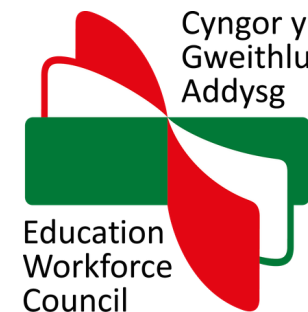


Annual Education Workforce Statistics for Wales 2026



Section 1: Introduction



Mae'r ddogfen hon hefyd ar gael yn Gymraeg

Section 1: Introduction	3
1. All registrants	4
1.1 Individual and multiple registration categories.....	4
1.2 Multiple registration combinations.....	5
2. Key findings	6
2.1 School teacher.....	6
2.2 School learning support worker	6
2.3 Further education teacher	7
2.4 Further education learning support worker.....	7
2.5 Further education principal and senior leader	7
2.6 Work-based learning practitioner	8
2.7 Adult learning practitioner	8
2.8 Qualified youth worker	9
2.9 Qualified youth support worker	9
2.10 Independent school teacher	10
2.11 Independent school learning support worker.....	10
2.12 Independent special post-16 institution teacher	11
2.13 Independent special post-16 institution learning support worker.....	11

Section 1: Introduction

About us

The Education Workforce Council (EWC), is the independent, professional regulator for the education workforce in Wales. We regulate education practitioners across schools, further education, youth work, and adult/work-based learning.

Introduction to the Annual Education Workforce Statistics for Wales 2026

These statistics have been produced using data from the Register of Education Practitioners. The information that we are able to hold on the Register is set out in the Education Workforce Council (Main Functions) (Wales) Regulations 2015, as amended.

The Register is real time and provides a unique source of data about the 13 registered education groups in Wales. No equivalent data is available from any other body or organisation. Consequently, comparison should not be made with other sources such as the Welsh Government School Workforce Annual Census (SWAC), also published annually. For the school sector in particular, unlike SWAC, our data includes all supply staff, peripatetic workers, freelance workers, and others who provide education or training in a school, as well as other education settings. We also hold significant historic data which enables us to provide trend information. [Previous copies of our reports](#) are available on request.

The statistics in this report are based on the following criteria:

- registrant numbers are recorded as actuals, rather than full-time equivalent
- barring the all registrant volume (section 1), which indicates the number of individuals on the Register, practitioners registered in multiple categories (for example school and further education teacher) are included in all relevant volumes
- the census date used for the data taken from the Register is 1 March each year
- where a registrant has more than one employment record on the Register (for example school teacher in a school and a further education teacher in a college) the relevant employment information is recorded in each category they are registered in
- supply registrants in each volume are only counted once regardless of the number of employers/agencies they undertake supply work for
- the information recorded on the Register is obtained directly from the practitioner and/or their employer
- percentages may not total 100 due to rounding

Considerations while reading the report

Legislation requires a practitioner to be registered in the category, or categories, for the work that they undertake, or intend to undertake. As a result, some practitioners are registered in multiple categories. [Further information can be found on our website](#).

To cite this report:

Education Workforce Council (2026). Annual Education Workforce Statistics for Wales 2026. Available at: (Accessed: 'insert date').

1. All registrants

As at 1 March 2026, there were 91,357 individual registrants on the EWC Register of Educational Practitioners. Registrants are able to register in one or more of the following categories: school teacher, school learning support worker, further education teacher, further education learning support worker, further education principal and senior leader, work-based learning practitioner, adult learning practitioner, qualified youth worker, qualified youth support worker, independent school teacher, independent school learning support worker, independent special post-16 institution teacher, and independent special post-16 institution learning support worker.

1.1 Individual and multiple registration categories

Table 1.1: Number of registrants with individual and multiple registration categories in 2026.

	2026	
	Number of individual registrants by category	Number of registrants eligible to practise in each category
School teacher	30,170	34,443
School learning support worker	40,578	45,819
Further education teacher	3,873	6,125
Further education learning support worker	2,394	4,440
Further education principals and senior leader	116	365
Work-based learning practitioner	2,279	3,247
Adult learning practitioner	268	328
Qualified youth worker	366	440
Qualified youth support worker	562	668
Independent school teacher	1,707	2,113
Independent school learning support worker	1,247	1,612
Independent special post-16 institution teacher	66	90
Independent special post-16 institution learning support worker	289	337
Multiple categories ¹	7,442	n/a
Total	91,357	100,027

¹ Last year, the EWC carried out a data cleaning project to review the number of additional registration categories held by registrants. This involved contacting registrants to confirm their current employment and checking if the extra categories were required. These individuals remain registered in the correct category required for their role, but any unnecessary additional categories have been removed. As a result, the number of individuals with multiple registration categories has decreased by 15.3% from 8,760 in 2025 to 7,422 in 2026.

Registrants are eligible to work in all categories in which they are registered, therefore all sections (2 to 6) are based on the number of registrants eligible to practise in each category. Individuals registered in multiple categories are counted in each applicable category, for example, if a school teacher is also registered as an FE teacher they will be counted in all relevant sections as they are eligible to work, or may be working (if part time) in both categories.

1.2 Multiple registration combinations

The table below is a two-way matrix showing specifically where individuals are registered singularly (highlighted in green) and which other categories those who are eligible to practise are also registered in. To emphasise, individuals registered in multiple categories are counted in each applicable category. For example, if a school teacher is also registered as a school learning support worker and further education teacher, they will be counted in all relevant sections as they are eligible to work, or may be working (if part time) in all three categories.

Table 1.2: Matrix showing registrants’ multiple registration combinations in 2026.

Registrant categories	Code	TEA	SLSW	FE	FELSW	FEL	ALP	WBL	YW	YSW	ITEA	ITSW	ISTEA	ISSW
School teacher	TEA	30,170	3,618	568	249	10	17	105	10	10	306	56	10	5
School learning support worker	SLSW	3,618	40,578	591	1,230	3	26	182	16	59	141	318	15	37
Further education teacher	FE	568	591	3,873	927	224	25	664	27	8	62	22	14	7
Further education learning support worker	FELSW	249	1,230	927	2,394	24	12	296	18	10	32	58	10	26
Further education principal and senior leader	FEL	10	3	224	24	116	1	47	2	0	0	0	0	0
Adult learning practitioner	ALP	17	26	25	12	1	268	9	0	1	2	2	1	0
Work-based learning support worker	WBL	105	182	664	296	47	9	2,279	4	13	14	12	6	5
Qualified youth worker	YW	10	16	27	18	2	0	4	366	29	0	1	0	0
Qualified youth support worker	YSW	10	59	8	10	0	1	13	29	562	0	1	0	0
Independent school teacher	ITEA	306	141	62	32	0	2	14	0	0	1,707	80	11	8
Independent school learning support worker	ITSW	56	318	22	58	0	2	12	1	1	80	1,247	7	23
Independent special post-16 institution teacher	ISTEA	10	15	14	10	0	1	6	0	0	11	7	66	10
Independent special post-16 institution learning support worker	ISSW	5	37	7	26	0	0	5	0	0	8	23	10	289

2. Key findings

2.1 School teacher

The number of registered school teachers decreased in 2026 from 2025 by 2.3% (34,443 in 2026; 35,266 in 2025).

The majority of school teachers are female (76.1%) an increase of 0.3% on last year.

93.3% of school teachers declared their ethnicity as White an increase of 0.6% from last year (3.4% unknown). In respect of national identity, 65.1% identify as Welsh, 23.8% as British (an increase of 0.8% and increase of 0.1% respectively when compared to last year) and 3.2% unknown.

The number of registrants who gained qualified teacher status (QTS) five years ago, has decreased slightly (20.2% in 2026; 20.3% in 2025) but remains higher than it was in 2022 (19.9%).

The percentage of Welsh speaking school teachers is 33.8%. The number of school teachers who are able to work through the medium of Welsh is 27.1%. This is similar to previous years, with little year-on-year variance.

In Wales, QTS is non age range or subject specific. Of the secondary and middle school teachers that teach mathematics, English, or Welsh, 77.3%, 75.1%, and 68.5% respectively are trained in the subject they teach. In the foundation subjects, with the exception of information technology (43.1%), secondary and middle school practitioners that are trained in the subject they teach ranges from 71.0% to 87.8%.

Reviewing the 2021 cohort of registrants, 75.1% remained registered in 2026 after five years with 21.5% not retaining registration with the EWC. Reviewing the 2016 cohort, 57.3% remained registered in 2026 after 10 years with 39.2% not retaining registration with the EWC.

2.2 School learning support worker

The number of registered school learning support workers stands at 45,819 in 2026. This has decreased 0.1% since 2025 (45,887).

A higher proportion (84.4%) are female in comparison to the other registration groups (1.1% less than last year). The next highest category with a higher proportion of female registrants is school teachers with 76.1%.

20.8% of school learning support workers are under 25 which is an increase of 1.0% from 2025.

81.0% declared their ethnicity as White and 9.8% are unknown. In respect of national identity, 47.8% of school learning support workers identify as Welsh, 9.7% are unknown.

21.3% are able to speak Welsh and 18.0% have declared that they are able to work through the medium of Welsh (7.0% and 7.1% unknown respectively).

Reviewing the 2021 cohort of registrants, 47.9% of them remained registered in 2026 after five years, 12.4% moved into another registration category with 39.7% not retaining registration with the EWC.

2.3 Further education teacher

The number of registered FE teachers has declined over the last three years and currently stands at 6,125 in 2026, a 7.0% decrease from 2025.

The gender split is more balanced in comparison to the school sector with 59.0% female 41.0% male.

47.9% of FE teachers are aged 50 years and over in comparison to 28.2% of school teachers.

80.9% of FE teachers declared their ethnicity as White (11.9% unknown). 49.0% of FE teachers declared their national identity as Welsh and 27.6% as British with 11.9% unknown.

18.8% of FE teachers declared they are fluent or fairly fluent Welsh speakers and 13.3% of FE teachers are able to work through the medium of Welsh (10.1% and 10.2% unknown).

Reviewing the 2021 cohort of registrants, 57.4% of FE teachers were still registered in the same category after five years, 8.7% moved registration category, and 33.9% did not retain registration with the EWC.

2.4 Further education learning support worker

The number registered in the FE learning support category has seen a decrease of 13.2% since 2025 (5,117 in 2025; 4,440 in 2026). This is partly due to the removal of individuals who were registered across multiple categories but did not require to be.

The majority of FE learning support workers are female (67.4%) which is different to FE teachers where gender is more balanced.

83.6% of FE learning support workers declared their ethnicity as White (5.9% unknown). In respect of national identity, 47.0% identified as Welsh and 32.9% British (5.9% unknown).

Of those who made a declaration, 17.4% are able to speak Welsh and 11.7% are able to work through the medium of Welsh (5.5% unknown for both).

Reviewing the 2021 cohort of registrants, 34.1% of FE learning support workers teachers were still registered in the same category after five years, 23.7% moved registration category, and 42.2% did not retain registration with the EWC.

2.5 Further education principal and senior leader

The FE principal and senior leader category has 365 registrants in 2026 an increase of 1.1% from 2025 (361).

The gender split saw 56.2% female, 35.6% male, and the other 8.2% not specified.

50.9% of FE principals and senior leaders are 50 years or older, compared to 47.9% of FE teachers.

77.8% of FE principals and senior leaders declared their ethnicity as White (18.9% unknown). In respect of national identity, 47.4% identified as Welsh and 24.1% British (18.9% unknown).

Of those who made a declaration, 24.1% are able to speak Welsh and 17.8% are able to work through the medium of Welsh (16.4% unknown for both).

In regard to retention, no five-year trends are available due to the category’s introduction to the Register in 2025. However, the year-on-year change shows that of the 361 individuals registered in 2025, 30 of them de-registered, and 34 joined the Register in 2026.

2.6 Work-based learning practitioner

The number registered in the WBL category has seen a decrease of 5.2% since 2025 (3,426 in 2025; 3,247 in 2026).

The gender split shows that 62.1% of WBL practitioners are female and 37.9% are male.

88.3% of WBL practitioners declared their ethnicity White (7.0% unknown). In respect of national identity, 52.4% identified as Welsh and 30.0% as British (7.0% unknown).

Of those who have made a declaration, 16.6% of WBL practitioners said that they are able to speak Welsh and 12.6% are able to work through the medium of Welsh (4.9% unknown in both).

Reviewing the 2021 cohort of registrants, 45.8% of WBL were still registered in the same category after five years, 8.3% moved registration category, and 46.0% did not retain registration with the EWC.

2.7 Adult learning practitioner

In 2026 community-based adult learning practitioner had 328 registrants, an increase of 15.5% from 2025 (284).

The gender split shows that 78.7% of adult learning practitioners are female, 19.5% male, and 1.8% not specified.

Like school teachers and WBL, the adult learning practitioner age range is fairly balanced, with a good spread of practitioners across the 30-60 age ranges. The 50-59 age group saw the highest percentage of registrants at 31.4%.

68.3% of adult learning practitioners declared their ethnicity as White (27.1% unknown). In respect of national identity, 39.9% identified as Welsh and 26.5% British (26.5% unknown).

Of those who made a declaration, 13.1% are able to speak Welsh and 6.1% are able to work through the medium of Welsh (25.9% and 26.8% unknown respectively).

In regard to retention, no five-year trends are available due to the category’s introduction to the Register in 2025. However, the year-on-year change shows that of the 284 individuals registered in 2025, 60 of them de-registered, and 104 joined the Register in 2026.

2.8 Qualified youth worker

Qualified youth workers are eligible to register with the EWC if they hold one of the [mandatory qualifications](#) listed in the Regulations. The number registered in the qualified youth work sector category has seen a decrease of 6.0% since 2025 (468 in 2025; 440 in 2026).

Like the other registration categories, the youth work sector is mostly female at 69.1%.

The age profile of youth support workers shows that most of the workforce are within the 30-39 and 40-49 age brackets standing at 28.0% and 29.3%. There are 11.4% who are under 30 years. The percentage of registrants aged 60+ is the lowest across all registrant categories at 7.5%.

83.0% of youth workers declared their ethnicity as White (10.5% unknown). In terms of nationality, 56.6% have declared their identity as Welsh, and 25.0% as British (10.2% unknown).

Of those who made a declaration, 18.2% of youth workers are able to speak Welsh and 11.1% have declared that they are able to work through the medium of Welsh (7.5% unknown in both, respectively).

From the 2021 cohort, 55.7% of youth workers remain registered in their respective categories after five years, 8.8% are registered in another category, and 35.6% did not retain registration with the EWC.

2.9 Qualified youth support worker

Qualified youth support workers are eligible to register with the EWC if they hold one of the [mandatory qualifications](#) listed in the Regulations. The number registered in the qualified youth support worker category has seen a decrease of 4.4% since 2025 (699 in 2025; 668 in 2026).

Like the other registration categories, the youth support work sector is mostly female at 72.3%.

The age profile of qualified youth support workers shows a similarity to qualified youth workers where most of the workforce are within the under 30 and 30-39 ranges standing at 24.0% and 31.6%.

84.6% of youth support workers declared their ethnicity as White (10.2% unknown). In terms of national identity, 59.7% declared their identity as Welsh, and 23.2% as British (10.2% unknown).

Of those who made a declaration, 20.4% of youth support workers are able to speak Welsh and 15.9% have declared that they are able to work through the medium of Welsh (7.6% unknown in both).

Reviewing the 2021 cohort of registrants, 39.9% of qualified youth support workers were still registered in the same category after five years, 17.8% moved registration category, and 42.3% did not retain registration with the EWC.

2.10 Independent school teacher

The number registered as independent school teacher has risen over the last three years and has seen an increase of 6.3% from 2025 (1,988) to 2026 (2,113).

Like the other registration categories, the independent school teacher workforce is mostly female at 63.9%.

The age profile of independent school teachers is consistent with school teachers with the most individuals being within the 40-49 age group (31.5%).

85.3% of independent school teachers declared their ethnicity as White (5.3% unknown). In terms of national identity, 37.2% have declared their identity as Welsh, and 38.9% as British which is the highest percentage across all registration groups (5.2% unknown).

Of those who made a declaration, 9.6% of independent school teachers are able to speak Welsh and 3.7% have declared that they are able to work through the medium of Welsh, which is the lowest percentage across all registration categories (2.7% and 2.8% unknown respectively).

In regard to retention, no five-year trends are available due to the category’s introduction to the Register in 2024. However, the year-on-year change shows that of the 1,988 individuals registered in 2025, 312 of them de-registered, and 437 joined the Register in 2026.

2.11 Independent school learning support worker

The number registered as independent school learning support worker has risen over the last three years and has seen an increase of 17.0% from 2025 (1,378) to 2026 (1,612).

Like the other registration categories, the independent school learning support workforce is mostly female at 72.3%.

The age profile of independent school learning support workers shows that 30.3% are under 30 (compared to 8.1% of independent school teachers).

85.5% of independent school learning support workers declared their ethnicity as White (3.8% unknown). In terms of nationality, 36.1% have declared their identity as Welsh, and 37.5% as British (3.8% unknown).

Of those who made a declaration, 8.9% of independent school learning support workers are able to speak Welsh and 4.1% have declared that they are able to work through the medium of Welsh (2.2% and 2.3% unknown respectively).

In regard to retention, no five-year trends are available due to the category’s introduction to the Register in 2024. However, the year-on-year change shows that of the 1,378 individuals registered in 2025, 410 of them de-registered, and 644 joined the Register in 2026.

2.12 Independent special post-16 institution teacher

The number registered as independent special post-16 institution teacher has seen a 7.2% decrease from 97 in 2025 to 90 in 2026.

Like the other registration categories, the independent special post-16 institution teacher workforce is mostly female at 74.4%.

The age profile of independent special post-16 institution teachers shows the largest groups are teachers aged 40-49, respectively at 30.0%. In contrast only 4.4% are under 30.

83.3% of independent special post-16 institution teachers declared their ethnicity as White (10.0% unknown). In terms of national identity, 42.2% have declared their national identity as Welsh, and 32.2% as British (10.0% unknown).

From those who made a declaration, 15.6% of the independent special post-16 institution teachers are able to speak Welsh and 10.0% have declared that they are able to work through the medium of Welsh (4.4% unknown in both).

In regard to retention, no five-year trends are available due to the category’s introduction to the Register in 2024. However, the year-on-year change shows that of the 97 individuals registered in 2025, 31 of them de-registered, and 24 joined the Register in 2026.

2.13 Independent special post-16 institution learning support worker

The number registered as independent special post-16 institution support worker has seen a 18.2% increase from 285 in 2025 to 337 in 2026.

Like the other registration categories, the independent special post-16 institution learning support workforce is mostly female at 74.2%.

54.3% of independent special post-16 institution learning support workers are 39 years or younger.

69.1% of independent special post-16 institution learning support workers declare their ethnicity as White (10.1% unknown). In terms of national identity, 34.7% have declared their national identity as Welsh, and 24.3% as British (10.1% unknown).

From those who declared, 9.2% of independent special post-16 institution learning support workers are able to speak Welsh and 4.5% have declared that they are able to work through the medium of Welsh (2.7% and 3.0% respectively).

In regard to retention, no five-year trends are available due to the category’s introduction to the Register in 2024. However, the year-on-year change shows that of the 285 individuals registered in 2025, 63 of them de-registered, and 115 joined the Register in 2026.