



The Scottish Government
Marketing Team
Communications Division

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Marketing / Audience Portfolio:	Campaign:
Smarter	Teacher Recruitment
Date:	Brief Author(s):
23/07/17	[REDACTED]
Marketing:	Strategy & Insight Team:
[REDACTED]	[REDACTED]

1. What is the one thing we want people to know or do?

To believe that teaching their specialist subject* in Scottish secondary schools is an ideal career choice for them

* 1. STEM subjects of Maths, Physics, Chemistry, Computing, Technology
2. English
3. Home Economics related subjects of consumer / food / textile studies

2. What are the marketing objectives? Should be SMART

[REDACTED]



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[REDACTED]

3. What do we know about our target audience?

3.1 Who are we talking to?

Primary:

University undergraduates in years 2 – 4 currently studying STEM subjects or English in Scotland. They are typically men and women between the ages of 20-24 years that live either with flatmates or with their parents.

The individuals we are targeting are driven by intrinsic motivations such as altruism, sense of reward and contributing to community/society.

They are heavy users of digital and outdoor media, light users of traditional media. Top sites visited are shopping, information, search engines, music streaming and services. Top social networks are Facebook, YouTube and Whatsapp, with Twitter used for sharing interesting info.

Secondary:

Career changers who have a degree in Home Economics related subjects such as consumer / food / textile studies and will be currently working in a related role ie. In the catering industry. As with undergraduates, we are targeting those looking for a career that provides satisfaction, altruism, growth, challenge and opportunity to use their degree. In the case of catering, these people may be looking for a better work/life balance.

We should ideally target people in the first five years after graduation, when

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they're more likely to be willing to go back into study.

3.2 Is there any existing research or a previous campaign?

Prior to the 2016/17 campaign The Gate undertook desk research re STEM teacher recruitment - this is available as a separate document. Key insights from this are in the next section.

Phase 1 of Teaching Makes People ran in Feb/March 2017, with a £350k budget. It consisted of:







- digital, out-of-home and student media advertising and PPC
- field, visiting careers fairs and bespoke visits to universities
- a rebuilt Teach In Scotland website, www.teachinscotland.scot
- PR, publicity and case study management
- Bauer platforms.

The full campaign wash-up document, including examples of creative, is available. Campaign results against objectives were

Very good score card: making the campaign even more effective at improving opinion of teaching is the challenge going forward



Achieve the following among year 2-4 undergraduates in Scotland who study STEM subjects by end of March 2017:

	TARGET	ACHIEVED	TARGET MET
1 Awareness (recognition) of the 'Teaching Makes People' campaign	TBC	45%	
2 Campaign recognisers to have a "(much) more positive opinion of secondary teaching as a career"	60%	51%	
3 Increase % who report to be considering teaching as a career by 12 percentage points	12pp	12pp	
4 Campaign recognisers to "see that teaching is an ideal career choice for them"	20%	36%	
5 Motivation score (based on campaign recognisers)	65%	57%	
6 Increase number who report to be considering applying to PGDE courses by 7 percentage points	7pp	21pp	

Additional results included:

- More than 45k visits to new website, with 7% of all visitors registering

3.3 Are there any key insights?

Key insights from The Gate's desk research include:

Presence and competition:

- Teaching suffers from extremely poor presence at university careers fairs. This poor presence gives rise to low consideration, which is made worse by slicker corporate competitors

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- Teaching is perceived even by careers advisers as the ‘poor cousin’ to other careers. In order to play on the edge of the ‘professional’ category, teaching must create a more professional image and promise a much more rewarding career. Teaching must stand out ‘on campus’

Barriers to teaching include:

- Perceptions that it is an ‘intellectual step down/step back’
- Perceptions that teaching is bound by curriculum and repetitive - little room for creativity or development
- Perceived workload, bureaucracy and lack of autonomy
- Individuals’ fear of teenagers/classroom discipline
- It’s seen by most as a ‘second choice’ or ‘fall-back option’, not primary career choice
- Questions if subject knowledge of some graduates (eg, engineering) is deep enough to teach maths or physics

Personality types:

- Only some personality types are attracted and suited to teaching, because teaching is more about a set of values than pedagogical competencies
- These are generally people who are driven by intrinsic motivations such as altruism, sense of reward and contributing to community/society
- Self/others’ respect, working with children, and the opportunity to develop valuable skills are strong motivators for those highly interested in teaching
- Teaching is not attractive or suitable for other personalities, who are driven by external motivations such as salary and perceived status
- An effective campaign would have to focus on addressing the motivators of the types potentially attracted to and suited to teaching
- Potential motivating messaging should align with Wants and Needs of the target audience (██████████):

- “I want a job that allows me to be creative. I want a career that makes a difference in people’s lives. I like to be surrounded by different cultures. I want to feel that I’m having an impact and playing a part in children’s futures. I thrive on feeling I’m making a difference. I want to give back to the community. I enjoy interacting with young people”

- “The ability to make change and enrich a child's future. To help children discover their potential, and help them through life. A child's education is extremely important and I would want to be a part of creating a positive change and making a positive contribution.”

Reasons to believe? Negative perceptions are contradicted by current teachers:

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POSITIVE INTERACTIONS <->

Teaching - "The World's Happiest Jobs" The Guardian survey 2015

Perceptions contradicted by research with teachers

Young people are great to work with. They have humour, intelligence and generally want to make the world a better place."

'What makes you so happy? "The light bulb moments – watching children make leaps in learning,"

"When they're looking confused or lost I know what it means to not understand what is going on around them. I like to think I am making a difference to their education and I enjoy seeing them achieve their potential."

"Knowing that you've helped make a difference to that child and that family is tremendously rewarding."

<https://www.theguardian.com/money/2015/apr/07/going-to-work-with-a-smile-on-your-face>

Motivating themes found were Impact, Legacy, Creativity and Autonomy, Achievement, and Fulfilment.

The propositional territory that delivered the final creative solution was 'Are you good enough'.

Insights and actions from TNS evaluation of 2016/17 campaign include:

- Achieving stand-out in this environment is difficult but the reach was good for a digital campaign (digital and field worked particularly well)
- Field marketing was valuable due to indepth nature of engagements
- Outdoor offered limited support and therefore restricted the opportunity for campaign integration and impact – going forward additional sites should be considered, creative revised to emphasise TMP, improve CTA, improve standout
- Website awareness is limited, easier links on social media would be helpful to drive students to online video
- The campaign does not motivate all (polorising for some) as expected – see inight gathering
- Claimed action is better among those who have seen 2+ media, particularly online video which highlights the importance of driving traffic to

this

- Increased consideration and more serious perceptions of teaching have been achieved, and campaign should re-run soon to maintain momentum

Additional feedback included:

- Need for interest to be more frequently converted to actual applications. Is this easy enough on the website? Possibly through stronger call to action and through more partnership working with universities' Schools of Education and career services
- More info for students is required at stands, particularly around funding and eligibility

We have no concrete insight into those studying English but can hypothesis that those who may be interested in teaching can be motivated in the same way with an adaptation of the TMP creative approach to focus on English (as opposed to STEM).

Again, for career changers with a background in Home Economics related subjects, we have no concrete insight but we can hypothesis that the motivations could be similar to the ones highlighted in the case study below:

<http://teachinscotland.scot/become-a-teacher/new-to-teaching/secondary/home-economics/>

"As a Head Chef and a contract catering manager, I always enjoyed training and coaching my staff. But after getting married and starting a family I wanted to get away from anti-social hours. My interest in food, and enjoyment of coaching meant teaching felt like a perfect choice. I genuinely love being a teacher; I really feel I have found my vocation. It is immensely fulfilling to teach students life skills and skills that will assist them gain employment and to watch their progression. A number of my students have pursued careers in hospitality and this makes me incredibly proud. In teaching I feel I can really make a long-term difference. I have the opportunity and responsibility for helping shape my students to give them the best chance of a successful future."

3.4 If social marketing, what are the stages of change?

The target audience will be spread across the first three stages of the five step behaviour change journey:

- Pre-contemplation
- Contemplation
- Preparation
- Action
- Maintenance

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Some will not have considered teaching at all, so will be at **pre-contemplation**. We need to introduce the idea of teaching as one of the options open to them, and move them to contemplation and, at the appropriate time, to preparation.

Some will have considered teaching, so will be at the **contemplation** stage. We need to show them why it's attractive compared with competitor options, and convert them to preparation and action.

Others may be at **preparation** so we need to make the final push into action.

4. What do we expect each agency to deliver?

- **The Gate** – strategy, creative development including new 'English' version of the campaign, strengthened OOH taking into account feedback from the eval (and original creative testing) to increase standout and recognition stronger CTA, development of additional/bespoke creative when needed
- **The Gate** – development of digital strategy, with website development and email content management, social media recommendations as per TNS debrief
- **Carat** – media strategy with a focus on driving traffic to online video and improved OOH reach
- **Union Connect** – field marketing and partnership development, utilising intervention items as true support products (not giveaways), all with SG branding
- **Big Partnership** – PR strategy and new career changers PR strategy and case study management
- **TNS** – campaign evaluation

5. How will we evaluate the activity? What would success look like?

Success of the campaign will be measured against the objectives outlines in section 2. Agencies are expected to respond to these.

Pre and post campaign tracking will be used to measure:

- awareness levels (should match coverage)
- comprehension of message (should be 75%+)
- motivation levels
- shifts in attitudes
- shifts in behaviours



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Specific KPIs for partnerships, field, PR and digital / website must be set and agreed with SG ahead of the campaign launch. Agencies will be expected to respond to these at the campaign wash up. Please note there are specific PR objectives contained in this brief.

6. What is the budget?

£500k for two waves (Sep/Oct & Jan/Feb)
Budgets are provisional, and open to discussion

- Advertising / creative development (The Gate): [REDACTED]
- Digital development (The Gate): [REDACTED]
- Media (Carat): [REDACTED]
- Field (Union Connect): [REDACTED]
- PR (Big Partnership): [REDACTED]
- Evaluation (TNS): [REDACTED]

£24k contingency

7. What are the timings?

We will do two waves in 2017/18:

May/July – strategy development

July/August – development

September-October – wave 1 (advertising starting 4/9)

January/February – wave 2 (advertising starting 8/1)

There will be some campaign activity outwith these timings, such as publicity, attendance at graduate and careers fairs, website development and email content/engagement

8. What are the mandatories?

- Smarter Scotland logo

9. Who are the stakeholders / partners?

Stakeholders we need to keep informed and seek feedback from:

- Education Scotland
- Local Authorities (x32)
- Teacher Workforce Planning Working Group



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- Education Strategy Group
- Universities (Aberdeen, Dundee, Edinburgh, Glasgow, Stirling, Strathclyde, UHI, UWS)
- General Teaching Council for Scotland
- Teaching unions

Partners, who could help us deliver messages:

- Universities, especially those delivering relevant courses
- Skills Development Scotland
- Young Scot
- SAAS
- SQA

10. Is there anything else to add?

Teacher recruitment remains an area of high media priority and political sensitivity. Recent stories have focussed on poor recruitment, poor academic results and concerns about the quality of teacher training.