Sheffield Hallam University

SHARPENS YOUR THINKING

NQT Quality Improvement Study for the Training and Development Agency for Schools

Synthesised key findings from all five stages of the NQT Quality Improvement Study

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Final Report

Centre for Education and Inclusion Research

Sheffield Hallam University

Contents

1. Introduction

Sheffield Hallam University was commissioned by the Training and Development Agency for Schools (TDA) in 2007 to explore whether school leadership teams (SLTs) are able to recruit and retain enough quality Newly Qualified Teachers (NQTs). The project was commissioned with the aim of identifying the factors that impact on the recruitment and retention of newly qualified teachers (NQTs), senior leader needs in relation to high quality NQTs and early career teachers (ECTs), their preparation for their role and performance over time and how schools measure the performance and progression of ECTs over time. The study utilises a survey of around 700 school senior leaders and NQTs in their schools (at the start of the project), and 50 case studies in a sample of these schools which included interviews with senior leaders, mentors / line managers and NQTs / ECTs in the NQT year, second and third years of teaching.

The study is divided into five parts as follows:

- Part 1: environment map - focus on Initial Teacher Education (ITE) routes and NQT recruitment with some focus on NQT retention, induction, quality (March 2008). This part consisted of a quantitative survey to senior leaders and NQTs in 4,098 schools.

- Part 2: the NQT year - focus [from case studies] on ITE route, recruitment, with more detail [including from survey] on induction, retention and quality (November 2008). This part consisted of qualitative case study visits to 50 schools who responded to part 1 survey and 250 telephone interviews (200 selected from respondents from part 1 survey and 50 non respondents). In addition a quantitative survey was sent to all respondents from part 1 with an additional booster sample to schools who had not taken part previously.

- Part 3: the second year of teaching - focus on perceived teacher quality/performance; professional development and support; career development; and progression from the NQT year/retention in second year [largely from case studies] (November 2009). This part consisted of qualitative case study visits to the same 50 schools involved in part 2 and selected survey data from part 2.

- Part 4: the third year in teaching - focus on progression from post-NQT year; performance; Early Professional Development; promotion (December 2010). This part consisted of qualitative case study visits to the same 50 schools involved in parts 2 and 3 and a quantitative survey to all those who responded to part 2 survey.

- Part 5: the NQT year revisited - focus on changes from Parts 1 and 2 in issues relating to ITE route, recruitment, retention, induction, and quality - potential link to the new Masters in Teaching and Learning qualification (March 2011). This part consisted of a quantitative survey to those who has responded to previous surveys and those who did not respond to part 1 survey. In total the sample was 2,090.

Full details of the project methodology are available on the study website www.nqtstudy.info.

This report brings together the key findings from all five stages of the study in three key areas:

- performance and quality
- induction, professional development and support
- recruitment, retention and career development

In addition to the above, each section of the report includes one or two case studies to draw out key issues at the school level, and changes at this level over time.

2. Performance and quality

2.1 Chapter summary

This chapter covers performance and quality throughout the early years of a teaching career, including the influence of ITE route and the role of performance management and support provided by schools to facilitate teachers' development. The chapter uses a combination of new analyses of survey and qualitative case study data and illustrative thematic boxes derived from one case study secondary school. The chapter concludes with some suggestions for policy and practice.

2.2 Introduction and overview

In this chapter, we look back over the four years of the project in relation to quality, performance and performance management. The aim is to describe the process or 'journey' that ECTs undertake from the end of their training to the stage where they are fully fledged-perhaps almost mid-career- teachers in their third year of teaching. A thread running throughout this work is the interaction between developing definitions of what constitutes 'quality' among ECTs and how school leaders go about encouraging, facilitating and measuring quality in performance. To do so, we focus on one case study school - 'Greenhills Secondary' - and one ECT - 'Christina' - within the school to illustrate the overall findings of the study linked to performance and quality.

Box 2.1: Greenhills Secondary: case study introduction

Greenhills is a secondary school in the North of England. It has 1750 on roll including a large 6th form. It is inclusive with its pupils being of mixed ability, but its attainment levels are slightly above the national average. Ethnic minorities form two percent of the roll; those entitled to free school meals five per cent. The catchment area is generally privileged with small pockets of deprivation. They school has a well regarded SEN department which can provide alternative provision/support where needed It has specialisms in Technology, Business and Enterprise, and it is a Training School. It has strong partnerships with its feeder primary schools. At its most recent Ofsted inspection, the school was awarded an overall grade of 2: the report commented: 'Greenhills is a good school with the potential to be even better'. School priorities were an increasing focus on teaching and learning; Assessment for Learning and more student involvement/voice. The researcher who visited the school noted at the time of their first visit "This is a highly organised and systematic school which asks and gives a lot of detail within its record keeping systems."

In total, eight interviews were carried out at Greenhills in three waves: in 2008, 2009 and 2010. The ECT - 'Christina' - was interviewed three times, once as a NQT and then again in each of her second and third years in teaching. In 2008 we interviewed a senior leader and Christina's NQT Mentor; in 2009 we also interviewed her Head of Department and in 2010 we re-interviewed the senior leader and also the Mentor Co-ordinator for the school. We were also able to draw on Christina's Annual Review statements for 2008/9 and 2009/10.

2.3 Routes into teaching

The starting point for considering quality and performance of early career teachers is what they bring to their NQT year, and this means more than anything else what they bring from their initial teacher education. We should note that most of our qualitative data suggests that individual characteristics were found to contribute more to the variation in perceived quality

and performance than ITE route as teachers progress in their careers. Individual factors such as the personality of the teacher and factors relating to the school organisation (including the support offered and opportunities available) had far more impact over time. Indeed, it seems clear from our survey data that the ITE route that NQT applicants come from is not necessarily considered the most important factor by senior leadership teams at the recruitment stage.

However, ITE route was not insignificant and there are differences between NQTs from the various routes which schools have to consider. When our survey respondents were asked from which ITE route the majority of applicants for NQT vacancies came, and which route they preferred them to have taken, there appears to be a disconnect, suggesting that senior leaders often select applicants for interview on the basis of the strength of their application (borne out in Section 4.3 below) and/or the ITE provider rather than route *per se.* When asked about routes in interviews, senior leaders' often respond by commenting on the strengths and weaknesses of NQTs from individual routes but rarely state that they would never consider applicants from particular routes. Behind the overall picture there are some interesting variations by school type (Table 2.1):

Table 2.1 Route come from and preferred by school type (2010 survey)

	PGCE %		UG teaching course %		Employment based route %		Total n	
	Come from	Preferred	Come from	Preferred	Come from	Preferred	Come from	Preferred
Primary	54	26	40	60	6	14	402	330
Secondary	85	62	7	8	9	30	194	144

This data shows that the disconnect between preferred route and routes that NQTs come from is larger in the primary sector where there is a significant preference for those from the undergraduate route (60%) but only 40% of vacancies were filled by candidates from this route. Among secondary-based respondents, while 30% expressed a preference for employment- based routes only 9% were appointed from this route. Survey data from open comments from our Environment Map report (2008) suggests that there is a link between preference and the routes normally associated with the type of school that senior leaders work in. Thus the PGCE route is more highly valued by secondary schools because respondents are more knowledgeable about PGCE courses and are confident that they work to QTS standards. The intensity of the PGCE year is seen as a good preparation for the NQT year, and the PGCE routes offers candidates with a degree in their subject specialism with more up to date knowledge, particularly important in secondary schools.

Conversely, senior leaders in primary schools are more knowledgeable about the undergraduate routes which they perceive to offer and are confident that they continue to provide more elements of value to the primary school. Thus undergraduate routes are more highly valued because they contain more in-depth study of educational theory, pedagogy and child development practices, all seen as highly important. The courses provide more time to develop skills of self-reflection and encourage adaptability in order to support learning and more time is spent in school/on placement. There is a view that choosing a 3 or 4 year degree indicates greater commitment to teaching than does the PGCE, which might have been chosen as an 'afterthought'. Primary ITE also needs to cover a broad range of subject areas in addition to all other aspects of the teaching job (planning, differentiation, behaviour management, etc), and for these reasons some senior leaders feel that more than one year of training is essential.

This is reflected in senior leaders' views on the relative effectiveness of routes into the profession. Our analysis by school type reveals significant preferences among primary respondents for the undergraduate route (86%), followed by PGCE (62%) and employment based routes (61%). By contrast secondary respondents' found the PGCE to the most effective (87%) and also valued employment based routes highly (78%), but only 60% rated the undergraduate route the most effective.

We can see how the relationship between ITE route and notions of quality evolves throughout the early years of teaching. However, despite the wealth of data by ITE route we are unable to draw any conclusions about ITE providers, mainly because many providers offer more than one route into the profession.

Box 2.2: ITE routes at Greenhills

Christina, like most of the current NQTs at Greenhills Secondary, is from the PGCE route although the school has recently started to take on those from the GTP (employment based) route. We interviewed the Deputy Head and the Mentor Co-ordinator in the school, which is a Training School. The Deputy Head noted that:

"The first [one we had] was a psychology lecturer from FE, who had lots of experience but no teaching certificate, and did very well on the fast track GTP. Since then, working with [ITE provider university] we have had three more in different subject departments. This has been incredibly successful but for it to work you must have good mentoring in place".

The Mentor Co-ordinator noted that NQTs seem to settle in quickly and that they have proved to be flexible and adaptable are keen to volunteer to contribute to the school's "vast array" of extra-curricular activities. The GTPs, he noted "just slot straight in".

The Mentor Co-ordinator also noted that he had no preferred route and had that the school had taken on a NQT from the supply route.

Christina felt that her training had been so intense that some things tended "to go in one ear and out of the other" and only become meaningful once she had become an NQT.

Routes into teaching - summary

White the ITE route taken by newly qualified teachers is clearly important to senior leaders; it seems to be far from the only or main criteria at the selection for interview and appointment stage. Senior leaders from primary and secondary schools do have different preferences for applicants from particular routes - undergraduate in the case of primary, PGCE for those in secondary schools - this is not accurately reflected in appointments, suggesting that it is individual factors such as performance in interview and during school visits that determine appointment, and indeed senior leaders short-list from applicants from an ITE provider that they are familiar with rather than from any particular ITE route. One of the reasons for this apparent equanimity is their belief that the importance of route declines over time; another is that it is they often see their role as 'ironing out' the initial variations between NQTs from each of the routes as they become fully-fledged teachers over time and that key to this process is the personality of the individual teacher.

2.4 Quality and performance

2.4.1 The NQT year

During the first wave of case study interviews carried out in 2008 senior leaders were asked to outline NQTs' qualities and strengths, both personal and professional. *Personal characteristics* highlighted by senior leaders included NQTs' ability to manage their workload

and display commitment and enthusiasm. *Professional factors* highlighted by senior leaders included subject knowledge, assessment, classroom management skills, ability to work with pupils at different ability levels and dealing with parents.

NQTs in secondary schools - and some senior leaders and mentors - also thought classroom management and behaviour management were areas of concern (often related to recruitment and retention as indicated in sections 4.3/4.4). Behaviour management may be related to differentiation which was also of more concern among secondary NQTs than those in the primary sector, though this was highlighted by relatively few interviewees. The mixture of abilities within secondary classrooms may be connected to behavioural difficulties especially if pupils are disengaged from an un-differentiated curriculum. Most interviewees were also broadly satisfied with NQTs' ability to plan lessons and also to plan in the longer term, and with NQTs' ability to deal with parents (with the exception of some NQTs in primary schools when dealing with parents of children with special educational needs).

These findings were broadly reflected in our survey of the NQT year, carried out in 2008. We asked senior leaders how they would evaluate the quality of NQTs against a list of criteria and how satisfied they had been with the choice of NQT candidates for posts at their school. NQTs' IT skills, commitment to children, their team working skills with teaching colleagues, ability to meet the QTS/core professional standards, lesson planning, awareness of what the job entails and ability to deal with children were all rated highly by our respondents, though they were less satisfied by NQTs' ability to deal with parents, their preparedness to teach phonics (relevant only in primary schools), their team-working skills with non school colleagues and administrative work.

We repeated this question in our 2010 survey. On the whole senior leaders' in secondary schools were slightly more likely to rate NQTs highly than their primary counterparts. There were no significant changes in the relative ratings of either the list of criteria offered or in their satisfaction with the choice of NQT candidates of the preceding three years, though secondary respondents were more positive.

The NQT year and the effect of ITE route

We looked in more detail, through our case study interviews, at the personal and professional characteristics that constitute variations in quality among NQTs from different ITE routes. Our interviewees reported that most of the professional weaknesses identified relating to the difficulty of adequately preparing NQTs within the one-year PGCE framework compared with ITE routes that offer more classroom experience. Amongst personal factors, interviewees were positive about NQTs' commitment, enthusiasm and ability to handle the workload, although again workload management was more of an issue for those from the shorter route. On subject knowledge there was a balance between those that believed NQTs from the PGCE route were adequately prepared and those that thought that there was too much to be learned in one year. Senior leaders and mentors interviewees were broadly satisfied with NQTs preparedness for assessment, although NQTs themselves were more concerned about this aspect of their training.

Comparative data from the 2008 and 2010 surveys also suggest that senior leaders were becoming slightly more satisfied with the quality of NQTs. We asked senior leaders if they thought that the quality of NQTs had changed over the preceding years. Analysis of this data is laid out in Table 2.2:

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Table 2.2 Changes to the general quality of NQTs in the preceding years (SL responses)

Survey	Increased/ Slightly increased	Stayed the same	Slightly decreased/decreased	Total n
2010	45.0	47.9	7.1	695
2008	51.4	35.6	13.0	655

This analysis shows a slightly more positive picture in 2010, with more respondents reporting that the quality of NQTs had stayed the same and fewer reporting that quality had slightly decreased/decreased (shaded for significance). However, it is important to note that the 2010 survey asked about quality improvements since 2008 (over last 3 years) while the 2008 survey asked about improvements over the preceding 5 years (since 2002). Table 2.3 shows the comparison between 2008 and 2010 by school type:

Table 2.3 Views of changes to the general quality of NQTs in the preceding years by school type (SL responses)

School type	Year	Increased/ Slightly increased	Stayed the same	Slightly decreased/ decreased	Total n
Primary	2010	42.2	48.6	9.2	436
Primary	2008	49.0	37.4	13.5	457
Secondary	2010	53.1	42.5	4.3	207
Secondary	2008	57.3	30.8	11.9	185

The school type comparison reveals that secondary-based respondents were significantly less likely (than primary respondents) to report that in the 2010 survey the general quality of NQTs had decreased or slightly decreased than they had in the 2008 survey (shaded for significance) (Table 2.3).

2.4.2 The second year of teaching

Our research into what constitutes quality of performance among second-year teachers illustrates the developmental aspect of both the role itself and of senior leaders' expectations. Second year teachers exhibit (and are expected to exhibit) an ability to take on more responsibilities in their school, to better understand school procedures and policies, be more able to develop good relationships with parents, pupils and colleagues and to be more able to manage classroom misbehaviour. In interview data with both senior leaders and second year teachers these factors are expressed largely through the notion of enhanced confidence in the role of teacher.

Box 2.3. How confidence is defined by school sector

Analysis of the frequency with which second year teachers associated key elements of their second year development with enhanced confidence in the role allows us to draw some conclusions about the different expectations of each sector (interview data)

Confidence Factor (mention by at least five interviewees)	Primary (N=18)	Secondary (N=20)
Liaising with parents	7	9
Time management and planning	7	7
Relations with other staff	4	8
Taking on school-wide responsibilities	6	4
Management of support staff	6	0
Behaviour management	5	5

As can be seen, while second year teachers from each sector are as likely to mention aspects such as liaising with parents, time management and planning and behaviour management as confidence factors, there are some key differences between the sectors. For example, many second year teachers in secondary schools noted the importance of developing relationships with other members of staff but fewer mentioned taking on school-wide responsibilities and none cited the management of support staff. Taking on additional responsibilities is, as we know (Tracey et al., 2008: 56-57), less common among second year teachers in secondary schools (only four of our cohort of 20 secondary-based second year teachers compared with six of our 18 primary second year teachers mention this). Conversely, the management of support staff among primary second year teachers is not only more common but is cited as often (and probably in the same context) as taking on school wide responsibilities.

Generally the influence of ITE route diminishes during the second year of teaching and personal characteristics of the individual such as personality and temperament are seen by senior leaders as more important than their training in the longer term. Overall second year teachers are seen by senior leaders to be more able to manage both classroom behaviour and their own time, and better at liaising with both parents and their school colleagues than during the NQT year.

Box 2.4: Confidence and the second year teacher at Greenhills Secondary

As an NQT, Christina thought her strengths lay in developing resources and having a wide repertoire of approaches to lessons. Initially she had found assessment for learning a bit problematic but by the second year found it easier because she knew the students, having stayed with the same class group.

She felt much more embedded in the school and part of the school community as a second year teacher. In her NQT year she had needed to check up on procedures, but was now far more confident about how things work. She had taken on a lot of extra responsibility and so has had more to do but felt more comfortable with and better at managing her teaching. Her subject knowledge was more secure, she was better at planning and could meet the needs of particular pupils [e.g. those with dyslexia] and was able to stretch Gifted and Talented pupils better. She felt much more confident in class and as lesson planning became 'more intuitive' she was able to work on her relationships with pupils more easily.

According to the senior leadership team member at Greenhills Christina was typical of the schools' second year teachers:

"The main strengths we see [with second year teachers] are enthusiasm, good teaching, having more confidence, with lots of ideas and a willingness to try things out. They understand better what it means to be a teacher....their skills are clearly developing.... All second year teachers are form tutors now so they have to get involved in pastoral issues including contacting parents".

"They are also fitting in well with other staff. In the NQT year the emphasis has been on surviving and learning the trade but in the second year they are getting involved in things beyond their classroom. They want to challenge themselves, encouraged by the 'training school culture'. Several have joined 'focus groups' which look at teaching and learning issues on a whole school basis. The second year teachers are doing well on responsiveness to pupils' learning needs helped by the school having very clear policies re behaviour management and lesson structure" (Senior leader interview)

The picture from our interview data was not all positive, however. Around a sixth of all second year teachers in both primary and secondary schools (and one of three interviewees in the independent sector) mentioned that their increased confidence had been offset to some extent by the loss of protected Planning, Preparation and Assessment (PPA) time from which they had benefitted as NQTs.

Our survey of second year teachers set out to explore what aspects of being a second year teacher set them apart from NQTs. One of the ways we did this was to compare senior leaders' and second year teachers' views about what constituted strengths and weaknesses when it came to their readiness to progress. We found that in some areas senior leaders rated second year teachers' skills more highly than second year teachers themselves. For responsiveness to students' learning needs, there was a large difference between the views of senior leaders' who felt that second year teachers' were strong or very strong in this regard and the number of second year teachers who believed this. There was also a large difference in the relative ratings for self confidence and somewhat less of a difference for pedagogic knowledge and organisational skills. When it came to dealing with challenging pupils, commitment to the school ethos and lesson planning there was only a negligible difference.

It is interesting, in relation to our discussion of enhanced confidence as an indicator of quality among second year teachers, that self-confidence is something more likely to be rated highly by senior leaders than the teachers themselves. It appears to be something noted more by observers than felt by the teachers themselves. Responses may also tell us

something about the relative difference in priorities and in what senior leaders expect of second year teachers. The fact that senior leaders appear relatively satisfied with second year teachers' responsiveness to students' needs, pedagogic knowledge, behaviour management, organisation skills and pupil assessment/assessment for learning suggest that they may have a focus on core professional qualities. Conversely, many of the factors that second year teachers rated their own performance more highly on - such as team working with teaching colleagues, support staff and outside agencies, and dealing with parents - could be seen as less central to the role of the teacher and that perhaps go unnoticed or are considered less important by senior leaders.

However, there was another group of what we might term core professional quality factors that second year teachers rated themselves more highly on than senior leaders - having appropriate expectations of students, understanding curriculum progression across the key stages, preparation for end of key stage assessment and prioritisation - that might indicate a combination of real weaknesses among second year teachers and a degree of over-confidence in teachers' own assessment of their abilities.

Performance Management and the second year

The second year of teaching is a transition point in the development of early career teachers as they move from the NQT induction process and come under the schools' performance management regime. We found that the majority of schools follow a standard performance management process which includes a meeting at the beginning of the year to review and set targets, lesson observations and mid year reviews. Overall, primary schools follow a standard process in line with regulations which tends to be informal, unlike secondary schools which tend to adopt a more formal and structured approach. In some secondary schools the processes are closely linked with quality assurance and CPD.

Box 2.5. Performance management at Greenhills Secondary

The senior leader we spoke to started off by noting:

"They [second year teachers] are now included in the schools Performance Management system. They meet with their line manager at the beginning of the year and set one school, one department and one personal target. This is reviewed in the middle and end of the year and is linked to pay progression. They have one formal observation from the department and one from the SLT who also carry out one internal inspection in each department each year. They are also monitored by exam results…. The NQT year is very closely monitored but in the second year, unless someone is struggling, [we think it] better to let them get on with it and rely on departments to flag up any issues"

Christina elected at the beginning of the year to work on her planning and delivery, for example Starters and Plenaries to lessons. She has been observed teaching but felt that "this is more about being given chance to improve than being judged". At Greenhills, in the first 2-5 years early career teachers are given time to observe other teachers and Christina felt she had benefitted from this. She also asked the Deputy Head if she could take on new responsibilities and was given the opportunity to follow up her idea of establishing links with local primary schools.

Christina's Head of Department noted that:

"After the NQT year performance management is the same for everyone. Meet with line manager at the beginning of the year, identify strengths and weaknesses, and set targets that are aligned with standards. These will include whole school targets and more experienced teachers will include management type targets. Third year teachers will tend to be thinking more about their career pathways".

The Head of Department described the lesson observation process in the school -

"Formally once a year by the line manager, which is graded. HoDs and senior staff also visit classrooms on 'Learning Walks' where they observe 10 minutes of a lesson. They may be observing particular priorities and may go back to observe some more if they think school policies and lesson formats are not being observed. There are also departmental reviews that add up to five hours a year in any pattern the department chooses. Overall teachers are observed two or three times through these processes".

The Head of Department also noted that there was now more emphasis on student voice, pupils are now observing some classes and take part in interviews.

2.4.3 The third year of teaching

The factors that positively impact on the performance of third year teachers are defined in terms of the qualities of the individual third year teacher and the organisation and management of the school. Personal development and the support schools offer can be identified by senior leaders and line managers but the third year teacher 'putting her/his head above the parapet' is valued by senior leaders' as an indicator of ambition. For some senior leaders' this ambition is driven partly by ITE which increasingly prepares ECTs to be reflective. As one put it:

[M]ore so than teachers who have been teaching a long time. On the whole they are trying to improve and change things often and looking at different learning opportunities all the time…they are much more ambitious." (Senior leader, secondary school)

In terms of individual performance the ability to manage the work/life balance and willingness to learn both informally (from colleagues) and formally through CPD are seen as essential

for progression. Senior leaders and line managers believe they have the capacity to help develop third year teachers and see it is a key part of their role to develop their own staff.

As we have noted, the successful progression of third year teachers from the NQT year is dependent on a combination of individual and school factors, however expectations of third year teachers differ between secondary schools on the one hand and primary and special schools on the other. Analysis of these findings is presented in Table 2.4.

Table 2.4 Strengths and barriers to progress according to the following criteria by school type (survey data, 2010: senior leader responses, strong/very strong combined, selected for significance)

	Pri %	Sec %
Working with teaching assistants	79	54
Team working skills with other support staff	73	50
Multi-agency working e.g. with social workers	25	7
Pupil assessment/assessment for learning	70	81
Preparation for end of key stage assessment	61	80
Subject knowledge	74	95
Pedagogic knowledge	66	77
Understanding curriculum progression across the key stages	44	59

In primary schools, additional responsibility is anticipated at an earlier stage (see section 4.5) and this is reflected in the expectations of line and senior managers. Table 2.4 shows that primary-based senior leaders were significantly more likely to stress the importance of working collaboratively with teaching assistants and other support staff and multi-agency working which is more central to the work of primary school teachers; conversely, secondary-based senior leaders were significantly more likely to stress the importance of subject knowledge, pedagogic knowledge and understanding curriculum progression than their primary counterparts. Among third year teachers surveyed there was a similar pattern, although amongst primary respondents behaviour management was seen as significantly more important than it was for those in secondary schools.

As we noted when discussing the second year of teaching, personal characteristics are often associated with enhanced confidence as teachers become more experienced and these could be exhibited through such factors as: enhanced classroom skills including time management; reflection; better relationships with colleagues and pupils; career aspirations; and empathy with and rapport with pupils. In addition senior leaders would expect third year teachers to have developed a knowledge and understanding of assessment systems and wider school policies and contexts, including collaborative working with other schools. Factors relating to the organisation of the school were judged to be equally important, specifically the degree to which senior leaders are able and willing to support teachers thorough the provision of training and CPD opportunities (see Section 3), internal promotions and by offering responsibility points. For example the size of the school and the relative stability of staffing impacts on the extent to which schools can satisfy ECTs drive for development. Some schools actively encouraged taking on such responsibilities as part of their development as teachers "as a conscious strategy – led by the head teacher – to get

the best out of everyone. They need to feel challenged and valued – it encourages development, where appropriate" (Mentor, secondary school). This can take the form of 'engineering' promotion points in some cases. This is more of an acute problem in smaller primary schools where there is often less opportunity for development and in a minority of cases: interviewees from five schools admitted that they use CPD specifically to retain good staff (also see section 4.4).

Box 2.6: Performance and quality in the third year: Greenhills Secondary

The senior leader we spoke to noted that teachers in their third year:

"still retain their enthusiasm, are not cynical and still have a thirst for knowledge and improvement. They want to get involved in things but are not yet really good at understanding the 'big picture'. They are often not great planners and they tend to look for immediate outcomes rather than long term sustainability"….. "At the beginning NQTs are preoccupied with classroom survival, then as they become more comfortable second and third year teachers want to move on to 'more clever stuff'. Mature entrants tend to be more ambitious and start looking for more responsibility. By the third year senior leadership will have a much clearer idea of any individuals potential and where they will eventually end up in the hierarchy".

He went on to note that - in relation to the impact third year teachers can have on pupil development - that:

"The pupils pick up on their enthusiasm and the fact that they are closer to the pupils in age can also be an advantage. They also pick up things such as learning platforms quicker than older teachers. They are less likely to have family responsibilities and be more willing to take on extra-curricular activities with pupils". (Senior leader interview)

Personal characteristics of the individual were found at earlier stages in the research to contribute more to the variation in perceived quality and performance than ITE route by which ECTs entered the profession, and this tendency becomes stronger as teachers progress into their third year of teaching. The majority of respondents who spoke about this report that the differential impact of ITE routes declines in importance, with factors such as the personality of the third year teacher and the school organisation - including the support and opportunities context -becoming far more important indicators.

Case study interviews focussing on the third year of teaching reinforced the importance of school-related factors such as supportive colleagues and infrastructures can have on quality and performance at this stage in their careers. Note that support from colleagues, including support from faculty/departmental colleagues, often included feedback from informal lesson observations as well as formal lesson observations.

Table 2.5 School-related improvement factors by sector (case study interview data from 2010, senior leaders, mentors and third year teachers combined)

Factors (mentioned by at least 2 interviewees)	Primary Total 31		Secondary Total 62
Support from colleagues	10	Faculty/departmental support	13
Training courses/CPD	4	Training and CPD	10
Shared understanding of requirements	3	Opportunities for responsibility points, TLR etc	10
Lesson observations	3	Supportive colleagues	9
Being given responsibility	3	Line Management support	8
Whole school improvement plan	2	Lesson Observations	4
Range of year group teaching experience	2	Learning environment/resources	3
Collaborative working	2	School ethos	3
Good mentor/coach	2	Range of approaches to learning	2

The provision of training and CPD opportunities features highly on both lists along with support from colleagues, either informally or - in the secondary context - in the form of faculty/departmental support. Collaborative working was seen as important particularly among primary-based respondents, although as our case study suggests (below) this is also key in secondary settings. As we have noted above, while individual factors such as developing confidence and a willingness among third year teachers' to make their ambitions known can be seen as key personal development drivers, the school context and the willingness of the schools' leadership team to support and enable development (often in the form of informal advice based on lesson observations) set the overall context for the completion of the journey from training course to fully fledged mid-career teacher by the end of the third year.

Box 2.7: Staff development and support at Greenhills Secondary school

The senior leader and Head of Department were quite positive about the amount that early career teachers are supported to undertake development opportunities that go beyond immediate school or government priorities. The senior leader attributed this to Greenhills being a training school and that, for example, they were willing to fund MAs. Christina, however, thought such opportunities were rare because of budget restraints.

Overall there is a sense that, despite the budget restraints, this school takes teacher development very seriously and provides a fairly rich learning environment for teachers, although it can be prescriptive in the context of some aspects of classroom/lesson management. Christina's department seems to be particularly strong in the area of collaboration, team work and mutual support. Support can take the form of training events, LA courses and departmental review days. Teachers can also be paired with someone in a different department for joint coaching. They agree together what they want to do for example, observing each other teaching and giving feedback. There is nothing specifically designed for third year teachers, although the school has funded third and fourth year teachers to attend LA fast track courses.

The school places quite high expectations on them. They are encouraged to seek out professional development opportunities. The school makes considerable effort to provide high quality training days with 'nice lunches' and within departments there are opportunities to 'showcase' interesting work. When thinking about the impact of this support on third year teachers' development the senior leader noted that overall early career teacher are more open and receptive to new ideas and that the PM process and both formal and informal observations pick up on the impact of this.

Quality and performance - summary

It is clear from our data that, for senior leaders, the notion of quality in the performance of teachers evolves during the early years of a teaching career. During the NQT year senior leaders were looking for commitment to children, enthusiasm and ability to handle the workload amongst their new recruits; amongst second year teachers the expectation was of increasing confidence in the classroom and the beginnings of an awareness of the wider school context. Particularly evident among primary based senior leaders was the expectation that second year teachers were able to take on school-wide responsibilities. During the second and third year of teaching, senior leaders expect to see the continuing development of the individual and begin to use performance management to identify both ECTs' needs and the developmental needs of the school. It is during the third year that, in secondary schools in particular, ECTs are expected to think in terms of their longer-term career development and it is at this stage that the school organisation of and support for CPD begins to become a more decisive factor. Overall, by the third year of teaching the influence of ITE route will have largely dissipated; the personality of the individual teacher, supported by good school organisation, is seen as more important in the development of high quality teachers in the long run.

3. Induction, professional development and support

3.1 Chapter Summary

This chapter focuses on early career teachers' induction, PD and support. It identifies key changes in schools strategies and the ways in which support is organised over the first three years of teaching. This is contrasted with the ways in which early career teachers perceive and engage with the opportunities available to them and the outcomes and impact of this engagement.

3.2 Introduction and overview

The professional development (PD) and support available and taken up in the first three years of teaching changed in character each year. As our Part 2 (2008) report illustrates, PD and support in the NQT year is, for most NQTs, highly structured with a programme of observations, reviews and PD planning overseen by an induction tutor/mentor, supported by a dedicated programme of in-school and/or LA PD sessions. The beginning of the second year of teaching marked a key transition point in the PD and support available (Part 3 report, January, 2010). At this point the vast majority of schools brought second year teachers into the same PD and support processes as other teachers. Few second year teachers retained a formal mentor, although some maintained an informal support relationship with their previous NQT mentor. The third year of teaching marked a more subtle change in the PD and support available and taken up. Third year teachers links with their former NQT mentors were no longer visible, they had developed a broader understanding of the range of activity that contributed to PD and support, and increasingly engaged in collaborative activity and networking, within and beyond the school, to support their development.

To illustrate the main points in this chapter we draw particularly on two case studies: 'Lowlands' - a northern secondary schools and 'Townedge' -a southern special school for pre-school and primary children. Within each school we focus on one ECT. Boxes 3.1 and 3.2 outline key characteristics of the schools and summarise the case study work undertaken.

Box 3.1: Lowlands Secondary School - case study introduction

Lowlands school is an 11-16 specialist sports college, with a large catchment area and approximately 690 students from a mixture of backgrounds, but few students from ethnic minority groups. At the time of our study, 26% of pupils were entitled to free school meals. Over the last ten years the school had progressed from failing to being graded as good by Ofsted. The most recent Ofsted report (2007) particularly praised the care and ethos for pupils.

In total we carried out nine interviews over three years, 2008, 2009 and 2010. Each time we interviewed an ECT, who we call Phil. Phil joined the school to teach PE at the same time as six other NQTs. He had previously undertaken a sports study degree and a PGCE, where he achieved highly. We interviewed a head of department who had responsibility for all ITT students and NQTs in the school in 2008 and 2009, and again in 2010 when they had become an Assistant Head. In 2008 we interviewed Phil's head of department. In 2009 and 2010 when the head of department had left the school, we interviewed an assistant head who had directorial responsibility for the sports specialism and line managed PE staff. In 2010 all interviewees completed and discussed a grid designed to assess the learning environment for teachers in their school.

Box 3.2: Townedge Special School -an introduction to our case study

Townedge school is a special school for pupils aged two and half to eleven with severe and complex needs. At the time of our study, there were approximately 90 pupils and 100 staff, including the equivalent of 9 full-time teachers. The school also undertook a significant programme of outreach work in mainstream schools. 75% of the pupils belonged to ethnic minority groups, with 55% having English as an additional language. 27% of pupils were entitled to free school meals. The school was graded as outstanding by Ofsted in 2010 in all areas apart from economic wellbeing, where attendance issues prevented them from gaining a higher grade.

We also carried out nine interviews in three years in this school. The ECT, 'Marie' was interviewed each year. At the time of the first interview in 2008 Marie, who was in her mid-forties, had been working in the school for 14 years, initially as a general assistant and then as a teaching assistant. She successfully completed a BA in Educational Studies part-time while working as an unqualified teacher and qualified through the GTP route. We also interviewed the head teacher who was responsible for CPD and the deputy head who was responsible for NQT induction and ITT students in each of the three years. On our last visit all the interviewees completed and discussed a grid designed to assess the school's learning environment for teachers.

While we adopt a chronological approach to presenting our key findings in this chapter, it is important to note that some common themes are consistently evident across the three years of the study. The most striking is that at all stages early career teachers perceived that less PD and support was available to them than their senior leaders claimed was in place. We did not gather data on the reasons for this disparity, however there are some indications in the case studies that some of the variation may be due to early career teachers holding a fairly limited view of what constitutes PD, focused mainly on course attendance. Other reasons for the disparity may include strategies for PD and support set by senior leaders not being fully implemented and a lack of communication of what support is available to ECTs.

We found consistent differences between primary and secondary schools' approaches to PD and support. Primary schools offered more opportunities overall, made more use of LA support and offered ECTs more opportunities to visit other schools. There was also a contrast between the more informal approaches to PD and support in primary schools and the more formal support mechanisms in secondary schools. Early career teachers in primary and special schools received more direct support from senior leaders and colleagues across the school, whereas support tended to be delivered at a departmental level in secondary schools.

It is also important to recognise that individual teachers have differing motivations, aspirations, prior experiences and developmental needs and varied in the ways, and extent to which, they chose to engage with the PD and support opportunities available to them. Interestingly we consistently found that ECTs were more positive about the quality and usefulness of the PD and support they received than their senior leaders.

3.3 Induction

3.3.1 Extent and types of induction support

Statutory regulations (DCSF, 2008) set out the requirements for all newly qualified teachers to be given a tailored programme of training and support, a reduced timetable and planning, preparation and assessment time. Prior to our first survey a number of studies pointed to problems with NQT induction, with evidence of some poor practices such as insufficient

reduction in timetable, lack of training and support, and lack of consultation with NQTs about targets and standards (Bubb and Earley, 2006). The vast majority of senior leaders in our part 1 environment map survey (96%) , the part 2 survey 2008(97%) and part 5 survey (97%) reported that their schools had a standardised formal induction process for NQTs.

In our 2010 part 5 survey, as may be expected from the statutory guidance, the types of support that senior leaders reported were most frequently available to NQTs were 10% release from timetable (98%), provision of an induction tutor (96%), opportunities to observe other teachers (94%), training courses (92%) and use of TDA standards (91%) as shown in Figure 3.1. There had been a statistically significant decline in the use of the TDA standards, career entry development profile, written individual programmes and the provision of support from a mentor or coach who was not the NQT's designated induction tutor since our 2008 survey.

Figure 3.1: 2010 NQT survey - Types of induction support (SL responses)
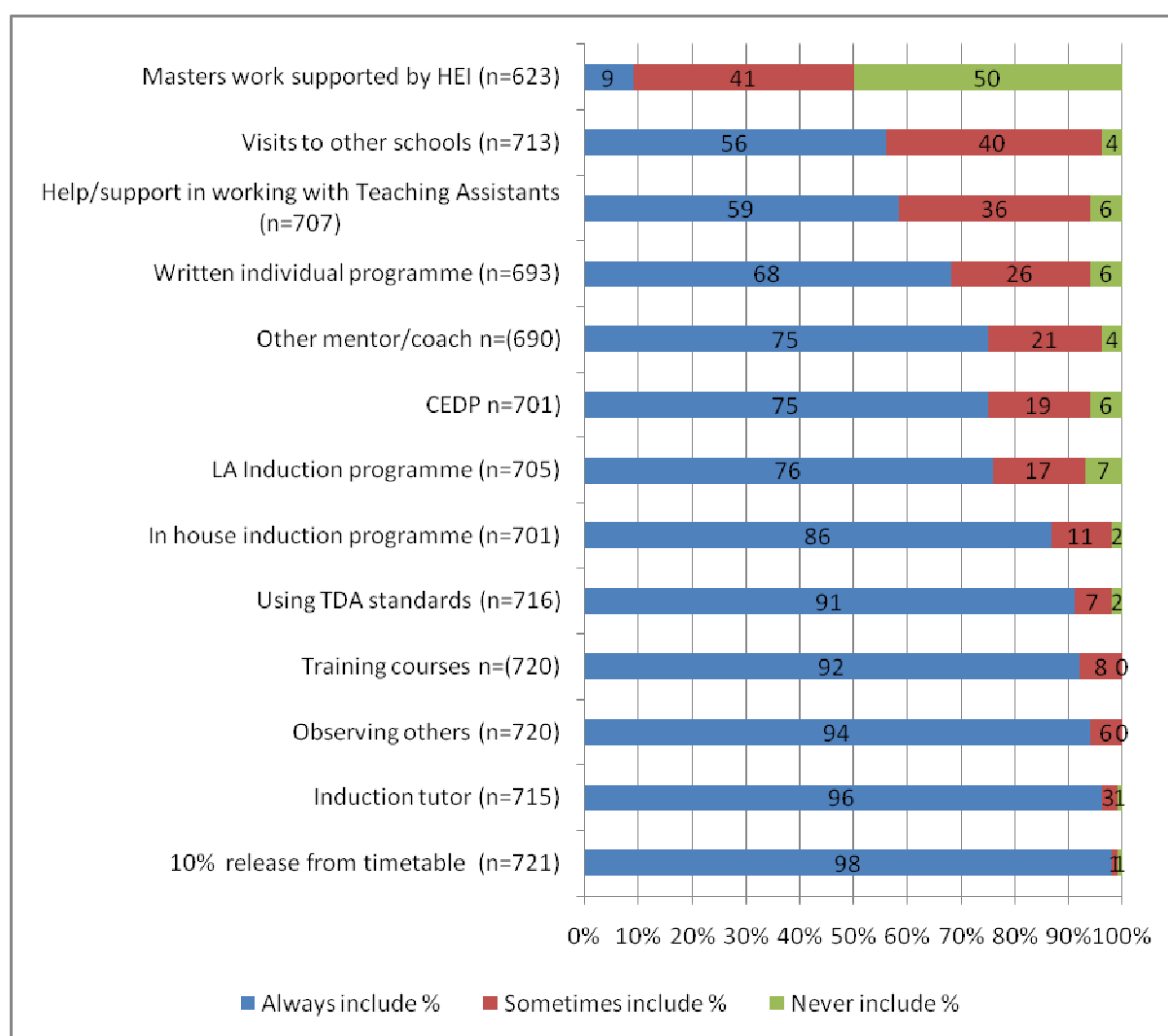
We found the same variations between primary and secondary schools in the types of support senior leaders claimed were offered in our 2008 and 2010 surveys. Primary schools provided more opportunities for NQTs to visit other schools and greater access to local authority training programmes than secondary schools. Secondary schools more often enabled NQTs to undertake masters' work, offered in-house induction programmes,

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provided support from other mentors and coaches and made greater use of the career entry development profile than primary schools. Greater use of local authority induction programmes were made by schools in more deprived areas.

While NQTs in our surveys broadly agreed with senior leaders about the relative availability of different types of induction support, they consistently perceived that less support was available than their senior leaders claimed was offered. Likewise in our environment map survey, the only time the question was asked, NQTs claimed that they spent less time on induction activities than their senior leaders thought they did. While the majority of senior leaders (60%) thought that NQTs spent two to three hours per week on induction activities and 28% thought they spent one hour a week, the proportions for NQTs were 50% and 43% respectively.

Our case studies, undertaken in 2008, revealed that it was fairly common practice for secondary schools to start the induction process in June or July before the NQT took up their post, but that this is the exception rather than the norm in primary schools.

3.3.2 Effectiveness and quality of induction

Open questions in our environment map survey revealed that the aspects of the induction programme that senior leaders considered most important to NQT development were regular reviews and meetings, an open door policy, clear communications and opportunities to shadow managers. Some senior leaders also mentioned the importance of adherence to 10% release time and 10% PPA time and pointed to the need for non-contact time to be used effectively. Networking with other NQTs in the area was seen as important by some senior leaders, together with other forms of peer-support, such as buddying with recent NQTs within the school or peer-coaching schemes. For some senior leaders, recognising the personal development of the NQT was important. Some senior leaders drew attention to the need to have a budget that allowed them to offer the types of training and support needed by NQTs.

Looking across all our case study and survey data the majority of NQTs were positive about induction support with the responses given in open questions to the 2010 survey: "excellent support in school"; "I felt supported and now feel much more secure in my chosen profession" and "I have been provided with a lot of support throughout the NQT process from all involved parties" typifying many NQT's views. However, our 2008 part 2 survey found that NQTs perceived that the amount and types of support offered varied between schools and that those NQTs who mentioned poor experiences in the NQT year also said that they were unlikely to stay at the school. The induction practices that NQTs perceived as helpful were: having a pack giving school policies, procedures and practices; relationships with and support from senior leaders, mentors/induction tutors and colleagues; having a dedicated mentor/induction tutor; a balance between having full information but it not being overwhelming; having a written record of the process; and a written programme.

In our 2008 and 2010 surveys around two-thirds of senior leaders thought that LA induction programmes were useful. A higher proportion of senior leaders in primary schools than secondary schools found LA induction programmes very useful, mirroring the greater use of LA programmes by primary schools. NQTs' perceptions of LA induction aligned with those of their senior leaders. Senior leaders and NQTs in our 2008 survey thought that the main benefits of LA induction were networking opportunities, supportive guidance and additional support and training in areas not covered by school-based programmes, including behaviour management and child protection. Issues identified in relation to LA induction were variability in the quality of training depending on the skills and knowledge of the trainer, lack of relevance (particularly for special schools) and practical focus, unsuitable timings and/or location, repetitiveness, lack of tailoring to individual needs, and schools being unable to release staff to attend. Similar themes were evident when we asked senior leaders in our 2010 survey for suggestions for improving LA induction processes. These included logistical

issue such as changes to timing, so that they did not occur in school time, varied locations, and more opportunities throughout the year, and access to relevant aspects of the programme rather than having to pay for NQTs to attend all sessions and more funding to cover release costs. Senior leaders also recommended that more observations were organised and that greater attention was paid to behaviour management, child protection, special educational needs and working with support staff. Senior leaders wanted more differentiation of the induction programme, with more tailoring to individuals' needs. Further suggestions focused on clearer communication of arrangements, more consultation and collaboration with schools to design and deliver the training and reduction in the amount of paperwork.

As we noted earlier use of the CEDP to support induction declined between 2008 and 2010 and our 2008 survey, that asked a set of more detailed questions about the CEDP, showed that its use declined across the NQT year - approximately 83% of senior leaders and NQTs had used it at transition point one, but this had dropped to 66% by transition point 3. Answers from both senior leaders and NQTs to questions in our part 2 2008 survey, telephone interviews and case studies provide some insights into why the CEDP is not better used. 2008 survey data showed that only just over half of senior leaders (46%) and just less than half of NQTs (47%) found the CEDP useful at transition point 1; this had dropped to 50% and 42% respectively by transition point 3. Some mentors in our case studies found the CEDP useful, for example the deputy head at Townedge special school found it useful for identifying NQT's strengths and other leaders mentioned its utility in setting and checking objectives and highlight aspects that might otherwise be overlooked. However, some mentors and senior leaders preferred to use school files or just did not see it as helpful. Around half of our case study NQTs found the file useful, citing reasons such as "it helps me get things down on paper" and" its useful in making others aware of my interests, strengths and ambitions". NQTs who were not using the CEDP particularly criticised it for being repetitive.

3.3.3 Management and QA of induction

Our surveys and case studies provided a consistent picture of the management and QA of induction in schools that did not change over the period of the study. Our 2010 survey found that in most schools (93%) one member of the teaching staff oversaw NQT induction. Governor involvement in NQT induction was low, occurring in only 13% of schools. Senior leaders claimed that monitoring and evaluation of NQT induction was undertaken in around three quarters of all schools, although fewer NQTs were aware of the existence of these processes. Differences between primary and secondary schools were evident with a higher proportion of secondary schools (98%) having a member of staff overseeing induction than primary schools (91%). Monitoring and evaluation of induction also occurred less frequently in primary schools.

3.3.4 Induction at Lowlands and Townedge schools

Like the majority of NQTs in our study, both Phil at Lowlands secondary and Marie at Townedge special school felt well supported during their induction year. Both schools exemplify good practice in the provision of induction support, providing support that was focused on the NQT's individual needs from a range of sources. Boxes 3.2 and 3.3 illustrate the support that was put in place for Marie and Phil and draws out contrasts between how induction in primary and special schools compared to secondary schools.

Box 3.2 Induction at Townedge special school

Mirroring the trend in primary and special schools for greater levels of support from senior leaders Marie was mentored by the deputy head; they met weekly. Clear short, medium and long-term targets were set, that aligned closely with the core standards and related to the work being undertaken by the NQT. Once every half term the weekly meeting took the form of a 'professional' meeting, providing the opportunity to take stock of progress, and an assessment meeting was conducted once a term. Marie was observed once every half term and was allocated half a day a week for induction purposes and a further half day for PPA. The deputy head emphasised that while all NQTs have an induction plan "it's up to them to make it happen". So, for example, Marie took responsibility for collecting evidence that she had completed the targets and made arrangements to observe other teachers.

Marie received good in-school support from a range of staff, as the deputy head emphasised "everyone helps with induction". Marie felt that observing other teachers had been one of the most useful things she did in her induction and recounted how she had also benefitted from advice from colleagues. For example, she considered her weakest area to be PE and received support from the PE coordinator who had observed her teaching and taught her class to model good practice. Teachers regularly support NQTs by teaching lead lessons and helping with planning. There is a supportive ethos in the school and senior leaders have an "open door policy". Support staff, concerned for their colleagues, let senior mangers know if they think a teacher is struggling.

In addition to in-school support Marie had the opportunity to attend external courses. This included a half-day NQT LA course every 6-8 weeks, but in common with other NQTs in our study who qualified part way through the year, the scheduling of sessions meant that she had missed out on the initial sessions, so the school used a system of folders that enabled her to cover the missing sessions.

Monitoring and QA of mentoring is undertaken by the head. This is done by receiving feedback from the mentor and observing the NQT. The head does not look at the NQT's CEDP.

Box 3.3 Induction at Lowlands secondary school

Phil's induction at Lowlands had many of the same features as Marie's induction, such as weekly mentor meetings, regular observations, target setting, use of the CEDP and attendance at LA induction training. Phil also attended further LA courses related to issues in teaching PE, which were highly regarded by his mentor. Like Marie, tailoring of support has helped Phil tackle specific challenges in his teaching - advice from his mentor and splitting a large difficult year 7 class helped him establish better relationships with the class and improve his teaching. Phil's mentor, his head of department, explained how he tailored support to NQTs in the department to not only address individual issues of coping with the first year of teaching, but also in preparation for new responsibilities -in Phil's case this preparation focused on supporting work with primary schools.

Like NQTs in other case study secondary schools, support was mainly delivered through the Phil's department and focused strongly on his subject. Other aspects of Phil's induction that mirror those more commonly found in secondary schools were: working as an unqualified teacher at the school in the summer prior to taking up his post; participation in an initial training day for all NQTs to set out expectations; and weekly meeting for NQTs and ITT students where issues were discussed and staff from across the school explained their work. These more formalised approaches to NQT support were facilitated by a Head of Department who had responsibility for ITT students and NQTs across the school, who in addition to undertaking a co-ordinating role set aside time to work directly with each NQT.

Our case study visit took place during the year that the head of department with responsibility for NQTs had set up a systematic approach to NQT support; she felt they were in the process of learning from the experience. Evaluation of the induction process and her role where undertaken in meetings with her line manger and the head.

Induction summary

Overall we found much consistency between our 2008 and 2010 surveys and 2008 case studies in relation to the extent and types of induction support provided in the first year of teaching. Formal induction processes that met the statutory guidelines were in place in nearly all schools, although there had been a decline in the use of professional standards and the career entry development profile between 2008 and 2010. Interestingly, we also found that the CEDP was perceived by senior leaders to become less useful over the course of the NQT year. Induction varied between primary schools, where there was a heavier reliance on LA training programmes and more opportunities to visit other schools, and secondary schools, which more frequently provided in-school induction programmes and support from mentors and coaches other than the induction tutor. In all *s*urveys and the case studies NQTs consistently perceived that less support was available than their senior leaders claim was offered and claimed to spend less time on induction activities than there senior leaders thought they did.

The majority of NQTs in our surveys and case studies were positive about the induction support they received, particularly citing the importance of relationships with and support from senior leaders, mentors and other staff and the availability of information on school policies, practices and procedures. Their senior leaders considered that regular reviews and meetings, an open door policy, clear communication and opportunities to shadow were crucial to supporting NQT development.

Around two-thirds of senior leaders thought that LA induction programmes were useful, senior leaders in primary schools found them more useful than senior leaders in secondary schools. The LA induction programmes were valued by senior leaders for the opportunities they provided for networking and additional support and training not covered in in-school

programmes. Where senior leaders were critical they pointed to variability in the quality of training, lack of relevance, repetitiveness, failure to tailor to individual needs and unsuitable timing or location. Senior leaders wanted more observations, greater differentiation of the induction programme, more attention to behaviour management, child protection, SEN/D and working with support staff as well as logistical changes.

In most schools one member of staff oversaw induction. Monitoring and evaluation of induction was undertaken in around three-quarters of all schools, although it occurred more frequently in secondary schools than primary schools.

3.4 PD and support in the second year of teaching

The second year of teaching marked a major transition in schools' approaches to PD and support of early career teachers, as they were integrated into the monitoring and support systems applied to all teachers. Second year teachers were expected to be proactive in identifying and taking up training opportunities.

3.4.1 Changing PD needs

While PD needs in the first year of teaching focused on classroom issues, we found that second year teachers in our case studies had needs related both to classroom practice and to wider concerns and responsibilities. Both senior leaders and second year teachers in our case studies more frequently drew attention to needs connected with wider concerns and responsibilities. In our primary case study schools both senior leaders and second year teachers identified subject, cross-curricular and stage leadership as the main areas for PD and support. This can clearly be linked to the need to support primary teachers to cope with their new leadership responsibilities which, as we discuss in the recruitment and retention chapter, they were expected to take up at the start of their second year of teaching. Primary teachers were expected to develop skills in areas such as liaising with colleagues, leading meetings and developing curriculum plans as well as developing understanding related to their particular area of co-ordination. Similarly support for subject leadership was a priority for second year teachers in our small case study sample of special schools. In contrast, senior leaders in secondary schools emphasised the importance of PD and support that enabled early career teachers to develop their understanding of the "bigger picture" and both senior leaders and second year secondary teachers identified needs in relation to generic leadership and management development in preparation for future roles. Secondary leaders pointed to the importance of second year teachers seeing their role in a wider context, understanding why certain decisions were made, and developing greater understanding of the school improvement plan, school results, Ofsted, and the national picture. This different orientation in secondary schools can be attributed to the predominant pattern of progression whereby second year teachers take on additional responsibilities in their departments, such as organising trips or coordinating a key stage, but are not given the broader responsibilities, such as subject leadership that are expected of primary teachers.

Senior leaders in our case studies more frequently identified that second year teachers had PD needs related to classroom practice than did the teachers themselves. A diverse range of needs were identified in our cases. Those most frequently mentioned were in relation to subject knowledge and pedagogy, classroom and behaviour management and further development of teaching strategies and techniques. However, none of these needs were mentioned in more than seven of our fifty case study schools, indicating practice related needs are personalised rather than common to all second year teachers, or to type of school.

3.4.2 Changed approaches to PD and support

The targeted structured support, in the form of formal mentorship, dedicated PD activities or time off timetables that characterised the NQT year had disappeared in the second year of

teaching in all but a very few of our case study schools. In around half of the schools NQT induction tutors continued to provide informal support, although in some case this was because the second year teacher's NQT mentor was also their line manager. This aligns with the replacement of formal mentorship with informal support found in the DCSF Becoming a Teacher survey of second year teachers (Tracey et al., 2008). Discrete training programmes for second year teachers were only provided in four of our case study schools, all secondaries, and a further two secondaries were intending to put such programmes into place. The discrete programmes focused on preparing teachers for career progression. It is interesting to note that all of the schools who provided a dedicated programme for second year teachers also provided high levels of other types of support and were high performing schools.

Second year teachers in our case studies predominately gained support through the processes open to all staff. Formal support was provided through line management, performance management and associated observations, school-led PD, and less frequently LA or external courses. Senior leaders placed a stronger emphasis on line management and performance management as support mechanisms than did second year teachers themselves. We also asked senior leaders in our part 2 survey what forms of PD and support were available to second year teachers (Figure 3.2). Opportunities to participate in formal training or workshops were available in nearly all schools, Of the forms of support listed in our question the most frequently available were courses or workshops, this was supplemented in over three quarters of all schools by opportunities to be observed, observing others and team work with experienced teachers. Less support was available in secondary schools than primary schools, particularly in relation to the availability of visits to other schools, opportunities for team working with experienced teachers and one to one meetings. More support was available in schools in the most deprived areas than in the least deprived areas.

Figure 3.2 PD and support always and sometimes available to teachers in their second year of teaching by school type Part 2 Survey - Senior leader responses (n=807)
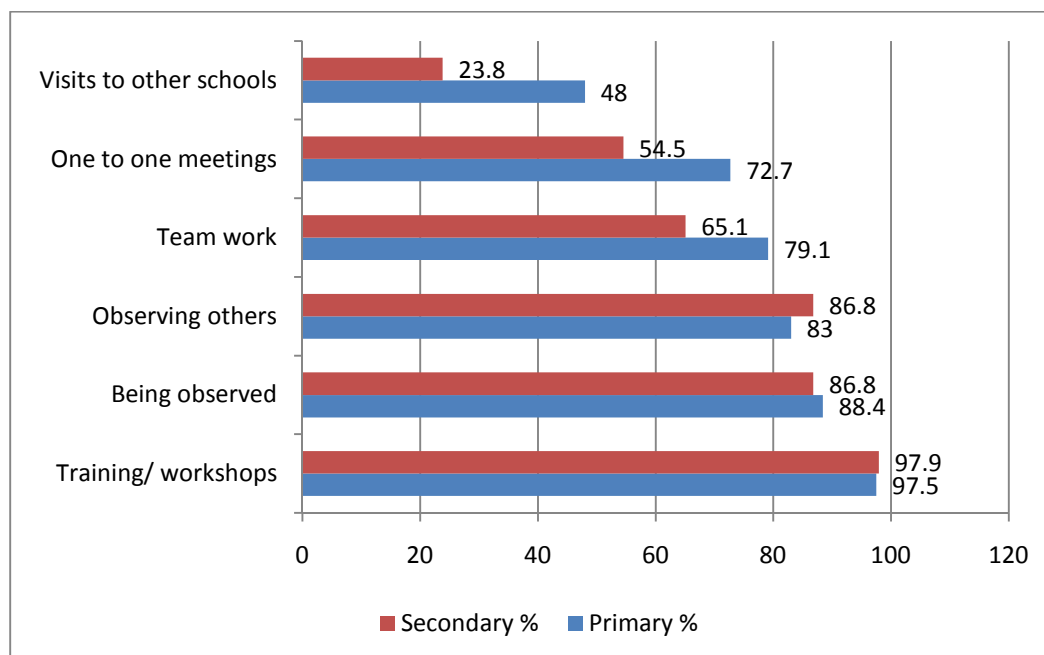
Mirroring the NQT year we found that senior leaders in primary and special schools played a more direct role in the formal and informal support of second year teachers than in

secondary schools, where departments were the main location for support and heads of departments played a key role in formal and informal support.

Informal support from other staff was both an intentional strategy highlighted by senior leaders, and a common and important aspect of the support experienced by second year teachers. Support in primary schools was more widely distributed than in secondary schools. In primary schools support was provided through second year teachers' day to day interactions with their immediate teams, senior leaders and others in key roles such as subject coordinators and key stage leaders. While informal support was also important to secondary teachers it was usually confined to the ECT's department.

3.4.3 Appropriateness of PD and support

Senior leaders, NQT mentors and second year teachers in our case studies had mixed views of the appropriateness of support. Broadly two views were evident - either that second year teachers need to immerse themselves in teaching and the current level and type of support is adequate, or that the transition from the high level of support in the NQT year to a much lower level of support is too great and that more specific, but largely informal, support needs to be put in place.

Overall, second year teachers were more positive than their senior leaders about the support provided. Second year teachers in our case studies fell into three groups in terms of their views on whether they thought the level of support they had received was sufficient. The two largest groups were those who felt that they did not need any additional support and those that identified areas where they would have liked additional support, but nevertheless were not dissatisfied with the overall support they received. This second group would have liked a continuation of more formal and structured support and mentoring- particularly through the transition at the beginning of year two. A third small group of second year teachers felt the support they received for either classroom practice or their new responsibilities was inadequate. Our case study ECTs largely positive view of the PD and support provided aligns with the DCSF Becoming a Teacher study second year teacher report (Tracey et al., 2008: p117), where 76% of survey respondents rated support in their second year as either 'very good' of 'good' and only 7% rated support as 'poor' or 'very poor'.

3.4.4 The second year of teaching at Lowlands and Townedge schools

Boxes 3.4 and 3.5 describe the approaches taken to PD and support at Lowlands and Townedge schools.

Box 3.4 PD and support in the second year of teaching at Lowlands secondary school

By the time we visited Phil, towards the end of his second year of teaching, he was a confident teacher who was seeking high standards as well as personal success. Unusually for a secondary teacher he had already been promoted, taking up the role of head of boys PE during the year. As his line manager explained the school did not usually promote teachers to a head of department post so early in their career, but following the departure of the previous head of PE and external advertising the school decided the best option was to split the role between Phil and another strong and ambitious ECT who had joined the school at the same time as Phil.

Like the vast majority of schools, there was no discrete support for second year teachers at Lowlands. Phil continued to be coached by his head of department until the first half-term, to complete all his NQT paperwork, and was observed by his head of department and two assistant heads over the year to ensure his standards were high. Phil considered he was becoming a strong teacher and did not feel the need to seek out further support for his teaching. Since Christmas the focus of his development had been equipping him for his new head of department role. This had primarily been through informal meetings with the previous head of department, before he left, and then his new line manger, the assistant head with responsibility for sport. The head also regularly asked him how things were going and provided support. Phil's personality affected the extent to which he sought support, as he explained - "I'm quite an independent person...so I tend to think things through for myself and only go to the senior leadership team if I need new things". Phil was planning to go on a generic external training for heads of department and training organised by the Youth Sports Trust for heads of department in specialist sports colleges in the following academic year. Phil had taken a short break from the masters in education programme he was undertaking to cope with the demands of his new role.

Box 3.5 PD and support in the second year of teaching at Townedge special school

Second year teachers needs at Townedge tend to focus on the management of children in classes and the need to look beyond the classroom, for example developing an understanding of how to structure the day and organise the learning environment to cater for learners' different needs.

Like other teachers in the school, second year teachers at Townedge are supported by their performance manager, key stage coordinators, subject leaders, senior leadership team, and the school improvement advisor. Performance management is the main formal mechanism for managing PD and support. A conscious decision was made to appoint Marie's former NQT mentor, the deputy head, as her performance manager to provide continuity. Access to external training is managed by the performance management team leader so that it is linked to PM targets. Generally request for external training are met if possible but the school will always see if internal support is available first before sending a teacher out of school. While the school selectively uses some LA courses, like other special schools, they find many are not relevant - as the deputy head explained the school has to "do the leg work" to find appropriate PD opportunities.

Marie had missed a substantial part of the school year due to illness and at the time of our visit was undertaking a phased return. Changes to the curriculum and insufficient time in school during in the year to really get to know her class had left her feeling daunted. She hadn't been fully engaged with performance management because of her absence and had missed out on some PD opportunities -for example missing a course that had been identified to help her in working with visually impaired pupils. Nonetheless she felt well supported by the school.

Second year teachers had a mix of classroom related PD and support needs, which tended to be personalised rather than common across all second year teachers, and PD and support needs related to wider concerns and responsibilities. In primary and special schools wider needs were linked to the teachers' new leadership responsibilities and included developing skills in liaising with colleagues, leading meetings, developing curriculum plans and developing understanding of their area of co-ordination. In contrast in secondary schools the emphasis was on support to prepare for future roles, this emphasised generic leadership and management development and helping teachers see 'the bigger picture'.

Second year teachers support needs were addressed by integrating them into the monitoring and support systems applied to all teachers. While some second year teachers continued to be supported informally by their NQT mentors, only a very few schools provided dedicated programmes for second year teachers. The main formal support mechanisms were line management, performance management, school-led PD, being observed and observing others. More support was available to second year teachers in primary than secondary schools and to schools in more deprived areas. Primary teachers had greater opportunities to engage in one to one meetings, undertake team work and visit other schools that secondary teachers. Formal support was supplemented by the intentional strategy of informal support, drawn in primary schools from across the school, including senior leaders, and in secondary schools mainly from within the subject department.

While most second year teachers were positive about the support provided, indeed more positive than their senior leaders, there were mixed views across senior leaders, NQT mentors and second year teachers about whether there needed to be a more gradual transition from the high levels of dedicated support provided n the NQT year.

3.5 PD and support in the third year of teaching

The third year of teaching marked a more subtle change in the PD and support available and taken up, than the transition from the NQT year to the second year of teaching.

3.5.1 School strategies for third year teacher development and support

As in the second year of teaching, third year teachers in our case study schools were subject to the same PD and support strategies and processes as all other teachers. Only one of our case study schools had a dedicated programme for third year teachers and the majority of schools senior leaders thought it inappropriate to make any distinction between third year teachers and other teachers. However, in a small group of mainly secondary schools senior leaders thought that third year teachers had a distinct set of needs, primarily related to the development of leadership and management skills.

Strategies for PD and support in the case study schools were driven by a combination of factors: performance management, school needs, national initiatives, individual needs, teachers' new roles and responsibilities and individual interests. As a consequence they were often fluid and the relative importance of the different drivers varied between schools.

Responsibility for initiating PD and support was generally shared between senior leaders, line managers and teachers. Mirroring the pattern in the first two years of teaching, senior leaders played a stronger role in initiating PD and support in primary schools, and departments were more important in initiating PD and support in secondary schools.

PD and support for all teachers in our case study schools, particularly in-school training, was becoming more personalised. The need for greater personalisation was attributed to the need to meet individual PM targets as well as a more general recognition that teachers have different strengths, areas for development and aspirations. Some schools had moved from a

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standard in house training programme that all teachers had to attend to a more flexible approach that allowed teachers to engage in those elements that were relevant to them. Increasing personalisation of PD and support has the potential to offer teachers greater self-direction and control over the construction of their professional knowledge, which has a positive impact on both teacher and school development (Kwakman, 2003; Moor et al., 2005).

3.5.2 The availability and uptake of PD and support

Figure 3.3 PD and support always available to teachers in their third year of teaching by school type Part 4 Survey - Senior leader responses (n=431))
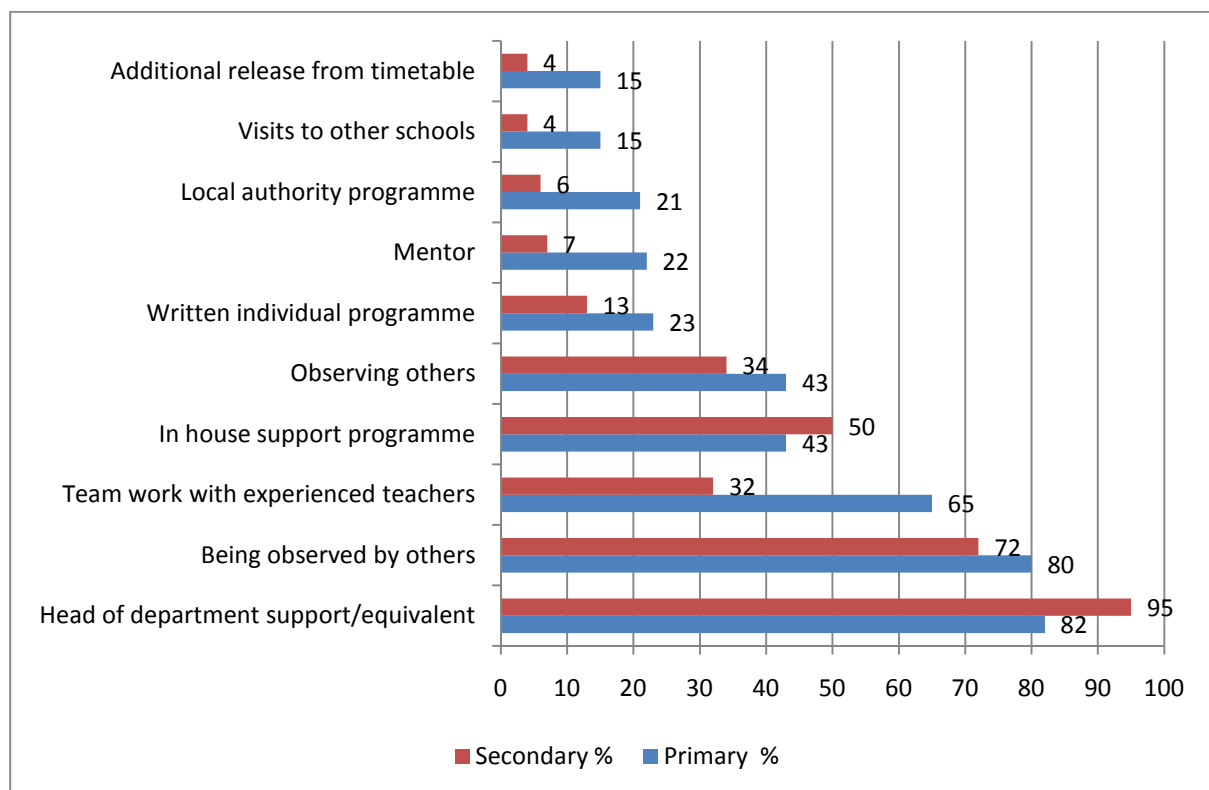

Senior leaders in our part 4 survey identified that the most frequently available type of support available to third year teachers was support from a head of department or equivalent (Figure 3.3). Being observed with the associated feedback, team work with experienced teachers and in-school programmes were also frequently provided. As in the second year of teaching, more support was provided in primary schools than secondary schools, and the differences in the types of support available in primary and secondary schools evident in the second year of teaching were repeated in the third year of teaching.

Again mirroring both the second year of teaching and the NQT year, third year teachers in our part 4 survey perceived that less PD and support was available to them than their senior leaders claimed was in place, although again they broadly agreed with their senior leaders on which types of support were more or less readily available. In our case study schools, third year teachers engaged more often in collaborative activity and networking, within and beyond the school, than they did in their NQT or second year of teaching. More teachers, particularly in secondary schools, were participating in leadership programmes and masters' programmes in their third year than in their second year.

While our part 1, 2 and 3 surveys had focused on the PD and support available we asked in our part 4 survey about the uptake of PD over the first three years of teaching. The findings on the uptake of PD opportunities from both senior leaders and third year teachers (Figure 3.4) broadly aligned with our findings on the availability of PD. Most third year teachers had taken part in school CPD activities and nearly three -quarters in external short courses and in school coaching. The differences between primary schools and secondary schools in the types of PD undertaken, with primary teachers engaging more with LA CPD and secondary schools more heavily engaged in leadership and masters level course, matched data on the availability of PD activities. Likewise, senior leaders claimed that uptake was higher than reported by NQTs.

Figure 3.4 Uptake of PD activities over the first three years of teaching: Part 4 Survey - Third year teacher responses
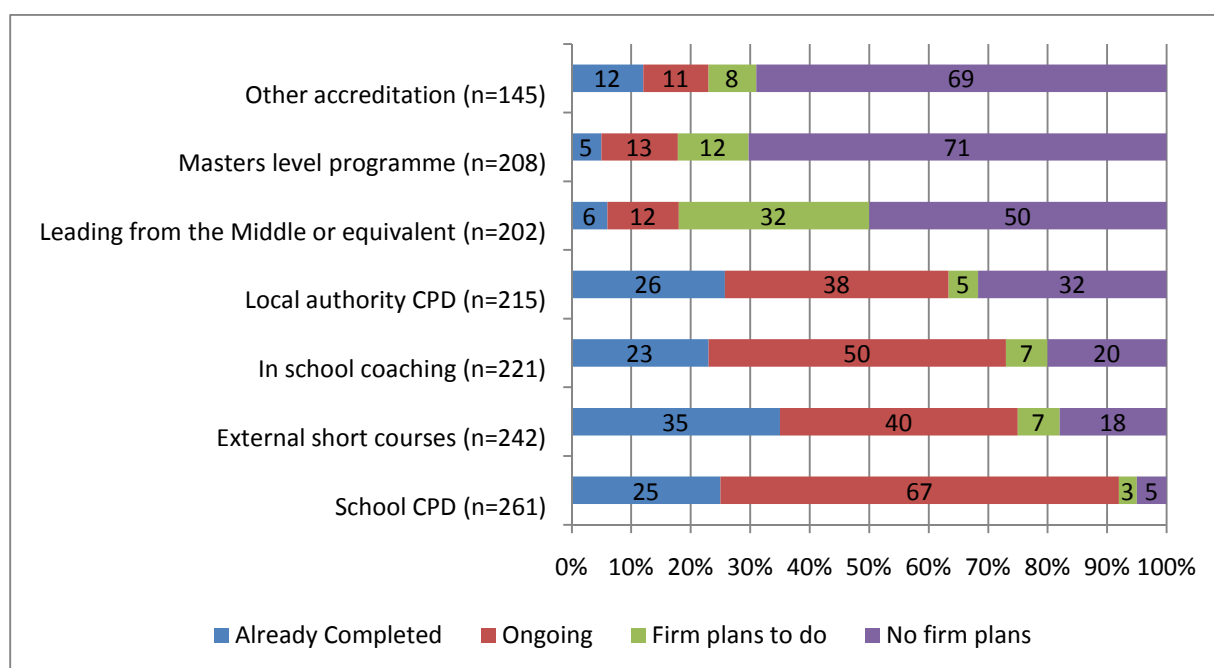
3.5.3 Factors affecting the uptake of PD and support

Our case studies demonstrated that the uptake of PD and support depended on the interaction between school-related factors and individual characteristics. Third year teachers identified encouragement, suggestions and information from senior and middle leaders as the most important school-related factors that helped them take up support, often describing how a culture of support either within the school or an individual department had led them to engage with opportunities. The main barriers to uptake consistently identified by senior leaders, line managers and third year teachers were funding, cover and time.

Individual teachers displayed different attitudes to engagement in PD and support that could broadly be described as active or passive. In some schools teachers who proactively sought out PD and support accessed more opportunities than teachers who did not.

3.5.4 Appropriateness of PD and support

As in the second year of teaching, the majority of the third year teachers in our case study were positive about the quality and usefulness of the PD and support they had participated in and most did not perceive that one type of support was more useful than another type;

they valued both formal and informal support. Again senior leaders were more critical of the quality and usefulness of the support available, particularly LA and some other external courses, although both teachers and leaders valued support from LA consultants.

3.5.5 Impact of PD and support

Few of our case study schools had robust systems for measuring the impact of PD and support, but many pointed to links between third year teachers' engagement in development activity and positive outcomes. The most frequently mentioned outcomes were changes in classroom practices and/or implementing new ideas and materials. There were also examples of changes in practice beyond the classroom and development in teachers' attitudes and attributes. About one third of the case study third year teachers made links between their engagement in PD and support and positive outcomes for their pupils.

3.5.6 PD and support in the third year of teaching at Lowlands and Townedge

School-related factors at both Lowlands and Townedges produced a climate conducive to teacher learning. Both third year teachers were motivated to develop, however while Phil was highly ambitious and was progressing very fast, Marie, although a good teacher, was less confident in her abilities.

Box 3.6 PD and support in the third year of teaching at Lowlands secondary school

At Lowlands the combination of effective leadership and formal systems for PD and support in the school together with good informal and personal support created a positive ethos in which staff were valued and progress was encouraged. There was an expectation that teachers would be undertake PD, and that it would be implemented and have impact. The only major limiting school-related factor in relation to teacher learning was a strong departmental culture that limited opportunities for collaboration across departments; this was particularly evident in relation to the PE department who saw themselves as doing different things to other departments.

By his third year Phil was performing well as a teacher and received outstanding grades in most of his observations. His line manager noted that he was "sharper and quicker with pupils from the start, so pupils were learning continuously in lessons", and pupil achievement in the PE department had risen to the highest in the LA. Phil had developed into his head of department role, playing a key role in developing the PE department into a lead department within the school and building work with other schools and the community, in preparation for renewing their sports college status. As his line manager observed Phil was enthusiastic and committed to the department - "it matters to him", but still needed to work on personal relations with other teachers in the school and learn how to communicate more effectively with senior leaders.

Phil was very ambitious and "want[ed] to be the best". He was responsive to feedback and committed to his own development, so when for example an LA observer asked him to consider how he would push gifted and talented pupils, he set this as a major objective for following academic year. Phil had participated in in-school and external PD opportunities, had completed his Masters in Education and had been supported through observations and feedback in his third year of teaching. He was particularly appreciative of his line manager looking for courses for him -"it's him going that extra mile…you feel you are getting extra support…I'm very much supported by my line manager because he knows how ambitious I am". He was frustrated by being unable to get a place on a National College leadership course, as teachers from poorly performing schools were given priority.

Box 3.7 PD and support in the third year of teaching at Townedge primary school

There was a collaborative culture at Townedges and lots of opportunities for staff to share their PD experiences and implement initiatives as a result of these experiences.

By the third year of teaching Marie was rated as a good teacher by the head and had been graded as outstanding in some observations. She was particularly skilled in classroom management and in meeting individual needs, but still sometimes lacked confidence, particularly with other staff in her classroom and paperwork, and required support to prioritise her workload. She had considered, going part-time to reduce the stress, but decided against it and was more positive about the future. Marie had taken up the English subject leader role at the beginning of her third year.

Marie had been well supported by her performance management reviewer and other staff in the school. The deputy noted that, like other teachers in the school, Marie drives her own PD, and makes the most of the opportunities that she is presented with and takes advice. She has attended external courses to support her in her coordination role, as well attending in-school development activities. However, she found that the most effective support was observing other people. As well as demonstrating good practice to her and giving her ideas that she can apply in her own teaching, she finds it easier when she has seen something demonstrated.

PD and support in the third year of teaching - summary

As in the second year of teaching, third year teachers were subject to the same PD and support as other teachers, although a minority of mainly secondary senior leaders identified third year teachers as a group requiring leadership and management development. Strategies for PD and support were driven by a combination of school and individual factors, and in our case study schools PD for all teachers, including third year teachers was becoming more personalised.

Mirroring the second year the main forms of support offered were support from a line manger or equivalent and feedback on being observed, and again more opportunities were offered in primary schools, particularly in relation to team working, observing others, participating in LA courses and visits to other schools. Third year teachers engaged in more collaborative learning and networking within and beyond their school than they did in their second year of teaching. Encouragement and information from senior and middle leaders and a culture of support facilitated the uptake of PD and support and the practicalities of funding, time and cover restricted opportunities. Third year teachers displayed different attitudes towards PD and support, those with an active orientation usually accessing more opportunities than those with a passive orientation.

Again the majority of third year teachers were positive about the quality and usefulness of the PD and support provided, valuing all types of support. Senior leaders were more critical, particularly of external courses. Few of our case study schools had robust systems for measuring the impact of PD.

4. Recruitment, retention and career development

4.1 Chapter Summary

The focus of this chapter is on the careers of beginning teachers, in relation to three main issues: recruitment of NQTs; retention - throughout the first three years of teaching - and career progression, development and promotion.   We address each of these issues in turn.

4.2 Introduction and overview

Following ITT, the start of a teacher's career involves recruitment to a school, and it is to this issue we turn first, drawing on quantitative and Case Study data. For senior leaders, retaining the most effective teachers is a priority, and we next consider this issue in relation to the NQT year, then the second year and finally the third year of teaching. Our data indicates that additional responsibility, progression and promotion begin to be important after the NQT year. For most primary teachers, subject and sometimes wider unpaid or occasionally paid responsibility are commonplace in the second year and universal in the third year; for secondary teachers paid promotion is increasingly common and sought from the second year onwards. The data we draw on for each of these three subsections is outlined in Table 4.1 below:

Table 4.1: Data sources for this chapter

Subsection	Teaching Year discussed	Quantitative data used	Qualitative data used
Recruitment	NQT year	Part 1, Part 5 reports	Part 2 report
Retention	NQT year	Part 1, Part 5 reports	Part 2 report
	Second year	Part 3 report (limited)	Part 3 report
	Third year	Part 4 report	Part 4 report
Career development, promotion	Second year	Part 3 report (limited)	Part 3 report
	Third year	Part 4 report	Part 4 report

As with the other chapters, we draw on case studies to illustrate key issues. In this case, we have chosen two schools: 'Smith House', a large north London primary school and 'Forest Fields' a fairly large 11-16 South London secondary school, focussing on one ECT in each. Boxes 4.1 and 4.2 outline key characteristics of the schools and summarise the case study work undertaken.

Box 4.1: Smith House Primary - case study introduction

Smith House is a very successful (rated Outstanding by Ofsted in the two most recent inspections), very large primary school in North London. The school is popular and in the past served a largely middle class catchment. In recent years, the school has drawn increasingly numbers of children from migrant/refugee background, and at the time of the first interviews nearly two thirds of pupils spoke languages other than English at home, and a military base nearby means there is fairly constant turnover of children.

We interviewed the Headteacher and the ECT three times, in 2008, 2009 and 2010. The ECT, 'Daisy', started out as a mature (mid-20s) entrant with a background working with children with special needs, a Psychology degree and a PGCE. At the start of the programme, she taught in the Foundation Stage. In 2008 and 2009 we also interviewed the member of the SLT with responsibility for ITT, NQTs and the post-NQT year.

Box 4.2: Forest Fields secondary - case study introduction

An affluent 11-16 training school with around 1500 pupils, most recently rated Good by Ofsted (previously Outstanding). The catchment area, a Southeastern suburb of London, is quite deprived, so the attainment of pupils at 16 – in line with the national average – is very good. There are about 10% of pupils from minority ethnic backgrounds.

Over the course of the project, we interviewed the Deputy Head with overall responsibility for finance and staffing (including CPD and NQTs) 3 times, in 2008, 2009 and 2010. We also interviewed 'Sarah', an NQT in 2008, three times during this period. Sarah qualified as a mathematics teacher through the GTP route, placed at Forest Fields, and was then successful in appointment to the same school. Additionally, in 2008 we interviewed the NQT coordinator, in 2009 an Assistant Head with responsibility for CPD and on 2010 the Head of the Mathematics department.

4.3 Recruitment

4.3.1 The appointment process

Advertising posts

The starting point for recruitment of NQTs, in many ways, is advertising posts. Typically, in 2010, schools placed just over three-quarters of all schools regularly placed adverts suitable for NQTs on the local authority website or in local authority bulletins and just over two-fifths used the TES online or TES hard copy. Primary schools made greater use of local authority websites and bulletins and secondary schools made greater use of TES online and hard copy.

Figure 4.1: comparing sources used placement of recruitment adverts, and use of different sources
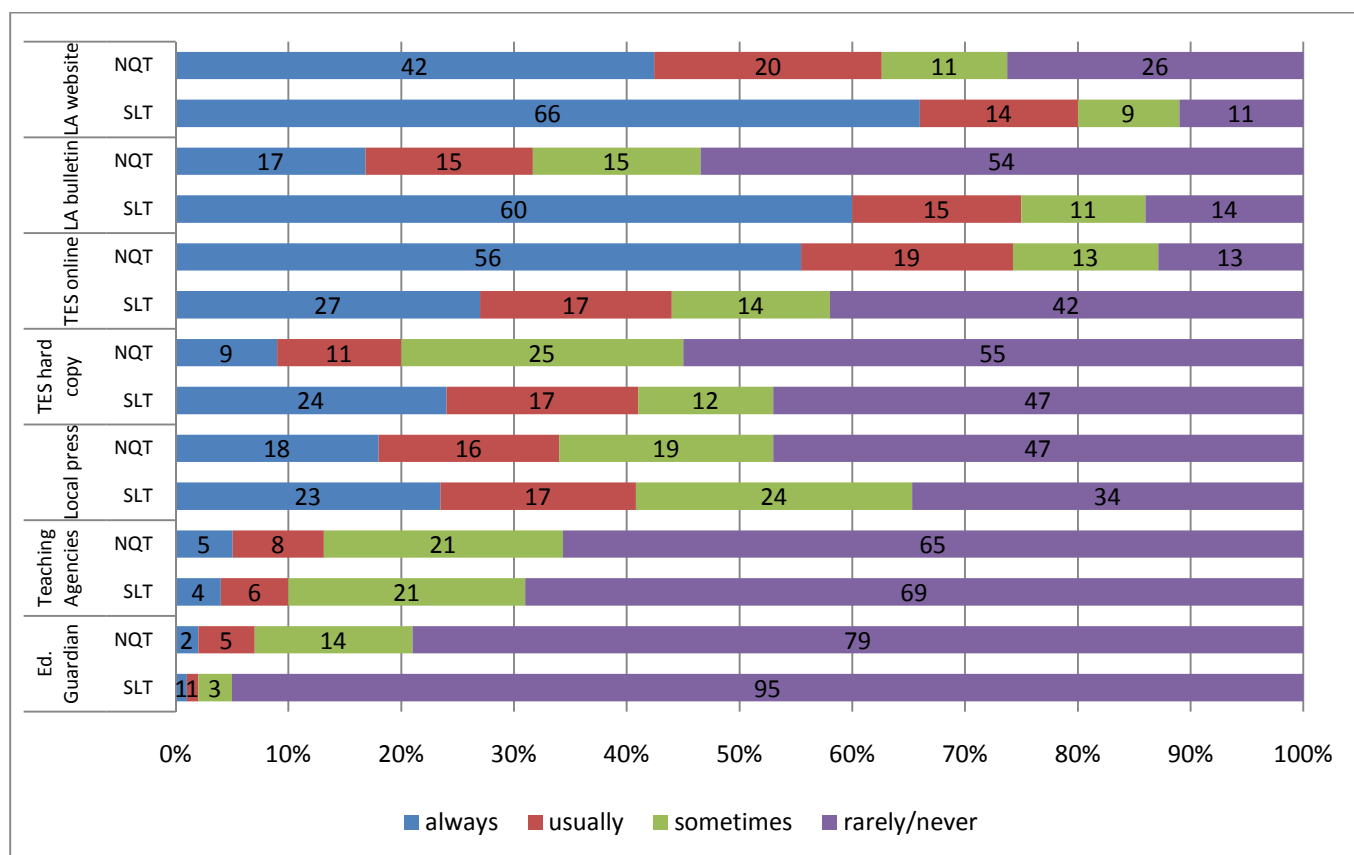
As Figure 4.1 indicates, there was some mismatch between where senior leader placed adverts suitable for NQTs, and where NQTs actually looked for them. NQTs rely heavily on internet sources to locate adverts, making the greatest use of TES Online (regularly used by 75% of NQTs) and local authority websites (63%). Primary NQTs make greatest use of local authority websites while secondary NQTs make greatest use of TES online.

The qualitative data gathered from schools and NQTs in 2008 indicated that cost was the key issue in whether to use commercial sources such as TES compared with LA or other sites. NQTs themselves were very clear in both the quantitative data (see Figure 4.1) and the qualitative interviews that they preferred electronic source, and those with more functionality were most preferred. There is an implication here that if a good quality national recruitment website were made available, this could well save significant sums for schools and hence the public purse more broadly.

Application, interview and job offer patterns

In 2010 around 70% of NQTs we spoke with had applied for five or fewer posts, although primary NQTs had to apply for more posts than secondary NQTs. Just over half of NQTs were invited to attend one or two interviews and just over a third attended between three and five interviews.

Again, around 70% of NQTs had attended one or two interviews and a further quarter attended between three and five interviews. The vast majority of NQTs (95%) were offered one or two posts.

These figures were surprisingly stable: there were no significant differences by school type, and the figures were not significantly different in 2010 compared with 2008. As can be seen below, the Case Study schools we focus on in this chapter had specific approaches in place to ensure they were able to feel confident about appointing the right teachers.

The appointment process at Smith House Primary and Forest Fields Secondary

Both schools had well developed processes, and in Box 4.3 we discuss Forest Fields' process in detail. In Box 4.4, however, we focus on Smith House's very individualised and informal, yet incisive, approach to getting to know their candidates. This approach involves far more than the standard approach and may help explain why they - like Forest Fields - rarely have significant difficulties with recruitment.

Box 4.3: Forest Fields secondary - the appointment process

To help with recruitment they start doing the timetable early and the head will ask staff to let him know if they are thinking of leaving. They then have some idea of what staff they need fairly early on and they will start advertising/interviewing from Easter onwards. However, the school noted that have not noticed any difference in the quality of NQTs that they appoint early on, compared with those they appoint later in the year.

Applicants are sent an information pack that contains information about CPD, extracts from their outstanding Ofsted report, a copy of the weekly newsletter, and so on. "Lots of candidates visit before they apply" and the school prefer this. The structure of interviews varies, but it usually includes a meeting with the Head, a tour of the school with some of the pupils, sometimes an interview with two of the SLT, and then a formal interview. References are taken up after the job has been offered. For NQTs the reference will be from a placement school or from the ITT provider. However, these are not a big part of the process. This detailed, well-thought out process seems to pay dividends: at the time of our visits, no-one had ever refused a job offer.

Sarah's experience was that she started to look at job adverts, using the TES (online), after Christmas. However, she did not get as far as applying for any jobs or visiting any schools although she did find some jobs that she might have been interested in. She "always knew that there might be a job here." The SLT discussed the Maths vacancy that they had and she was asked to go to a meeting with the head. At that meeting she was offered a job.. The head had previously seen her teach and the head of the GTP route, the head of Maths and one of the other deputy heads had also watched her teach. She didn't do a written application, although she had originally done one to get her place on the GTP.

Box 4.4: Smith House Primary - an individualised approach to appointing NQTs

The headteacher emphasised the rigour with which the school approached the process of making appointments. Once applications are received, the school scrutinises them. They look at "GCSEs/A levels to see what kinds of things they might be interested in… We are interested in the tone of the letter, how they talk about their training and themselves as teachers." Following this, the school actually initiates contact- they telephone individuals that "stand out" from the application pool, to encourage them to look at the website and - if they are still interested - to come for a visit and look around.

The school - like Forest fields - encouraged visits to the school prior to interview to meet the head and staff and get to know the school. This is very important because to fit with a school teachers "need to be the right personality, to know if it is the right school for you - NQTs have a 'type' of school they prefer." Following this, the school will invite 5 or so back to be interviewed by the head / head of subject area or age group and a parent governor.

The process overall is much less formal than "for higher posts (head of year, etc)." The headteacher emphasised the need " to find out about the individual…. to encourage people to talk about something they are passionate about something, learning something…. I want to see something extra to teaching - what can you bring that is different. "

Daisy confirmed this approach, which she described as a "nerve-wracking experience!" and noted whilst beforehand she had felt concerned that "When you are offered a job you have to say yes' " the detailed process made her feel confident when offered the job that "this was the job I wanted."

4.3.2 NQT appointments and problems with recruitment

Appointments made

We asked about NQTs recruited to different subjects and key stages in 2008 and 2010. Data for 2010 are in Figures 4.2 and 4.3 below.

Figure 4.2 Percentage of primary schools that had recruited an NQT in particular key stages since 2008
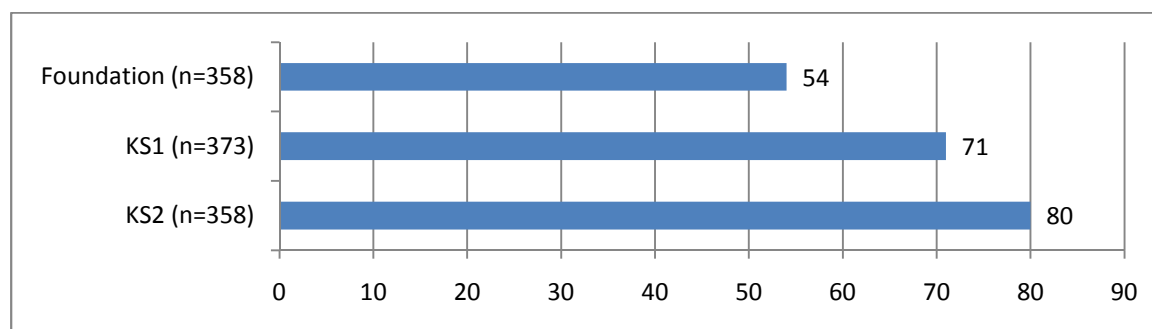
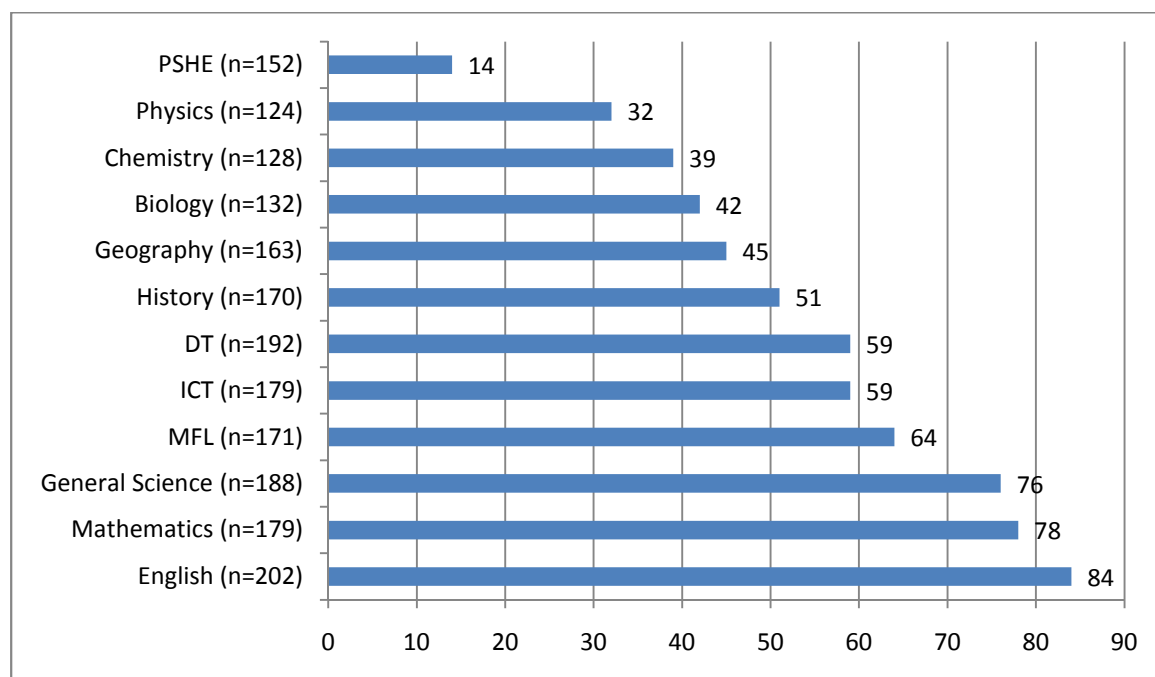*Figure 4.3 Percentage of secondary schools that had recruited an NQT in particular subjects since 2008*

Figure 4.2 indicates that our sample of primary schools were significantly more likely to have recruited NQTs in KS2/KS1 than in Foundation Stage. Figure 4.3 shows that secondary schools were most likely to have recruited NQTs to core subjects of English, Mathematics and General or combined Science. Few secondary schools had recruited NQTs to individual sciences. These differences are of course highly likely to reflect differences in recruitment patterns between these subjects/key stages for all teachers, not just NQTs.

Problems with recruitment

Table 4.2 below indicates where schools found it difficult to recruit to different subjects, and - a new analysis - the scale of the difficulty.

Table 4.2: Percentages of schools appointing and having difficulties appointing to different subjects and key stages from 2008-2010

School Type	Subject/Key Stage (S/KS)	A - % of schools appointing NQTs in each S/KS	B - % of those appointing to each S/KS who reported difficulties	A x B - % of schools employing teachers in each S/KS who reported difficulties
Secondary	**Mathematics**	**78%**	**33%**	**26%**
	General Science	**76%**	**31%**	**24%**
	Chemistry*	**39%**	**38%**	**15%**
	Physics*	**32%**	**45%**	**14%**
	ICT	**59%**	**23%**	**14%**
	DT	**59%**	**23%**	**14%**
	English	**84%**	**16%**	**13%**
	MFL	**64%**	**18%**	**12%**
	Biology*	**42%**	**13%**	**5%**
	Geography	**45%**	**9%**	**4%**
	History	**51%**	**6%**	**3%**
	PSHE*	**14%**	**16%**	**2%**
Primary	**KS2**	**80%**	**11%**	**9%**
	KS1	**71%**	**8%**	**6%**
	Foundation	**54%**	**15%**	**8%**

* indicates that numbers of responses to this question were low, showing that a number of schools did not appoint to this subject, and therefore did not answer the question.

Colour coding: ■ - high priority for recruitment policy

■ - medium priority for recruitment policy

■ - low priority for recruitment policy

Column B shows the difficulty faced by schools recruiting to different subjects and key stages. Primary schools found it slightly harder to recruit to Foundation Stage posts compared with KS1 and KS2, although for each key stage over 75% of primary schools reported it was not very or not at all difficult to recruit to posts in each key stage. The most difficult subjects to recruit NQTs to in secondary schools are Physics (45% of schools that recruited physics teachers reporting difficulties), Mathematics (33% reporting difficulties), Chemistry (38%) and General/Combined Science (31%). Given that over three quarters of secondary schools had recruited an NQT to teach Mathematics and the same to teach General/Combined Science this is clearly a particular problem in these subjects.

Column C attempts to show the scale of the problem in relation to each subject/key stage, by indicating what proportion of *all* schools that actually employ staff in a particular subject/key

stage had experienced difficulties n the past two years. A traffic light colour coding system is used, indicating that largest problem is with Mathematics and General Science, for which around a quarter of all schools experienced difficulties recruiting in the past 2 years. Between 12% and 15% of schools employing teachers in a further 6 subjects had difficulties, indicated by the amber code. The other subject s- and all primary key stages - had less than 10% of schools reporting difficulties overall, indicating a lesser problem coded green.

In addition, in both 2008 and 2010, there were indications that schools in more challenging circumstances found it more difficult to recruit NQTs.

Whilst there were few differences in difficulty in recruiting to different key stages in primary schools between 2008 and 2010, the picture overall was better in 2010 across the piece in secondaries. For almost all secondary subjects, a smaller proportion of senior leaders reported difficulties in recruiting in 2010 compared with 2008. The difference was particularly significant for Physics (76% of schools that recruited NQTs to teach Physics in 2008 reported difficulties, compared with 45% in 2010) and ICT (54% in 2008, 43% in 2010), as indicated by Figure 4.4 below:

Figure 4.4 Percentage of Senior Leaders reporting difficulty in recruiting NQTs to different secondary subjects - comparisons over time
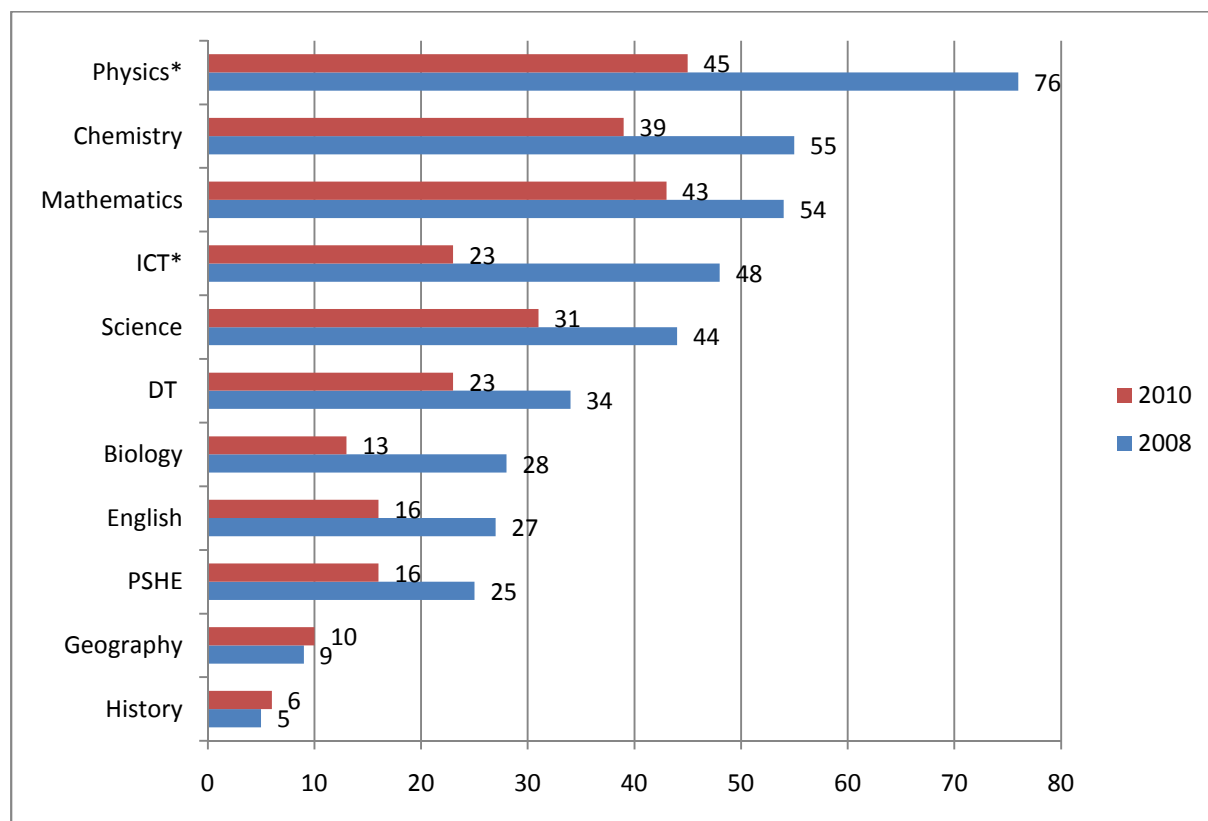
Issues with NQT recruitment: Smith House Primary and Forest Fields Secondary

The issues noted in the two Case Study schools mirror the issues outlined above, in that the shortage subjects for Forest fields and Foundation Stage for Smith House were the issues of most concern. Both schools, however, had processes in place to try to deal with these problems, as can be seen in Box 4.5 and Box 4.6.

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Box 4.5: Forest Fields secondary - dealing with recruitment issues

In 2008, the senior leader noted that the school had suffered from problems recruiting for Maths, English, Science and D&T in the last 2 years. They had also had problems with recruiting languages teachers. Overall, she felt that it was getting harder to recruit in all subjects. However, she felt "we are helped by the fact that we are a training school."

To overcome these problems, the school try to take "a creative approach" to appointing NQTs. First and foremost, they recruit many NQTs (including Sarah) through the GTP route, seen as an excellent option for training schools such as Forest Fields. If they need to advertise they will do so in local newspapers and on a local website and nationally in the TES. Their creative approach has included:

- advertising in Ireland. One of the deputies then interviewed in Ireland and produced a short list of candidates who then came to see the school and be interviewed by the head. In the first year of the project, they filled three vacancies this way;
- in the past they also sought to appointed experienced teachers from Australia through an agency;
- phoning universities with whom they have links to advertise vacancies.

Box 4.6: Smith House Primary - dealing with recruitment issues

In 2008, the Headteacher reflected that "4 years ago we would have struggled to find NQTs, but now there are a lot." She felt that the appointment process (see Box 4.4) meant that they "tend to get to know the person at interview, get a vibe from people and know who to offer the posts to - we tend to get the process right."

There are a small number of vacancies per year, and the Foundation Stage is the area that they have most difficulty in recruiting - it can be difficult to shortlist, although they are happy with the candidates they do shortlist. The Head noted that they "like to recruit NQTs - they bring newness and interest, and are financially a good investment ".

NQT Recruitment - summary

Overall, then, we find that whilst the picture has clearly improved in relation to recruitment of NQTs from the school perspective since 2008, there are still some pockets where there are issue, in particular for schools in more challenging circumstances, and for some subject areas, in particular Mathematics and General Science. As indicated in the report on Part 4 of the study, these issues emphasise that the current policy focus on these schools and subjects should be maintained.

4.4 Retention

Retention of ECTs is an issue of concern to policy makers and schools alike, given that previous research has estimated that the proportion of teachers leaving the profession, for example one of the most often quoted claims that "of those who become teachers [in England] about 40 per cent are no longer teaching five years later" (Kyriacou, 2005; cited in Ashby et al, 2008: 68). It is worth pointing out at the outset that both the quantitative and qualitative data from all stages of the NQTQIS study has consistently showed a much lower dropout rate.

4.4.1 NQT Retention

Retention issues and strategies: the school perspective

The overall picture in relation to NQT retention in the 2010 survey was one of stability – in most cases, few NQTs in their first 2-3 years of teaching had left the schools involved since 2005; and 92% of schools said that retention of NQTs was not a problem. And, in fact, there were some indications that there was greater stability in 2010 compared with 2008, with significantly higher proportions of senior leaders indicating that none of their NQTs had left after two or more years in the 2010 survey. This difference was particularly large in primary schools, where almost half of schools reported no NQTs leaving after two or more years in the 2010 survey compared with less than 29% in 2008. This picture was in line with the 2008 Case Studies.

However, both the quantitative data (in 2008 and 2010) and qualitative case study data (from 2008) indicated that where there were problems this tended to affect schools in more socially deprived areas. For example, in the 2010 survey, among leaders in more deprived schools 14% stated that retention of NQTs was a problem compared with 5% of leaders in the least deprived schools. And in the 2008 Case Studies, seven schools mentioned that NQTs moved on if they felt stressed or pressured, finding the work too difficult, the workload too high, even if provided with adequate support. When we examined the characteristics of schools where leaving due to pressure was mentioned, all but one were in challenging circumstances (five had some combination of high deprivation and/or high unemployment; and two had recently left special measures).

Schools in the 2008 Case Studies mentioned a range of strategies to support retention, outlined in brief in Box 4.7 below:

Box 4.7: NQT Retention Strategies (summarised from the Part 2 Report)
- Providing appropriate development opportunities - mentioned by all schools - included induction; responsibility (including paid promotion opportunities in secondaries); CPD
- Support - making staff feel valued
- The school environment - providing a happy, positive, supportive culture.
- Work life balance
- Relationships - with pupils, parents and staff
- Getting recruitment right in the first place

NQT Retention - Smith House Primary and Forest Fields Secondary

The Head of Smith House didn't see any retention problems at all, however, the issues noted in Box 4.8 were mentioned as being of importance in relation to Forest Fields, as indicated below.

Box 4.8: Forest Fields secondary - SLT views on NQT retention

The SLT member we spoke with told us that nearly all of the 55 NQTs they had appointed in recent years are still here. "Those who have left have done so mainly because they are re-locating. One or two have gone on to promotion in other schools, some have been promoted here.

Those who stay do so because pupil and staff relationships are good – it's a very friendly school. The Head believes in giving early responsibility to staff. Lots of them quickly get a TLR point. The school tried to create a culture of learning where staff never get bored. They are given early opportunities for promotion."

4.4.2 Retention in the second and third years of teaching

Case Study Data

The second and third year findings on retention were all qualitative, drawing on the interviews with senior leaders and teachers during the Case Study visits in 2009 and 2010.

In the second year overall, as with the NQT year, there was a group of perhaps half of the schools whose senior leader representatives stated clearly that retention was not a major issue, often despite challenges, even if recruitment could be difficult, as with one primary school:

"Have trouble getting good quality staff at every level. There does not seem to be the applicants. Lots of TAs and support staff just not the teaching staff. The school does not tend to get a very good response to job adverts i.e. lack of numbers and quality applications. The school overcomes this problem by headhunting. Staffing is stable at the moment; there are no retention issues. Once the right people have been appointed they tend to stay at the school for a long time as they are well supported and valued within their different teams." (Primary senior leader).

In contrast, a small number of schools (at least 4 or 5) indicated a retention problem, in some cases linked to difficult catchment and temporary contracts.

In the third year case studies, we asked the senior leaders in the case study schools to describe their current retention patterns for early career teachers. Table 4.3 below shows their broad responses, indicating differences between primary and secondary senior leader responses:

Table 4.3 Turnover patterns in case study schools (% in brackets)

	Primary	Secondary	Overall
Too high	5 (23)	2 (9)	7 (14)
Stable	4 (19)	8 (36)	14 (27)
Low, but not a problem	7 (32)	6 (27)	17 (33)
Low, a problem	2 (9)	3 (14)	6 (12)
No patterns	4 (18)	3 (14)	7 (14)

Of the schools that saw their retention as 'stable' (that is to say, they had what they viewed as a healthy level of turnover), four secondary schools had specific problems in some

subject areas (mathematics and/or science) and five schools noted that they previously had high turnover, but it had settled more recently. There were no clear differences between types of schools by level of deprivation, or attainment.

The issues in relation why staff might leave, ECT perspectives are included in 4.4.5 and 4.4.6 below.

Retention in the second and third years: senior leader perspectives in Forest Fields and Smith House

Box 4.9 and 4.10 below indicate the steps taken by our two case study schools in this chapter to support retention in the early years. The issues highlighted are important to bear in mind as we turn in the next subsection to NQT views of the factors that can help them decide whether to stay in a school, or whether to go.

Box 4.9: Forest Fields secondary - SLT views on retention in the second and third years

As with the NQT year, the senior leader we spoke with noted that "we have no problem with retention because we offer so many opportunities. After about four years staff start to move on for promotion. This year two staff are leaving to be Heads of Department and one is going to be a senior teacher. This is not a problem as we have managed to recruit quality replacements (in history). It would be a problem if staff were leaving the English department." The schools advise staff to stay for five years. Some stay seven or ten. However, they are happy for people to stay as long as they would like to. The senior leader was clear what the key factor in relation to retention of teachers in the second year was: "Professional Development is a key thing for the school. It's conscious; it's the hub of the school. And we want to give people the opportunity to develop their leadership skills. We create opportunities for shadowing colleagues to learn about different roles and to engage in research. The ethos of the school and the support structures are good – individuals feel supported."

In the third year interviews, this point was reiterated again.: "Retention is very good because of early responsibility - this was the original rationale, the head has been here 20 years and it is one of his key principles and he keeps you all challenged - we have all our batch of Y3 teachers still here in roles with responsibility - but it does depend on size of department because you can hit a ceiling quickly in a smaller department."

Box 4.10: Smith House primary - SLT views on retention in the second and third years

The Headteacher noted, in our second set of interviews, that the school had very little mobility: "most movement is down to maternity and some for promotion." The schools had recruited two NQTs in the previous year, and there were to be two more starting in September. 1 NQT this year and 1 post NQT who was interviewed last year. She noted that "Once staff are recruited they generally stay as it's a good place to work and staff tend to be happy. The school has developed a very good way of supporting each other and innovation is valued very highly."

In the third year interviews, the Headteacher continued " Nobody seems to leave!... It is seen as a good school and a good place to work. It has good internal support but there is a limited amount of room for progression within the school. Additional London weightings are available in schools within a relatively short distance but this does not seem to tempt teachers away. The school makes some effort to counterbalance the financial incentives to move away by offering slightly more TLR points than others."

4.4.3: Retention - push and pull factors - the ECT perspective

In this section, we examine the factors that can influence retention, from the perspective of ECTs themselves, drawing on the three sets of Case Studies. We have organised them into what we call 'push factors' - issues that relate to the school that the ECTs find themselves in, and which may make them wish to leave - and 'pull factors' - issues related to factors outside the school that may influence their decision to go elsewhere. A number can be classed as both.

Table 4.4: Reasons given for staying or leaving the school (number of ticks indicates the frequency with which the issue was mentioned)

	NQT Year	Second Year	Third Year
Push factors			
lack of support	✓✓✓	✓	✓
lack of development opportunities	✓✓✓	✓✓✓	✓✓
unconducive working environment	✓✓	✓✓	✓
poor pupil behaviour	✓		✓
lack of promotion opportunities	✓	✓✓✓	✓✓✓
temporary contracts	✓	✓✓	
high cost of local housing	✓		✓
pressure and workload	✓		✓
Pull factors			
promotion opportunities	✓	✓✓✓	✓✓✓
relocation due to family/partner etc	✓	✓	✓

Table 4.4 summarises the issues mentioned by ECTs in the Case Studies in each of the first three years. The table appears to indicate that different issues change in importance over time. Whilst support is a crucial push factor in the NQT year, it becomes less important over time. In contrast, promotion opportunities and lack thereof become much more important in later years. Note that opportunities for development are very important factors throughout the first three years.

4.4.5 Intentions to stay or leave teaching

In each of the first three years, we asked ECTs about their intentions re staying in or leaving teaching. In Table 4.5 below, we provide an overview of these.

Table 4.5: Future intentions in relation to staying or leaving teaching - comparing the first three years (Case Study Data)

Intention	NQT Year	Second Year	Third Year
Long term or 'for life'	24 (48%)	48 (96%)	32 (70%)
Short/Medium term	24 (48%)		7 (15%)
Likely to leave	2 (4%)	2 (4%)	7 (15%)

In the second year of teaching, we did not ask about intentions to stay in teaching, so we only ascertained those who intended to leave. What this table appears to show is that views between the NQT year and the third year harden, with a majority of those who are still teaching committing to the profession in the longer term, whereas a significant minority intended to leave the profession. Note however that whereas the likely leavers in the NQT years were those who were feeling pressured and struggled with the demands of the job, by the third year the group of likely leavers included only one who wished to leave teaching due to pressures; the others all intended to move into related careers, such as LA adviser, HE lecturer or another area of teaching.

ECT retention - summary

To summarise the picture presented above, then, findings on retention from this study indicate that overall there is no major issue about retention of teachers in the profession across the board. These findings must, however, be treated with caution for two reasons. First, by basing our study on reports from schools, we are missing the body of teachers who are on supply contracts; who leave during or immediately after initial teacher education; and those that leave the school and the profession where the school does not know this. These factors together indicate that our study under-estimates the scale of the problem. Nevertheless, even taken this into account, the upper estimates from previous research on numbers of leavers in the first five years appear to be over-estimates, since the disparity between our figures and these others is so large.

The second reason to be cautious is that whilst overall our study does not provide evidence of a major problem with recruitment, it does consistently show that there are issues for some schools and secondary subjects, in particular for schools serving more deprived areas, and for Mathematics and Science teachers. As can be seen from Box 4.11 below, Mathematics teachers such as Sarah can be very difficult to keep if they are ambitious since promotion opportunities abound in this subject area, which brings us to the issue of career development, our final main section in this chapter.

4.5 Career Development

4.5.1: Career development in the second and third years - Case Study data

The second year

Whether or not teachers in our case study schools had been given additional responsibilities during their second year of teaching tended to vary depending on whether they worked in a primary or secondary school. This also corresponds to the findings in the Becoming a Teacher report (Tracey et al., 2008).

There was a strong expectation in most primary schools that second year teachers would take on additional responsibilities; in some of these such responsibilities were perceived as compulsory both by school leaders and second year teachers themselves. However, in contrast some primary SLs took a more measured approach. For example in one school the Head was keen to give second year teachers responsibilities but didn't want to force things on them and talked of supporting the transition by second year teachers sharing responsibility for a curriculum area rather than being expected to lead it on their own straight away.

Echoing the findings of the Becoming a Teacher Study (Tracey et al., 2008) the most frequent additional responsibility mentioned was subject co-ordination. Other additional responsibilities that were mentioned included responsibility for gifted and talented, English as Additional Language Learners and foundation stage maths.

In contrast to primary schools, leaders in secondary schools tended to see the second year of teaching as one where teachers were given new challenges in their work and training to support them in working towards additional formal responsibilities in the following years. Only two of the second year secondary teachers had been given significant formal additional responsibilities, in one school as a Head of Year and in another as coordinator for gifted and talented. Only in one school did SLs state that additional responsibility was expected of all second year teachers. New challenges were often designed to develop leadership and management competencies, including tasks such as organising guest speakers or educational visits, responsibility for a key stage within a subject, and other tasks that took them beyond their immediate classroom.
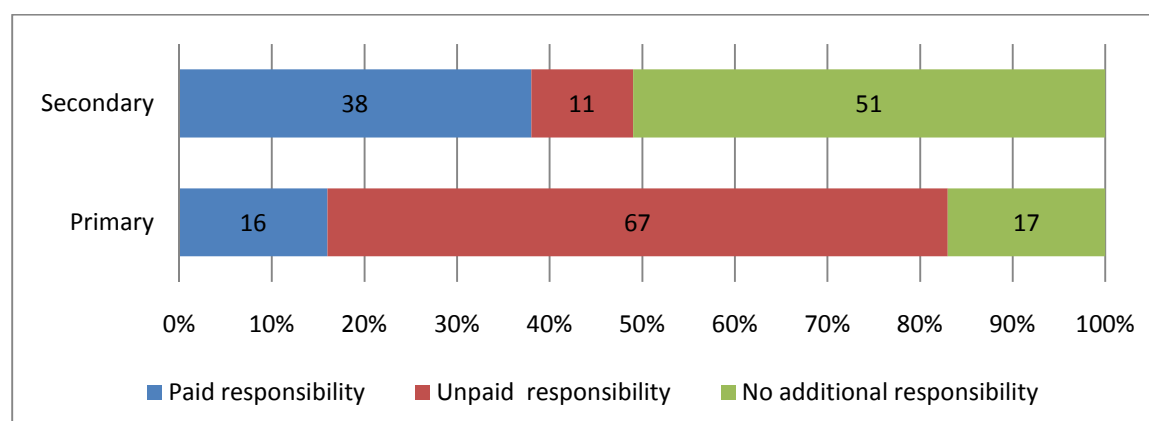
The third year

By the third year, there was a clear expectation in our case studies schools that most teachers would have some level of responsibility, paid or unpaid: only eight of the 46 teachers we spoke with as part of the case studies had no additional responsibility beyond the classroom, with 16 having some form of paid responsibility 22 some kind of unpaid responsibility. Just under half (22) had the same level of responsibility as in the previous year, and one had less responsibility (having given up a demanding subject role). The rest had taken on more responsibility, with 12 having taken on new paid responsibility (indicating that of those with some paid responsibility three quarters had gained this in their third year and not before) and 11 having taken on new unpaid responsibility.

Whilst this was rarely mentioned in the second year, for those who had taken on (particularly unpaid) responsibility, several mentioned the stress involved where they had been given responsibility they felt ill-equipped to deal with.

4.5.2: Career development in the third years - Survey data

Our survey supported the Case study findings above, showing that that by their third year in teaching, only a third of the ECTs we surveyed had no additional responsibility, with 41% having some kind of unpaid responsibility, and 26% having some kind of paid responsibility. However, as the Case Study data indicates, there were some clear differences between primary and secondary teachers, as might be expected, as shown in Figure 4.5 below.

Figure 4.5: different types of responsibility in the third year - primary and secondary schools

Whilst almost 90% of primary third year teachers had some level of responsibility, compared with about half of secondary teachers, only 16% of primary teachers compared with 38% of secondary teachers were paid for it. A similar pattern emerged in our qualitative data. The case study data indicated that the reasons for this difference were that most primary teachers have some kind of subject responsibility, which is usually unpaid. In secondary schools, there tend to be more opportunities for paid responsibility for early career teachers. Whilst it was true that more male teachers had paid responsibility than female teachers, this appeared to be due to female teachers being more likely to be in primary schools, rather than some separate gender-related issue.

4.5.3 Orientations towards career: perspectives from the first year of teaching

By the way they discussed their careers, we were able to ascertain that our group of third year teachers could be characterised according to what we might call their 'future work/life orientation'; broadly, whether their future work/life plans were highly focussed on their career and promotions (*career orientation)*, focussed primarily on their wider personal goals (*personal orientation*) or a combination of both (*mixed orientation*).

Our analysis indicated that 13 of our teachers had a career orientation. These staff tended to have well planned career paths, which they were already beginning to follow.

Six teachers had a personal orientation, where their personal and wider life beyond teaching appeared to be of prime importance in their lives, often related to having better work life balance or specific personal plans, and typically with limited career plans.

The remaining 20 had a mixed orientation, with teaching a main priority, about personal priorities important too, with these individuals usually having fairly well formed career plans (in nine cases the orientation was unclear).

There were clear gender differences here: all nine of the male teachers for which we could ascertain an orientation were identified as having a career orientation, whereas the female teachers were split between the three groupings (four career orientation, 20 mixed orientation, six personal orientation).

4.5.4 Career development and retention: perspectives from ECTs at Forest Fields and Smith House

The issues raised in the both the retention section and the subsection above on career orientation are illustrated in relation to the changing perspectives of Daisy and Sarah as they moved from NQT to experienced teachers in their third year, as illustrated in the boxes below.

Box 4.11: Forest Fields secondary - changing views on retention of Sarah, the ECT

During the first interview in Sarah's NQT year, she felt she was committed to teaching as a profession, but even then she was focussed clearly on promotion: "I intend to stay in teaching; I see it as a job for life." She enjoyed the job and therefore it provided job satisfaction. She also intended to stay in the school "as long as there's a job here for me" - although she qualified this by noting that she might leave for a particular promotion and knew that it wasn't going to happen in this school at this time. However, she would feel forced to leave in this situation and "can't think of any other reason why I would leave."

In her second year, Sarah's perspective had changed, due to problems within her department. The Mathematics department had a Head and four other staff within the team who had TLR responsibilities. Of those four, "two take their responsibilities very seriously and the others have done nothing for the last two years". This was causing problems within the department and she felt "it isn't running as well as it could." Due to this 'political situation' in her department she was "keeping an eye out for other jobs." However, she reiterated would not be leaving because she felt unsupported or not encouraged here, but because of the circumstances in which she found herself - "If it were not for the situation … in an ideal world I'd stay forever! "

By the third year, Sarah had received another promotion, although the problems in the department continued. She started the year unhappy not to be given the second in department post, which she understood to be given "to someone else who was threatening to leave - but in end they gave that person another job but he is now obstructive and shouts at me in front of staff." She had eventually got the second in department post and her views on staying in the school were clearly wrapped up with promotion opportunities in the future: "I *aim* to be HoD in 2/3 years and probably at this school - I was a pupil here and did my training here, but I would move if there was no vacancy here."

This picture indicates an interesting example of a 'hardening' of views on staying or leaving as a teacher developed and grew more focussed on promotion. Sarah began as a teacher with a clear 'career orientation' and this was sustained and strengthened throughout her first three years.

Box 4.12: Smith House primary - Daisy's changing views on progression and retention

Like Sarah at Forest Fields, Daisy had ambitions from the start, but she was aware of the need to look to the longer term in primary schools that did not afford the same opportunities as secondaries for promotion..She intended in her NQT year to stay in teaching, and "to stay at this school for the immediate future….The school is very supportive of training and personal development, which is a good thing." Even in her NQT year, she had plans to move into senior management in the long term, but wanted to stay in the classroom for the foreseeable future and saw the school as offering the opportunities she wanted.

By her second year, Daisy was still planning on staying at the school "for the foreseeable future" and now the long term. Promotion was beginning to become an issue for her, but not an urgent one: "The only reason I would leave would be for promotion if no opportunities came along… but I'm not thinking about that for at least 5 years."

In her third year, Daisy had been given responsibility for PSHE but did not feel well supported. Whilst still career minded, her personal circumstances had recently changed, and with them her commitment to the school: "I am quite career-minded. But I want to try to fit in having children, too. I recently got engaged, and the school is a good one for career progression [for women with children - there are a lot of teachers who have gone off to have a baby or two as job shares or on part time contracts."

This Box illustrates how teachers - particularly young women of course - can move from an initial clear 'career orientation' towards a 'mixed orientation'. As can be seen from section 4.4.5, by their third year of teaching a number of our Case Study teachers were considering starting a family and fitting their career stance to their new personal circumstances in the same way as Daisy.

Career development - summary

To summarise and bring together the findings above, in the first year case studies it was apparent that teachers were focussing clearly on developing as classroom teachers (in line with previous research e.g.Day and Gu, 2010). By the second year, the quantitative data indicates that most primary teachers had taken on some unpaid subject responsibility, but very few had taken on paid responsibility, whereas in secondary schools a small but not insignificant number had gained a paid promotion, differences that reflect the different expectations, nature and size of different types of schools. In the third year almost all primary teachers had some unpaid responsibility and some had gained a promotion; a significant number of secondary teachers had received a paid promotion. The qualitative data indicates that from the second year onwards, in addition, teachers were beginning to turn their attention towards the longer term. The emergence of differing orientations towards career – personal, career, mixed – that are highly correlated with gender indicates the need for support for women in particular to make transitions to senior leadership in flexible ways is one to be considered and explored by policymakers.

5. Conclusion and recommendations

5.1 Concluding discussion

In this final discussion, we reflect on the changing nature, challenges and expectations of early career teachers in their first three years.

The first and possibly biggest transition point for new teachers is **entering the profession**. Each of the routes in to teaching has its own strengths and weaknesses and whilst senior leaders may have preferences for one or more of these, the route taken is only one amongst many issues taken into consideration in choosing candidates for posts. In any case, the differences between routes have largely disappeared by the third year as schools work to iron out differences between them. Senior leaders found it easier to recruit NQTs in 2010 compared with 2008, although problems remained with recruitment to some subjects notably physics, mathematics and general science. The study found that there was a mismatch between where senior leaders advertised - mainly teaching press and LA bulletins - and where NWTs looked- mainly electronic sources.

Once they have made it to the **NQT Year**, the focus for most NQTs is firmly on the classroom. In most respects this is a phase that is well supported, quite structured and aimed at honing the core work of the teacher. Senior leaders are looking in this year to develop qualities such as classroom management, planning and assessment and teaching repertoire, and beginning to address areas of development for many NQTs, notably working with parents and dealing with the administrative aspects of the job. For most NQTs, induction provides clear support and where it is not available this can be associated for some teachers with an intention to leave the profession. The majority of teachers even at this point, however, see teaching as a long term career choice, although a significant minority are only clear about staying as a teacher for the next few years. In any case, in relation to career, most are focussed not on promotion at this point but 'becoming a good teacher'.

The move from NQT to the **second year of teaching** is itself another significant transition. For most teachers, this is a time for developing confidence, and broadening their focus beyond the classroom, looking outwards. At this point, teachers are generally expected to be able to engage effectively with parents and other agencies, lead subject or other areas in primary schools and start to prepare for leadership roles in secondary schools. One reason this is a major transition is that second year teachers are usually far less supported. They are now integrated into the school's performance management processes and systems, and access the professional development available to all staff as opposed to that specific to second year teachers (although in a small minority specific second year teacher support is available). Support for these teachers comes primarily from the heads of department and departmental colleagues in secondary schools, and from leaders and colleagues across the school in primaries. Rarely is there a post-NQT year mentor, although some second year teachers have access to in school coaching and mentoring . Yet this is a crucial point in the career of most teachers, and so care is needed. Some teachers do still require quite structured support to progress – and those in primary schools with responsibility certainly need support for these new roles - and lack of support is associated with likelihood of leaving the profession.

The move to the **third year of teaching** is the final transition point for most early career teachers, and although the move is less of a jolt, it is nonetheless important – for most, they now feel and are treated as 'full teachers', with a focus both on the classroom and beyond. Support and development opportunities are those available to all. The vast majority of primary teachers have some, usually unpaid, responsibility; a large minority of secondary teachers have some responsibility, usually in this case paid. By this stage teachers are much more focussed beyond the classroom in most cases. Views on career harden: teachers

know now much more clearly whether they will remain in teaching or not, and whilst most now see teaching as long term career, a minority are clear they will leave at some point, often to related educational professions but not always. Orientations to career change, too. Many - mostly men - are focussed on developing their careers. Some - mostly women, now in their mid-20s - see personal life as more important. Most seek a balance. And whilst third year teachers are seen to be to be 'just teachers' there are areas for development still – in relation to working with parents and TAs (in secondary schools) and working with colleagues from beyond the school.

5.2 Recommendations

5.2.1 Quality and performance

Recommendations for schools

- On routes into the profession the implications of this report are that leaders should maintain their approach of shortlisting candidates from a plurality of ITE routes to reflect their diverse needs.
- Schools should make particular efforts to meet NQT needs in relation to behaviour management and working with support staff, seen as areas of weakness by NQTs in our survey.
- Schools should identify opportunities for NQTs and early career teachers to network with other schools, since this is valued by senior leaders, particularly as a basis for professional development through collaboration as their careers develop.
- Some senior leaders' currently see their role as correcting the weaknesses of particular ITE routes they employ NQTs from; we suggest that they circumvent this process by working more closely with ITE providers in curriculum design.
- For third year teachers, their confidence, skills and attitudes are related to their previous experience in schools. Schools need, therefore to aim to provide high quality, consistent and continuing support during both the NQT year *and* the second year of teaching to maximise the performance of teachers in their third year.
- Schools should consider to what extent their school and departmental cultures foster positive approaches to professional development, career management and performance.
- Line manager and colleague support has a strong positive impact on early career teacher development, performance, and retention so schools need to create the conditions for this type of support to flourish.

Recommendations for policymakers

- PGCE and employment-based routes are both highly valued by secondary school leaders. Undergraduate and PGCE routes are both highly valued routes into primary education. Therefore each of these routes should continue to be supported as routes into the profession.
- Policy-makers should work with ITE providers to continue to address perceived weakness in ITE preparation for aspects of the teachers' role, in particular working with parents and administrative work which are found to be weakest among NQTs from the shortest routes.
- Senior leaders' should continue to increase the emphasis they place on lesson observations as an aspect of performance management as these are found to be valued by early career teachers at all stages of their development.
- There should be a consistent and continual approach to high quality support throughout the early years in teaching to enable the key transition from beginning to experienced teacher.

5.2.2 Induction, professional development and support

Recommendations for schools

- Consistently over the first three years of teaching in our surveys and case studies early career teachers thought that less PD and support is available than their senior leaders claim is provided. We therefore suggest that senior leader investigate whether this is true of their schools, and ensure that intended policies and process are fully implemented.
- Teachers clearly differ in their needs and motivations. We found that PD and support is most effective if account is taken of individual needs and early career teachers are proactive in driving their own development. Therefore, schools should consider whether their approaches are sufficiently personalised and include strategies to encourage active approaches to PD.
- Teachers' developmental needs change over the first three years of teaching. Our study identified that all schools need to pay particular attention to providing support for managing behaviour and working with support staff during the NQT year and primary schools need to ensure that sufficient support is put in place at the beginning of the second year of teaching when ECTs take on coordination responsibilities.
- Our study found that a number of school-related factors were crucial in providing the most effective support for early career teachers. These included accessible and supportive senior leaders, line managers and colleagues, robust performance management systems that set high expectations and were clearly linked to the provision of PD and support, and opportunities for internal and external collaboration and networking. We suggest that schools review how effectively they create the conditions necessary for effective teacher learning and address any issues that this reveals.

Recommendations for policymakers

- The cultural context - the extent to which schools provide a supportive developmental environment for staff to flourish - is crucial to this development of early career teachers, so policy makers should pay particular attention to fostering such environments and reinforcing their importance in inspection and other policy levers.
- The role of senior and middle leaders in providing support - including in some cases as mentors - to third year teachers is crucial to developing both school and individual capacity, so policy makers should take care to consider this in any development programmes or standards for such leaders.
- With regards to induction, policy-makers may wish to review the core standards, in light of our findings that a number of schools are not using particular aspects of them, and the number using them has declined over time. The more limited use of the CEPD in primary schools compared to secondary schools as well as the decline in the use of the CEDP over time also suggests that it would be timely to review its use and effectiveness. {Note: The teaching standards and induction regulations are currently under review and the CEDP has now been reviewed}
- Early career teachers have differing developmental needs, role requirements and aspirations. Therefore, reflecting the emphasis in the 'The importance of teaching' (DES 2010)', there needs to be increasingly personalisation of induction, PD and support.

5.2.3 Career: recruitment, retention, career development and promotion

Recommendations for schools

- Schools should review their advertising strategies to align them with the sources most used by NQTs to search for posts, in particular making greater use of electronic media.
- The emergence of differing orientations towards career – personal, career, mixed – that are highly correlated with gender indicates the need for support for women in particular

to make transitions to senior leadership in flexible ways is one to be considered and explored by school senior leaders.

Recommendations for policymakers

- On recruitment, policy makers should continue to support flexible and innovative practice within a clear policy of encouraging all trainees to experience a broad range of schools. Evidence from this study and elsewhere indicates the importance of ensuring teachers experience schools in challenging circumstances as a strategy to reduce recruitment problems in such schools.
- There are specific difficulties faced by secondary schools in relation to filling posts in Physics, Chemistry, Mathematics and General/Combined Science. These last two subjects are also subjects that large numbers of schools recruit to. This means that for all of these subjects - and particularly General/Combined Science and Mathematics - policy-makers should continue to support initiatives to increase the supply of teachers
- Schools with more deprived student populations have more difficulties recruiting and retaining teachers. For primary schools, this is particularly an issue in the Foundation Stage. Therefore policy-makers should continue to support such schools in recruiting and retaining newly qualified teachers.
- The emergence of differing orientations towards career – personal, career, mixed – that are highly correlated with gender indicates the need for support for women in particular to make transitions to senior leadership in flexible ways is one to be considered and explored by policymakers.

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