



The Impact of STEM Learning Science CPD: An analysis of teacher retention

The recruitment and retention of high-quality teachers of science is an ongoing challenge in England, with around half of science teachers leaving the profession within five years of qualifying. When coupled with difficulties in recruiting specialist teachers in physics and an increasing number of school aged children, the problem is likely to continue into the future. One way to support retention is by ensuring teachers are able to engage with high quality, subject-specific continuing professional development (CPD).

As the largest provider of science, technology, engineering and maths (STEM) education support to schools in the UK, STEM Learning is helping to address this challenge through its CPD provision, which has previously been shown to improve the likelihood of a teacher being retained within the profession¹.

The current work explores whether engagement with STEM Learning's science CPD is associated with an increased likelihood of remaining in the profession.

Teachers engaged
with STEM Learning
science CPD are
155% more likely
to remain in the
profession

The results show that:

- The odds of a science teacher remaining within the profession the year after engaging with CPD are around **155% higher when compared to a non-engaged counterpart**.
- Early Career Teachers are around **151% more likely to remain in the profession** when compared to a non-engaged counterpart.

¹ [Improving Science Teacher Retention](#), Wellcome Trust and Education Datalab, 2017.