

There were similar reported results for those who left the Register who were provisionally registered with 67% of these respondents leaving the profession for other reasons and with a further 17% leaving due to leaving or having left Scotland. 'Other reasons' in this group (16 respondents) cited lack of support (6; 38%) and difficulty securing a post (8; 50%). 3 respondents in this group (19%) also cited bullying 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.

Conclusion

GTC Scotland will use the evidence from this report to inform our regulatory work, strengthen data quality, and work with partners to support trusted teaching and teacher supply planning.

While the Register remains broadly stable, the data highlights areas where continued attention is required, including:

- a gradual decline in registrants and registrations
- subject-specific pressures in secondary education
- fewer transitions from provisional to full registration
- issues affecting early-career retention

Our leaving the Register survey also highlights the importance of understanding how workplace culture and structure influences teachers' decisions to leave the profession, including the impact of workload, employment stability, support, and reported workplace harm. We believe we will need to continue to monitor this area closely as we move into a period of significant change in Scottish education with the curriculum improvement cycle as well as qualifications reform imminent.

Reinforcing our 5 recommendations to improve teacher supply

Last year we made 5 recommendations to improve teacher supply. The evidence in this year's report reinforces the need for sustained focus on these.

We continue to call for a national teacher supply strategy that provides a coherent, evidence-led plan for anticipating the teachers Scotland's education system will need, where they will be needed, and how they will be recruited, supported and retained. This work must be embedded within wider education reform, ensuring that workforce planning is not reactive or fragmented, but forward-looking, strategic, and aligned with the needs of learners, schools and communities.

Taken together, the following recommendations call for targeted action to be taken to remove barriers to teaching being seen as an attractive career, while ensuring the education system has the teachers it needs, where they are needed most.

1. Focus on teacher retention

Our insights suggest again this year that teachers are leaving the Register sooner than expected. Tackling the issues impacting on retention is critical to maximise existing resource as well as improving the attractiveness of the profession.

This should include action to strengthen induction for new teachers ([Read Reimagining teacher education in Scotland: teacher induction](#)); improved support for early-career teachers as they develop confidence, expertise and professional identity; and teacher education and development that is genuinely career-long. Action must also be underpinned by an understanding of how workplace culture affects retention, wellbeing and the attractiveness of teaching as a career.

2. Increase teacher mobility

Providing teachers with the support they need to enhance their qualifications and gain additional registration is key. Additional registration should be actively promoted, well supported and properly funded, using the GTC Scotland registration framework that already exists. This would widen what individual teachers can teach, help meet system needs for a broad and meaningful curriculum and qualifications offer, and enhance opportunities for career progression. Any strategy to offer increased additional registration opportunities should begin with a focus on priority secondary subjects and recognise many teachers already have the required qualifications.

3. Hold firm on high teaching standards

Learning from other jurisdictions tells us that quick fixes such as developing alternative routes into teaching and lowering entry requirements has the opposite impact to that intended. They diminish the status and attractiveness of the profession. Any step in this direction further entrenches supply issues. The education system must uphold the professional standards that define high-quality teaching in Scotland. We are calling on all of those who work in and for our education system to deeply understand teaching standards and embed them in their work.

4. Understand our system's nuanced requirements and where the gaps are

Scotland's education system needs a clearer, more coordinated national understanding of which teachers are needed, where they are needed and when. Urgent action is required to improve the quality, integration and use of teacher workforce data so that decisions are informed, timely and targeted where they will have the greatest impact. Teachers also need clear, accessible information about where opportunities exist and how their qualifications and registration can support their own progression, as well as the needs of learners, schools and communities.

5. Deeply consider system structures

As a profession, teaching competes for graduates and also needs to be more diverse. Deep consideration of structures such as working practices (particularly opportunities for flexible and part-time work), time for personal development, support for career progression and wellbeing interventions is necessary to enhance the attractiveness and diversity of the profession. We believe that an expert on flexible working and these matters should be commissioned to report on how these arrangements could practically happen.



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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