Newly Qualified Teachers' Experiences of their First Year of Teaching

Findings from Phase III of the Becoming a Teacher Project

A.J. Hobson, A. Malderez, L. Tracey, M. Homer, N. Mitchell, M. Biddulph, M.S. Giannakaki, A. Rose, R.G. Pell, T. Roper, G.N. Chambers & P.D. Tomlinson

University of Nottingham, University of Leeds and Ipsos MORI Social Research Institute

department for
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Acknowledgements

Abbreviations

BA/BSc - Bachelor of Arts/Bachelor of Science

BaT - Becoming a Teacher

BEd - Bachelor of Education

CEDP - Career Entry and Development Profile

CPD - Continuing Professional Development

DCSF - Department for Children, Schools and Families

DfES - Department for Education and Skills

GTC - General Teaching Council for England

GRTP - Graduate and Registered Teacher Programme

GTP - Graduate Teacher Programme

HEI - Higher Education Institution

ICT - Information Communications Technology

ITT - Initial Teacher Training

LA - Local Authority

LEA - Local Education Authority

MFL - Modern Foreign Languages

NQT - Newly Qualified Teacher

PE - Physical Education

PGCE - Postgraduate Certificate of Education

QTS - Qualified Teacher Status

RTP - Registered Teacher Programme

SCITT - School-centred Initial Teacher Training

SEN - Special Educational Needs

TDA - Training and Development Agency for Schools

Executive Summary

Introduction

The *Becoming a Teacher* (BaT) research project (2003-2009) is exploring beginner teachers' experiences of initial teacher training (ITT), Induction and early professional development in England, in a context in which there is a multiplicity of routes of entry into the teaching profession and a statutory Induction period for all newly qualified teachers (NQTs) on completion of their ITT.[1] During this Induction period (normally lasting one school year for those in full-time teaching posts), NQTs must demonstrate their capability against a set of Standards which were designed to be consistent with and build upon those developed for ITT. One of the key objectives of the BaT research is to examine the extent to which the experiences of people entering the profession via different ITT routes may vary, and the extent to which such experiences may be shaped by other factors, including beginner teachers' prior conceptions and expectations of teaching and teacher training.

This report presents findings relating to teachers' experiences of their first year in post and their experiences of Induction.

Research Design

The findings presented in this report were produced from the analysis of data generated primarily from:

    (i)   a telephone survey of 2,446 NQTs;

    (ii)   in-depth face-to-face interviews with 73 NQTs;

    (iii) email exchanges ('ejournals') with 46 NQTs; and

    (iv) in-depth face-to-face interviews with 27 NQT Induction tutors.

The survey and interviews were conducted close to the end of the NQTs' first year of teaching (post-ITT), mostly in June-July 2005. The ejournals took place at regular (half-termly) intervals during the 2004-2005 academic year.

The survey, interview and ejournal samples included both primary and secondary phase NQTs (and Induction tutors), and NQTs who had followed a range of ITT routes, namely: the university-administered Post-Graduate Certificate in Education (PGCE); the Flexible PGCE; the Bachelor of Education (BEd); the Bachelor of Arts/Science with Qualified Teacher Status (BA/BSc QTS); School-Centred Initial Teacher Training (SCITT) programmes; and Graduate and Registered Teacher Programmes (GRTP).

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[1] We use the term 'newly qualified teacher' (NQT), in this report, to refer to all those who successfully completed their initial teacher training (ITT) in 2004, regardless of whether or not they were actually working as teachers at the time of data generation (in 2005) or whether or not they had been able to undertake/complete a formal programme of Induction. That said, the reader will observe that many of the specific findings presented in the report will be based on the responses of those who had taught at some stage since completing their ITT.

Collectively, the data generation activities outlined above are referred to as 'Wave 3' of the BaT study. NQTs who were surveyed, interviewed and who participated in the ejournals at Wave 3 had also taken part in earlier survey and interview work which focussed on their motivations for undertaking ITT and their expectations and prior conceptions of teaching and ITT (Wave 1), and their experiences of ITT (Wave 2).[2] (Further information regarding the survey and case study samples, including response rates, is provided in Chapter 2).

Some of the data generated in Wave 3 were analysed in conjunction with data generated in Waves 1 and 2 of the study in order to examine, for example, the extent to which NQTs' experiences were related to their earlier experiences, motivations or prior conceptions.

Key Findings

The highs and lows of the first year of teaching

Whilst 93 per cent of those survey respondents who had worked as teachers since completing their ITT indicated that they enjoyed teaching, case study (interview and e-journal) data suggest that first year teachers typically experience a range of both 'highs' and 'lows' throughout the school year, and sometimes even during the same working day.

The high points experienced by NQTs tended to be associated with (i) positive relationships with pupils and colleagues; (ii) their perceptions of professional autonomy; and/or (iii) their perceptions of achievement and change.

- Many NQTs indicated that they found developing relationships with pupils to be a rewarding and engaging task, and 25 of the 73 case study interviewees referred to 'highs' associated with their perceptions of pupil learning and development, and their role in fostering this.

- Thirty-six interviewees described positive relationships with individual colleagues or groups of colleagues, with 14 speaking positively about feeling part of a team or about having particular colleagues with whom they worked closely, and another 14 describing supportive relationships with teacher colleagues.

- Twenty-five interviewees talked about the 'highs' that resulted from their increased sense of autonomy during their first year of teaching, with some emphasising the importance, in this context, of having their own classroom or 'their own' pupils/students, of establishing their own classroom routines, and/or of being able to be more flexible in their lesson planning and teaching than had been possible during their ITT.

- Many NQTs also talked about the positive feelings they derived from being recognised as teachers (mentioned by 22 interviewees) and from being trusted as teachers, particularly by their colleagues (17 interviewees).

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[2] Findings from these first two phases of the project were presented in earlier reports (Hobson & Malderez (Eds), 2005 and Hobson *et al.*, 2006).

- Some NQTs talked about the 'high' associated with the sense of achievement of 'surviving' or managing the intensity of a term or a full year as teachers. Such a sense of achievement was encouraged or heightened, for some, through the receipt of encouraging comments on their work from colleagues, pupils/students, their pupils' parents or carers, and external sources such as Ofsted.

The 'lows' experienced by NQTs were often related to (i) the demands of the role or their reported workload; and (ii) challenging relationships with pupils, with pupils' parents and/or with colleagues in their schools.

- Forty-nine of the 73 interviewees described their workload as extensive, with some NQTs pointing in particular to what they perceived to be an excessive amount of 'paperwork' and 'administration' associated with being a teacher, in addition to the normal demands of planning, preparation, teaching and assessment. That said:

  o Thirty-four interviewees described their workloads as manageable and 47 discussed how they managed their workload, including the use of 'smart' marking strategies, not setting up the expectation of books being returned the next day and not planning the unattainable.

- Forty-one bemoaned poor pupil behaviour, with some describing traumatic individual incidents with pupils or groups of pupils and talking about feelings of powerlessness in this regard.

- For some NQTs (e.g. at least 27 of the 73 case study interviewees), poor relationships with teaching and/or non-teaching colleagues, including their head teachers, Induction tutors and support staff, were said to have contributed to significant 'lows' during their first year of teaching. Some NQTs reported an unwelcome reception on their first day or in the early weeks or months of their teaching careers, and others reported a lack of approachability or even hostile or aggressive behaviour on the part of some colleagues.

NQTs' experiences of finding their first post

The majority of respondents to the Wave 3 survey had managed to obtain permanent (66%) or fixed-term (21%) teaching posts, with a further seven per cent working as supply teachers. Five per cent were no longer looking for a teaching post, and only one per cent were unemployed and looking for a teaching post.

Seventy-seven per cent of those (2,406) teachers who had either held or had looked for teaching posts since the completion of their ITT reported that they had not encountered any particular difficulties when looking for a teaching post. However, primary phase NQTs were more likely than their secondary counterparts to report having encountered difficulties in seeking a teaching post, with almost 32 per cent of the former, compared with 12 per cent of the latter reporting difficulties. In addition:

- NQTs who had graduated from primary BEd (46%), primary BA/BSc QTS (35%) and secondary Flexible PGCE (23%) programmes were more likely than those graduating from other ITT routes to report that they had encountered difficulties in seeking a teaching post.

Just over a third (34%) of those who reported difficulties in seeking a post indicated that one of those difficulties was finding employment in their preferred location.

Almost a third of NQTs (32%) obtained teaching posts in schools in which they had undertaken placements during their ITT.

- Those who had followed the GRTP route were (unsurprisingly) more likely to obtain posts in their ITT placement schools than those who had followed other ITT routes.

- Older NQTs, males, and those who had reported (in the Wave 2 survey) good relationships with mentors and other teachers in their ITT placement schools were also more likely to obtain teaching posts in such schools.

The nature of the teaching work undertaken by NQTs

Whilst 66 per cent of all survey respondents reported holding permanent teaching posts at schools or colleges, the figure for secondary phase NQTs (76%) was significantly higher than that for those teaching in the primary sector (58%).

The vast majority (93%) of survey respondents who were teaching (or had taught) in secondary schools reported that they had taught at least one of their stated specialist subjects, with almost two-thirds (65%) reporting that they had taught *only* those subjects that they had previously indicated (on completion of their ITT) were their subject specialisms. Around a third (35%) of secondary phase NQTs reported that they had been teaching at least one subject that they had not indicated was one of their specialist areas, and six per cent reported that they had *exclusively* taught subjects other than those that they had indicated were their subject specialisms.

NQTs were less likely to report teaching those age groups (Years 6 and 11) associated with public examinations than they were to report teaching other year groups:

- 21 per cent of primary phase NQTs reported teaching Year 6 pupils compared, for example, with 37 per cent who stated that they had taught Year 1; whilst

- 79 per cent of secondary phase NQTs had taught in Year 11, compared to between 89 and 91 per cent who had taught Years 7-10.

Not all NQTs appeared to be receiving all of the statutory entitlements for Induction with, for example, a quarter of those survey respondents who had held full-time teaching posts reporting that they had only had 'two hours or less' non-contact time per week, which is less than the statutory ten per cent entitlement.

NQTs' reported enjoyment of working as teachers and their ratings of their work-based relationships

The vast majority of NQTs surveyed (93%) reported that they enjoyed working as teachers, and the vast majority reported *'good'* or *'very good'* relationships with teaching colleagues (97%), pupils (97%), non-teaching staff (96%), parents (89%), and head teachers (82%). Just four per cent of survey respondents disagreed with the proposition that they had enjoyed working as teachers, with two per cent 'strongly' disagreeing.

- There was a statistically significant association between reported enjoyment of teaching and reported positive relationships with colleagues. Those NQTs who gave more positive ratings of their *relationships with other teachers* were also likely to give more positive responses regarding their level of enjoyment of teaching.

NQTs' perceptions of their strengths as teachers

When NQTs were asked (without prompting) what they considered to be their strengths as teachers, the most common responses were (i) the *'ability to develop productive relationships with pupils'* (given by 32% of the respondents); (ii) the *'ability to maintain discipline in the classroom'* (26%); and (iii) *'knowledge about my teaching subject(s)'* (21%).

A comparison between the Wave 2 (end of ITT) and Wave 3 (end of first year of teaching) responses of those respondents completing both surveys suggests that there were two notable aspects of teaching in which these beginning teachers felt they had developed since their ITT. These were:

- *'Lesson planning/preparation'*, which was given as a perceived strength by six per cent of those surveyed in the Wave 2 survey and 17 per cent in Wave 3; and

- the *'ability to maintain discipline in the classroom'*, which was reported as a strength by 18 per cent of respondents in the Wave 2 survey and 26 per cent in Wave 3.

Access to and outcomes of the Induction process

Of all those survey respondents who had worked as teachers since completing their ITT (2,357), 88 per cent indicated that they had access to a formal Induction programme, with 11 per cent indicating that they had not.

The vast majority (84%) of those NQTs who had access to a formal Induction programme and who knew the outcome of their Induction process reported that they had been recommended to pass. Thirteen per cent of respondents stated that they did not yet know (at the time of the survey) whether or not they had been recommended to pass their Induction.

Of the three per cent of respondents (64 out of 2,083) who indicated that they had not been recommended to pass:

- 52 per cent (33 NQTs) stated that they had not been in post for a sufficient length of time;

- 17 per cent (11 NQTs) stated that they had not had sufficient support from their schools.

Factors which helped NQTs in working towards the Induction Standards

When survey respondents were asked who or what, if anything, had helped them in working towards the Induction Standards, the seven most common responses all related to people, including:

- 'colleagues at school/college' (44%);

- 'Induction tutor/mentor' (41%);

- 'head of department' (11%); and

- 'contact with other NQTs' (7%).

NQTs' relations with their mentor or Induction tutor

The vast majority of those survey respondents who had been teaching and who had had a mentor reported *'very good'* (65%) or *'good'* (29%) relationships with those people, with only one per cent rating those relationships as *'poor'*.

- NQTs were significantly more likely to rate their relationships with their mentors in positive terms if the mentor worked in the same subject area and less likely to do so if their mentor was also their head teacher.

- Those NQTs who rated their relationships with their Induction tutor/ mentor more highly were also more likely to report that they had been recommended to pass their Induction.

The use and perceived value of the career entry and development profile (CEDP)

Whilst over half (55%) of survey respondents indicated that their Induction tutor/mentor was using their CEDP to support their development as teachers, there are some question marks surrounding the value or current use of the CEDP as a tool for supporting an individualised development process and the transition from 'student teacher' to fully qualified teacher. For example:

- 29 per cent of respondents disagreed with the proposition that their Induction tutor/mentor was using the CEDP to support their development;

- 34 per cent did not feel that the CEDP provided a useful link between ITT and Induction; and

- 35 per cent disagreed that the CEDP had been used effectively in arranging their Induction.

NQTs' ratings of the assessment of and 'feedback' on their teaching

Over three-quarters (78%) of survey respondents rated the assessment of their teaching as '*good*' or '*very good*', whilst 80 per cent rated the feedback on their teaching as '*good*' or '*very good*'.

Six per cent rated the assessment of their teaching as '*poor*' or '*very poor*'; and seven per cent rated the feedback on their teaching as '*poor*' or '*very poor*'.

NQTs' ratings of the support and professional development opportunities received

Seventy-seven per cent of survey respondents who had worked as teachers rated the support they had received as '*very good*' or '*good*', whilst seven per cent rated such support as '*poor*' and two per cent as '*very poor*'. Forty-one (of the 73) case study interviewees reported that on at least some occasions they felt unsupported by colleagues such as heads of department, mentors and senior managers.

Eighty-eight per cent of survey respondents who had held a teaching post reported having undertaken additional training and development (additional to ITT) during their NQT year.

- Case study data suggest that some of the most valued aspects of these training and development opportunities involved the chance to meet other NQTs, and content relating to 'behaviour management' and the use of Information Communications Technology (ICT).

Where reservations were expressed about the value of training or continuing professional development (CPD) that NQTs undertook, these included perceived repetition of content covered in NQTs' ITT or Induction-specific programmes, perceptions of content being too general or theoretical, and comments on facilitators' lack of ability or effectiveness.

Future training and support needs

In response to an open-ended survey question which asked what additional training or professional development they felt they might need in their second year of teaching, the most frequent responses given were:

- '*knowledge about my teaching subject(s)*' (given by 18% of respondents);
- '*knowledge of general subjects/skills*' (16%); and
- '*ability to work with pupils with special educational needs (SEN)/ inclusion*' (13%).

When survey respondents were asked (again without specific prompting) what support, if any, they felt should be provided for them in their second year of teaching, the largest number of responses (21% of respondents) stated that they would like to have (or to continue to have) a mentor.

NQTs' expected employment status for the following school year

The vast majority (95%) of those who, at the time of the Wave 3 telephone survey (June/July 2005), were currently teaching (or who were looking for a teaching post in the 'present' academic year), indicated that they planned to be (or to remain) teaching at the start of the following academic year.

- Eighty per cent of these expected to be employed in a permanent or fixed-term teaching post in the same school or college as that in which they were 'currently' working.

Case study data provide indications as to why the majority of NQTs wished to remain in their current posts, including liking the school, feeling settled and being given opportunities to take on additional responsibilities.

Nine per cent of survey respondents who held permanent or fixed-term positions had already obtained or planned to obtain posts in new schools. The main reasons given by these NQTs for moving or wanting to move schools were:

- their existing contract would be ending (24%);

- they wanted to move elsewhere in the country (21%); and

- they were seeking career development opportunities (17%).

NQTs' medium-term career plans

Regarding NQTs' future plans, 91 per cent of those survey respondents who were currently teaching or planning to be in teaching in the following term reported that they expected to still be teachers in four years' time. Four per cent stated that they *did not* expect to be in teaching in four years' time.

Factors affecting beginner teacher retention

NQTs' perceptions of the *heavy workload* associated with teaching or to what they considered to be an unacceptable *work-life balance* helped to explain why some of those who had successfully completed ITT programmes were not 'currently' teaching, why some of those who were 'currently' teaching were not planning to be in teaching posts in the following term/academic year, and why some of those who were 'currently' teaching did not expect to be doing so in four years' time. For example:

- Almost a third of those survey respondents who stated that they *did not* expect to be in teaching in four years' time indicated that they hoped to find a job with a better work-life balance.

Difficulties relating to *pupil behaviour* also helped to explain why some of those who had successfully completed ITT programmes were not 'currently' teaching and why some of those who were 'currently' teaching were not planning to be in teaching posts in the following academic year.

Induction tutors' perspectives on NQTs and the Induction process

Seventeen of the 27 Induction tutors who were interviewed stated that, in their view, NQTs today were well-prepared and capable of carrying out their teaching roles effectively; whilst 16 interviewees referred to NQTs as 'assets' to their schools:

- fifteen interviewees perceived that NQTs' enthusiasm was one of their biggest assets;

- eight talked in positive terms about the new strategies and up to date information that NQTs brought to their schools; and

- six said that they valued the life experiences that NQTs bring.

The two main development needs of NQTs which Induction tutors identified were: (i) the ability to manage classrooms and pupil behaviour; and (ii) workload management skills.

The majority of Induction tutors interviewed (18 of the 27) identified insufficient time as the biggest constraint on their ability to carry out their role effectively. The things that were identified as being most helpful to Induction tutors' ability to carry out their role were:

- the allocation of designated time to meet with and support the NQT;

- timetable management to ensure that they (Induction tutors) and their NQTs were both 'free' at certain times during the school week.

On the evidence of the Induction tutor interviews, the majority of Induction tutors/mentors enjoy their role and see involvement in the Induction of NQTs as beneficial both to themselves and to their schools.

1 Introduction

In the last 15 years the context within which beginner teachers are prepared for and enter the teaching profession in England has changed markedly. For example, there has been a diversification of initial teacher training (ITT)[3] pathways available to would-be teachers, including the establishment of school-centred and employment-based routes alongside undergraduate and postgraduate university-administered programmes (DfE 1993; DfEE 1996; TTA 1998). A statutory Induction period for newly qualified teachers (NQTs)[4] (Teaching and Higher Education Act, 1998) has also been introduced to ease the transition from student teacher to fully qualified teacher. In order to successfully complete their period of Induction (normally lasting one school year, for those in full-time teaching posts), NQTs must demonstrate their capability against a set of Standards which were designed to be consistent with and build upon those developed for ITT. During this time the onus is on schools to support NQTs by, for example, providing them with an Induction tutor (often referred to as a 'mentor') and offering them a restricted teaching timetable (DfES, 2003).

The *Becoming a Teacher (BaT)* research project is a six-year longitudinal study focussing on teachers' experiences of ITT, Induction and early career and professional development between their first and fifth years in post. The research also seeks to identify why some entrants or potential entrants to the teaching profession fail to complete their ITT or their period of Induction, or else leave the profession before they enter their fifth (post ITT) year of teaching. In relation to these aims, the research explores the extent to which beginner teachers' experiences vary according to the ITT route they followed and according to a number of other factors, including their initial reasons for undertaking ITT, their prior conceptions of teaching and teacher training, their age, gender and ethnicity, and whether they teach (or were trained to teach) in primary or secondary schools.

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[3] Throughout this report we refer to programmes for the pre-service preparation of teachers as *initial teacher training (ITT)* programmes as this is the official term used in England at this time. This term is, however, contentious on the grounds, for example, that 'training' is sometimes associated with a view of teaching as 'performing a set of mechanical tasks' (Stephens *et al.*, 2004), to the exclusion of 'understanding and intelligent awareness' (Tomlinson, 1995: 11; Cameron and Baker, 2004: 13). Some writers thus prefer the term 'initial teacher *education*' (ITE) or the term 'pre-service' training (or education). Our own view is that the 'training' of complex skills such as teaching should not exclude a focus on developing learner-teachers' understanding and intelligent awareness, in turn requiring the development of skills of noticing and learning from their own and others' experience (reflection). Thus, training, education and development are key complementary elements in initial teacher preparation (ITP).

[4] We use the term 'newly qualified teacher' (NQT), in this report, to refer to all those who successfully completed their initial teacher training (ITT) in 2004, regardless of whether or not they were actually working as teachers at the time of data generation (in 2005) or whether or not they had been able to undertake/complete a formal programme of Induction. That said, the reader will observe that many of the specific findings presented in the report will be based on the responses of those who have taught at some stage since completing their ITT.

This report presents findings from the third phase of the BaT project and reports on beginner teachers' experiences of their first year of teaching (post ITT) and of Induction.[5] In particular, we present findings on:

(1) The highs and lows experienced by NQTs in their first year of teaching (Chapter 3).

(2) Newly qualified teachers' experiences of teaching, including the type of posts they obtained, their ratings of their work-based relationships and their reported enjoyment of their job, and their perceived strengths as teachers (Chapter 4).

(3) NQTs' views on the nature and quality of the Induction provision they received, including the role of the mentor, and their views on the career entry and development profile (CEDP) (Chapter 5).

(4) NQTs' experiences of professional development and support, their retrospective views on the effectiveness of their ITT and their accounts of their future professional development needs (Chapter 6).

(5) The future plans of those teachers who were seeking to remain in the teaching profession and the reasons why others had left or were seeking to leave the profession (Chapter 7).

(6) The views of NQTs' Induction tutors/mentors on a range of issues relating to NQTs and the Induction process, including the characteristics and needs of NQTs and the experience of being an Induction tutor/mentor (Chapter 8).

Two key concepts which are major features of the Induction and early professional development of beginning teachers, and are thus frequently referred to in this report, are those of *continuing professional development* (CPD) and *support*. These terms are not used consistently in the literature dealing with teachers' professional development. In this report we use the term 'continuing professional development' (CPD) to encompass both support for learning of various kinds and support for the affective and personal impacts of learning to become a (and become a more effective) teacher.

Support for learning can range from the formal provision of school-based or out of school courses, through targeted coaching for the improvement of teaching skills and support for the development of professional ways of thinking provided by school-based mentors or other teacher educators, to more informal opportunities for learning (such as conversations with colleagues). *Support for affective and personal* aspects and impacts of learning in particular is most likely to involve the availability of colleagues who are willing and able to listen and empathise. Outside of the context of CPD, the provision of this second kind of support is also a feature of schools

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[5] Findings from earlier phases of the project, which focussed on beginner teachers' motivations for undertaking ITT and their expectations and prior conceptions of teaching and ITT (referred to here as Wave 1) and their experiences of ITT (Wave 2) have been presented in earlier reports (Hobson & Malderez (Eds), 2005 and Hobson *et al.*, 2006 respectively).

which take an attitude involving a duty of care to all staff, and can also be seen as contributing to a supportive whole school ethos.

In the next chapter (and before presenting our findings), we outline the methods of data generation, sampling and data analysis employed by the BaT project, with specific reference to 'Wave 3' of the study.

2 Research Design

2.1 Introduction

The research design of the Becoming a Teacher project may be described as a longitudinal 'equal status mixed methods design' (Tashakkori & Teddlie, 1998: 43-45), comprising complementary 'qualitative' (case study) and 'quantitative' (survey) methods. Data generated from the case study strand of the project provide detailed insights into the lived experiences of a relatively small sample of NQTs. Data generated from the survey strand address similar and additional issues amongst a larger, national sample, and allow us to comment with some confidence on, for example, the extent to which the reported experiences of NQTs are differentiated according to various factors such as the ITT route they had followed, their age, and whether they teach (or were trained to teach) in primary or secondary schools.

In this chapter we outline specific aspects of the research design of the study, setting out, in turn:

(1) the methods of data generation employed;

(2) the sampling strategies adopted, sample sizes achieved and demographic characteristics of the achieved sample; and

(3) the methods of data analysis used.

2.2 Methods of data generation

The findings presented in this report were produced from the analysis of data generated primarily from:

(i) a telephone survey of 2,446 NQTs;

(ii) in-depth face-to-face interviews with 73 'case study' NQTs and email exchanges ('ejournals')[6] with 46 of those NQTs; and

(iii) in-depth face-to-face interviews with 27 NQT Induction tutors.

With the exception of the case study ejournal exchanges, all 'Wave 3' survey and case study data were generated in 2005. In a small number of cases in-depth interviews with case study participants and Induction tutors were conducted by telephone due to difficulties of access. Ejournal data were generated, at approximately half-termly intervals, throughout the academic year 2004-2005.

Collectively, the survey and case study work outlined above are referred to as Wave 3 of the BaT study. Wave 3 research instruments were informed by an ongoing systematic review of the literature on new teachers' experiences and issues relating to the retention of beginning teachers, and by emergent findings from earlier phases of the study, which explored (for example)

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[6] The ejournals involved members of the research team sending an email to each case study participant asking the same, small number of open-ended questions about their experiences during the previous half-term.

student teachers' motivations for undertaking initial teacher training (Wave 1) and their experiences during ITT (Wave 2).[7]

In general, the Wave 3 research instruments were designed to allow the research team to investigate NQTs' experiences of teaching, Induction, CPD and support, and their future career plans, as well as the reasons why some NQTs had decided to leave the profession. The survey, interview and ejournal instruments used are available at www.becoming-a-teacher.ac.uk.

2.3 Sampling strategies and sample characteristics

In this section we outline the nature of the Wave 3 survey and case study samples and how these relate to the sampling strategies adopted in earlier phases of the project. At Wave 1, self completion questionnaires and in-depth interviews were administered to student teachers who were beginning one-year ITT programmes, or beginning the final year of two-, three- or four-year programmes, in the 2003-2004 academic year. At Wave 2, a telephone questionnaire and in-depth interviews were administered to the same cohort of student teachers at the end of their ITT programmes (Summer 2004). For this *third wave* of data generation a telephone questionnaire and face-to-face interviews were conducted at the end of project participants' first year as qualified teachers (Summer 2005). Alongside this, at Wave 3, researchers also engaged in regular ejournal exchanges with case study NQTs throughout the academic year 2004-2005, and interviewed the Induction tutors or mentors of a number of these beginning teachers.

Sections 2.3.1 and 2.3.2 provide further information regarding the survey and case study samples respectively.

2.3.1 The survey sample

The sampling strategy underlying the initial questionnaire survey was informed by two main concerns. Firstly, we sought to generate a representative sample of student teachers (in England) for each of the ITT routes being studied – namely university-administered PGCE, Flexible PGCE, BEd, BA/BSc with QTS, SCITT, and GRTP.[8] Secondly, it was hoped to ensure that a sufficient number of trainees were recruited from among the routes with the least training places, in order to enable viable statistical analysis by route up to the end of the project in 2009 (allowing for attrition over a 5 year period).ITT providers were thus stratified by route and a random sample of providers within each route was selected, with a small number of providers being purposively selected to boost the numbers of trainees from the smaller ITT routes.

A total of 110 providers were approached to participate in the survey, of which 74 took part. Where possible the self-completion questionnaire was

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[7] Findings from Wave 1 and Wave 2 are reported in Hobson and Malderez (Eds) (2005) and Hobson *et al*. (2006) respectively.

[8] In the survey strand of the project it was necessary to group the employment-based GTP and RTP routes together (GRTP) as the small number of RTP trainees nationally meant that a statistically viable sample could not have been generated. For a brief overview of the different ITT routes see Appendix A.

administered face-to-face by a project fieldworker, though in some cases (notably in very small ITT providers) it was necessary for the survey to be administered postally. The Wave 1 questionnaire was completed by 4,790 student teachers; 3,162 trainees took part in the follow-up Wave 2 telephone interview[9]; and, of these, 2,446 (then) NQTs took part at Wave 3. This (2,446) figure represents 77 per cent of those who were interviewed in Wave 2 and 51 per cent of those completing the Wave 1 questionnaires.[10]

The breakdown of Wave 3 survey respondents by ITT route can be found in Table 2.1, together with the percentage of respondents from each route within our sample, and the percentage of NQTs who had followed each route within the country at large.[11]

Table 2.1: Wave 3 survey strand respondents' by ITT route

ITT route	Number of respondents in (total) Wave 3 sample	Percentage of respondents from this ITT route in our achieved sample	Percentage of NQTs following this route in England*
University-administered Postgraduate Certificate in Education (PGCE)	786	32	67
Flexible PGCE	93	4	1
Bachelor of Education (BEd)	231	9	4
Bachelor of Arts (BA)/Science (BSc) with Qualified Teacher Status (QTS)	641	26	15
Graduate and Registered Teacher Programme (GRTP) (including SCITT-based GRTP)	415	17	13
School-Centred Initial Teacher Training (SCITT) (excluding GRTP)	280	11	1
Total	2,446		

Percentages may not add up to 100 due to rounding.
*Source: GTC.

Tables 2.2 to 2.4 give further details of the profile of our Wave 3 telephone sample. Table 2.2 provides a breakdown of survey respondents by route for both primary and secondary phase NQTs[12]; Table 2.3 gives the age ranges of

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[9] This figure included 197 respondents who had not taken part in the Wave 1 survey but who were recruited from a 'top-up' survey, conducted in Autumn 2004 and designed to ensure more robust sub-group sizes on the smaller ITT routes. Further details are provided in our Wave 2 report (Hobson *et al.*, 2006: 7).

[10] Eighty-three per cent of those who agreed to be recontacted at Wave 1 took part in the Wave 2 survey, and 85 per cent of those who agreed to be recontacted at Wave 2 took part at Wave 3.

[11] The latter figures are based on population figures at the beginning of the 2003/04 academic year, when the first wave of data generation took place. These figures were obtained from the GTC.

[12] Survey respondents' 'phase' was allocated according to whether they were teaching (or had taught at some time during the year) in primary or secondary schools. For those respondents who had not taught

survey participants[13]; and Table 2.4 provides information on the gender profile of our respondents.

Table 2.2: Wave 3 survey strand participants by phase and route

ITT Route	Primary phase NQTs		Secondary phase NQTs	
	Frequency	Per cent (%)	Frequency	Per cent (%)
PGCE	236	18	550	49
Flexible PGCE	61	5	32	3
BEd	213	16	18	2
BA/BSc QTS	509	39	131	12
SCITT	131	10	147	13
GRTP	159	12	256	23
Total	**1,309**		**1,134**	

Number of cases 2,443.[14]
Percentages may not add up to 100 due to rounding.

Table 2.3: Wave 3 survey strand respondents by age

Age group	Frequency	Per cent (%)
22-26	1,108	46
27-31	473	20
32-36	269	11
37-41	236	10
42-46	211	9
47 or over	133	6
Total	**2,430**	

[1]Sixteen respondents did not state their age.

Table 2.4: Wave 3 survey strand respondents by gender

Gender	Frequency	Per cent (%)
Male	517	21
Female	1,929	79
Total	**2,446**	

2.3.2 The case study sample
Case study NQTs
In Wave 1 of the study, 85 case study participants across all ITT routes being recruited from those trainees who:

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at all since completion of their ITT phase was allocated according to the age range they trained to teach.

[13] The Wave 1 self-complete questionnaire asked for survey respondents to indicate which age band they belonged to out of the following options: 20-24; 25-29; 30-34; 35-39; 40-44; 45 or over. The ages of survey (and case study) participants given in this report were derived by adding two years to the lower and upper figure of each Wave 1 age band. However, there are some problems with this method, notably because the collection of data for the Wave 3 survey (conducted in Summer 2005) did not take place fully two years after that for Wave 1 (Autumn 2003). This means that a minority of participants (who had birthdays in the month or two prior to the Wave 1 survey) will have been placed in the next age band up when in fact they would not reached the lower age in that band for another month or two.

[14] Three respondents (who both trained to teach, and subsequently worked, in middle schools) were not able to be allocated either 'primary' or 'secondary' stage status for this table.

(i)   were following programmes with those ITT providers who had indicated that they were prepared to participate both in the survey and case study strands of the study;

(ii)   indicated, in their questionnaire responses, that they would be willing to take part in face-to-face interviews; and

(iii)   (in order to minimise attrition over the life time of the project) indicated that they were likely to enter the teaching profession on completion of their ITT and to still be teaching in five years' time.

The research team sought to recruit trainees from a minimum of two providers for each route/phase combination (i.e. a minimum of two providers for primary PGCE, two providers for secondary PGCE, two providers for primary graduate teacher programme (GTP), etc.). This was achieved with the exception of trainees following registered teacher programme (RTP) and secondary BEd programmes. Case study participants were drawn from 19 providers in total. Within this, we also sought to recruit a range of male and female trainees from a variety of age groups and subject specialisms.

Of the 85 case study trainees interviewed in Wave 1, 79 were re-interviewed at Wave 2 and 73 at Wave 3. Attrition from the case study sample is explained by a small number of participants: (i) withdrawing from or deferring completion of their ITT (and therefore becoming 'ineligible' for a Wave 3 interview); declining to continue participation in the study; or (iii) not being contactable at the time of the interviews.

Table 2.5 provides a breakdown of Wave 3 case study interviewees by phase and the ITT route that they have followed, whilst Tables 2.6 and 2.7 provide further information regarding the age and gender of these participants.

Table 2.5: Wave 3 case study participants by phase and route[15]

ITT Route	No. of primary phase NQTs	No. of secondary phase NQTs	Total no. of NQTs per route
PGCE	7	6	13
Flexible PGCE	6	3	9
BEd	7	1	8
BA/BSc QTS	8	5	13
SCITT	5	8	13
GTP	5	9	14
RTP	2	1	3
Total	40	33	73

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[15] As with survey respondents, phase has been allocated according to whether respondents had taught in primary or secondary schools. Where respondents were teaching in middle schools (in 2 cases), however, phase was allocated according to the phase at which they trained to teach.

Table 2.6: Wave 3 case study participants by age

Age at Wave 1	Age at Wave 3	Frequency
20-24	22-26	29
25-29	27-31	13
30-34	32-36	9
35-39	37-41	8
40-44	42-46	9
45 or over	47 or over	5
Total		73

Table 2.7: Wave 3 case study participants by gender

Gender	Frequency
Male	17
Female	56
Total	73

In addition to the end of year in-depth case study interviews, ejournals were also sent to all case study participants on a half-termly basis.[16] In total 46 out of 73 case study NQTs contacted us at least once during the period, with the maximum number of responses from any single NQT being four. Table 2.7 provides the numbers of NQTs who responded at each time period in which the ejournals were administered.

Table 2.7 Ejournal responses at each time period

Date sent	Number of responses
October 2004	23
December 2004	24
February 2005	24
March 2005	19
July 2005	12

Induction tutors

As stated above, interviews were conducted (in 2005) with Induction tutors and mentors associated with the Induction programmes followed by our case study NQTs. Case study NQTs were asked if we could approach their Induction tutor/mentor (the person who worked most closely with the NQT as part of their Induction requirements) for a 40 minute face-to-face interview. If they agreed, we then sought the consent of the head teacher to approach the relevant member of staff, before finally seeking the informed consent of the Induction tutors/mentors themselves. Twenty-seven interviews were conducted in total: 12 in primary schools and 15 in secondary schools. Further information regarding these interviews is provided in the Introduction to Chapter 8.

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[16] Ejournals were sent the week before half term and end of term breaks during the academic year 2004-2005 except for the Summer 2005 half-term when case study participants were contacted by telephone to arrange their end of year face-to-face interview.

2.4 Data Analyses

2.4.1 Analyses of case study data

All case study interviews were transcribed and data generated from the NQT interviews and ejournals were initially subjected to an inductive, grounded analysis (Glaser & Strauss, 1967). This involved members of the research team reading a selection of the transcripts and highlighting what, for them/ us, was emerging from the data as important aspects of NQTs' experiences. The researchers then came together to share their/our interpretations and, drawing upon the emergent findings, the research questions and issues arising from the review of the literature, developed a coding frame for the subsequent systematic, thematic analysis of the data.

Subsequent to this a coding frame for the thematic analysis of data generated with Induction tutors/mentors was undertaken by drawing upon: (1) the results of a separate, grounded analysis of these data; and (2) emergent findings from the analysis of NQT interview, ejournal and survey data (in order that the perspectives of programme personnel could be interrogated regarding particular NQT experiences which had come to light).

All transcripts and ejournal data were coded using NVivo software. Case study NQT data were coded and cleaned by two members of the research team, who undertook an initial 'pilot' coding exercise to seek to achieve inter-coder reliability.

When reporting the results of these analyses of the case study data the number of quotations provided in this report does not necessarily equate to the prevalence of particular viewpoints in the data overall. Extracts from the end of year interviews and ejournal data are provided to: (1) illustrate the diversity of perspectives arising from participants' accounts of their experience; (2) illustrate the complexity of issues; or (3) to unpack one particular standpoint. The prevalence of particular positions is normally indicated in the text by reference to the number or percentage of participants who expressed a particular viewpoint. When presenting findings from our analysis of the ejournal exchanges, in addition to providing details of the number of respondents who mentioned a specific issue at least once, we also (in order to provide further details of the salience of this issue) report the number of times it was mentioned over the period of the ejournal exchanges, that is by providing details of the total number of 'coded segments' generated via the NVivo analysis.

When presenting extracts from the ejournal exchanges, the month in which the data were generated is provided after the quotation, in addition to the biographical details provided for quotations from the end of year interviews. Unless otherwise stated quotations are from the end of year face-to-face interviews.

2.4.2 Analyses of survey data

In this section we provide an explanation of individual statistical techniques employed in the analyses of the survey data, together with an introduction to

the presentation of the results of these analyses in the subsequent (findings) chapters.

Survey data were analysed using *SPSS* software. For ease of presentation, we refer to responses to survey questions, such as the NQTs' ratings of the support they received during their first year of teaching or their reported amount of non-contact time, as 'outcome variables'. As we have indicated above, one of the main aims of the BaT study is to explore the extent to which NQTs' experiences (or accounts) may differ according to the ITT route they had followed, or according to other variables, including NQTs' age group, their gender, their ethnicity, whether NQTs were teaching in primary or secondary schools and their prior experiences or pre-conceptions on entering ITT. These latter variables are referred to as 'explanatory' or 'predictor' variables. In some of the tables of results provided in the findings chapters, more than one explanatory variable is used. For example, summaries of the (percentage) responses to particular questions by NQTs who had followed different ITT routes are presented separately for primary and secondary phase NQTs since, as we shall see, the responses of NQTs teaching in primary schools often differ from those NQTs teaching in secondary schools.

Where tables of the aggregate responses to a survey question are provided in the text they show the response frequencies and the percentage distribution of the sample responses.[17]

Ordinal variables

In the case of ordinal outcome variables, we have supplemented the two-way tables of percentage distributions with a measure of central tendency, to enable direct comparisons between the various sub-groups of respondents. Whilst strictly more appropriate for use with ordinal data, the fact that our data mostly comprise short ordinal scales of three-, four- or five-points renders the *median* insensitive to all but very large swings in attitude. For this reason, the (arithmetic) *mean* rating has been provided for all ordinal scales presented in this report.

In addition to presenting the descriptive statistics outlined above, we also report, in the findings chapters, the results of two main kinds of statistical analysis, namely the chi-square test and (binary and ordinal) logistic regression. These techniques are explained below.

Chi-square

Data have been analysed using the standard test of ***Pearson's chi-square*** to test for significant differences between different sets of responses, using a probability value (p-value) of less than or equal to 0.05 to indicate statistical

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[17] Whilst the original survey sample was stratified by ITT route, and whilst in our Wave 2 report (Hobson *et al*., 2006) aggregate survey findings were also weighted in an attempt to ensure that the findings were more representative of the national body of student teachers at that time, the research team felt that it was no longer methodologically justifiable, at Wave 3, to weight aggregate responses by ITT route (or indeed by any other variable such as gender, age or ethnicity), notably because of a lack of information regarding the causes of attrition from our survey between Waves 1 and 3. Furthermore, tentative calculations suggested that findings weighted by ITT route would differ from unweighted findings by only a very small amount indeed (1-2% at most for each category of response) and by figures that are well within the margins of error for the survey data.

significance (this denoting a 5% chance, or less, of occurring randomly).[18] In relation to the results of the chi-square analyses, three different values are reported in the text: the value of the chi-square statistic, the number of degrees of freedom (denoted by 'df')[19] and the p-value. Taken together, the chi-square and df values determine the level of statistical significance (p-value) and are conventionally reported in all quantitative research.

Most of the outcome variables used in this survey are ordinal variables, i.e. they are measured on three-, four- or five-point rating scales. However, they also comprise *'don't know'* and (in some cases) *'can't generalise'* response categories which cannot be ordered and which were selected by a relatively small number of respondents. Retaining these two response categories in chi-square test calculations results in the violation of a basic chi-square test assumption regarding the number of minimum expected counts (i.e. all expected counts should be greater than one and no more than 20% should be less than 5).[20] For this reason, these two categories were left out of all chi-square test calculations, the results of which are presented in this report.

In some cases, due to the highly skewed distributions of the data and the relatively small numbers of respondents selecting low rating categories (such as *'poor'* or *'very poor'*) there was still a problem with the assumption of minimum expected counts (despite excluding the *'don't know'* and *'can't generalise'* categories). In such cases, rating categories with a low number of responses (e.g. *'very poor'*, *'poor'* or *'neither good nor poor'*) were collapsed, to create larger response groups, and the chi-square test repeated using this new set of response categories. Whenever this was the case for findings presented in the subsequent chapters of this report, it is reported.

Logistic regression analysis
Whilst the chi-square test enables us to identify which explanatory variables (e.g. phase, route, gender, age and ethnicity) are statistically associated with NQTs' responses on an outcome variable of interest, it does not allow us to test whether each of these explanatory variables has an independent effect on NQTs' responses (or whether the observed effect is rather (or partially) due to its association with another variable).

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[18] The p-value provides a measure of the probability of the observed differences in the outcome variable between two or more subgroups of NQTs to be due to chance only and, therefore, not reflecting true differences in the population of NQTs. If the p-value is less than, or equal to, 0.05, the probability of having a result due to chance is 5 out of 100 or smaller. This implies that it is highly unlikely for the observed differences to be due to chance only and they are thus considered to be statistically significant.

[19] The term 'degrees of freedom' is used to describe the number of values in the final calculation of a statistic that are free to vary, without affecting the result. In the Pearson's chi-square test, the number of degrees of freedom relate to the size of the two-way table and is estimated by the formula: (no. of rows - 1) x (no. of columns - 1). Knowledge of the degrees of freedom is required when estimating probability values (p-values). A given chi-square value is associated with different p-values, depending on the degrees of freedom. For example, a chi-square value of 10 is associated with a p-value of less than 0.05 when the degrees of freedom are 4. However, the same value of 10 is associated with a p-value greater than 0.05 when the degrees of freedom are 5.

[20] 'Expected counts' is the number of NQTs from each sub-group of the explanatory variable (e.g. males and females in the case of 'gender') who would be expected to fall into each of the response categories of the outcome variable if there was no association between the two. The chi-square test assesses whether the differences between the expected and the observed (actual) counts are big enough to reflect an existing association in the research population and not be a result of chance only.

Regression analysis allows us to identify which of the explanatory variables best predict NQTs' responses on the outcome variable by entering all of them into a model simultaneously. Hence, if (for example) the effect of gender on the outcome variable is chiefly due to differences in men's and women's preferences of educational phase, then educational phase will appear as a statistically significant predictor in the regression model, while gender will be shown as a non-significant factor. Where both gender *and* phase appear to be statistically significant in the regression model, this means that each of these two variables has an independent effect on NQTs' responses on the outcome variable.

Two types of regression have been applied: (a) *binary logistic regression* for outcome variables with two response categories; and (b) *ordinal logistic regression* for outcome variables with more than two response categories that can be rank ordered. In **ordinal logistic regression**, a basic assumption that must be met for the results to be reliable is known as the 'proportional odds' assumption. This assumption is more likely to be met when the number of response categories is small. As the number of response categories increases, the proportional odds assumption is more likely to be violated and whenever this occurred in the analysis, the response categories of outcome variables (e.g. '*poor*' and '*very poor*' or '*good*' and '*very good*') were collapsed in order to reduce their number sufficiently that the proportional odds assumption was no longer violated.

In all regression models presented in this report, the effects of ITT route, educational phase, age, gender and ethnicity on the outcome variables of interest have been estimated. Dependent on the question of interest additional variables based upon, for example, the type of school NQTs reported working in and their responses to questions in the Wave 1 and Wave 2 survey have also been entered in the regression models and tested for statistical significance and effect sizes.[21]

In estimating regression models, a backward method of entering the various explanatory variables has been applied. This means that all the explanatory variables (predictors) are simultaneously included in the model at a first step and then gradually removed if they do not have a statistically significant effect on the outcome variable. The first predictor to be removed is the one with the least impact on how well the model predicts the outcome. The second is the next least influential variable and so on. Only statistically significant predictors are retained in the final model.

In regression analysis, there are two statistics of interest; the *exp(_)*[22] **and** the *Nagelkerke R²*. In binary logistic regression, where the outcome variable takes two values (e.g. 0: satisfied and 1: dissatisfied), the **exp(_)** shows how much more or less likely it is for a certain sub-group of NQTs (e.g. men) to give an answer of 1 (dissatisfied) compared with another group of NQTs that has been defined as the reference group (in this example, women). The

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[21] By 'effect size' we mean the extent to which an NQTs' response on one variable (outcome variable) can be predicted on the basis of her/his response on another variable (explanatory variable or predictor). The stronger the association between the two variables, the more accurately one can predict the outcome by knowing an NQTs' response on the predictor variable.

[22] Exp(_) stands for 'exponent of beta'.

reference group is normally coded 0. If, in the above example, the exp(_) equals 1.2, this means that male NQTs are 1.2 times more likely than female NQTs to give a response of 1 (dissatisfied). Note that if the exp(_) was less than 1, then male NQTs would be less likely than female NQTs to give a response of 1 on the outcome variable. The exp(_) is often referred to as the 'odds ratio'.

In the case of ordinal logistic regression, where the outcome variable has more than two response categories (e.g. 1: very dissatisfied, through to 5: very satisfied), it is not so straightforward to interpret the exp(_) as it is with binary logistic regression. However, taking the above example of exp(_)=1.2, a general interpretation could be that male respondents are 1.2 times LESS likely than female respondents to give a LOWER rather than a higher rating on the outcome variable. In other words, being a man is associated with higher response categories than being a woman. The exp(_) in ordinal logistic regression is also referred to as the 'cumulative odds ratio'.

The **Nagelkerke R^2** provides a measure of the extent to which all the predictor (explanatory) variables together explain the outcome variable and can take values from zero to one. A value of zero indicates that all the predictors together do not explain any of the variation in the outcome variable, whereas a value of one indicates that they perfectly explain or predict the outcome.

In addition to the *Nagelkerke R^2* there are two additional statistics that are useful for making an assessment of the efficacy of the statistical modelling that has taken place in logistic regression. The first of these is the **model chi-square** statistic which tests the null hypothesis that all non-constant coefficients in the model are zero. Hence a significant result here (say, $p<0.05$) indicates that, at least to some extent, the model is giving useful information[23]. The second is the **Goodness of fit** test which tests the null hypothesis that the model fits the data well – in other words, that the observed data adequately fits that described by the model. A significant result here indicates that there is evidence that the model does not adequately describe the data.

The main findings of each regression analysis are presented in the findings chapters, and more detailed results, including the exp(_) and *Nagelkerke R^2* statistics, are give Appendix B.[24]

Having outlined the methods of data generation and analysis employed, we now go on to present the findings of those analyses. First, in Chapter 3, we discuss the 'highs' and 'lows' that case study NQTs reported experiencing during their first year of teaching.

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[23] This test is analogous to the standard overall F-test used in ordinary least squares regression to test that not all of the coefficients in the model are zero.

[24] For a more detailed discussion of logistic regression techniques see Plewis (1997), Kaplan (2004) or Kinnear & Gray (2004).

3 The highs and lows of the first year teacher

3.1 Being a newly qualified teacher: a positive and mixed experience

In the findings chapters that follow we will show that the vast majority of newly qualified teachers (NQTs) who were interviewed as part of our national telephone survey reported positive experiences of their first year in the job and had shown no inclination to leave the teaching profession. For example:

- the majority (87%) of survey respondents had managed to obtain permanent or fixed-term teaching posts, with an additional seven per cent securing work as supply teachers;
- ninety-three per cent of those who had worked as teachers since completing their ITT indicated that they enjoyed teaching;
- seventy-seven per cent rated the support they received during their first (post-ITT) year of teaching as '*good*' or '*very good*';
- ninety-five per cent indicated that they planned to be (or to remain) in teaching at the start of the following academic year; and
- ninety-one per cent stated that they expected to still be teachers in four years' time.

Whilst such survey findings are broadly positive and bode well for the retention of beginning teachers, case study data provide a more nuanced view and suggest that NQTs typically experience a range of both 'highs' and 'lows' during their first year of teaching. In this introductory findings chapter we draw on case study interview and e-journal data to provide an insight into this central feature of the lived experience of newly qualified teachers in England.

When the 73 case study interviewees were asked how they felt the year as a whole had gone, 39 NQTs were judged to have given a generally positive response, 14 a broadly negative response, and 14 a more neutral or mixed response. (The replies to this question of the remaining six interviewees were less clear and could not be categorised in the same way.) Most NQTs spoke, however, of encountering both 'ups' and 'downs' throughout the school year, and some reported experiencing 'highs' and 'lows' within single working days. The following excerpts from the case study interviews are illustrative:

> *It's had its sort of ups and downs but sort of by the time we got to the end it felt like it had been a plus year rather than a minus. (Female, 42-46, PGCE, secondary, history)*

> *[Y]ou don't get prepared for the fact that, the days where everything goes absolutely brilliantly and you are just completely buzzing and other days where everything goes really crap and you think you have done a really bad job and you think you're never, ever going to want to teach again. Nothing gives you that sort of, background to emotions and how involved you get with it. (Female, 32-36, Flexible PGCE, primary)*

> *[E]ach day is packed with highs and lows. In the morning, the enthusiasm that each child is filled with really inspires me to provide a*

positive, inclusive environment. (Male, 22-26, BA QTS, primary, October ejournal)[25]

A similar picture emerges from responses to the ejournal question '*How do you feel about your decision to be a teacher?*' where the biggest category of responses saw NQTs express satisfaction, albeit with some reservations, with their decision to enter the teaching profession (21 of the 46 participants who responded to at least one ejournal; 32 coded segments).[26]

> *[It has been a] roller-coaster ride... sometimes positive, sometimes negative... I don't think I have ever truly regretted the decision to become a teacher, [it's] just whether I am adequate to do the job or not! (Female, 47 or over, BA QTS, secondary, ICT, February ejournal)*

> *I am still pleased with my decision although the amount of work that there is to be done outside of school makes me sometimes think about leaving and going to a job that doesn't have so many demands... (Female, 42-46, GTP, primary, February ejournal)*

In the remainder of the chapter we briefly highlight the main factors associated with NQTs' experiences of 'highs' and 'lows' respectively.

3.2 Highs

The high points experienced by case study NQTs were more often than not related to three main factors:

(i) positive relationships with pupils and colleagues;

(ii) perceptions of professional autonomy;

(ii) perceptions of achievement and change.

We address each issue in turn.

3.2.1 Relationships with pupils and colleagues

In both the case study interviews (30 NQTs) and the ejournals (15 participants; 26 coded segments) NQTs discussed how they found developing relationships with *pupils* to be a rewarding and engaging task, and a further 25 interviewees referred to 'highs' associated with their perceptions of pupil learning and development, and their role in fostering this:

> *I think the highs have been around the kids. At Christmas, completely unbeknown to me, two of my classes organised presents for me and*

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[25] When presenting extracts from the ejournal exchanges, the month in which the data were generated is provided after the quotation, in addition to the biographical details provided for quotations from the end of year interviews. Unless otherwise stated quotations are from the end of year face-to-face interviews.

[26] As explained in Chapter 2 (Section 2.4.1), the number of coded segments refers to the total number of times an issue was mentioned, by all ejournal participants, over the period of the (Wave 3) email exchanges. This differs from the number of NQTs because some participants referred to a specific issue on more than one occasion within their email communications.

that was one of my biggest highs because I'd only been in the school a term and that was just such a big high, it meant so much to me. (Female, 32-36, BEd, secondary, ICT)

[T]here is nothing better than when you leave for the day and they say 'Oh, you are teaching us tomorrow?' and you say 'No' and they go 'Ah! Listen, you are the best teacher in the world'. It's just such a buzz. It really is. (Female, 27-31, Flexible PGCE, primary)

I think in general the special needs lessons have been going well, you know just because those are the kind of thing where you can really see the reward, it's challenging, even to get a child to know the alphabet is, knowing they have struggled for so many years and then they can do it. (Female, 37-41, PGCE, secondary, SEN)

I have one little boy whose behaviour has completely changed. I have worked very hard with him. When he came in he couldn't sit still for 30 seconds and he made a noise all the time and it was very disruptive and he has changed beyond all recognition, so I suppose that's a high, it's incredibly satisfying. (Female, 42-46, GTP, primary)

High points were also experienced by many NQTs in their relationships with *colleagues*. In our interviews, 36 described positive relationships with individuals or with groups of colleagues. Of these, 14 spoke about feeling part of a team or about having a particular colleague with whom they worked closely, another 14 described supportive relationships, and seven spoke of personal friendships with colleagues.

What's helped? The team, actually. Luckily, I ended up with two people that I really get on with and we all help each other out and if we've ever got a problem, we'll sort it out and I think that's helped a great deal actually getting on with people that I work with and it's been a good laugh to be honest. (Female, 22-26, SCITT, secondary, D&T)

The team that I work with particularly are just very, very supportive and I think I've learnt more by being immersed with people that I think are good practitioners, than I would have done if I had gone on more courses. (Male, 37-41, BEd, primary)

I've met lovely friends, not only colleagues. It's been a lovely school to work in. (Female, 32-36, GTP, primary)

3.2.2 Perceptions of professional autonomy and identity

The second main source of 'highs' for NQTs related to an increased sense of autonomy from their first day as an NQT and during their first year of teaching (25 interviewees; 14 participants and 20 coded segments in the e-journal data), with 28 case study NQTs indicating in the end of year interview that they felt that their status as teachers had increased since their ITT:

[G]oing in [to school] and feeling that you are not a student teacher anymore. You are going in and you are a teacher, the things that you are teaching are worthwhile and having the confidence to actually sit there and say 'right, OK, this is it. This is what we are doing today'. (Female, 27-31, Flexible PGCE, primary)

Some NQTs (11 interviewees; 4 participants and 6 coded segments in the ejournal data) emphasised the importance, in this context, of having their own classroom and/or their 'own' pupils/students, with some talking in particular about their pleasure at setting up their classroom at the beginning of the school year, at establishing their own classroom routines, and/or at being able to be more flexible in their lesson planning and teaching than had been possible during their ITT:

Highs? Actually seeing my name go on the door of my classroom, having spent several days getting the room just the way I wanted it – meeting my new class for the 1st time, hectic but really enjoyable as I have got to know them over the last month and seen their personalities emerge. [Female, 22-26, SCITT, primary, October ejournal]

I think the big difference is that you begin to accept that this is your classroom and what you say goes so to speak... you get your own little systems organised... And I think you feel so much more on a par with the other teachers around you than you did when you were training... I think from your own point of view you feel you have taken a step up and now you are actually doing the job rather than having somebody allowing you to teach a lesson to their class. (Female, 42-46, PGCE, secondary, history)

Many NQTs also talked about the positive feelings they derived from being recognised as a teacher (22 interviewees), and from being trusted as such (17 interviewees), particularly by their fellow (generally more experienced) teachers. NQTs' comments here ranged from describing the feeling of engaging in professional dialogue with other teachers in which their views were valued, to simply 'being left to get on with it' as the following excerpt from a job share NQT illustrates:

We've sort of said 'well, actually we're not going to do it like that, we're going to do it differently'... that's given me the confidence to say 'well actually I don't really want to do it like that, and actually I think this is a really good idea and why don't we go with that'... so I've really relished the fact that she said 'yes, just try it, just go and do it'. (Female, 32-36, Flexible PGCE, primary)

Relationships with or, more specifically, acknowledgement from their pupils' parents or carers seemed to be an additional contributor to the development of some NQTs' perceived status or self-identity as teachers:

You realise that parents will come in and think, you know, I am a teacher. They don't look at me as being anything else, they don't look at me as being inexperienced or, you know, an NQT. They just look at me as being the teacher of their children. (Female, 37-41, Flexible PGGE, primary)

The development of NQTs' self-identity as teachers was also closely related to their sense of achievement, the issue to which we now turn.

3.2.3 Achievements and Change

The third category of 'highs' discussed by many NQTs related to their sense of what they had achieved during their first year of teaching, notably the achievement of 'surviving' and managing the intensity of a term or a full year in school:

> *My biggest high was on Thursday, having realised that I had survived a whole term (albeit a short one) and was still enjoying it. I feel great knowing that the hardest term (according to all of the teachers in my particular school) is now over as I have survived report writing, parents' evening, a huge lot of assessment and a Year 4 trip. (Female, 22-26, PGCE, primary, March ejournal)*

> *As a whole it was good, yes I enjoyed it, it was a tough old year and the SATs didn't make it any easier, a lot of pressure with them and we were Ofsteded at the end of the year, that was quite full on throughout, but yes, I enjoyed it, it was good. Learnt absolutely loads and loads. (Male, 22-26, BA QTS, primary)*

Again, some (7) case study interviewees indicated that their sense of achievement was heightened through the receipt of encouraging comments on their work from their pupils'/students' parents or carers:

> *We sent our reports out on Friday so just a few of the feedback sheets have come back. Because parents are obviously such a big thing in Reception [class], when parents are really pleased you know. They all came back and they all sort of said we're really pleased with the progress they've made and it was sort of really nice to read about. (Female, 22-26, BA QTS, primary)*

Finally, the prospects of gaining promotion or the actual gaining of promotion were also identified by a minority of case study NQTs (5 interviewees; 4 participants and 6 coded segments in the ejournal data) as important highs in their NQT year. For some NQTs the increased responsibility and freedoms that such roles tended to bring also contributed both to the feeling of professional achievement and the development of their self-identity as teachers, as did validation from external sources such as Ofsted:

> *I want to stress that my current job is absolutely fantastic, I love it to bits and wouldn't change it for anything. One of the major plusses is that I'm practically head of department already and I'm certainly free to teach whatever I like and organise things the way I like them, which I don't think is common for NQT jobs. (Female, 22-26, PGCE, secondary, physical education (PE), March ejournal)*

> *'West Side Story' was a HUGE success! Then [I] was offered head of department and Ofsted gave us an 'excellent' [grade] and stated my lessons were of an 'exceptionally high standard' and that I was an*

> *'Excellent Practitioner'... Can't get much higher! (Male, 22-26, SCITT, secondary, drama, February ejournal)*

3.3 Lows

Two main themes characterise the 'lows' experienced by many NQTs in their first year of teaching. They are:

(i) the demands of the role and workload;

(ii) challenging relationships with pupils, with pupils' parents and/or with colleagues in their schools.

3.3.1 The demands of the role and workload

The long hours that NQTs reported were demanded by the role were frequently cited as 'lows' in responses to the ejournals (17 participants; 28 coded segments), whilst 49 interviewees described their workload as extensive. In this context, some NQTs point in particular to what they perceive to be an excessive amount of 'paperwork' and 'administration' associated with being a teacher, on top of the normal demands of preparation, teaching and assessment:

> *Lows – having to learn and cope with all the administrative overload and the long hours. I have been working an average 70 hours a week (Male, 47 or over, Flexible PGCE, secondary, physics, October ejournal)*

> *Too much assessment – [and this also] with the reports... sometimes as there is so little time between them what am I supposed to assess? I teach over 300 students a week – I get five free periods in which to mark their work, assess their progress, prepare resources and plan lessons, not to mention write reports, do bus duty and attend meetings! (Female, 47 or over, SCITT, secondary, ICT, March ejournal)*

The observations made by some ejournal participants demonstrate the cumulative impact of a high work load and in particular the issue of work-life balance:

> *The workload is a problem as I am spending less time with my young family than I should and when I am at a low (which is about every other week) I really resent the time I take on preparing and planning only to have to have to deal with [name of pupil] stealing and [pupil's] wish to punch everyone and [pupil's] belief that she can talk whenever. (Male, 42-46, SCITT, primary, February ejournal)*

Similarly 44 of the 73 interviewees spoke about the impact their workload had on their professional and home lives. Regarding their professional lives, many felt they did not have sufficient time to explore resources, observe other teachers' lessons, discuss issues with colleagues or reflect on their own teaching. Other NQTs spoke about negative effects of heavy workloads on their home and family lives:

> *It was my son's first birthday and I hadn't organized anything, I hadn't even bought him a present and I thought this is absolutely... ridiculous and I cannot sustain this. (Female, 32-36, BEd, secondary, ICT)*

> *I was coming home angry and finding that I was taking it out on my own kids. (Male, 40-44, primary, SCITT)*

The emotional and physical demands that their first teaching post made on some NQTs might also have been contributory factors to the illness reported by a number of case study participants (mentioned by 10 interviewees; 8 participants and 10 coded segments in the ejournal data).

> *I've been diagnosed with chronic laryngitis. This has been going on since the beginning of term. I tried some medication but it didn't do much so now I am being referred to the hospital for investigation... I'm having to go private for my appointment because the NHS waiting time is 17 weeks and I don't feel I can teach effectively for that long. It really was getting me down. (Female, 22-26, SCITT, secondary, arts, December ejournal)*

> *I am absolutely shattered, I actually got told by my doctor to slow down... I've actually become quite ill really with the stress. (Female, 22-26, BA QTS, primary)*

Although workload was reported to be a major 'low' for many NQTs, 34 interviewees described their workloads as manageable and 47 discussed how they managed their workload, including the use of 'smart' marking strategies, not setting up the expectation of books being returned the next day and not planning the unattainable. Some NQTs also spoke of not working weekends, of seeking to complete their work before leaving school each day and not take marking home, and of a determination to continue with their out of school activities and enjoy a social life.

> *I come in at seven am, like I'm in school before it opens and I leave at six when I get kicked out. Otherwise I'd be here for a lot longer. But, truthfully, I don't do that much in the evenings or on weekends. And I think, so many of my friends I'll talk to, who are teachers, go 'Ah! I was working till half ten last night'. And I think 'Oh no! Ain't I doing enough?' And then, I think 'No. But I do two hours in the morning that they are not doing and I'm doing two hours after school that they are not doing'. So, I am really pleased. (Female, 22-26, PGCE, primary)*

3.3.2 Challenging relationships with pupils, their parents, and school colleagues

In the same way that relationships with other members of the school community have the potential to generate 'highs' for NQTs, they also have the potential to lead to 'lows'. Pupils, pupils' parents/carers and NQTs' colleagues in school were all mentioned by case study participants in this regard.

Firstly, if (as suggested above) *pupils* provided the ultimate reward in teaching for some NQTs, they could also be the cause of the biggest 'lows'. Forty-one of the 73 case study interviewees made reference to poor behaviour in the context of their relationship with pupils, with some describing traumatic individual incidents with pupils or groups of pupils and talking about feelings of powerlessness:

> *[I]f you can't control them and can't teach them, no matter how good your lesson plan is and what your resources are like, if you can't control them you might as well chuck them out of the window. And that's happened to me a lot of times, when I've had pretty good lesson plans, I've worked hard on it and it's been interesting and fun and I haven't managed to get them under control and the whole lesson has been wasted. (Female, 47 or over, BA QTS, secondary, ICT)*

In addition, 16 participants (23 coded segments) referred in their ejournal responses to challenging and disruptive behaviour by pupils, and seven participants (12 coded segments) focussed on the emotional impact of this:

> *Year 11 group from hell – on two occasions I have felt close to tears with this group and nearly walked out of the school. They are experts in humiliation. Six notorious 'waste of space' kids – though I know we are not supposed to say that about any of our students. [They] refuse to co-operate. 'Stop talking', 'listen', 'stay on task'. If I tell one to go out of the room and he refuses to go, I cannot do anything! (Female, 47 or over, SCITT, secondary, ICT, March ejournal)*

Secondly, in addition to poor relationships with pupils, poor relationships with their *pupils' parents or carers* are also reported as generating 'lows' for some NQTs (mentioned by 12 interviewees and by 4 participants [4 coded segments] in the ejournals). In this context, some NQTs talked about complaints against them that parents had made:

> *[I g]ot a roasting from a few Year 8 parents – some complained I go too fast and maybe I have a 'personality' conflict with some of the children in the class. Some complained I go too slow and that I do not control the class enough! Most others that I asked said it was fine. (Female, 47 or over, SCITT, secondary, ICT, March ejournal)*

> *A major low was a disagreement with a parent after I noticed that her child had not been reading at home. After asking her about this she became very defensive. (Male, 22-26, BA QTS, primary, October ejournal)*

Seven case study interviewees directly or indirectly referred to parents' evening as particularly traumatic for new teachers:

> *Parents' evening took a lot out of me. The rest of the week I wasn't myself. I had other teachers to back me up but the fact is that she came in guns blazing and it was like my first ever parents' evening where I got to talk and it was like everything just hit me. She said 'well you're not old enough to teach anyway'... I cried my eyes out when I got*

> *home. It was that bad. That will stay with me a lot. It really did knock my confidence. (Female, 22-26, BA QTS, primary)*

Thirdly, a number of NQTs (e.g. 27 of the 73 case study interviewees) identified poor relationships with *teaching and/or non-teaching colleagues* as contributing to significant 'lows' during the first year of teaching. Eleven of the case study interviewees talked about negative relationships with teaching staff in general, and others talked about negative relationships with specific colleagues: five with their head teacher, five with their Induction tutor, and six with members of non-teaching (specifically support) staff.[27] Some NQTs reported an unwelcome reception on their first day or in the early weeks or months of their teaching careers, and others reported a lack of approachability or even hostile or aggressive behaviour on the part of some colleagues (mentioned by 5 participants in 6 coded segments in the ejournal data):

> *The biggest low was starting school on the first day. No one greeted me or even spoke on the first morning. I was trying to find the loo. When I asked a member of staff they told me that I should have been in the staff briefing in the hall and walked off. It took me about five minutes to find the hall at which time I was nearly 15 minutes late for the first staff meeting and had to walk in late, not knowing anyone. Talk about not feeling welcome. (Female, 32-36, BEd, secondary, ICT, October ejournal)*

> *It's very difficult when you come in as an NQT because people, without meaning to, some of the older members of staff, kind of do talk down to you sometimes. And several times people said things like 'Oh well, you are not a real teacher' and things like that. Well, actually, we are… we do have QTS, we are qualified teachers, you know, just because we haven't done a full year yet. But when I look back now, particularly the first half term was really bad and I thought about quitting so many times (Female, 22-26, PGCE, primary)*

> *There's the other lady in the department, but to be honest with you she's not very approachable. In the first few months I think I said hello to her every day and I didn't get a response. It's kind of like that. (Male, 22-26, SCITT, secondary, PE)*

> *An experienced teacher, who has been at the school for many years… has repeatedly found fault with what I am doing and how I am doing it. I am reassured by other members of staff that she does this to one person every year, and this year she appears to have focussed on me. The head and other teachers are aware of this and the situation is, hopefully, being dealt with. The real low point was two weeks ago when not a day went past without a curt, snappy comment. Things can only get better! (Female, 22-26, SCITT, primary, October ejournal)*

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[27] We use the term 'non-teaching staff' to refer to those colleagues who are directly (e.g. classroom teaching assistants) or less directly (e.g. secretarial staff) 'supporting' the teachers/NQTs. We use the term 'support staff' to refer specifically to those 'non-teaching staff' who are more directly involved in supporting pupil learning.

If you've got a difficult pupil, the first port of call is your head of department... Sometimes you'd go in and she'd say, 'don't talk to me, I don't want to know', before you'd even mentioned anything. Well then you'd kind of think, 'well heck, what do I do now? The kids won't take any notice of me, where do I go?' If you try and go one step further, somebody higher as it were, they just turn round and say, 'it's a department issue, sort it out within your department'. So sometimes I was sort of in a bit of no man's land. (Female, 47 or over, SCITT, secondary, ICT)

Five case study interviewees referred to 'personality clashes' with individual members of staff, whilst 'staff politics' was an issue for some NQTs (9 participants and 11 coded segments in the ejournals):

Life in my school is very hard and there is a lot of politics so it drives me mad. One day you are seen as a good teacher then next you are just average. (Female, 22-26, SCITT, primary, December ejournal)

[Y]ou say something and it will not be a secret. Or if you say something in confidentiality, it will be told, and that's something that I found hard to adjust to. Like, if you say to somebody 'Please don't say' or 'I've got a problem', it's spread. (Female, 22-26, SCITT, primary)

Those NQTs who referred to 'low points' in their relationships with support staff indicated that these related to perceived personality clashes, to problems with managing them and/or to problems with 'using' or working effectively with such colleagues.

3.3 Summary

In this introductory findings chapter we have drawn on the analysis of case study data to explore the lived experience of NQTs in their first year of teaching. Four issues have emerged as key aspects of that experience and are highlighted below. Firstly, whilst more NQTs were positive than negative when describing the overall experience of their first year of teaching (post ITT), they tended to experience both 'ups' and 'downs' throughout the year and, in some cases, even during a single school day.

The second major feature of NQTs' lived experience relates to their relationships with a range of people encountered in their role as teacher, with such relationships proving to be one of the major contributors to both the positive and negative experiences reported by NQTs.

Thirdly, there are strong indications in our data that many participants' self-identity as teachers was developed (or developed further) during their first year of teaching. A growing sense of professional autonomy and the increasing recognition and trust of other adults, most notably teacher colleagues and pupils' parents or carers, seem to be major contributory factors at this stage, further underlining the importance of relationships in the professional development of NQTs.

Finally, issues relating to workload also feature prominently in the experience of many newly qualified teachers in England at this time.

Concerns about what they considered to be an excessive workload and poor work-life balance were major contributory factors to the negative experiences or 'lows' experienced by many NQTs, although just under half of our case study interviewees indicated that they found their workloads to be manageable. Our data suggest that NQTs' actual workloads were variable, and that some were better than others at managing and/or coping with a given workload.

We return periodically to (and provide further supporting evidence for) these four features of NQTs' lived experiences in the findings chapters which follow:

- in Chapter 4 we present the results of analyses of both survey and case study data to provide a broader account of NQTs' experiences of their first year as teachers;

- Chapter 5 deals with NQTs' experiences of Induction, including their accounts of the quality of such provision;

- in Chapter 6 we discuss wider issues relating to survey and case study NQTs' professional development and support in their first teaching posts;

- in Chapter 7 we present findings on project participants' career plans; and

- Chapter 8 reports the views of Induction tutors on both NQTs and the Induction process.

Finally, in Chapter 9 we offer further discussion and interpretation of the main findings, and we draw out a number of potential implications for policy and practice regarding support for teachers at this early and critical stage in their careers.

4 Newly qualified teachers' experiences of teaching

4.1 Introduction

This chapter reports on NQTs' experiences in teaching in the first year since completion of their initial teacher training. It includes discussions on:

- NQTs' reported experiences of finding a job;

- the nature of the teaching work NQTs had undertaken;

- how NQTs saw themselves in their 'current' teaching job; and

- their accounts of work-based relationships.

4.2 Getting a job

NQTs were asked, via the telephone survey, a series of questions concerning their current employment status, any difficulties they might have experienced in trying to obtain a suitable teaching post, and the number of posts they had had (including supply work) since the completion of their ITT. The results are reported in this section.

4.2.1 Current employment status

Table 4.1 shows that of those who took part in the 'Wave 3' telephone survey the majority (94%) were working as teachers either in a permanent post (66% of the total sample), in a fixed-term post (21%) or in supply (7%). Two per cent of respondents were on some sort of a break before taking up a teaching post, and a further one per cent were unemployed but looking for a teaching job. Five per cent were no longer looking for a teaching post: they were either working in non-teaching jobs (3% of the total sample); unemployed but not looking for a teaching post (1%); or on a break before taking up work, but not as a teacher (less than 1%).

Table 4.2 and Table 4.3 compare the employment status of NQTs who had followed different ITT routes and taught, or were trained to teach, in primary and secondary schools, respectively.[28] Overall it can be seen that:

- Ninety-two per cent of those who had taught or trained to teach in primary schools were currently teaching with a further three per cent intending to teach and five per cent not intending to teach.

- Of those who had taught or trained to teach in secondary schools 95 per cent were currently teaching, one per cent were intending to teach and four per cent were not intending to teach.

It is also noticeable that a higher percentage (76%) of secondary phase NQTs than primary phase NQTs (58%) reported holding permanent posts.

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[28] Analysis was conducted depending on whether respondents reported teaching in primary or secondary schools. For those respondents who had not taught since completing their ITT, phase was allocated based on whether they had trained to teach in primary or secondary schools.

Table 4.1: Firstly, can I check which of the following best describes your current employment status?

	Frequencies	Valid per cent (%)
In a permanent teaching post at a school or college	1,617	66
In a fixed-term teaching post at a school or college	503	21
Supply teaching	162	7
Working, but not as a teacher	82	3
On a break (e.g. maternity leave, carers leave, sick leave, study leave) before taking up a teaching post	40	2
Unemployed but looking for a teaching post	18	1
Unemployed and not looking for a teaching post	16	1
On a break (e.g. maternity leave, carers leave, sick leave) before taking up work, but not as a teacher	8	(0)[29]
Total	**2,446**	

Includes all respondents who were surveyed for Wave 3 – i.e. all those who had taken part in the Wave 2 survey at the end of their ITT in 2004, who were planning (in the summer of 2004) to obtain a teaching post, and who were subsequently contacted and interviewed in the summer or October of 2005.
Percentages may not add up to 100 due to rounding.

As can be seen in Table 4.2 the degree of variation in employment status by ITT route within the primary phase is statistically significant. For example:

- Forty-seven per cent of graduates from the BEd route reported being in a permanent teaching post, compared with 68 per cent of those who had followed SCITT programmes.

- Those who had trained via the Flexible PGCE ITT route reported higher levels of unemployment (5%) than those who had followed other routes (3%).[30]

However, there is no such statistically significant relationship within the secondary phase, where most of the employment figures across the differing ITT routes are relatively uniform. Again though, the unemployment figures for Flexible PGCE are higher than those for other training routes (3% compared to less than 1% for those who had followed other ITT routes).

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[29] (0) stands for 'less than 0.5' here and elsewhere in this report.
[30] However, it should be remembered that the numbers trained via this route are relatively small.

Table 4.2: Current employment status by ITT route (Primary phase)

| ITT Route | Per cent (%) Current employment status | | | | | | | | No. of cases |
	Fixed-term post at school or college	Permanent post at school or college	Supply teaching	On a break before taking up a teaching post	Unemployed, but looking for a teaching post	Unemployed and not looking for a teaching post	Working, but not as a teacher	On a break before taking up work, but not as a teacher	
BEd	29	47	16	1	2	1	5	0	**213**
BA/BSc QTS	25	56	10	3	1	1	4	(0)	**509**
PGCE	22	61	8	1	(0)	0	7	(0)	**236**
Flex. PGCE	26	56	7	7	5	0	0	0	**61**
SCITT	21	68	6	1	1	2	2	0	**131**
GRTP	23	64	6	2	1	1	4	1	**159**
Total	**25**	**58**	**10**	**2**	**1**	**1**	**4**	**(0)**	**1,309**

Chi-square=66.67, df=35, p=0.001. Assumption of minimum expected counts not met.
Percentages may not add up to 100 due to rounding.

Table 4.3: Current employment status by ITT route (Secondary phase)[31]

ITT Route	Per cent (%) Current employment status								No. of cases
	Fixed-term post at school or college	Permanent post at school or college	Supply teaching	On a break before taking up a teaching post	Unemployed, but looking for a teaching post	Unemployed and not looking for a teaching post	Working, but not as a teacher	On a break before taking up work, but not as a teacher	
BA/BSc QTS	14	80	2	0	0	1	3	0	**131**
PGCE	17	74	3	1	(0)	1	4	1	**550**
Flex. PGCE	13	69	9	3	3	0	3	0	**32**
SCITT	19	74	4	2	0	1	1	0	**147**
GRTP	14	81	2	2	0	2	1	0	**256**
Total	**16**	**76**	**3**	**1**	**(0)**	**1**	**3**	**(0)**	**1,116**

Chi-square=36.85, df=28, p=0.122. Assumption of minimum expected counts not met.
Percentages may not add up to 100 due to rounding.

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[31] The number of NQTs who had followed BEd programmes and were teaching in secondary schools was too small (18) to include in this and subsequent tables in this report.

The respondents to the telephone survey who reported holding permanent or fixed-term teaching posts (2,120) were asked whether they were working full- or part-time:

- Ninety-five per cent of NQTs were working full-time and only five per cent part-time.

When the responses to this question were split by phase, statistically significant differences were found between the responses of those who had followed different ITT routes. For example:

- Twenty-two per cent of those who had trained via the primary Flexible PGCE route were working part-time compared with only two per cent of those who had followed primary PGCE and primary BA/BSc QTS programmes (chi-square=51.07, df=5, p<0.001).

- Similarly, 12 per cent of respondents who had followed a secondary Flexible PGCE programme were working part-time compared with only one per cent of those who had undertaken a secondary BA/BSc QTS degree (chi-square=18.03, df=4, p=0.001).

Those not currently teaching

The 164 respondents to the telephone survey not 'currently' working in teaching were subsequently asked whether they had worked in teaching at any time since completing their ITT and, if they had not, whether they had actually looked for teaching work at all since the completion of their course. Almost half (46%) stated that they had worked as a teacher at some stage since completing their ITT.[32] Over half (56%) of the 87 respondents who had not worked as teachers had in fact looked for teaching work but (presumably) had not been successful.[33] The difficulties encountered by teachers when trying to find teaching jobs are reported in Sub-section 4.2.2 below.

4.2.2 Difficulties encountered in finding a job

The full cohort of 2,406 teachers who had either held or had looked for teaching posts since the completion of their ITT were asked whether they had encountered any particular difficulties when looking for a teaching post. The responses are given in Table 4.4. Just under a quarter of those questioned (23%) suggested that they had experienced difficulties in this regard.

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[32] Fifty-three per cent of respondents who were asked this question stated that they had not worked as a teacher at any time since completing their ITT and one per cent refused to answer.
[33] The remaining 44 per cent of respondents who were asked this question reported that they had not looked for work as a teacher at any time since completing their ITT.

Table 4.4: Did you encounter/have you encountered any particular difficulties when looking for a teaching post?

	Frequencies	Valid per cent (%)
Yes	545	23
No	1,859	77
Don't know	2	(0)
Total	**2,406**	

Includes all who had looked for a teaching post since completion of their ITT.
Percentages may not add up to 100 due to rounding.

Table 4.5 shows that the percentage reporting that they were experiencing difficulties in finding a job was significantly greater for the primary group as a whole with 32 per cent of these respondents reporting difficulties, compared with only 12 per cent of secondary NQTs.

Table 4.5: Did you encounter/have you encountered any particular difficulties when looking for a teaching post? by phase.

Phase	Per cent (%) Encountered difficulties looking for a teaching post			
	Yes	No	Don't know	No. of cases
Primary	32	68	(0)	**1,286**
Secondary	12	88	(0)	**1,119**
Total	**544**	**1,859**	**(0)**	**2,405**

Chi-square=135.45, df=1, p=0.000. The 'don't know' category was not included in test calculations.
Percentages may not add up to 100 due to rounding.

When the responses to this question are compared between those following different ITT routes (Table 4.6 and Table 4.7) it can be seen that:

- Amongst primary teachers, there were statistically significant differences between the responses of those who had followed different ITT routes (chi-square=38.58, df=5, p<0.001). For example, only 21 per cent of (primary) GRTP teachers reported difficulties compared to 46 per cent of those who had obtained BEd degrees.

- Amongst those from the secondary phase, there was no statistically significant association with ITT route, and most of the routes had rates of the order of ten per cent for reported difficulties, although the figure for NQTs who had followed Flexible PGCE programmes was higher than this at 23 per cent (see Table 4.7).[34]

There is little evidence of any association between pre-ITT course experience (i.e. whether NQTs had prior experience of working in schools or not) and reporting difficulties when looking for a teaching post. Similarly, there were no statistically significant differences between those in different age groups

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[34] Although the differences between routes are not statistically significant this may be explained by the small number (31) of those who had followed the secondary Flexible PGCE route responding to this question.

reporting of difficulties in finding a teaching post. However, a higher proportion of those aged '47 or over' reported having encountered difficulties than those in the other age groupings: 28 per cent of this age group reported difficulties, compared, for example, to 20 per cent of those aged '27-36'.

Table 4.6: Did you encounter/have you encountered any particular difficulties when looking for a teaching post? by ITT route (Primary phase)

ITT Route	Per cent (%) Encountered difficulties			No. of cases
	Yes	No	Don't know	
BEd	46	54	0	212
BA/BSc QTS	35	65	0	493
PGCE	25	75	(0)	233
Flex. PGCE	25	75	0	60
SCITT	27	73	0	131
GRTP	21	79	0	157
Total	32	68	(0)	1,286

Chi-square=38.58, df=5, p<0.001. The 'don't know' category was not included in the test calculations.
Percentages may not add up to 100 due to rounding.

Table 4.7: Did you encounter/have you encountered any particular difficulties when looking for a teaching post? by ITT route (Secondary phase)

ITT Route	Per cent (%) Encountered difficulties			No. of cases
	Yes	No	Don't know	
BA/BSc QTS	10	89	1	131
PGCE	12	88	0	539
Flex. PGCE	23	77	0	31
SCITT	13	87	0	147
GRTP	9	91	0	253
Total	12	88	(0)	1,101

Chi-square=5.98, df=4, p=0.201. The 'don't know' category was not included in the test calculations.
Percentages may not add up to 100 due to rounding.

Specific difficulties encountered in finding a job

The 545 NQTs who reported experiencing difficulties when looking for a job were then asked what these difficulties were. Their responses are summarised in Table 4.8. The most frequently cited reasons were:

- *'Couldn't find a post in the location I wanted'* (34% of those who reported difficulties when looking for a job identified this item as a reason)
- *'Couldn't find any type of post'* (15%)
- *'Shortage/lack of supply work'* (13%)
- *'Couldn't find a permanent post'* (10%).

In the sample of 73 case study NQTs who took part in extended 'end of first year of teaching' interviews, 11 indicated that they had experienced difficulties in finding a post. Of this group, three NQTs commented on the lack of appropriate posts in the area in which they wished to work.

> *[T]here were absolutely no jobs, unless I was prepared to move way out of the area, there were plenty of jobs if I went further up north. I actually had, I met somebody on holiday, a head teacher, and they were offering me a position, or to come up and be interviewed for a position… because they were crying out for teachers, they couldn't get teachers up there. That, I found very disillusioning. (Female, 32-36, BEd, primary)*

Some NQTs (3) reported that there were no available posts at all:

> *It's not been great to be honest… when I finished last year there weren't any jobs advertised, so I couldn't find a job so I just didn't really do anything to be honest. So I found a job in October just doing maternity cover, and I started in February. (Female, 42-46, PGCE, secondary, geography).*

Others (3) reported feeling that their lack of experience had hindered them in their search for employment, for example:

> *[T]hey wanted someone with more experience, rather than an NQT. And one interview that I went to… at the end of it the feedback was, 'oh we didn't really want an NQT'… And a lot of them were like, 'well you need more experience before we can give you a job'. (Female, 22-26, BEd, primary).*

One NQT was looking for a job share with no success and interestingly, one NQT implied that the financial consequences for a school of meeting Induction requirements (for example, providing cover for NQT time) might deter them from employing an NQT.

Table 4.8: What were the difficulties you encountered?

	Frequencies	Valid per cent (%)
Couldn't find a post in the location I wanted	186	34
Couldn't find any type of post	80	15
Shortage/lack of supply work	72	13
Couldn't find a permanent post	53	10
Too many people applying for the same job	47	9
Lacked sufficient experience for the posts available	32	6
Couldn't find a post teaching the subject specialism I wanted	31	6
Couldn't find a part-time post	18	3
Couldn't find a fixed-term post	17	3
Couldn't find a full-time post	16	3
Couldn't find a post in a school/college I wanted	12	2
Couldn't find a post teaching the area specialism (e.g. SEN/ESOL)	10	2
Performed badly at the interviews	10	2
Couldn't find a post teaching the age range I wanted	9	2
Other	34	6

Includes all who had encountered difficulties when looking for a teaching post (number of cases 545).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

4.2.3 The number of teaching posts since completion of ITT

The telephone interviewees were asked how many teaching jobs (of all types) they had held since the end of their ITT programmes. Their responses are detailed in Table 4.9 and Table 4.10.

The vast majority of teachers (89%) had held only one permanent or fixed-term post since completion of their ITT (Table 4.9). Half of those working as supply teachers had also had one post only (307 of the 614 who had done any supply work at all) (Table 4.10). However, six per cent of *all* respondents who were asked this question reported having held two or more full-time, part-time, permanent or fixed-term posts since completing their ITT, while 52 per cent of those who reported having worked as supply teachers reported having held two or more supply posts.

Table 4.9: How many full-time or part-time, permanent and fixed-term posts have you had since completing your initial teacher training?

	Frequencies	Valid per cent (%)
None	126	5
1 post	2,096	89
2 posts	117	5
3 or more posts	15	1
Don't know	3	(0)
Total	**2,357**	

Includes all who were teaching at the time of the Wave 3 telephone survey or who had worked as a teacher at some point since completion of their ITT.
Percentages may not add up to 100 due to rounding.

Table 4.10: How many supply posts have you had since completing your initial teacher training?

	Frequencies	Valid per cent (%)
None	1,712	73
1 post	307	13
2 posts	50	2
3 – 5 posts	89	4
6 – 10 posts	73	3
10 or more posts	95	4
Don't know	31	1
Total	**2,357**	

Includes all who were teaching or who had worked as a teacher at some point since completion of their ITT.
Percentages may not add up to 100 due to rounding.

Teaching in ITT placement schools

NQTs were asked whether any of their (non-supply) work was in a school associated with their ITT. The aggregate responses are given in Table 4.11 and show that around a third of the teachers (32%) had worked or were working in schools where they had done at least some of their initial teacher preparation.

Table 4.11: Were any of the full or part-time, permanent and fixed-term posts at one of your initial teacher training schools?

	Frequencies	Valid per cent (%)
Yes	711	32
No	1,511	68
Don't know	1	(0)
Refused	5	(0)
Total	**2,228**	

Includes all who had held at least one full- or part-time, permanent or fixed-term teaching post since completion of their ITT.

Percentages may not add up to 100 due to rounding.

Further analysis using binary logistic regression was carried out in an attempt to determine which variables (e.g. ITT route, age and gender) might be most important in influencing whether the teachers in our sample subsequently obtained posts in schools they had worked in during their ITT programmes. The 'Goodness of fit' test and the 'Model chi-square' show a good fit of the model to the data, while the Nagelkerke R^2 indicates an overall effect size for all the explanatory variables remaining in the final model of approximately 13 per cent. Six variables were found to have a statistically significant effect on whether or not an NQT would get a post in one of their ITT placement schools:

- The most important variable in the analysis was found, unsurprisingly, to be the GRTP route. Indeed those following this route were almost three times as likely as PGCE trainees to end up working in schools from their ITT. There were 58 per cent of respondents from the GRTP route working in schools from their ITT compared to 26 per cent of respondents from the PGCE route.

- Those aged '37-47' (44%) and those aged '27-36' (36%) were more likely than those 'under 27' (24%) to obtain teaching posts in their ITT placement schools.

- In addition, those who gave more positive ratings (in the Wave 2/'end of ITT' survey) of their relationships with (i) their ITT mentors and with (ii) other teaching staff were more likely to report teaching in a school from one of their ITT placements.

- Gender also figured as a statistically significant variable in the model with males (38%) being more likely than females (30%) to find teaching posts in schools from their ITT placement.

- Finally, those respondents working in the state sector (33%) were more likely than those working in independent schools (18%) to report teaching in a school from their ITT placement.

It is clear that respondents' ethnicity and whether they were teaching in primary or secondary schools were not statistically significant factors in determining whether NQTs were teaching in one of their ITT placement schools or not. Further details of these analyses can be found in Appendix B (Section B.1).

In the case study interviews, eight teachers said they were currently working at a school in which they had been placed during their initial teacher preparation. Of this group, four had trained through the GTP, two through the BEd route, one had been on a 'traditional' PGCE course and one on a Flexible PGCE. One NQT outlined what she regarded as some of the advantages of obtaining a post at an ITT placement school:

Good because to go to a different school would've been a lot more stressful because you've got to learn the way they work, the people, the students, lots of different things. A number of the schemes I've taught this year I had started to teach last year. (Female 42-46, GTP, secondary, English)

4.3 The nature of the teaching job and school

This section reports on:

- the characteristics of the institutions that NQTs had been working in since completion of their initial teacher training; and

- the age ranges and, for those teaching in secondary schools, the subject specialisms, they had been teaching.

4.3.1 Types of school/college NQTs were working in

All those respondents to the telephone survey in permanent or fixed-term posts were asked various questions about the type of institution that they were 'currently' working in. Their responses are summarised in Table 4.12, where it can be seen that:

- Nearly all the NQTs (all but 9 individuals) were teaching in the UK.

- The vast majority (94%) were teaching in either primary or secondary schools, and the same percentage were teaching in co-educational schools.

- Eighty-six per cent were teaching in non-selective schools.

The same group of respondents were asked additional questions about whether their school was under any additional pressures or scrutiny, either due to problems within the school, or perhaps as a result of strong success in public examinations. The responses are summarised in Table 4.13.

- Two per cent of the NQTs said that their school was in special measures, and six per cent indicated that the school had serious weaknesses, whilst nearly a fifth (18%) said their school was in challenging circumstances.

- Over a third (35%) said that their school was high up in the league tables.

Table 4.12: Is the school college you are working in…:

	Frequencies	Valid per cent (%)
In the UK	2,111	100
Outside the UK	9	(0)
Nursery	29	1
Primary	964	45
Middle	46	2
Secondary	1,034	49
Special	25	1
Sixth Form College/FE college	22	1
State sector	2,000	94
Independent sector	120	6
Girls only	69	3
Boys only	62	3
Co-educational	1,989	94
A non-selective school	1,820	86
A selective school	153	7
A partially selective school	147	7

Includes all those who were in a permanent or fixed-term post (number of cases 2,120).

Percentages may not add up to 100 due to rounding.

Table 4.13: Is the school or college you are working in a school or college…

	Frequencies			Valid per cent (%)		
	Yes	**No**	**Don't know**	**Yes**	**No**	**Don't know**
in special measures?	34	2,058	28	2	97	1
with serious weaknesses?	127	1,966	27	6	93	1
in challenging circumstances?	388	1,664	68	18	78	3
one which is high up the league tables?	735	1,060	325	35	50	15

Includes all those who were in a permanent or fixed-term post (number of cases 2,120).

Percentages may not add up to 100 due to rounding.

Thirteen of the 73 NQTs interviewed for the extended case studies felt they were working in a school that was challenging. Some of these described what they saw as the positive aspects of being in such a school, as the following illustrates:

> *I like working here because it's a challenge, well it could be a challenge if we didn't have the behavioural policies that we have which is fantastic, it's very, very firm and very, very fair. The area is very, very deprived... When you tell people you work in [...] they're like 'what!?, what are you doing there?' But it's fabulous because they really work hard and yes they've got problems but you can understand why they have problems. Whereas sometimes on placement when I was having real problems it was just that they [the pupils] were spoilt. You think, 'what's your problem? I don't understand'. At least here, if something happens you can see why. The kids are really nice. (Female, 22-26, SCITT, primary)*

Another NQT gives a rather more blunt assessment of her experience teaching as an NQT in a school in special measures:

> *Basically it's been an experience but I would never, never in a million years recommend anybody to come to a special measures school, [it's] too much for an NQT. Even though [what] I've learnt in a year compared to other students is immense, which will hopefully be a reward later in life, it's a make or break thing. Sometimes it could break you and you would never want to go into teaching or... [you'd] think 'I don't want to work in schools like this', and you get really disheartened. (Female, 22-26, SCITT, primary)*

Six interviewees classified their school as 'high in the league tables'. Some of these NQTs linked the high position of the school in performance tables with higher expectations from parents:

> *The expectations are so much higher. I mean, this is the sort of school where parents come and say 'What will you be doing with my child today?' You know, 'I want to know what you will be teaching them'. (Female, 37-41, Flexible PGCE, primary)*

4.3.2 Age ranges and subject specialisms
All those who were either working or had worked as teachers since completing their ITT were asked (in the telephone survey) about the age ranges and subjects that they had taught. Their responses are summarised in Table 4.14.

Table 4.14: Which year groups/age ranges have you taught over the last year?

Year group	Age range	Frequencies	Valid per cent (%) within phase
Primary			
Nursery	Under 3	101	8
Foundation	3 to 4	80	6
Reception	4 to 5	319	25
1	5 to 6	458	37
2	6 to 7	364	29
3	7 to 8	403	32
4	8 to 9	419	33
5	9 to 10	369	30
6	10 to 11	268	21
Secondary			
7	11 to 12	1,034	89
8	12 to 13	1,039	90
9	13 to 14	1,053	92
10	14 to 15	1,033	91
11	15 to 16	904	79
Post-16	16 +	467	41

Includes all who were teaching or who had worked as a teacher at some point since completion of their ITT (number of cases 2,357).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

Interestingly, within both the primary and secondary phases, the percentages of NQTs who reported teaching classes in Year 6 and Year 11 (21% of primary respondents and 79% of secondary respondents respectively) are lower than those who reported teaching other year groups. These year groups are associated with important public examinations – the Key Stage 2 National Tests in Year 6, and the GCSE in Year 11 (at the end of Key Stage 4). Whilst only 41 per cent of secondary respondents reported that they had taught post-16 year groups, many respondents could not have had access to post-16 classes as they were employed in 11-16 schools.

Subject specialism
It is of interest to investigate whether those surveyed from the secondary phase had been teaching the subject specialisms that they were trained to teach, and where this was not the case, which subjects they were in fact teaching in their current posts. Table 4.15 and Table 4.16 summarise the relevant survey responses on these issues based on (i) NQTs' statements (in the Wave 3 survey) about the subjects they had taught in their first year and (ii) the subject specialisms they reported (in Wave 2) holding at the end of their ITT. It is clear from Table 4.15 that:

- The vast majority (93%) reported that they had taught at least one of their stated subject specialisms.

- Nearly two-thirds (65%) of those NQTs who had taught in secondary schools reported that they had taught only those subjects that they had previously indicated were their subject specialisms.

- Around a third (35%) reported that they had taught at least one subject that they had not indicated was one of their specialist subjects.

- Six per cent reported that they had exclusively taught subjects other than those they had indicated (on completion of their ITT) were their subject specialisms.

Table 4.15: Which subjects or area specialisms have you taught in the last school year? by reported subject specialism(s) at the end of ITT (Secondary phase only)

	Teaching only subject(s) specialism(s)		Teaching at least one subject specialism		Teaching at least one subject NOT a subject specialism		Teaching only subject(s) NOT subject specialism(s)	
	Frequency	Valid %	Frequency	Valid %	Frequency	Valid %	Frequency	Valid %
Yes	718	65	1,024	93	385	35	68	6
No	385	35	79	7	718	65	1,035	94
Total	**1,103**		**1,103**		**1,103**		**1,103**	

Includes all who were teaching in a secondary school or who had worked as a teacher in a secondary school at some point since completion of their ITT.
Responses to this question were unprompted.
Percentages may not add up to 100 due to rounding.

To add some detail to these figures, Table 4.16 provides a breakdown of subjects taught by 'specialist' and 'non-specialist' teachers respectively. The table is ordered by the highest percentage who reported that they were subject specialists in that subject. It can be seen that:

- The subjects most frequently reported as being taught by trained subject specialists were Modern Foreign Languages, PE, Art, English, Mathematics and Music – all taught by NQTs who reported that these were their subject specialisms in over three-quarters of cases in the secondary sample of NQTs.

- Subjects reported as taught most frequently by non-specialists include the three (separate subject) sciences (Physics, Biology and Chemistry) which were each taught by those claiming to be subject specialists in 41 per cent, 36 per cent and 31 per cent of cases respectively.[35]

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[35] It is important to note that these analyses are based on respondents' own reporting of subject-specialisms. If we regard all NQTs who reported *any* of the three main science subjects as a specialism at the end of their ITT as specialists in teaching *all* science subjects, then 98 per cent of those who reported teaching one or more science subjects could be regarded as specialists in those subjects.

- Only nine per cent of those who reported that they had taught Personal, Social and Health Education (PHSE) had previously indicated that this was their subject specialism.

Table 4.16: Which subjects or area specialisms have you taught in the last school year? by subject specialists and non-specialists (Secondary phase only)

Subject	Taught by subject specialist		Taught by non-subject specialist	
	Frequency	Valid per cent (%)	Frequency	Valid per cent (%)
Modern Foreign Languages	108	91	11	9
PE	134	86	21	14
Art	53	84	10	16
English	141	82	31	18
Mathematics	115	77	34	23
Music	26	76	8	24
History	47	73	17	27
Drama	59	71	24	29
Science	99	71	40	29
Design and Technology (including Textiles)	65	66	34	34
ICT	106	65	58	35
Geography	34	57	26	43
Classics	1	50	1	50
RE	25	42	34	58
Physics	17	41	24	59
Social sciences	29	40	43	60
Biology	18	36	32	64
Chemistry	12	31	27	69
Personal, Social and Health Education	8	9	80	91

Includes all who were teaching in a secondary school or who had worked as a teacher in a secondary school at some point since completion of their ITT (number of cases 1,103).
Responses to this question were unprompted.
Respondents could give more than one response to this question.
Percentages may not add up to 100 due to rounding.

4.4 How the teachers see themselves in their job

This section details teachers' views on the transition they have made from being a trainee to being a teacher. It includes:

- NQTs' reported enjoyment of their role;
- their perceived strengths as teachers;
- their relationships with others within schools (including pupils, parents and their teaching colleagues); and
- the reported demands of being an NQT.

4.4.1 Levels of enjoyment in working as qualified teachers

As seen in Chapter 3, the case study interviews and ejournal exchanges demonstrated the ways in which the NQT year had involved various highs and lows for our case study participants. Overall, however, positive responses to the question 'How do you think the year has gone overall?' outweighed the negative responses (39 and 14 case study interviewees respectively).

In the telephone survey NQTs were asked to indicate the extent to which they enjoyed teaching. The responses reflected the trend seen in the case study data. The aggregate results are summarised in Table 4.17 and show that:

- NQTs' views are overwhelmingly positive, with 93 per cent agreeing with the statement 'I enjoy working as a teacher'.

- Only four per cent disagreed with the statement 'I enjoy working as a teacher', with two per cent of respondents 'strongly' disagreeing with the proposition.

Table 4.17: "I enjoy working as a teacher"

	Frequencies	Valid per cent (%)
Strongly agree	1,745	74
Tend to agree	456	19
Neither agree nor disagree	65	3
Tend to disagree	45	2
Strongly disagree	44	2
Don't know	2	(0)
Total	**2,357**	

Includes all who were teaching or who had worked as a teacher at some point since completion of their ITT.
Percentages may not add up to 100 due to rounding.

When the responses to the telephone survey question asking participants to rate their agreement with the statement 'I enjoy working as a teacher' are split by phase and then ITT route, for the primary phase in particular (Table 4.18) there does appear to be an association between route and the reported level of enjoyment:

- Those teaching in primary schools who had followed the Flexible PGCE appeared to be the least positive in their stated enjoyment of teaching in comparison to the other ITT routes into teaching. The mean response for this route was the lowest of the six primary routes

(though, as before, it should be remembered that the numbers are quite small here).[36]

Table 4.18: "I enjoy working as a teacher" by ITT route (Primary phase)

| ITT Route | Per cent (%) Level of agreement | | | | | | *MEAN* | No. of cases |
	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know		
BEd	82	15	1	1	1	0	*4.8*	**204**
BA/BSc QTS	81	15	1	(0)	2	(0)	*4.8*	**481**
PGCE	73	18	5	3	1	0	*4.6*	**228**
Flex. PGCE	62	28	2	5	3	0	*4.4*	**58**
SCITT	76	19	3	2	1	0	*4.7*	**130**
GRTP	79	17	1	1	1	0	*4.7*	**153**
Total	78	17	2	1	1	(0)	*4.7*	**1,254**

Chi-square=26.029, df=10, p=0.004. Response categories 'strongly disagree', 'tend to disagree' and 'neither agree nor disagree' were collapsed.[37] Response category 'don't know' was excluded from the test calculations.
Percentages may not add up to 100 due to rounding.

Amongst the five ITT routes analysed for those teaching in secondary schools, there was no overall statistically significant association between the professed levels of enjoyment of teaching for those graduating from different ITT routes (chi-square=9.771, df=12, p=0.636).

- As is the case with primary teachers, the Flexible PGCE route did, however, have the lowest mean figure amongst all the ITT routes for the secondary phase (4.2 compared to, for example, a mean of 4.7 for those who had trained via BA/BSc QTS programmes).

To investigate further what factors might influence the NQTs' stated degrees of enjoyment of the job, ordinal logistic regression analysis was carried out. The statistical model appears to be satisfactory, having appropriate goodness-of-fit statistics and accounting for approximately 16 per cent of the variation in the outcome variable. Consequently, it was found that:

- The responses to the Wave 3 question '*Do you expect to be in teaching in four years' time?*' (which is discussed more fully in Chapter 7, Section 7.3) were the most strongly associated with the (stated) degree of 'currently' not enjoying teaching. In other words, those respondents not expecting to be in teaching in four years' time were approximately 11 times more likely to answer more negatively about their level of enjoyment of the job, than those who were expecting to be teaching in four years' time.

- The next largest associated response to reporting positively enjoying teaching was a more positive response to the Wave 3 rating of

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[36] The responses were coded from 1 – strongly disagree to 5 – strongly agree.
[37] Response categories have been collapsed (here and elsewhere in this report) for the purposes of conducting the chi-square significance test. This has been done for two reasons: firstly, to increase the number of expected respondents in certain categories, and secondly, to increase the power of the test by compensating for the highly skewed distribution of the data. For further details please see Chapter 2.

relationships with other teachers. Those NQTs who gave higher (i.e. more positive) ratings of their *relationships with other teachers* were 1.4 times more likely to give positive responses to the question about their level of enjoyment of teaching.

- The next most important predictor was respondents' reported concerns at Wave 1 regarding whether they thought they would enjoy teaching/ITT. Those who stated such concerns at Wave 1 were approximately 50 per cent more likely to give lower scores when judging their current enjoyment level of teaching.

In spite of the differences reported above between the reported levels of enjoyment of teaching of primary phase NQTs who had followed different ITT routes, the regression model suggests that ITT route in general did not have an independent statistical effect on NQTs' responses to this (enjoyment) question. It is also clear that NQTs' gender, ethnicity or whether they were teaching in primary or secondary schools were not statistically significant factors in determining NQTs' stated enjoyment levels of teaching. Further details of these analyses can be found in Appendix B (Section B.2).

Having explored the analysis of the NQTs' stated levels of enjoyment in post, we now turn to examine a related issue – their perceived strengths as teachers.

4.4.2 The NQTs' perceived strengths as teachers

Those currently teaching or those intending to teach having done so in the past, were asked in the telephone interview to state (without prompting) their views on their strengths as teachers. The responses are summarised In Table 4.19.

As can be seen the most frequently stated perceived strengths were:

- The '*ability to develop productive relationships with pupils*' (given by 32% of the respondents);

- The '*ability to maintain discipline in the classroom*' (26%); and

- '*Knowledge about my teaching subject(s)*' (21%).

For a more detailed discussion of the NQTs' views on their relationships with pupils and others see Sub-section 4.4.3.

The two most frequently mentioned strengths ('*ability to develop productive relationships with pupils*' and '*ability to maintain discipline in the classroom*') were further analysed separately by the respondents' ITT route within phase but no statistically significant variation by ITT route was found.

The final column of Table 4.19 shows the strengths as teachers that the same sample of respondents reported to the equivalent question in the 'end of ITT' (Wave 2) survey. In terms of a comparison between Waves 2 and 3 it should be remembered that the strengths reported were unprompted during both surveys and so any apparent changes over time should be treated with some caution. However, it can be seen that:

- '*Lesson planning/preparation*' has shown the largest absolute increase in reported strengths given by the NQTs (6% of those surveyed in Wave 2 and 17% in Wave 3).

- The next largest increase in reported response is for the item '*ability to maintain discipline in the classroom*' (reported as a strength by 18% in Wave 2 and 26% in Wave 3).

- Those strengths that were reported more frequently in Wave 2 compared to Wave 3 include '*my organisational skills*' (26% in Wave 2 compared to 19% in Wave 3), '*confidence in front of pupils*' (11% and 4% respectively) and '*knowledge about my teaching subject(s)*' (35% and 21% respectively).

Table 4.19: What would you say are your strengths as a teacher?

	Frequencies End of first year of teaching	Valid per cent (%) End of first year of teaching	Valid per cent (%) of same sample at end of ITT
Ability to develop productive relationships with pupils	741	32	36
Ability to maintain discipline in the classroom	611	26	18
Knowledge about my teaching subject(s)	483	21	35
My organisational skills	451	19	26
My enthusiasm	407	18	20
Lesson planning/preparation	394	17	6
Knowledge of general subjects/skills	248	11	7
Creative/innovative skills	230	10	4
My commitment	229	10	8
Good personal skills (e.g. patient/calm/fair) [38]	211	9	
Ability to develop productive relationships with colleagues	202	9	14
Ability to use a range of teaching methods	200	9	7
Ability to bring about pupil learning	172	7	5
Knowledge/understanding of pupil motivation and behaviour	148	6	6
Confidence in front of pupils	90	4	11
Ability to develop productive relationships with parents	80	3	4
Time management skills	67	3	4
Ability to work with pupils with special educational needs (SEN)/inclusion	60	3	3
Knowledge/understanding of how pupils learn	58	3	2
Good communication skills	54	2	2
Staff supervision/management skills	47	2	8
Ability to deal with pastoral issues	38	2	2
Knowledge/understanding of the principles of assessment for learning	37	2	5
Ability to tailor lessons to meet needs of a range of pupil abilities (differentiation)	15	1	1
Ability to work with pupils with English as an Additional Language (EAL)	14	1	0
Ability to work with non-educational professionals	7	(0)	1

Includes all who were working as a teacher or those who intended to work as a teacher in the future (having done so in the past) (number of cases 2,314).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

4.4.3 Work-based relationships

As seen in Chapter 3, relationships with pupils, parents and school-based colleagues could provide both significant highs and lows during NQTs' first year of teaching. This section reports the results of analysis of responses to questions in the telephone survey relating to NQTs' relationships with others during the course of their teaching duties.

Relationships with pupils and parents

All the survey respondents who were currently teaching were asked how well they rated the relationships that they had formed with pupils and parents.

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[38] This item was not included in the Wave 2 ('end of ITT') telephone survey.

As can be seen in Table 4.20 and Table 4.21 such relationships were generally perceived as very positive:

- An overwhelming 97 per cent of the NQTs stated that they had '*good*' or '*very good*' relationships with their pupils.

- The corresponding combined figure for relationships with their pupils' parents (those rated as '*good*' or '*very good*') was still high at 89 per cent, with less than one per cent of respondents stating that such relationships were '*poor*' or '*very poor*'.

Table 4.20: Generally speaking, how would you rate the relationships you have formed with your <u>pupils</u> during your NQT year?

	Frequencies	Valid per cent (%)
Very good	1,496	71
Good	553	26
Neither good nor poor	41	2
Poor	4	(0)
Very poor	3	(0)
Can't generalise	10	(0)
Don't know	1	(0)
N/A[39]	12	1
Total	**2,120**	

Includes all those who were in a permanent or fixed-term post.
Percentages may not add up to 100 due to rounding.

Table 4.21: Generally speaking, how would you rate the relationships you have formed with <u>parents</u> during your NQT year?

	Frequencies	Valid per cent (%)
Very good	853	40
Good	1,049	49
Neither good nor poor	154	7
Poor	10	(0)
Very poor	2	(0)
Can't generalise	23	1
Don't know	2	(0)
N/A	27	1
Total	**2,120**	

Includes all those who were in a permanent or fixed-term post.
Percentages may not add up to 100 due to rounding.

When respondents' ratings of their relationships with pupils in the telephone survey were analysed by phase and then ITT route within phase, an association between the rating of the relationships with pupils and route was found for those teaching in primary schools (see Table 4.22). For example:

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[39] N/A stands for 'Not applicable' here and elsewhere in this report.

- Those who had followed the Flexible PGCE route had the lowest mean rating (4.6) of their relationship with pupils, whereas those from the BEd route had the highest rating (4.9).[40]

No association was found between survey respondents' rating of their relationships with pupils and the ITT route they had followed for those teaching in secondary schools (chi-square=6.536, df=8, p=0.587).

Table 4.22: Generally speaking, how would you rate the relationships you have formed with your pupils during your NQT year? (Primary phase)

ITT Route	Per cent (%) Rating of relationships with pupils							*MEAN*	No. of cases
	Very good	Good	Neither good nor poor	Poor	Very poor	Can't generalise	Don't know		
BEd	88	11	1	0	0	0	0	*4.9*	**160**
BA/BSc QTS	85	15	(0)	(0)	(0)	0	0	*4.8*	**413**
PGCE	81	19	0	0	0	1	0	*4.8*	**196**
Flex. PGCE	75	19	2	2	2	0	0	*4.6*	**48**
SCITT	79	19	2	0	0	1	0	*4.8*	**117**
GRTP	86	14	0	0	0	0	0	*4.9*	**138**
Total	**84**	**15**	**1**	**(0)**	**(0)**	**(0)**	**0**	*4.8*	**1,072**

Chi-square=27.276, df=10, p=0.002. The 'don't know' and 'can't generalise' response categories were excluded from the test calculations. Response categories 'very poor', 'poor' and 'neither poor nor good' were collapsed. Assumption of minimum expected counts not met.
Percentages may not add up to 100 due to rounding.

Relationships with managers and other staff

The NQTs were also asked to rate the quality of the relationships they formed with their line manager and other staff in their school and these results are detailed in Table 4.23. As with parents and pupils, the overall ratings of all of these staff relationships were very positive. For example:

- Eighty-six per cent reported '*good*' or '*very good*' relationships with their line manager;

- Eighty-two per cent rated their relationship with their head teacher/principal as '*good*' or '*very good*';

- Ninety-seven per cent rated their relationship with '*other teaching staff*' as '*good*' or '*very good*'; and

- Ninety-six per cent of respondents rated their relationship with 'non-teaching staff' as '*good*' or '*very good*'.

NQTs' relationships with their mentor are reported in Chapter 5 which discusses NQTs' experiences of Induction. The importance of colleagues in providing support to NQTs in this, their first year of teaching, is reported further in Chapter 6.

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[40] The responses were coded from 1 – strongly disagree to 5 – strongly agree.

Table 4.23: Generally speaking, how would you rate the relationship you have formed with… during your NQT year?

	Your line manager		Your head teacher/principal		Other teaching staff		Non-teaching staff	
	Frequencies	Valid per cent (%)	Frequencies	Valid per cent (%)	Frequencies	Valid per cent (%)	Frequencies	Valid per cent (%)
Very good	628	54	625	35	1,206	57	1,165	55
Good	376	32	827	47	852	40	872	41
Neither good nor poor	53	5	205	12	38	2	61	3
Poor	30	3	64	4	8	(0)	2	(0)
Very poor	4	(0)	11	1	1	(0)	0	0
Can't generalise	2	(0)	7	(0)	3	(0)	4	(0)
Don't know	22	2	11	1	0	0	1	(0)
N/A	43	4	13	1	12	1	15	1
Total	**1,158[1]**		**1,763[2]**		**2,120[3]**		**2,120[4]**	

[1] Includes all those who were in a permanent or fixed-term post and whose line manager was not their Induction tutor/mentor.

[2] Includes all those who were in a permanent or fixed-term post and whose head teacher/principal was not their Induction tutor/mentor.

[3] Includes all those who were in a permanent or fixed-term post.

[4] Includes all those who were in a permanent or fixed-term post.

Percentages may not add up to 100 due to rounding.

4.4.4 The demands of the job

As seen in Chapter 3, the long hours that NQTs reported working resulted in a poor work-life balance for many case study NQTs. This section examines the additional hours NQTs reported working, the amount of non-contact time they reported receiving and the additional roles and responsibilities they undertook as teachers.

Additional hours worked

In an attempt to measure apparent demands placed upon the NQTs in their new teaching posts survey respondents were asked about the additional hours that they were working outside of the timetabled school day. The responses for all those currently in a teaching post are summarised in Table 4.24. It can be seen that:

- Large proportions of newly qualified teachers claimed to work a great number of hours above and beyond their standard timetabled day – for example, 49 per cent stated that they work '*16 hours or more*' over their standard working week.

Table 4.24: In addition to the timetabled school day, how many hours do you usually work in a standard working week? Please include overtime, preparation and marking etc. in your calculation.

	Frequencies	Valid per cent (%)
1-5 hours	99	4
6-10 hours	421	18
11-15 hours	564	25
16-20 hours	462	20
21+ hours	662	29
Don't know	74	3
Total	**2,282**	

Includes all who were teaching.
Responses to this question were unprompted.
Percentages may not add up to 100 due to rounding.

Non-contact time

Survey respondents who reported working full-time (in permanent or fixed-term posts) were also asked to quantify the amount of non-contact time (i.e. lesson-time in the school day during which they were not expected to teach) they had been allocated. The summarised results for are shown in Table 4.25.

- Over a third of those working full-time (35%) reported being given five hours or more of non-contact time.

- A quarter reported having two hours or less non-contact time per week.

When the NQT's stated non-contact time responses were broken down by phase and by various school characteristics some statistically significant differences become apparent:

- Secondary NQTs indicated that they received, on average, nearly twice the non-contact time of those working in primary schools (5 hours per week compared to 2.7 hours) (t=33.169, df=1899.415, p<0.001 (equal variances not assumed)).

- Those NQTs teaching in single-sex schools reported receiving significantly more non-contact time than those teaching in mixed gender schools (means of 5.0 and 3.8 hours per week respectively). ((t=6.731,df=128.628, p<0.001 (equal variances not assumed)).

- NQTs in fully selective schools had significantly more non-contact time than those in partially selective or non-selective schools (4.4 hours per week compared to 4.2 and 3.9 hours respectively) (F=7.688, df=2, p<0.001 (equal variances assumed)).

- There was no statistically significant difference between the numbers of non-contact hours reported by those working in the state sector and those working in independent schools.

Table 4.25: How much weekly non-contact time do you have?

	Frequencies	**Valid per cent (%)**
None	55	3
Up to 1 hour	3	(0)
1-2 hours	476	22
3-4 hours	745	35
5-6 hours	578	27
7-8 hours	124	6
9-10 hours	42	2
Don't know	97	5
Total	**2,120**	

Includes all who were in a permanent or fixed-term post and were working full-time.
Responses to this question were unprompted.
Percentages may not add up to 100 due to rounding.

In the 73 case study interviews, 26 NQTs specifically said they had been able to make use of non-contact time, whereas ten said they had experienced difficulties in taking this time. Within this group, four of the five NQTs worked in secondary schools; of these four had been asked to cover for absent colleagues and one was regularly missing non-contact time in the summer term to team teach a group that he would be taking over in the following year.

> *With the GTP, the qualified teachers are meant to have a 90 per cent timetable and the rest free. That's how I read it and that's how the senior manager that was supporting me read it. But the senior manager who was handing out the cover lists decided, well that's*

never happened before so it's not going to happen now. Really, I had to call her up every time I got a cover and say, are you sure about this? Are you sure you didn't just make a mistake? So I've had half as many as I should've done. (Male, 27-31, GTP, secondary, maths)

Amongst the group of five primary NQTs who reported not receiving their full allocation of non-contact time, three appeared to have opted to waive their entitlement in order to take part in extra-curricular activities and to support colleagues.

Activities and roles undertaken

Survey respondents were asked which of a number of specified roles or activities they had undertaken at school during the course of their NQT year. From the summary of responses shown in Table 4.26 it can be seen that:

- The vast majority (88%) reported that they had *'taught pupils with challenging behaviour'*;

- Sixty-nine per cent had *'covered classes'* for colleagues;

- Three-fifths (60%) had been working as *'form tutors'*; and

- A small number (3%) had been given responsibility as *'heads of department'*.

Table 4.26: Which, if any, of the following activities or roles have you undertaken in your NQT year?

	Frequencies	**Valid per cent (%)**
Taught pupils with challenging behaviour	2,071	88
Taken pupils on school trips which are part of the curriculum	1,897	80
Extra-curricular activities	1,759	75
Covered classes	1,618	69
Form tutor	1,409	60
Subject co-ordinator	349	15
Head of department	65	3
None of these	58	2

Includes all who were teaching or who had worked as a teacher at some point since completion of their ITT (number of cases 2,357).
Respondents could give more than one response to this question.

4.5 Summary

This chapter drew principally on the analysis of survey data to explore, amongst other issues, NQTs' accounts of their experiences of finding their first post and the nature of the posts obtained, the extent to which NQTs enjoyed working as teachers, and NQTs' perceptions of their strengths as teachers and of their work-based relationships. Amongst the findings presented we regard the following as being particularly noteworthy.

The majority of respondents to the Wave 3 survey had managed to obtain teaching posts and reported that they had not encountered difficulties in doing so. Primary phase NQTs were more likely than their secondary counterparts to report having encountered difficulties in seeking teaching posts, with almost 32 per cent of the former, compared with 12 per cent of the latter reporting difficulties. Amongst the different ITT routes those graduating from the primary BEd (46%), the primary BA/BSc QTS (35%), and the secondary Flexible PGCE (23%) were more likely than those graduating from other routes to report that they had encountered difficulties in obtaining posts. Just over a third (34%) of those who reported difficulties in obtaining a post indicated that one of those difficulties was finding employment in their preferred location.

Almost a third of NQTs (32%) obtained teaching posts in schools in which they had undertaken placements during their ITT. Whilst those graduating from GRTP programmes were (unsurprisingly) more likely to obtain posts in their ITT placement schools than those who had followed other ITT routes, it is notable that older NQTs, males, and those who had reported (in the Wave 2 survey) that they had enjoyed good relationships with their ITT mentors and other teachers in their placement schools (Hobson *et al.*, 2006: 80-87) were also statistically more likely to obtain teaching posts in such schools.

The vast majority of NQTs surveyed (93%) reported that they enjoyed working as teachers. Those who indicated that they did not enjoy teaching were also more likely to report that they were unlikely still to be in teaching in four years' time. Those who reported enjoying teaching were also more likely to report positive relationships with their colleagues. In fact the vast majority of NQTs surveyed reported good (or very good) relationships with teaching colleagues (97%), as well as with pupils (97%), non-teaching staff (96%), parents (89%), and the head teacher (82%).

As might have been expected, NQTs were less likely to report teaching those age groups associated with public examinations (i.e. Year 6 and Year 11) than they were to teach other year groups. The implication is that some senior colleagues (and possibly some NQTs themselves) do not consider some NQTs to be ready to take on these significant responsibilities.

Finally, findings reported in this chapter indicate that not all NQTs were receiving all of the statutory entitlements for Induction as, for example, a quarter of survey respondents reported that they had only had 'two hours or less' non-contact time per week, which is less than the statutory ten per cent entitlement. In the chapter that follows we present the results of analyses of data relating specifically to NQTs' experiences of Induction. Implications of these and other issues are discussed in Chapter 9.

5 Newly qualified teachers' experiences of Induction

5.1 Introduction

This chapter reports on NQTs' views of the nature and quality of Induction provision. In particular it looks at:

- who had access to Induction;

- NQTs' experiences of Induction and of meeting the appropriate Standards;

- the role that the NQTs' mentor played in helping them develop professionally, and NQTs' relationship with their NQT co-ordinator;

- the perceived importance of the career entry and development profile (CEDP) in NQTs' early professional development; and

- the reported outcomes of their Induction programmes.

5.2 Access to Induction

All the respondents who had taught since the completion of their ITT programmes (2,357) were asked whether they were given access to an Induction programme. Table 5.1 contains the summary of responses to this question. It can be seen that:

- Eighty-eight per cent stated that they did have access to a formal Induction programme.

- Eleven per cent reported that they had had no access to formal Induction.

Table 5.1: Have you had access to a formal Induction programme?

	Frequencies	**Valid per cent (%)**
Yes	2,083	88
No	263	11
Don't know yet	11	(0)
Total	**2,357**	

Includes all who were teaching or who had worked as a teacher at some point since completion of their ITT.
Percentages may not add up to 100 due to rounding.

5.3 Meeting the Induction Standards

This section reports data relating to the Induction Standards – in particular, what has aided respondents in meeting the Standards and what they feel has tended to get in the way of them doing so.

5.3.1 Help in meeting the Induction Standards

Those respondents who reported that they had access to a formal Induction programme were asked what had helped them in working towards the Induction Standards during their NQT year. The aggregate responses are given in Table 5.2. The most important factors reported by the NQTs as helping in this regard were:

- *'Colleagues at school/college'* (mentioned by 44% of the respondents);

- *'Induction tutor/mentor'* (41%); and

- *'Head of department'* (11%).

Table 5.2: Who or what, if anything, has helped you in working towards the Induction Standards this year?

	Frequencies	Valid per cent (%)
Colleagues at school/college	910	44
Induction tutor/mentor	854	41
Head of department	230	11
Contact with other NQTs	146	7
Line manager	131	6
Head teacher/principal	118	6
NQT co-ordinator	110	5
Nothing	99	5
Teaching assistants	65	3
Additional training	61	3
Family (including partner/wife/husband)	60	3
Thorough Induction into school	60	3
Being observed in lessons	47	2
Nature of my initial teacher training	40	2
Observing the lessons of others	38	2
Friends	36	2
CPD co-ordinator	27	1
Being assessed	25	1
"Critical friend"/"Buddy"	20	1
Regular teaching of the same class(es)	16	1
Reduced teaching timetable	7	(0)
There being no expectation of having to teach classes with a high proportion of pupils with challenging behaviour	6	(0)
Other	202	10
Don't know	32	2

Includes all who had had access to a formal Induction programme (number of cases 2,083).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

Further to the survey findings reported above, case study NQTs mentioned that the support of their colleagues was also the main factor which helped in their development in their first year of teaching (mentioned by 16 NQTs).

> *The fact that, you know that there are people on either side of the room [i.e. in the classrooms next door] and there are people I can talk to about anything, about subject-specific teaching-related issues and also about, just organisation and not doing too much. Because I go the opposite way, I do too much. That kind of stuff, you know, background support, if you like. (Male, 27-31, PGCE, secondary, modern foreign languages (MFL))*

Observing other teachers was also viewed as important for some (21) case study NQTs.

> *Things that have helped have been watching other teachers do anything and thinking 'I could do that', or just it could be just small things like watching on playground duty and I see how other teachers deal with children, things like that. I think that's really helped and you sort of reflect and change. (Female, 22-26, BA QTS, primary)*

A variety of other factors were considered by participants to have helped in their development. Four NQTs mentioned the experience of working as a supply teacher as having been helpful, two referred to having worked in more than one school as an advantage, while two others said the opposite. Three NQTs referred to the CPD they had received, and three referred to classroom technology, notably interactive whiteboards.

> *I think all NQTs should have been a supply teacher, because it really does mould you, I suppose. It gets you thinking on your feet and some people say that that's probably a bad thing, but I think it's quite a good thing. (Female, 27-31, Flexible PGCE, primary)*

One NQT captured the sentiments of a number of others in suggesting that her development had been assisted through being granted more autonomy than she had encountered during her ITT:

> *I think what has helped me a lot is the actual teaching where I am not being observed, where I am actually being treated like a teacher and not like a student... I've gained in confidence... I don't need to have the original class teacher in there looking over my shoulder, I am quite happy to take over. (Female, 22-26, BA QTS, primary)*

5.3.2 Hindrances in meeting the Standards

Those respondents who reported that they had access to a formal Induction programme were also asked what had hindered them in working towards the Induction Standards. The aggregate responses are given in Table 5.3. It is clear that:

- The majority (54%) reported that '*Nothing*' had hindered them in working towards the Induction Standards.

- '*Workload*' was mentioned as a problem in this regard by 11 per cent of respondents.

- '*Lack of support from other staff*' was mentioned by five per cent, with (for example) four per cent referring specifically to a lack of support from their Induction tutor, three per cent referring to a lack of support from their head teacher and two per cent to a lack of support from their head of department.

- '*Had to teach pupils with challenging behaviour*' was mentioned by three per cent of respondents, and '*The children/pupils*' more generally were referred to by one per cent.

Table 5.3: Who or what, if anything, has hindered you in working towards the Induction Standards this year?

	Frequencies	Valid per cent (%)
Nothing	1,126	54
Workload	238	11
Lack of support from other staff	102	5
Lack of support from Induction tutor/mentor	91	4
Timetable wasn't reduced enough	83	4
Had to teach pupils with challenging behaviour	72	3
Lack of support from head teacher	65	3
Lack of support from head of department	42	2
Lack of support from line manager	30	1
Bureaucracy of NQT year Standards	28	1
The children/pupils	24	1
Induction into school wasn't thorough enough	17	1
Lack of permanent/fixed-term contract	14	1
Ill-health	13	1
Teaching outside subject/area specialism	12	1
Family commitments	11	1
Had to cover classes	11	1
Nature of my initial teacher training	8	(0)
Not assessed enough	8	(0)
Lack of support from fellow NQTs	6	(0)
Other	188	9
Don't know	53	3

Includes all who had had access to a formal Induction programme (number of cases 2,083).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

Perhaps surprisingly, given the extensive workloads reported by case study NQTs (as discussed in Chapter 3) only eight of the 73 case study NQTs reported workload as having hindered their development.

> *The thing that has hindered me has been time. Time is a killer as a teacher, it is. I know everyone moans about it but time is just the most, it is a race from one half term to the next. (Male, 37-41, BEd, primary)*

Other responses given here were: working part-time or as a supply teacher or on a job-share (mentioned by 7 NQTs), closely followed by a perceived lack of support from senior colleagues (5), and the lack of suitable or effective CPD (2).

> *At the end of this year I've only done a quarter of a year's worth of teaching. Obviously I'd've more developed if I'd been doing teaching every day, four or five lessons, so it's been a bit of a hindrance because I haven't made as much progress as maybe I could. (Male, 47 or over, SCITT, secondary, music)*

> *The only thing that I would love to have had more of but I haven't is to have had the opportunity to observe other reception teachers and perhaps visit other schools and observe them because obviously I feel what I am doing is OK I have had observations through my NQT but it'd just be nice to see how other people do things, just so that I have*

made sure that I am doing the right thing. (Female, 27-31, BEd, primary)

Twelve NQTs commented negatively on the influence of the Standards in their NQT year. The majority of comments referred to the administrative burden that NQTs felt were imposed by the need to produce evidence of meeting the Standards (mentioned by 8 NQTs), whilst some individuals were frustrated by the need to produce such evidence when they felt that experienced observers had already concluded that they were capable teachers:

> *Standards are pointless. I can't see any good reason at all. You have lessons, you reflect on almost every lesson non-stop, you are taught to be reflective and you reflect anyway because it's gone well. The Standards just seem pointless because you're doing this stuff day in and day out, why do you have to prove it? (Male, 27-31, PGCE, primary)*

> *I'm looking for evidence to tick boxes when my head [teacher] is observing me and other people are observing me... I've had audits from the [local] authority and they're saying everything's fine but I'm still ticking boxes! (Female, 32-36, BEd, primary)*

Other negative comments from two NQTs indicated a feeling that the NQT Standards were too similar to the ITT Standards, whilst two others railed against what they saw as continued scrutiny of their teaching:

> *You just feel like, 'Can you let me get on with the job?' I feel like I am still at university or still at school half the time. You have to think more about paperwork, about getting things done for that than I do about the 24 children in front of me. (Female, 22-26, PGCE, primary)*

Positive comments on the Standards in general emphasised the continuity added to the initial teacher training process by the validation requirements of Standards in the NQT year:

> *They are not hugely dissimilar to the ones for QTS. When I talked to one of my other NQT colleagues, and apparently there are other Standards you have to meet anyway, every time you move up in the ladder in teaching, so, you know, I think it is just part of keeping the industry professionalized and that's worth going towards, you can't just be a teacher like in the old days. (Female, 27-31, PGCE, primary)*

5.4 The role of the mentor
This section reports on newly qualified teachers' experiences of being mentored during their NQT year, for example, who did the mentoring and how the teachers rated their relationships with their mentors.

5.4.1 Mentoring and the Induction programme
All the survey respondents in permanent or fixed-term posts who had reported having access to an Induction programme during their NQT year

were asked whether there was a tutor or mentor supervising their Induction. The aggregate responses are shown in Table 5.4. It can be seen that:

- The vast majority of the respondents (99%) did have an Induction tutor or mentor who supervised their Induction programme.

The 23 respondents (1%) who stated that they had no supervisor for their Induction programme were split fairly evenly between phases – ten from the primary phase and 13 from the secondary phase.

There were no statistically significant differences in responses to this question by ITT route for those teaching in either primary or secondary schools.

Table 5.4: At your current school, do you have an Induction tutor or mentor who supervises your Induction programme?

	Frequencies	Valid per cent (%)
Yes	1,974	99
No	23	1
Don't know	1	(0)
Total	1,998	

Includes all who were in a permanent or fixed-term teaching post and had had access to a formal Induction programme.
Percentages may not add up to 100 due to rounding.

Other roles held by NQTs' mentors

All those respondents who reported that they had an Induction tutor or mentor were asked a series of five follow-up questions about the role(s) that this person held relative to themselves and more broadly within the school. A summary of the responses to these questions is shown in Table 5.5. It can be seen that:

- three quarters (74%) stated that their mentor worked in the same key stage as themselves;

- half (51%) of the NQTs had a mentor who worked in the same subject area as themselves; and

- eleven per cent said that they were being mentored by their institution's head teacher/principal.

Table 5.5: Is your Induction tutor/mentor…?

	Frequencies				Valid per cent (%)			
	Yes	**No**	**Don't know**	**N/A**	**Yes**	**No**	**Don't know**	**N/A**
(a) also your line manager	816	1,113	45	0	41	56	2	0
(b) someone who works in the same key stage as you	1,457	494	12	11	74	25	1	1
(c) someone who works in the same subject area as you	1,008	827	7	132	51	42	(0)	7
(d) the school's/college's NQT co-ordinator	1,060	820	94	0	54	42	5	0
(e) the school's/ college's head teacher/principal	211	1,762	1	0	11	89	(0)	0

Includes all who were in a permanent or fixed-term post and had had an Induction tutor/mentor (number of cases 1,974).
Percentages may not add up to 100 due to rounding.

Relationships with mentors

Those NQTs who had stated that they had an Induction tutor/mentor were asked to rate the quality of the relationships that they had formed with these colleagues. The aggregate responses are given in Table 5.6. The overall ratings are generally very positive:

- ninety-four per cent rated the relationship with their Induction tutor/mentor as either '*good*' or '*very good*'; and

- only one per cent rated the relationship as either '*poor*' or '*very poor*'.

Table 5.6: Generally speaking, how would you rate the relationships you have formed with your Induction tutor/mentor during your NQT year?

	Frequencies	Valid per cent (%)
Very good	1,276	65
Good	578	29
Neither good nor poor	74	4
Poor	27	1
Very poor	7	(0)
Can't generalise	5	(0)
Don't know	2	(0)
N/A[41]	5	(0)
Total	**1,974**	

Includes all who were in a permanent or fixed-term post and had had an Induction tutor/mentor.
Percentages may not add up to 100 due to rounding.

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[41] N/A stands for 'Not applicable' here and elsewhere in this chapter.

Statistically significant differences were found relating to whether NQTs' mentors were (a) working in the same subject area as themselves and (b) were their head teacher/principal. It can be seen that:

- If the tutor/mentor had the same subject specialism as the respondent then there was a small but significant tendency for the relationship to be judged more positively than would otherwise be the case. For example, 69 per cent of respondents whose mentor had the same subject specialism as themselves rated their relationship as '*very good*', compared with 59 per cent of those whose mentor had a different subject specialism (chi-square=23.341, df=4, p<0.001).

- If the tutor/mentor was the head teacher/principal there was a slight tendency for the relationship to be judged more negatively than would otherwise be the case. For example, 61 per cent of respondents whose mentor was the head teacher/principal rated their relationship as '*very good*', compared with 65 per cent of those whose mentor was not the head teacher/principal (chi-square=10.780, df=4, p=0.029).

No statistically significant differences were found between the responses to this question of those who had followed different ITT routes.

The responses to this question were, however, further analysed by teachers' responses to the Wave 1 questionnaire and it was found that those who stated that they were concerned, prior to starting their ITT, '*whether* [they would] *get on with teachers and other staff*' were more likely than those who did not state this as a prior concern to report a (slightly) lower rating of their relationship with their mentor (chi-square=10.165, df=4, p=0.038).

NQTs' relationships with their mentor were also explored in the 73 case study interviews, with 20 NQTs describing positive and 14 negative relationships. Positive relationships included those where the NQT reported feeling supported by their mentor.

> *The main support has been from [my mentor], one of the other Year 6 teachers, she's been brilliant, just keeping an eye on me, in terms of how many hours I'm doing and she'll come and tell me off and she'll come and check that I'm not doing too much marking. (Female, 22-26, BEd, primary)*

> *Induction tutor – a very helpful, supportive teacher… I feel very able to go to her with any problems or queries and she will sort them out for me, she is very interested in my personal as well as professional development, seeing me as a whole person rather than just a NQT to be 'got through' their Induction year. (Female, 22-26, SCITT, primary, October ejournal)*

Further details of the support provided for NQTs are provided in Chapter 6 (Section 6.2).

Some of those case study NQTs who reported negative relationships with their mentors suggested that those mentors were (i) not fully committed to

the role (mentioned by 3 NQTs), (ii) disorganised or generally unavailable (2) and/or (iii) not sufficiently competent or 'up to date' (1):

> *Our relationship is prickly shall we say. She does the minimum she has to do and I allow her to do the minimum she has to do. (Female, 32-36, BEd, secondary, ICT)*

> *The head of department is my, I suppose he is my mentor but actually he sits down about two days before the review has to be done and then panics because he can't find his bits of paper. I mean the last Induction I did, he asked for the wrong bit of paper and I didn't know what he was talking about and then he wrote something in and it wasn't terribly clear and he missed the deadline. (Female, 42-46, GTP, secondary, MFL)*

> *He's head of geography and he's also head of PE. He's also head of Year 5 and Year 6 and he's an assistant head and he's been at the school for 27 years, never had a different job and I think he's still teaching the same as in the '70s. (Female, 22-26, PGCE, secondary, PE)*

Two NQTs referred to what they saw as the difficulty of combining the role of mentor and line manager or head teacher:

> *The disadvantage of my head [teacher] also being my mentor is I have to go and say to her, 'right, put your mentor hat on, you're not a head [teacher]'. (Female, 47 or over, RTP, primary)*

5.5 Relationships with NQT co-ordinators

Those NQTs with an Induction tutor/mentor who was **not** the school's NQT co-ordinator were also asked to rate the quality of the relationships that they had formed with the NQT co-ordinator. A summary of the responses is given in Table 5.7. The overall ratings were generally positive:

- three quarters (74%) of these respondents rated their relationship with their NQT co-ordinator as '*good*' or '*very good*'; and

- only two per cent rated the relationship as '*poor*' or '*very poor*'.

There were no statistically significant differences between the responses of NQTs who had followed different ITT routes both amongst the primary and the secondary phases.

Table 5.7: Generally speaking, how would you rate the relationships you have formed with <u>the NQT co-ordinator</u> during your NQT year?

	Frequencies	Valid per cent (%)
Very good	319	35
Good	340	37
Neither good nor poor	85	9
Poor	16	2
Very poor	3	(0)
Can't generalise	3	(0)
Don't know	56	6
N/A	92	10
Total	914	

Includes all who were in a permanent or fixed-term post and had had an Induction tutor/mentor who was not the NQT co-ordinator.
Percentages may not add up to 100 due to rounding.

5.6 The career entry development profile (CEDP)

This section reports the extent to which respondents reported the use of their career entry development profile over the course of the year. It also discusses how helpful the NQTs reported finding the CEDP in relation to their Induction.

5.6.1 The prevalence of the CEDP

All those respondents who were either (at the time of the telephone survey) teaching or who had worked as a teacher since the completion of their ITT (2,357) were asked whether they had a career entry development profile.

- Ninety-six per cent of the respondents stated that they did have a CEDP.

- Four per cent reported that they did not have a CEDP.

There were no statistically significant differences between the responses to this question of those NQTs who had worked in either primary or secondary schools and who had followed different ITT routes. There were, however, some statistically significant differences between the responses of NQTs working in different types of schools:

- NQTs working in schools in special measures were less likely than those working in schools not in special measures to report having a CEDP (88% and 98% respectively) (chi-square=12.065, df=1, p=0.001).

- NQTs working in schools in the state sector were more likely than those working in independent schools to report having a CEDP (98% and 94% respectively) (chi-square=4.760, df=1, p=0.029).

Additional development objectives/plans

The same group of respondents were also asked if they had a written set of development objectives/plans **in addition** to the CEDP. In summary:

- Sixty-four per cent stated that they did have a set of written development objectives/plans; and

- Thirty-five per cent stated that they did not have such a set of objectives/plans.[42]

Again, there were no statistically significant differences between the responses of NQTs who had taught in either primary or secondary schools and who had followed different ITT routes. Further, there were no statistically significant differences in the pattern of responses when taking into account the nature of the respondent's school.[43]

Evidence from the case study interviews suggests that some schools have other forms of written development plans for NQTs. Twelve NQTs mentioned these;

> *We have got a school-based professional development file and we've got a school programme where we have all been, we were all given, basically a collapsed day, we all had an extra Inset day out of which we were required to fulfil five hours worth of professional development which was three lesson observations of others on a particular area you wanted to observe, plus then writing it up and considering it. (Female, 42-46, GTP, secondary, MFL)*

5.6.2 NQTs' views on the CEDP

Those respondents to the telephone survey who had reported that they did have a CEDP were also asked the extent to which they agreed/disagreed with the following five propositions:

- '*My career entry development profile (CEDP) has helped me identify my strengths and weaknesses*';

- '*I have had enough opportunities to update my CEDP*';

- '*My CEDP is a useful link between initial teacher training and Induction*';

- '*My CEDP has been used effectively in arranging my Induction*'; and

- '*I feel my Induction tutor/mentor is using my CEDP to support my development*'.

The aggregate responses are shown in Table 5.8 through to Table 5.12. The main findings are that:

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[42] One per cent stated that they 'did not know' if they had a written set of development objectives/plans (apart from their CEDP).

[43] In other words, whether the school was selective or not, whether it was high up the league tables, whether or not it was in special measures, whether it was in the state or independent sector, whether it was co-educational or not, and whether or not it was a denominational school.

- Over half of the respondents (56%) agreed with the statement that the CEDP had helped them to identify their strengths and weaknesses, whilst over a quarter (26%) disagreed with this statement.

- Over half (57%) indicated that they had had sufficient opportunities to update their CEDP, whilst over a quarter (29%) stated that this was not the case.

- Just under a half (48%) agreed that their CEDP was a useful link between initial teacher training and Induction, whilst around a third (34%) disagreed with this.

- Just under a half (48%) agreed that their CEDP had been used effectively in arranging their Induction, whilst around a third (35%) disagreed with this.

- Over a half (55%) agreed that they felt their Induction tutor/mentor was using their CEDP to support their development, with over a quarter (29%) disagreeing with this.

Table 5.8: "My career entry development profile (CEDP) has helped me identify my strengths and weaknesses"

	Frequencies	Valid per cent (%)
Strongly agree	394	17
Tend to agree	873	39
Neither agree nor disagree	366	16
Tend to disagree	372	16
Strongly disagree	235	10
Don't know	22	1
Total	**2,262**	

Includes all who had a CEDP.
Percentages may not add up to 100 due to rounding.

Table 5.9: "I have had enough opportunities to update my CEDP"

	Frequencies	Valid per cent (%)
Strongly agree	461	20
Tend to agree	846	37
Neither agree nor disagree	265	12
Tend to disagree	401	18
Strongly disagree	257	11
Don't know	32	1
Total	**2,262**	

Includes all who had a CEDP.
Percentages may not add up to 100 due to rounding.

Table 5.10: "My CEDP is a useful link between initial teacher training and Induction"

	Frequencies	Valid per cent (%)
Strongly agree	266	13
Tend to agree	721	35
Neither agree nor disagree	331	16
Tend to disagree	415	20
Strongly disagree	285	14
Don't know	15	1
Total	**2,033**	

Includes all who had a CEDP and had had access to a formal Induction programme.
Percentages may not add up to 100 due to rounding.

Table 5.11: "My CEDP has been used effectively in arranging my Induction"

	Frequencies	Valid per cent (%)
Strongly agree	282	14
Tend to agree	693	34
Neither agree nor disagree	313	15
Tend to disagree	456	22
Strongly disagree	271	13
Don't know	18	1
Total	**2,033**	

Includes all who had a CEDP and had had access to a formal Induction programme.
Percentages may not add up to 100 due to rounding.

Table 5.12 : "I feel my Induction tutor/mentor is using my CEDP to support my development"

	Frequencies	Valid per cent (%)
Strongly agree	412	21
Tend to agree	662	34
Neither agree nor disagree	264	14
Tend to disagree	355	18
Strongly disagree	218	11
Don't know	19	1
Total	**1,930**	

Includes all who had a CEDP and had had an Induction tutor/mentor.
Percentages may not add up to 100 due to rounding.

For every case study NQT who said they valued the CEDP (12), there were four who said they did not (48). Those who said they valued the document referred in the most part to its value as a 'starting point' in their professional development.

Well it was useful as a sort of starting point and gave you that sort of, something to talk about, having something to carry over from the end of your teaching practice into actually starting your job because obviously you have quite a gap in between. (Female, 42-46, PGCE, secondary, history)

The NQTs who gave negative comments about the value of the CEDP almost universally said they did not use it, and some stated that they did not know where their CEDP was.

Do you know, I couldn't even tell you where it is? I think that answers the question. I know I've got an electronic copy somewhere, but I've no idea where it is. (Female, 32-36, BEd, secondary, ICT)

Of those NQTs who elaborated on their reasons for their non-use of the CEDP, ten said either that it appeared not to be valued by the school or that the school was meeting NQTs' needs without the use of the CEDP.

I went to my head of department to ask what steps I needed to take. We never sat down and talked about that [the CEDP] and since last summer, nobody has actually bothered to talk to me about it either. I wouldn't even know who to approach and go through that [with]. (Female, 47 or over, SCITT, secondary, ICT)

I haven't needed to look at it [the CEDP] because my head [teacher] knows exactly what she's doing. So I've rarely used it. It has appeared four times now, it'll appear again before Christmas, and that's it. I just bring it, we keep a record of the minutes of the meeting, my objectives, my lesson observations and that's it. (Female, 47 or over, RTP, primary)

Six described the CEDP as an example of what they regarded as unnecessary bureaucracy.

It's almost like another layer of paperwork, [as] if you really need another layer of paperwork on top of everything else that you're doing. (Male, 32-36, SCITT, primary)

Differences in teacher views on the CEDP by ITT route

Patterns in the degrees of agreement with the five CEDP-related statements above were analysed by taking into account the NQTs' ITT route, within the primary and secondary phases respectively. The statistically significant associations with initial teacher training route are shown in Table 5.13 through to Table 5.17. The main findings are that:

- For respondents teaching in secondary schools (but not those teaching in primary schools), there were statistically significant differences between the responses of NQTs who had followed different ITT routes on whether the CEDP had helped them identify their strengths and weaknesses. Respondents from the BA/BSc QTS route had, on average, the highest level of agreement with this statement

(with a mean of 3.6), whereas NQTs from Flexible PGCE programmes had the lowest average level of agreement (with a mean of 3.1).[44]

- For respondents within both the primary and secondary phases, there were statistically significant differences between the ITT routes in the pattern of responses to the statement on whether the CEDP provided a useful link between initial teacher training and Induction. Within each phase, those respondents from the BA/BSc QTS route had, on average, the highest average level of agreement with this statement (with means of 3.2 and 3.5 for the primary and secondary phases respectively), whilst those teachers from the PGCE route had the lowest average level of agreement with this statement (with means of 3.0 for both those teaching in primary and in secondary schools).

- For respondents teaching in primary schools (but not those teaching in secondary schools), there were statistically significant differences between the ITT routes in the responses to whether the CEDP had been used effectively in arranging their Induction programme. On average, the highest level of agreement with this statement came from those NQTs who had taken BA/BSc QTS degrees (with a mean of 3.3), whereas the lowest average level of agreement with it came from respondents from the PGCE route (with a mean of 3.0).

- For respondents in the primary phase only, there were statistically significant differences between the responses of those who had followed different ITT routes on whether they felt that their Induction tutor/mentor was using their CEDP to support their development. On average, the highest level of agreement with this statement came from respondents from the BA/BSc QTS route (with a mean of 3.7) whereas the lowest average level of agreement came from those NQTs from the Flexible PGCE route (with a mean of 3.1).

In general, we can see that those who had followed BA/BSc QTS programmes were more likely than those from other ITT routes to report a positive attitude towards, and use of, their CEDP. In contrast, those following (Flexible and/or university-administered) PGCE programmes were more likely than those who had followed other ITT routes to have negative attitudes towards their CEDP or to report lower usage levels.

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[44] As elsewhere in the report, the responses to these questions were coded from 1- strongly disagree, to 5 - strongly agree.

Table 5.13: "My CEDP has helped me identify my strengths and weaknesses" by ITT route (Secondary phase)

ITT Route	Per cent (%) Level of agreement						*MEAN*	No. of cases
	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know		
BA/BSc QTS	27	34	21	8	9	1	*3.6*	**121**
PGCE	16	35	18	20	11	1	*3.3*	**502**
Flex. PGCE	7	43	18	14	18	0	*3.1*	**28**
SCITT	16	45	13	14	12	0	*3.4*	**140**
GRTP	21	36	14	16	13	0	*3.4*	**239**
Total	**18**	**37**	**17**	**17**	**11**	**1**	*3.3*	**1,030**

Chi-square=29.905, df=16, p=0.019.
The 'don't know' category was not included in test calculations.

Table 5.14: "My CEDP is a useful link between initial teacher training and Induction" by ITT route (Primary phase)

ITT Route	Per cent (%) Level of agreement						*MEAN*	No. of cases
	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know		
BEd	16	32	11	27	14	1	*3.1*	**162**
BA/BSc QTS	14	39	18	17	13	1	*3.2*	**401**
PGCE	8	37	15	22	18	0	*3.0*	**189**
Flex. PGCE	15	28	15	28	11	4	*3.1*	**47**
SCITT	13	30	23	17	15	2	*3.1*	**111**
GRTP	8	45	20	15	12	0	*3.2*	**137**
Total	**12**	**37**	**17**	**19**	**14**	**1**	*3.1*	**1,047**

Chi-square=34.520, df=20, p=0.023.
The 'don't know' category was not included in test calculations.

Table 5.15: "My CEDP is a useful link between initial teacher training and Induction" by ITT route (Secondary phase)

ITT Route	Per cent (%) Level of agreement						*MEAN*	No. of cases
	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know		
BA/BSc QTS	20	43	17	9	11	1	*3.5*	**117**
PGCE	12	31	16	25	16	1	*3.0*	**469**
Flex. PGCE	15	33	26	19	7	0	*3.3*	**27**
SCITT	16	38	15	22	10	0	*3.3*	**134**
GRTP	15	34	14	20	16	1	*3.1*	**222**
Total	**14**	**34**	**16**	**21**	**14**	**1**	*3.1*	**969**

Chi-square=29.370, df=16, p=0.022.
The 'don't know' category was not included in test calculations.

Table 5.16: "My CEDP has been used effectively in arranging my Induction" by ITT route (Primary phase)

ITT Route	Per cent (%) Level of agreement						*MEAN*	No. of cases
	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know		
BEd	15	34	11	26	14	0	*3.1*	**162**
BA/BSc QTS	17	40	12	20	11	1	*3.3*	**401**
PGCE	12	33	16	22	16	1	*3.0*	**189**
Flex. PGCE	9	36	17	26	11	2	*3.1*	**47**
SCITT	15	22	29	18	14	2	*3.1*	**111**
GRTP	13	39	15	20	12	0	*3.2*	**137**
Total	**15**	**36**	**15**	**21**	**13**	**1**	*3.2*	**1,047**

Chi-square=38.737, df=20, p=0.007.
The 'don't know' category was not included in test calculations.

Table 5.17 : "I feel my Induction tutor/mentor is using my CEDP to support my development" by ITT route (Primary phase)

ITT Route	Per cent (%) Level of agreement						*MEAN*	No. of cases
	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know		
BEd	18	36	9	25	12	0	*3.2*	**146**
BA/BSc QTS	28	39	11	14	8	1	*3.7*	**382**
PGCE	20	33	15	17	14	2	*3.3*	**181**
Flex. PGCE	21	25	14	21	16	5	*3.1*	**44**
SCITT	21	31	18	16	11	2	*3.4*	**105**
GRTP	20	43	13	16	8	0	*3.5*	**130**
Total	**23**	**36**	**13**	**17**	**10**	**1**	*3.5*	**988**

Chi-square=34.230, df=20, p=0.025.
The 'don't know' category was not included in test calculations.

5.7 Induction outcomes

Those who indicated that they had been through an Induction programme were asked whether they had been recommended to pass. The aggregate results are shown in Table 5.18.

- Eighty-four per cent of respondents who had access to a formal Induction programme indicated that they had been recommended to pass their Induction year although the survey was carried out before a significant minority (13%) had been informed about whether or not they had been recommended to pass. Furthermore, whilst three per cent indicated that they had not been recommended to pass their Induction year we shall see in the following sub-section that over half of these indicated that they had not been in the job long enough to have completed their Induction.

Table 5.18: Have you been recommended to pass your Induction year?

	Frequencies	Valid per cent (%)
Yes	1,757	84
No	64	3
Don't know yet	261	13
Prefer not to say	1	(0)
Total	**2,083**	

Includes all who had had access to a formal Induction programme.
Percentages may not add up to 100 due to rounding.

- A statistically significant association was found between being recommended for passing the Induction year and how positively NQTs rated their relationship with their Induction tutor/mentor. This is summarised in Table 5.19 where there is (perhaps unsurprising) evidence that those NQTs claiming better relationships with their mentor were more likely to have been recommended to pass their Induction, and that conversely those reporting less than good relationships with their mentor were less likely to have been recommended to pass.

Further analyses were carried out to investigate whether there was any association between being recommended to pass the Induction year and a wide range of other variables.[45] The only association found was that:

- those NQTs who stated (at Wave 1) that they were looking forward to *'learning to teach my subject'* during their ITT were more likely than those who didn't state this to report that they had been recommended to pass their Induction (chi-square 3.932, df=1, p=0.047) (97% and 95% respectively).

Table 5.19: 'Have you been recommended to pass your Induction year?' by relationships with Induction tutor/mentor

Relationship with Induction tutor/mentor	Per cent (%) Recommended to pass Induction				No. of cases
	Yes	No	Don't know	Prefer not to say	
Very good	89	1	9	0	**1,276**
Good	81	3	16	0	**578**
Neither good nor poor	77	7	16	0	**74**
Poor	78	7	15	0	**27**
Very poor	86	0	14	0	**7**
Can't generalise	60	0	40	0	**5**
Don't know	100	0	0	0	**2**
Total	**86**	**2**	**12**	**0**	**1,969**

Chi-square=20.851, df=4, p<0.001. The 'don't know', 'can't generalise' and 'prefer not to say' categories were not included in test calculations. Assumption of minimum expected counts not met.
Percentages may not add up to 100 due to rounding.

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[45] These included the respondents' ITT route/phase, whether or not their school was high up the league tables, whether or not their school was in special measures, their school's sector, their school's gender mix, their school's denomination, their school's selection policy, whether they were teaching the subject they were trained to teach in, and a number of their responses to Wave 1 survey questions.

Reasons for not being recommended to pass the Induction
The 64 teachers who stated that they had not been recommended to pass their Induction year were asked for the reasons why they thought this was the case. The responses are summarised in Table 5.20.

- The majority (52%) stated that they had not been in the job long enough.

- Seventeen per cent reported that they had not received enough support from their school.

The four respondents stating that they had been judged not to have met the Standards (Table 5.20) were asked if they were planning to appeal and none of them said that they were.

Table 5.20: Can you tell me why you have not been recommended to pass your Induction?

	Frequencies	Valid per cent (%)
I haven't been in the job long enough	33	52
I did not have enough support from my school	11	17
I was judged not to have met all the Standards	4	6
Prefer not to say	3	5
I have been supply teaching	2	3
Don't know	2	3
Other	14	22

Includes all those who had not been recommended to pass their Induction (number of cases 64).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

Of the 73 NQTs who participated in end of year case study interviews, 18 said they had not been recommended to pass their Induction year. Of these, 11 had not been teaching for long enough to pass and only one NQT said she had not met the standard required, although she was being given help and a further term in order to do so.

> *I was ill and someone externally came in and saw a lesson, I'd only just come back that day and I got a very bad observation and then, I'm [not] really quite sure how it happened but a couple of weeks ago I got called in and told that I might fail or have to have an extension and so it's all been a bit chaotic [the] last few weeks. Then I got told on Monday that I have got my extension and the last like four or five weeks has been really nice because I've been getting lots of support at school from the head teacher and the deputy and my mentors and all that kind of thing. All that kind of thing I've been expecting all year, I've had it the last couple of weeks and it's been really good. (Female, 22-26, PGCE, primary)*

The most extensive comments came from the six NQTs who gave working as a supply teacher as the reason for not completing their Induction. The quotation below illustrates how Induction for NQTs on supply can sometimes be problematic.

> *The agency said, 'how's the Induction going on?' and I said 'well it's not, I haven't started it yet, I haven't got a contract' and so they*

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said 'well, you should have started it'... but as it is, even having mentioned the Induction to the head teacher at my regular school that I've been at two terms, he's obviously not keen on the word 'Induction'. [NQT working as a supply teacher] *(Female, 37-41, BA QTS, primary)*

5.8 Summary

In this chapter we have presented findings relating to NQTs' experiences of the Induction process. A number of these findings cast doubt on the value or current use of the CEDP as a tool for supporting an individualised development process and transition from 'trainee' to teacher. For example 35 per cent of survey respondents who reported having both a CEDP and access to a formal Induction process disagreed that the CEDP had been used effectively in arranging their Induction, and 34 per cent did not feel that it provided a useful link between ITT and Induction.

In contrast, the importance of people in NQTs' early experiences and development is illustrated by NQTs' responses to the survey question which asked who or what if anything had helped them in working towards the Induction Standards. The seven most common responses all related to people, including 'colleagues at school/college' (44%), 'Induction tutor/mentor' (41%), head of department (11%) and contact with other NQTs (7%).

In relation to the person with most responsibility for NQT support, the mentor (or Induction tutor), the vast majority of those survey respondents who had been teaching and who had had a mentor reported very good (65%) or good (29%) relationships with those people, with only one per cent rating those relationships as poor. NQTs were statistically significantly more likely to rate their relationships with their mentors in positive terms if the mentor was from the same subject specialism and statistically less likely to do so if their mentor was also their head teacher.

Finally, the vast majority of those who knew the outcome of their Induction process reported that they had been recommended to pass. Of the three per cent of respondents (64 individuals) who indicated that they had not been recommended to pass, 52 per cent (33) stated that they had not been in post for a sufficient length of time, and 17 per cent (11) stated that they did not have sufficient support from their schools.

Implications of these and other findings reported in this chapter are discussed in Chapter 9. In the chapter that follows we present the results of analyses of other data relating to NQTs' experiences of professional development and support.

6 Newly qualified teachers' experiences of professional development and support

6.1 Introduction

This chapter reports on NQTs' experiences of professional development and support within their teaching roles in the first year since completion of their initial teacher preparation. It includes sections on:

- Respondents' experiences of professional development and support during their first year of teaching;

- NQTs' retrospective views on the effectiveness (or otherwise) of their ITT programmes in preparing them as teachers; and

- how NQTs viewed their professional needs going into the future.

6.2 Experiences of professional development and support in the NQT year

This section reports on specific levels of support and development opportunities that NQTs reported receiving during their first (post-ITT) year. It includes analysis of:

- the reported number of times NQTs had their lessons observed;
- NQTs' assessment of the quality of the 'feedback' they received on their teaching;
- the extent to which NQTs received or were undertaking additional training opportunities and qualifications and what these involved; and
- NQTs' views on the general quality of the support they received throughout the year.

6.2.1 Lesson observation

The number of observed lessons

Respondents to the telephone survey were asked how frequently they had been observed teaching their classes. The responses are reported in Table 6.1, which shows, for example, that

- five per cent of respondents stated that they were not observed at all during their NQT year;

- over 70 per cent indicated that they were observed at least five to six times;

- the average (median) number of reported observations across all respondents was between five and six.

Unsurprisingly, Table 6.2 shows that part-time NQTs were observed less frequently in general than full-timers.

Table 6.1: During your NQT year, approximately how many times, if at all, have you been observed in lessons?

	Frequencies	Valid per cent (%)
None	106	5
1-2	154	7
3-4	382	17
5-6	733	32
7-8	365	16
9-10	274	12
11-15	182	8
16 or more	72	3
Don't know	14	1
Total	**2,282**	

Includes all who were teaching.
Responses to this question were unprompted.
Percentages may not add up to 100 due to rounding.

Table 6.2: 'During your NQT year approximately how many times have you been observed in lessons?' by whether in a full- or part-time post

Type of post	Per cent (%) Number of times observed									No. of cases
	None	1-2	3-4	5-6	7-8	9-10	11-15	16 or more	Don't know	
Full-time	1	6	17	34	18	13	9	3	(0)	**2,024**
Part-time	7	17	19	35	6	12	3	0	1	**96**
Total	**2**	**6**	**17**	**34**	**17**	**13**	**9**	**3**	**(0)**	**2,120**

Chi-square=53.702, df=7, p<0.001.
The 'don't know' and 'can't generalise' categories were not included in test calculations.

Who undertakes the lesson observations?

Those respondents who had their lessons observed were asked who did the observing. The aggregate findings are shown in Table 6.3 where it can be seen that:

- two-thirds of the NQTs reported that they were observed by their Induction mentor;[46]

- just under a half (49%) were observed by the head/principal;

- one third were observed by their head of department; and

- just over a fifth (21%) were observed by the NQT co-ordinator.

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[46] We use the terms 'Induction mentor' and 'Induction tutor' interchangeably throughout this report to refer to the person with whom the NQT has the most direct contact to support their development in the first year. In contrast the NQT co-ordinator co-ordinates the whole school Induction programme although he/she may also be an Induction mentor.

Table 6.3: Who were you observed by?

	Frequencies	Valid per cent (%)
My Induction mentor	1,439	67
Head teacher/principal	1,054	49
Head of department	717	33
NQT co-ordinator	458	21
Other member of staff from school/college	388	18
Someone from the Local Education Authority (LEA)	373	17
Subject co-ordinator	259	12
Ofsted/HMI	233	11
My line manager	217	10
Head of year	79	4
Key stage co-ordinator	58	3
CPD co-ordinator	34	2
Governors	29	1
Someone from my initial teacher training provider	25	1
Member of staff from another school/college	21	1
Trainees	21	1
Other NQTs	13	1
Other	109	5
Don't know	1	(0)

Includes all who had been observed in lessons (number of cases 2,162).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

In the case study interviews, NQTs commented on the frequency with which they were observed. Of the 20 NQTs who gave an opinion, seven said that they felt that they had been observed on few occasions, whilst six said they had been observed many times. Many NQTs appeared to accept the potential value of the process and none commented negatively on the requirement to be observed, although one case study interviewee did illustrate the stress that formal observation might impose on an NQT.

> *It's not the observations in themselves, it has been the way that they have not been organised. It has always been very last minute and that's been very stressful because it is like, maybe I'll prepare for an observation, which takes a lot of time compared to preparing for a normal lesson, and then someone will turn around and say oh, I can't make it so we'll have to do it tomorrow. (Female, 22-26, Flexible PGCE, secondary, ICT)*

6.2.2 Teacher views on assessment of teaching and feedback on teaching

All the NQTs who had taught at some point since the completion of their initial teacher training were asked to rate the assessment of their teaching

and the feedback that they received during their NQT year. The aggregate responses are given in Table 6.4 and Table 6.5.

It can be seen that:

- over three-quarters (78%) of NQTs rated the assessment of their teaching as *'good'* or *'very good'*;
- six per cent rated the assessment of their teaching as *'poor'* or *'very poor'*;
- eighty per cent rated the feedback on their teaching as *'good'* or *'very good'*; and
- seven per cent rated the feedback on their teaching as *'poor'* or *'very poor'*.

Table 6.4: How would you rate the assessment of your teaching you received during your NQT year?

	Frequencies	Valid per cent (%)
Very good	799	34
Good	1,031	44
Neither good nor poor	223	9
Poor	107	5
Very poor	32	1
Can't generalise	24	1
Don't know	7	(0)
Not applicable	134	6
Total	**2,357**	

Includes all who were teaching or who had worked as a teacher at some point since completion of their ITT.
Percentages may not add up to 100 due to rounding.

Table 6.5: How would you rate the feedback on your teaching you received during your NQT year?

	Frequencies	Valid per cent (%)
Very good	944	40
Good	936	40
Neither good nor poor	185	8
Poor	115	5
Very poor	39	2
Can't generalise	15	1
Don't know	9	(0)
Not applicable	114	5
Total	**2,357**	

Includes all who were teaching or who had worked as a teacher at some point since completion of their ITT.
Percentages may not add up to 100 due to rounding.

In the 73 case study interviews, NQTs did not distinguish between feedback on and assessment of their teaching. NQTs' comments about their observations were mostly directed at their own performance as teachers but a few NQTs did comment implicitly or explicitly on the quality of their lesson observation.

Those who valued lesson observations talked, in particular, of their role in providing an extra perspective in the classroom, as illustrated below:

> *They see different things, they observe it in a different way, point out things that you've not really thought about, so it's very beneficial in that respect. (Female, 27-31, GTP, secondary, business)*

In contrast, those who were critical of lesson observations were as likely to focus on the process of lesson observation as on the quality. Nine NQTs offered criticism of some of the observations they had experienced, three NQTs expressed disappointment at the lack of formality in their observations and commented that they had not received written feedback, two felt the 'wrong' group had been observed and three questioned the appropriateness of the observer.

> *The one [observation] with the mentor was, with her not being a subject specialist, was my lovely Year 11 class who were all on best behaviour, and that was brilliant but obviously my head of department would've just seen straight through anything like that. (Female, 32 -36, BEd, secondary, ICT)*

> *My last one [observation], it was a couple of lessons outside in the driving rain, and we only stayed out for twenty minutes because we got wet and he just said, 'yes, it was really good, there's a couple of things I think to work on, I'll tell you about them later' and I'm still waiting to hear what they are. (Female, 22-26, PGCE, secondary, PE)*

> *He does some good lesson observations but it always comes at the last minute unplanned. In the end I actually had to say to him 'I think you have got to do this evaluation'. (Female, 42-46, GTP, secondary, MFL)*

One contribution in particular illustrates the impact that negative feedback can have on a newly qualified teacher.

> *I had numeracy observations that weren't good enough and then another one and another one. That really pulled me down and I thought 'what's the point?'… you get told all the time what you are doing wrong, not what you are doing right. (Female, 22-26, PGCE, primary)*

6.2.3 Additional training and qualifications received

Participants in the telephone survey were asked what additional training or professional development activities (additional to their initial teacher training) they had received during the year. The aggregate responses are given in Table 6.6. It is clear that:

- over half (56%) of the respondents reported that they had received some general training related to teaching and learning approaches over the course of their NQT year;
- just under a third (31%) had received subject-specific training;

- a quarter had received subject-specific training related to teaching and learning approaches; and

- twelve per cent reported receiving no training in their NQT year.

Those NQTs teaching in the independent sector were more likely to report receiving no training than those teaching in the state sector (15% and 8% respectively) (chi-square=8.25, df=1, p=0.004).

Table 6.6: What additional training or professional development activities, if any, have you received during your NQT year?

	Frequencies	Valid per cent (%)
Training related to general teaching/learning approaches	1,268	56
Subject-specific training	707	31
Training related to subject-specific teaching/learning approaches	563	25
Training related to specialism-specific teaching/learning approaches (e.g. SEN, ESOL)	319	14
No training	*267*	*12*
Management and leadership training	174	8
Training to develop pastoral skills/knowledge/role (e.g. child protection)	26	1
Any other training	188	8
Don't know	18	1

Includes all who were teaching (number of cases 2,282).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

In the case study interviews the majority of NQTs (51) reported having access to extensive programmes of continuing professional development from a diverse range of sources including in-house provision in the form of INSET days and external courses provided by local authorities (LAs) and other agencies. Only six NQTs reported having no access to any training opportunities. However, a minority of NQTs also reported difficulties accessing formal professional development opportunities, notably due to limitations of available funds for this purpose, and some (10 case study interviewees) indicated that the NQT Induction programmes provided for them lacked flexibility or responsiveness to their individual needs.

> *There is a two and half day residential course for NQTs in March but unfortunately my school can not afford to send me on it. I am rather disappointed at this because the LEA [Local Education Authority] recommends that all NQTs attend the course. (Female, 22-26, BEd, primary, February ejournal)*

> *I wanted to go on the NATE English conference which was over a weekend but I wasn't allowed due to money even though I offered to contribute to it myself. (Female, 27-31, PGCE, secondary, English, February ejournal)*

In terms of the usefulness and effectiveness of the formal training and professional development provided for NQTs, the majority of ejournal participants wrote about this in positive terms (19 participants; 28 coded segments), whereas a minority reported negative experiences (11 participants; 14 coded segments). In the case study interviews 46 of the 73 interviewees also spoke about formal professional development opportunities that they felt had been effective. NQTs spoke about such professional development opportunities having an impact where: (i) they provided them with new ideas that were applicable to their situation; (ii) they reinforced or reminded them of existing knowledge; and (iii) they enabled them to meet other teachers and NQTs (including from other schools).

> *I have attended a course to teach Modern Foreign Languages at primary level... The training has been excellent and I have already started teaching French to Year 5 in my school. I have also attended Interactive Whiteboard training as I have recently had one installed in my classroom – this has added to my teaching in leaps and bounds. (Female, 32-36, GTP, primary, March ejournal)*

> *Some of them were helpful, in a sense they refreshed some ideas and reminded [me] of things I had forgotten about. (Female, 27-31, GTP, secondary, business)*

> *I think one of the most useful things about them has been the opportunity to get together with other NQTs to see how they feel about how they are doing and what they are having difficulties with etc. It is sort of reassuring for all of us I think that we are all in the same boat whereas obviously when you are speaking to more experienced colleagues, while they are very supportive and that, you sometimes think to yourself, 'god they must think I'm a real dodo!' (Female, 32-36, BEd, primary)*

In contrast, forty case study NQTs talked about formal professional development opportunities that they had experienced which they felt had not impacted on their teaching at all.[47] NQTs spoke about professional development as having little or no impact where: (i) the advice was seen as very general and not easily applicable – a criticism levelled against some LA-run courses which (unlike most in-house provision) did not necessarily relate to the situation in NQTs' own schools; and (ii) it was repetitive of work they had undertaken before, notably during their ITT:

> *I mean one thing I tried with this particular class of Year 9s that were causing grief. While it all sounded very good in theory it, either I missed an element or it didn't work very well in practice. (Female, 22-26, PGCE, secondary, history)*

> *I went to another school and had training on ADHD [Attention Deficit Hyperactivity Disorder] children. It was very good in telling me what to expect, but not as good on how to deal with them successfully. (Female, 22-26, PGCE, secondary, PE, March ejournal)*

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[47] Of these 40 case study NQTs, 26 had also discussed more positive professional development experiences.

I have been on a couple of courses but I've got to say that I've avoided the NQT ones. A lot of them... I didn't want to go and hear it again because it's stuff that we'd only heard 12 months earlier... I felt like we'd had behaviour management until it had come out of our ears and I didn't really feel like I needed to go and waste a whole day sitting being told that again. (Female, 32-36, BEd, primary)

Some NQTs also questioned the capability of some of the people providing the CPD opportunities:

His entire behaviour policy was around you going up to children and saying 'stop!' ... He seemed to spend more time talking about himself and... how he'd helped all these other [schools] but he never actually told us what he'd done. (Female, 32-36, BEd, secondary, ICT)

Additional qualifications

All those respondents who were 'currently' teaching or who had taught since the completion of their ITT programmes were asked whether they had started, continued or completed any additional qualifications over the course of the NQT year. Their responses are summarised in Table 6.7 where it can be seen that:

- ten per cent of NQTs reported taking additional qualifications over the course of their NQT year.

Table 6.7: Have you started, continued with or completed any additional qualifications in the last year?

	Frequencies	Valid per cent (%)
Yes	238	10
No	2,119	90
Total	**2,357**	

Includes all who were teaching or who had worked as a teacher at some point since completion of their ITT.
Percentages may not add up to 100 due to rounding.

The profile of those NQTs involved in taking extra qualifications was further analysed by their responses to other survey questions including their reported working hours (i.e. full- or part-time), the number of extra hours worked, their additional responsibilities, the school sector (i.e. state or independent), whether or not the school was reported as high in the league tables, whether or not the school was in special measures, the school's gender mix, and the school's selection policy.

The only statistically significant differences in the pattern of responses were found to be by some of the types of additional responsibilities that the NQTs had reported taking on within the school. In particular those taking on extra responsibilities as subject co-ordinators or heads of department were more likely to also have been involved in taking extra qualifications:

- twenty per cent of the NQTs who were heads of department said they were taking extra qualifications compared to ten per cent of respondents as a whole; and

- the equivalent percentage for subject co-ordinators (16%) was also significantly higher than the (10%) average.

The nature of the additional qualifications

Those respondents who stated that they were involved in taking additional qualifications during their NQT year were asked what these qualifications actually were. The aggregate responses are reported in Table 6.8. In summary:

- just under a quarter (24%) of these (238) respondents were undertaking a Masters level qualification in education;

- a further fifth (19%) were taking a sports/coaching qualification;

- four per cent were taking a Masters in a subject other than education; and

- nearly half (46%) were doing a qualification not covered by any of the other categories listed.

Table 6.8: What qualifications have you started, continued with or completed?

	Frequencies	Valid per cent (%)
Masters level qualification in education	58	24
Sports/coaching qualifications	45	19
Masters level qualification in another subject	10	4
PGCE	8	3
Additional A-levels	6	3
Additional national qualifications (e.g. GCSE, NVQs)	4	2
Doctorate level qualification in another subject	1	(0)
Doctorate level qualification in education	0	0
Other[1]	110	46
Don't know	2	1

Includes all who had undertaken additional qualifications (number of cases 238).
Responses to this question were unprompted.
Respondents could give more than one response to this question.
[1]Includes SENCO-related qualifications and GCSEs.

6.2.4 NQTs' rating of support

NQTs who had taught since completing their ITT were also asked how they rated the support that they had received during their NQT year. A summary of the responses is given in Table 6.9. It can be seen that:

- over three quarters of respondents (77%) indicated that they rated the support they received as either '*good*' or '*very good*'; and

- nine per cent stated that the support they received was '*poor*' or '*very poor*'.

Table 6.9: How would you rate the support you received during your NQT year?

	Frequencies	Valid per cent (%)
Very good	1,083	46
Good	723	31
Neither good nor poor	215	9
Poor	166	7
Very poor	44	2
Can't generalise	20	1
Don't know	5	(0)
Not applicable	101	4
Total	**2,357**	

Includes all who were teaching or who had worked as a teacher at some point since completion of their ITT.

Percentages may not add up to 100 due to rounding.

In the case study interviews 47 NQTs spoke positively about the availability of support during their first year of teaching. The sources of support mentioned in this context were teaching staff in general (mentioned by 43 interviewees), mentors or Induction tutors (30), head teachers (18), support staff (16), and heads of department (8).

NQTs were most positive about support which was informal and easily accessible; which helped them to deal with specific problems; and which addressed their emotional as well as 'practical' needs.

> *I've had the usual type of support that I have received all through this year. Teachers have just 'been there' as and when I've needed help or advice. (Female, 22-26, BEd, primary, February ejournal)*

> *When I had a problem with one of the Year 10 boys at the beginning of term I found that there was a very strong network of people to support you when you do need it. (Female, 42-46, GTP, primary, October ejournal)*

> *I walked out today [because my daughter was ill] at 1.30. I split my class, they are so supportive of you having to take time off, for whatever reason, kids-related, you know, they are very good like that. (Female, 27-31, PGCE, primary)*

Whilst, as we have seen, the majority of case study NQTs spoke positively about the availability of support, 41 of the 73 interviewees nevertheless reported instances of inadequate support. In this context, seven NQTs reported not receiving sufficient support from their head of department (in secondary schools) or head of year (in primary schools), and five reported negative relationships with their mentor. NQTs reported feeling particularly unsupported where there was a lack of school procedures and/or support for dealing with disruptive pupils/students.

> *This term has been quite difficult because I have got so frustrated with [head of department] that it's just really knocked my confidence because I think you should be able to refer problem kids to the head of department and they will sort them out. But he doesn't do that. I have got more discipline in the classroom than he does. (Female, 22-26, PGCE, secondary, PE)*

> *I had an incident with a child who told me to 'F' off and I just did not know how to handle it. I went for help and I didn't get any help and two days later this child is back in my class again and nothing's happened to them and I was very upset over it. (Female, 32-36, BEd, secondary, ICT)*

Other areas in which some case study NQTs stated that they felt there was a lack of support during their first year of teaching included: (i) a lack of dialogue with other teachers and a failure to make them feel part of the team (sometimes exacerbated by apparent geographical isolation within the school); and (ii) a failure to provide an introduction to the school when they first started their job.

> *There's only two of us in the department out here, everyone else is over the other side of the school, so it does mean that I really, from a professional development point of view, I haven't really had any day to day professional development. (Female, 27-31, PGCE, secondary, English)*

> *I certainly felt particularly dumped and I mean I didn't even know how the equipment worked. I didn't know where anything was. It was, you know, I went in the first day with a five period day and bang, you know, it was a shock! (Female, 42-46, PGCE, secondary, geography)*

For some NQTs, however, the lack of support was at least partly due to the fact that the school did not feel that they needed any additional help:

> *[T]hat was down to the head [teacher] and she said 'look, we've decided that we'll cancel these [courses] because we need you here and also because we feel that you are OK and you don't actually need that extra support. (Female, 32-36, Flexible PGCE, primary)*

The eleven NQTs who reported working as supply teachers were clearly in a different situation and often expressed the view that in terms of support, they were being left to 'sink or swim':

> *The teacher kind of left quite quickly and to me I was kind of dropped in to the classroom. And you know, I turned up at half past eight and the classroom assistant turned up at ten to nine, but there was no kind of register or you know, I had these thoughts going through my head at 90 miles an hour, you know, I have no idea of how many children there are in the class, if there is any special needs or anything, anything I need to be aware of. The head teacher just left me and said, 'there you are, there you go'. (Female, 22-26, BEd, primary)*

Further analysis of the survey data was carried out using ordinal logistic regression to determine which variables (e.g. ITT route, age, rating of relationship with mentor) might be most important in influencing how teachers rated the support they had received during the NQT year. Although

the model is slightly problematic, in that it accounts for only 11 per cent of the variation in the outcome variable according to the Nagelkerke R^2 statistic (see Appendix B.3), eight variables were found to have a statistically significant effect on how highly the teachers rated the support they had been given. The main results are as follows:

- The strongest overall effect was the NQTs' rating of their relationship with their mentor – the more positive they rated this relationship the more highly they rated the support they had received over the course of the NQT year. This is perhaps unsurprising given that the mentor is potentially one of the biggest sources of support.

- The second most important effect was for those teachers who reported that their school was high up the league tables – they were more likely than those in schools not reported to be high in the league tables to rate the support they had received highly.

- NQTs in schools that were not in difficulties[48] were more likely than those NQTs in schools which were reported as being in special measures, with serious problems or in challenging circumstances to rate the support they received highly.

- Those NQTs who had followed the BA/BSc route into teaching were more likely than those from the university-administered PGCE route (the reference group) to be more positive in their rating of the support they had received.

- Respondents to the telephone survey who were from the majority (white) ethnic group were more likely than those from black and minority ethnic groupings to rate the support they received as '*good*' or '*very good*'.

- Teachers who were working in non-faith schools or in co-educational schools were also more likely than those teaching in faith or single-sex schools respectively to rate the support they had received as 'g*ood*' or '*very good*'.

No independent statistically significant effects were found according to NQTs' gender, or whether they were teaching in primary or secondary schools. Further details of these analyses can be found in Appendix B (Section B.3).

6.3 Retrospective views on ITT and the use of new teaching methodologies

This section investigates teachers' views on their ITT programmes, having had up to a year's experience in teaching since the completion of their initial teacher preparation. It includes discussion of:

- how the NQTs' viewed the effectiveness of their ITT programmes in preparing them for the early stages of their teaching career in the light of their recent teaching experiences;

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[48] That is, schools not reported by respondents as being in special measures, with serious problems or in challenging circumstances.

- the extent to which the teachers (at the time of the telephone survey) appreciated the content of their ITT programmes; and

- whether, over the course of their first year of teaching, they had developed teaching methodologies that were not passed on to them during their initial teacher training.

6.3.1 The perceived effectiveness of ITT

At the end of their ITT programmes, respondents (to the 'Wave 2' telephone survey) were asked to what extent they felt their ITT had prepared them to be an effective teacher. Overall, 97 per cent of respondents reported feeling 'very' or 'fairly' confident that their ITT programme had prepared them to be an effective teacher. It was found that there were statistical differences between the responses to this question of those who had followed different ITT routes, with a higher proportion of those who had followed the GRTP route, and a lower proportion of those from university-administered PGCE programmes (compared to those who had followed other routes) reporting feeling 'very confident' that their ITT route had prepared them to be effective teachers (Hobson *et al.*, 2006: 166-168).

All those respondents who (at the time of the Wave 3 survey) had taught since completion of their ITT, were (again) asked about the degree to which they might agree or disagree with the statement '*My Initial Teacher Training programme prepared me to be an effective teacher*'. The aggregate figures for the responses are reported in Table 6.10. From the overall figures it is clear that:

- the vast majority of NQTs (85%) agreed (almost half of these strongly) that their ITT had prepared them to be effective teachers, whilst nine per cent disagreed (2% strongly) with this statement.

Table 6.10: "My Initial Teacher Training programme prepared me to be an effective teacher"

	Frequencies	**Valid per cent (%)**
Strongly agree	966	41
Tend to agree	1,027	44
Neither agree nor disagree	151	6
Tend to disagree	157	7
Strongly disagree	48	2
Don't know	8	(0)
Total	**2,357**	

Includes all who were teaching or who had worked as a teacher at some point since completion of their ITT.
Percentages may not add up to 100 due to rounding.

The breakdown of the responses by the ITT route respondents had followed (within the primary and secondary phases, respectively) is given in Table 6.11 and Table 6.12.

The responses given by those teaching in primary schools showed a statistically significant association between the ITT route followed and the respondents' stated level of agreement with the statement that their ITT had prepared them to be effective teachers.

- Overall, within the primary phase, those who had followed university-administered PGCE and Flexible PGCE programmes were (as in the Wave 2 survey (Hobson *et al.*, 2006: 167)) least likely to agree that their ITT programme had prepared them to be effective teachers (with means of 3.8 and 3.9 respectively),[49] whereas those who had trained via the SCITT route were the most likely to agree (with a mean of 4.4).

For those teaching in secondary schools, there was no statistically significant association between ITT route and views on whether their ITT had prepared them to be effective teachers, although (again) a higher proportion of those who followed the Flexible PGCE route (than those who followed other routes) indicated that they disagreed that their ITT had prepared them to be effective teachers.

In comparison with the previous years' survey, there were some changes in that it was no longer those teachers from the GRTP routes who had the highest overall level of agreement with the statement that their ITT had prepared them to be effective teachers, but rather those from the SCITT routes. Those who followed PGCE programmes still had the lowest level of agreement with the statement.

Table 6.11: "My Initial Teacher Training programme prepared me to be an effective teacher" by ITT route (Primary phase)

ITT Route	Per cent (%) Level of agreement						*MEAN*	No. of cases
	Strongly agree	**Tend to agree**	**Neither agree nor disagree**	**Tend to disagree**	**Strongly disagree**	**Don't know**		
BEd	36	48	7	5	3	1	*4.1*	**204**
BA/BSc QTS	39	49	5	5	2	(0)	*4.2*	**481**
PGCE	26	50	9	11	4	0	*3.8*	**228**
Flex. PGCE	36	38	7	14	3	2	*3.9*	**58**
SCITT	51	42	4	3	1	0	*4.4*	**130**
GRTP	50	40	3	6	1	0	*4.3*	**153**
Total	**39**	**47**	**6**	**6**	**2**	**(0)**	*4.1*	**1,254**

Chi-square=52.826, df=15, p<0.001. Response categories 'strongly disagree' and 'tend to disagree' were collapsed. Response category 'don't know' was excluded from the test calculations.
Percentages may not add up to 100 due to rounding.

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[49] As before, the responses were coded from 1 – strongly disagree, to 5 – strongly agree.

Table 6.12: "My Initial Teacher Training programme prepared me to be an effective teacher" by ITT route (Secondary phase)

ITT Route	Per cent (%) Level of agreement						*MEAN*	No. of cases
	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know		
BA/BSc QTS	53	36	5	4	2	0	*4.3*	**129**
PGCE	41	43	8	7	2	(0)	*4.1*	**529**
Flex. PGCE	33	30	13	13	10	0	*3.6*	**30**
SCITT	50	37	5	8	0	0	*4.3*	**147**
GRTP	44	40	7	7	2	1	*4.2*	**250**
Total	**44**	**40**	**7**	**7**	**2**	**(0)**	**4.2**	**1,085**

Chi-square=20.386, df=12, p=0.060. Response categories 'strongly disagree' and 'tend to disagree' were collapsed. Response category 'don't know' was excluded from the test calculations.
Percentages may not add up to 100 due to rounding.

Additional analysis was conducted according to NQTs' responses in the Wave 1 (pre-ITT) survey. It was found that:

- Those NQTs who reported (at Wave 1) that the *'reputation of institution/programme'* was the most important reason for choosing their ITT provider were more likely than those who did not indicate that this was their primary consideration to agree that their ITT programme had prepared them to be effective teachers (chi-square=21.372, df=4, p<0.001). For example, 88 per cent of those respondents who gave (at Wave 1) *'reputation of institution/programme'* as the most important reason for choosing their ITT provider agreed with the statement that their ITT programme had prepared them to be an effective teacher. The corresponding figure for those who did not give *'reputation of institution/programme'* as the most important reason for their choice was 84 per cent.

- NQTs who stated (at Wave 1) that they were confident that their ITT programme would prepare them to be an effective teacher were more likely than those who were not as confident to now agree that the course had prepared them to be an effective teacher (chi-square=16.703, df=1, p=0.002). The percentage of respondents in the two groups who agreed that they had been prepared to be effective teachers were 85 per cent (those confident at Wave 1 that their course had prepared them to be an effective teacher) and 81 per cent (for those not confident at Wave 1) respectively.

6.3.2 Appreciation of the ITT programme content

At the end of their NQT year, survey respondents were asked the extent to which they agreed with the statement *'Now that I have been working as a newly qualified teacher I appreciate more the content of my ITT programme'*. As seen in Table 6.13, their views were generally positive.

- Just under three-quarters (73%) agreed that 'now' that they were working as NQTs, they were more appreciative of the content of their ITT programmes, whilst only 13 per cent disagreed.

Table 6.13: "Now that I have been working as a newly qualified teacher I appreciate more the content of my ITT programme"

	Frequencies	Valid per cent (%)
Strongly agree	740	31
Tend to agree	981	42
Neither agree nor disagree	304	13
Tend to disagree	239	10
Strongly disagree	78	3
Don't know	15	1
Total	**2,357**	

Includes all who were teaching or who had worked as a teacher at some point since completion of their ITT.
Percentages may not add up to 100 due to rounding.

Amongst NQTs teaching in primary schools, there were no statistically significant differences between the responses of those who had followed different ITT routes. For those respondents teaching in secondary schools, however, there was a strong association between the ITT route they had followed and their responses to this question (see Table 6.14). For example:

- those who had followed the (secondary) BA/BSc QTS route were the most likely to agree that they were now more appreciative of the content of their ITT programme (with a mean of 4.2), followed by those who had undertaken SCITT programmes (with a mean of 4.0). Those respondents who had followed the Flexible PGCE were the least likely to agree with this statement (with a mean of 3.5).

Table 6.14: "Now that I have been working as a newly qualified teacher I appreciate more the content of my ITT programme" by ITT route (Secondary phase)

ITT Route	Per cent (%) Level of agreement						*MEAN*	No. of cases
	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know		
BA/BSc QTS	47	38	7	5	2	0	*4.2*	**129**
PGCE	36	36	13	12	3	(0)	*3.9*	**529**
Flex. PGCE	37	17	23	10	13	(0)	*3.5*	**30**
SCITT	43	32	10	10	4	1	*4.0*	**147**
GRTP	27	42	16	10	4	1	*3.8*	**250**
Total	**36**	**36**	**13**	**11**	**4**	**1**	*3.9*	**1,085**

Chi-square=40.003, df=16, p=0.001. Response categories 'strongly disagree' and 'tend to disagree' were collapsed. Response category 'don't know' was excluded from the test calculations.
Percentages may not add up to 100 due to rounding.

Looking back on their initial teacher training, the features of their ITT that case study NQTs mentioned as useful included: the experience they had gained from teaching in schools (mentioned by 19 NQTs); input from individual tutors (6); and sessions at their ITT institution on: behaviour management (6), planning (5), literacy (5), subject knowledge (5) and dealing with paperwork (4).

Some case study NQTs commented retrospectively on what they now saw as strengths of their ITT programmes.

> *I've got to say I wasn't very happy with the course at the time. But I look back now and I think the majority of the learning how to plan, learning how to put schemes together and basic assessment and things like that, a lot of it was very useful. (Female, 32-36, BEd, primary)*

Other NQTs expressed appreciation of their ITT in relation to their knowledge of the experiences of other NQTs.

> *Having seen other NQTs who've done a PGCE and seen how they've struggled, I think in comparison to the experience we had on the BEd, it just, there is no comparison. I haven't come across anybody who did a PGCE who has managed to sort of just plod along, as most of the BEd students have. I think it prepared you a lot less. (Female, 32-36, BEd, primary)*

6.3.3 The use of additional teaching methodologies

The survey respondents who had taught since the completion of their initial teacher training were asked the extent to which they agreed with the statement *'I have used teaching methodologies during my NQT year which I did not learn during Initial Teacher Training'*. Table 6.15 gives the aggregate figures for their responses. In summary:

- over two-thirds of respondents (68%) agreed that they had used teaching methodologies that had not been part of their ITT programme; and

- around a fifth of respondents (19%) disagreed with the statement that they had used teaching methodologies that had not been part of their ITT course.

Table 6.15: "I have used teaching methodologies during my NQT year which I did not learn during Initial Teacher Training"

	Frequencies	Valid per cent (%)
Strongly agree	659	28
Tend to agree	945	40
Neither agree nor disagree	249	11
Tend to disagree	335	14
Strongly disagree	121	5
Don't know	48	2
Total	**2,357**	

Includes all who were teaching or who had worked as a teacher at some point since completion of their ITT.
Percentages may not add up to 100 due to rounding.

Additional analysis found that there were no statistically significant associations between the ITT route respondents had followed (for those teaching in primary and secondary schools, respectively) and their responses to this question.

6.4 Professional needs over the next year

Whilst many of the above sections discuss the professional development and support teachers reported receiving during their first year as qualified teachers, this section reports on the survey respondents' stated future needs, in terms of the support and additional training that they felt would help them in the next stages of their careers.

6.4.1 Support needs

All the respondents who were either teaching or planning to teach at the start of the following term were asked what support they felt they would need over the forthcoming year in their teaching role. A summary of the responses is given in Table 6.16. It can be seen that there was a very wide variety of responses with the most frequently reported support needs being:

- *'The support of a tutor/mentor'* (given by 16% of the respondents), whilst six per cent stated that they needed the support of *'Meetings with a tutor/mentor'*;

- *'General support from the school'* (11%); and

- *'Advice/guidance about further academic study or research'* (10%).

- Thirteen per cent of respondents stated that they did not know what future support needs they had. All the other categories of response were given by less than ten per cent of those asked to respond.

The responses to this question were also analysed by the ITT route respondents had followed within the primary and secondary phases, respectively. The most notable statistically significant finding was that:

- a higher proportion of those from primary Flexible PGCE programmes (16%) stated that they felt they should be provided with additional training/professional development opportunities, compared, for example, to just three per cent of those who had followed primary BA/BSc QTS programmes (chi-square=17.755, df=5, p=0.003). (There were no significant differences, on this specific (additional training/professional development) question, between the responses of secondary phase NQTs who had followed different ITT routes.)

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Table 6.16: What support, if any, do you feel should be provided for you, as a teacher, in the next 12 months?

	Frequencies	Valid per cent (%)
A tutor/mentor (including meetings with a tutor/mentor)	466	21
General support from school	257	11
Advice/guidance about further academic study or research	221	10
Being observed in lessons	152	7
Keeping up-to-date with new developments in teaching	131	6
Careers advice/guidance	126	6
Additional training/professional development opportunities	126	6
Being provided with a Learning Support Assistant (LSA)/ Teaching Assistant (TA)/ Classroom assistant (CA)	90	4
Reduced teaching timetable	88	4
None	*76*	*3*
Support with subject coordination	74	3
Observing the lessons of others	71	3
Being assessed	70	3
Help with lesson planning	63	3
Contact with my "NQT peer group" (i.e. teachers going into their second year of teaching, like me)	58	3
"Critical friend/buddy"	53	2
Support in dealing with children with challenging behaviour	53	2
Reduced volume of work/overall workload	35	2
PPA/Planning preparation and assessment	23	1
Regular feedback on performance	19	1
Regular teaching of the same class(es)	18	1
Contact with people I trained with	17	1
Other[1]	395	18
Don't know	291	13

Includes all who were teaching or planning to teach, and who planned to be teaching at the start of the following term (i.e. Autumn 2005) (number of cases 2,258).

[1] Includes 'Support from head teacher', 'help to get a job' and 'someone to talk to if they have a problem/worry'.

Responses to this question were unprompted.

Respondents could give more than one response to this question.

6.4.2 Training/professional development needs

All the respondents either teaching or planning to teach at the start of the following (Autumn 2005) term were asked what additional training or professional development they felt they would need over the next year that would benefit them in their job. A summary of the responses is given in Table 6.17. The most frequently reported training/professional development needs were:

- '*Knowledge about my teaching subject(s)*' (given by 18% of the respondents);
- '*Knowledge of general subjects/skills*' (16%);
- '*Ability to work with pupils with special educational needs (SEN)/inclusion*' (13%);
- '*Ability to maintain discipline in the classroom*' (11%); and
- '*Marking and assessments*' (10%).

No other category of response was given by more than ten per cent of respondents.

The responses to this question were analysed by ITT route for those teaching in primary and secondary schools respectively, and a number of interesting (and statistically significant) results were found. In general, and further to the findings reported in Sub-section 6.3.1 above, those NQTs who had followed Flexible PGCE programmes were more likely than those who had followed other ITT programmes to state that they would benefit from additional training or development in particular areas. Specifically:

- a higher proportion of primary phase NQTs who had followed Flexible PGCE programmes (14%) reported the need for additional training in the '*ability to maintain discipline in the classroom*', compared, for example, to three per cent of those from the GRTP route (chi-square=15.341, df=5, p=0.009); and
- a higher proportion of primary NQTs from Flexible PGCE programmes (16%) reported the need for additional training in the use of ICT in subject teaching, compared, for example, to six per cent of those from the SCITT route (chi-square=13.607, df=5, p=0.018).

For respondents teaching in secondary schools:

- a higher proportion (20%) of secondary phase NQTs who had followed Flexible PGCE programmes reported the need for additional training in the '*ability to maintain discipline in the classroom*', compared, for example, to six per cent of those who had followed BA/BSc QTS programmes (chi-square=10.092, df=4, p=0.039).

The majority of NQTs who spoke about future training needs in the case study interviews referred to developing their subject teaching (23). This category included primary NQTs wishing to develop specific aspects of their practice.

> *One thing that I am looking forward to, that I really want to focus on, is the PE. Because I think it's lost in training sometimes and when you are on your training course I think PE is just left with its own devices sometimes. So, it'd be quite nice to actually sit down and check practice with other teachers and also gain some more knowledge on the different things that you can do and how to do it, basically. (Female, 27-31, Flexible PGCE, primary)*

Ten NQTs said they felt they needed additional training in SEN, whilst nine indicated that they would appreciate CPD opportunities to develop their skills in classroom management:

> *Also, we have a lot of children with special needs within the school. I desperately need some special needs training. There's more than one special need out there and we don't really get them all covered. (Female, 32-36, BEd, secondary, ICT)*

> *I think my on-going professional need is behaviour management. I think that just is, you know, a really on-going one. It's not just a question of 'Oh yes. I've been on a course. I know everything now'. I just feel that that's sort of a big one for me. (Female, 37-41, Flexible PGCE, primary)*

Table 6.17: What would you say are the areas, if any, in which you think you would benefit from additional training or professional development in the next 12 months?

	Frequencies	Valid per cent (%)
Knowledge about my teaching subject(s)	402	18
Knowledge of general subjects/skills	353	16
Ability to work with pupils with special educational needs (SEN)/inclusion	286	13
Ability to maintain discipline in the classroom	243	11
Marking and assessments	226	10
Using ICT in subject teaching	189	8
Staff supervision/management skills	121	5
Knowledge/understanding of pupil motivation and behaviour	118	5
Ability to use a range of teaching methods	98	4
None	*95*	*4*
Teaching A-level	89	4
Ability to deal with pastoral issues	69	3
Subject co-ordination	51	2
Awareness of research findings about effective teaching methods	42	2
Knowledge/understanding of the principles of assessment for learning	42	2
Teaching literacy/numeracy skills	37	2
Ability to work with pupils with English as an Additional Language (EAL)	34	2
Time management skills	33	1
Knowledge/understanding of education policy	30	1
Developing my confidence as a teacher, generally	29	1
Planning/organising	25	1
Knowledge/understanding of National Curriculum	20	1
Teaching GCSE	19	1
Ability to work with early years pupils	18	1
Ability to work with gifted/talented pupils	15	1
Differentiation	13	1
Ability to develop productive relationships with parents	11	(0)
Other	235	10
Don't know	139	6

Includes all who were teaching or planning to teach, and who planned to be teaching at the start of the following term (i.e. Autumn 2005) (number of cases 2,258).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

6.5 Summary

This chapter explored NQTs' accounts of their experiences of support and professional development. What we take to be key aspects of those accounts are highlighted below.

Overall 77 per cent of survey respondents who had worked as teachers rated the support they had received as *'very good'* or *'good'*, although seven per cent rated this as *'poor'* and two per cent as *'very poor'*. Although some may have given an overall positive estimation of support received during their NQT year, as many as 41 (of the 73) case study interviewees reported that on at least some occasions they felt unsupported notably from colleagues such as heads of department, mentors, and senior managers.

The vast majority (88%) of survey respondents who had held a teaching post reported having undertaken additional training and development (additional to ITT) during the NQT year, though those in the independent sector were less likely to report having done so than those in the state sector. Case study data suggest that some of the most valued aspects of these training and development opportunities involved the chance to meet other NQTs, and content relating to 'behaviour management' and use of ICT. Where reservations were expressed about the value of training or CPD that NQTs undertook, these included perceived repetition of content covered in NQTs' ITT or Induction-specific programmes, perceptions of content being too general or theoretical, and comments on facilitators' lack of ability or effectiveness.

In response to an open-ended survey question which asked what support, if any, respondents felt should be provided for them in their second year of teaching, 21 per cent of respondents indicated that they would appreciate the availability of mentor support, with twice as many NQTs giving this response than mentioning any other specific kind of support. This finding is in line with NQTs' reported appreciation of people-related support in their first year of teaching.

Some potential implications of these and other findings are discussed in Chapter 9. The following chapter reports findings relating to the issue of retention, including NQTs' reported plans for the future.

7 Newly qualified teachers' future plans and retention in the teaching profession

7.1 Introduction
This chapter deals with the career plans of recently qualified teachers, including their attitudes towards remaining in or leaving the profession.

There are three main sections:

- The first section (Section 7.2) is concerned with respondents' expected employment status in the term following the data-generation process (i.e. Autumn 2005). We report here, for example, on whether those who intended to be in teaching, also intended to remain in the same school or whether they planned to move to a different school.

- The second section (Section 7.3) reports on the long term career plans of those who intended to teach in Autumn 2005 and, in particular, on whether they intended to remain in the profession in the next four years.

- The third section (Section 7.4) presents data relating to the motivations and career plans of those NQTs who did not intend to be in teaching in the Autumn term 2005. It reports their stated reasons for making such career choices and whether or not they indicated that they might consider returning to teaching at some later time.

7.2 Employment status in the following term
All those who were teaching at the time of the 'Wave 3' telephone survey (conducted between May and July, 2005) or who were looking for a teaching post in the 'present' academic year, were asked about their employment status for the beginning of the following term (i.e. Autumn 2005). The responses are summarised in Table 6.1 where it is clear that:

- the vast majority (80%) of the respondents reported that they would remain in their current posts, be they fixed-term or permanent;

- a further ten per cent reported that they expected to have moved to a new (permanent or fixed-term) post at a different institution; and

- five per cent of the respondents indicated that they planned to work as a supply teacher.[50]

Unsurprisingly, there was a strong relationship between current employment status and reported/expected future employment status: those in permanent or fixed-term positions were more likely to report that they would remain in their current position, and those who were supply teaching were most likely to report that they would remain in supply.

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[50] Of the five per cent (106 respondents) who reported that they planned to hold a supply teaching post, 29 of these were in fixed-term or permanent teaching positions at the time of the telephone survey, with the great majority of the remainder (67) currently supply teaching.

There were no significant differences between the responses to this question of NQTs who had followed different ITT routes within either the primary or secondary phases.

Table 7.1: Which of the following best describes what you think or already know your employment status will be at the start of next term?

	Frequencies	Valid per cent (%)
In a permanent teaching post at the same school/college	1,542	66
In a fixed-term teaching post at the same school/college	320	14
In a permanent teaching post at a new school/college	157	7
Supply teaching	106	5
In a fixed-term teaching post at a new school/college	73	3
Unemployed but looking for a teaching post	36	2
On a break (e.g. maternity, carers, study or sick leave) before taking up a teaching post	25	1
Working, but not as a teacher in a school	11	(0)
Unemployed and not looking for a teaching post	8	(0)
On a break (e.g. maternity, carers, study or sick leave) before taking up work, but not as a teacher	5	(0)
Teaching abroad	3	(0)
Don't know	46	2
Other	8	(0)
Total	**2,340**	

Includes all who were teaching or who were intending to teach at some time in the future (as of summer/October 2005).
Percentages may not add up to 100 due to rounding.

Working full or part-time 'next' term

All those NQTs who stated that they were intending to teach in permanent or fixed-term posts in the following term (2,091 respondents) were also asked whether they expected to be working as full- or part-time teachers:

- ninety-four per cent responded that they would be working full-time; and

- six per cent said part-time.

Whether or not respondents planned or expected to be working part-time in the subsequent term was strongly related to two main considerations:

- their current employment status; and

- the ITT route they had followed.

As might be expected, a much higher percentage of those not currently teaching (but intending to the following term) than those who were currently teaching were planning to be in part-time positions:

- only five per cent of those currently teaching (in permanent or fixed-term posts) planned to be in part-time posts 'next' term; whilst

- forty-two per cent of those not currently teaching but planning to do so, intended to be in part-time posts 'next' term.

Those respondents (from Table 6.1) who either stated that they were on a break before taking up a teaching post, or were unemployed but looking for teaching jobs, were more likely to report intending to be in part-time posts the following term (39% and 50%, respectively). Of those currently teaching in permanent posts, only four per cent planned to be working part-time in the following term.

When comparing whether respondents intended to teach full-time or part-time the following term by the different ITT routes they had followed, statistically significant differences were found for NQTs teaching in primary and secondary schools. The summary findings are given, for primary and secondary phase respondents respectively, in Table 7.2 and Table 7.3:

- For both the primary and secondary phases, those from the Flexible PGCE and GRTP routes were more likely to report that they would be teaching part-time next term (22% and 10% respectively in the primary phase and 15% and 12% respectively in the secondary phase), compared, for example to just two per cent of primary phase and no secondary phase BA/BSc QTS graduates.

Such a finding, however, is probably more reflective of the personal circumstances of respondents which led them to choose to follow GRTP or Flexible PGCE programmes, in particular their family responsibilities, than a direct result of following those particular programmes.

Table 7.2: 'Will your teaching job next term be full or part-time?' by ITT route (Primary phase)

ITT Route	Per cent (%) Type of post				No. of cases
	Full-time	**Part-time**	**Don't mind**	**Don't know**	
BEd	94	6	0	0	**164**
BA/BSc	98	2	(0)	0	**419**
PGCE	97	3	0	1	**191**
Flexible PGCE	78	22	0	0	**50**
SCITT	94	6	0	0	**110**
GRTP	90	10	0	0	**138**
Total	**95**	**5**	**(0)**	**(0)**	**1,072**

Includes all who were, or were planning to be, in permanent or fixed-term teaching posts at the start of the following term (i.e. Autumn 2005).
Chi-square=46.172, df=5, p<0.001. 'Don't mind' and 'don't know' categories not included in test calculations.
Percentages may not add up to 100 due to rounding.

Table 7.3: 'Will your teaching job next term be full or part-time?' by ITT route (Secondary phase)

ITT Route	Per cent (%) Type of post				No. of cases
	Full-time	**Part-time**	**Don't mind**	**Don't know**	
BA/BSc	100	0	0	0	**118**
PGCE	95	5	0	(0)	**491**
Flexible PGCE	85	15	0	0	**27**
SCITT	95	5	1	0	**133**
GRTP	89	12	0	0	**235**
Total	**94**	**6**	**(0)**	**(0)**	**1,004**

Includes all who were, or were planning to be, in permanent or fixed-term teaching posts at the start of the following term (i.e. Autumn 2005).
Chi-square=26.728, df=4, p<0.001. 'Don't mind' and 'don't know' categories not included in test calculations.
Percentages may not add up to 100 due to rounding.

Moving schools

The nine per cent of survey respondents who currently held permanent or fixed-term posts and who had either secured (at the time of the telephone survey) or were hoping to secure a post in a different school for the start of the following school year (230), were asked their reasons for deciding to change schools. Their responses are given in Table 7.4, which shows that the most frequently occurring reported reasons given for moving jobs were:

- '*My contract has ended*' (given by 24% of the respondents),
- '*Plan to be at a school/college somewhere else in the country*' (21%),

- *'Career development'* (17%), and

- *'Have found/would like a permanent post'* (16%).

Relatively small numbers of respondents who were seeking to move schools cited reasons relating to workload, poor relations with colleagues or pupil behaviour (6%, 3% and 2%, respectively).

Further analyses of those respondents choosing to move school found that there were no statistically significant differences between primary and secondary phase respondents, or between those who had entered the teaching profession via different ITT pathways.

Table 7.4: Why are you planning to move schools/colleges?

	Frequencies	Valid per cent (%)
My contract has ended	56	24
Plan to be at a school/college somewhere else in the country	49	21
Career development	38	17
Have found/would like a permanent post	37	16
Hoping for a better workload/work-life balance	14	6
Don't get on with the staff at my current school/college	8	3
Have found/would like a fixed-term post	6	3
Plan to be in a better paid post	4	2
Plan to be at a school/college that is in challenging circumstances	4	2
Plan to be at a school/college that is not in challenging circumstances	4	2
Bad discipline/behavioural problems at current school/college	4	2
Don't get on with the pupils at my current school/college	2	1
Personal reasons	2	1
Maternity leave	2	1
Been made redundant	1	(0)
Don't know	3	1
Other	31	13

Includes all who would be working in a new school or college at the start of the following term (i.e. Autumn 2005) (number of cases 230).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

Of the 61 case study participants who indicated their intentions for the coming year, 49 said they expected to remain at the same school and 12 anticipated moving school.

Where reasons were given in the case study interviews for staying at their present school, NQTs discussed: taking on additional responsibilities, subjects or extra curricular activities (mentioned by 19 interviewees), liking the school and feeling settled (11), and the desire 'to consolidate' the previous year's work (5).

I am definitely going to be here for another year. Unless things drastically change all of a sudden and I am unhappy, I'd think about moving on. But at the moment, I am so much enjoying this. I don't see much prospect of going anywhere. (Female, 27-31, GTP, secondary, business)

Yes, I am planning obviously to stay here next year, because I think it is good to consolidate the two years. I don't know whether I'd stay longer than that, I'd have to see sort of how next year goes. But I definitely always wanted to stay for two years. (Female, 27-31, PGCE, secondary, English)

Amongst the group who anticipated moving school, the majority (8 out of 12) had been working on either a part-time or a supply basis and were looking for full-time positions. The four others had different reasons for leaving their current school.

One NQT spoke about financial pressures driving his career choice.

I'm going to need a full-time job and if I get offered a full-time job in FE then I'll have to go that way because we can't keep going on a negative cash flow situation, we need to start spending money on the house again, which we've not been able to do for the last couple of years. (Male, 42-46, SCITT, primary)

Another illustrated a particular choice available to musicians, that is, whether to remain in mainstream school teaching or to specialise in music teaching:

I'm not staying in the school… I am debating whether to teach music, part-time in a school… but there is also the possibility that I will teach the violin [privately]. (Female, 27-31, Flexible PGCE, primary)

7.3 Longer-term career plans of those intending to teach in the following term

All those NQTs in the telephone survey who were currently teaching or planning to be teaching the following term were asked whether they expected to be in teaching in four years' time. The aggregate findings are given in Table 7.5, where we can see that:

- ninety-one per cent of respondents who were asked this question indicated that they did expect to be teaching in four years' time;

- four per cent stated that they did not expect to be teaching in four years' time; and

- five per cent indicated that they did not know.

When responses to this question were further analysed by the respondents' ITT route, at both primary and secondary levels, no statistically significant variation by route was found.

The four per cent of the main cohort (96 out of 2,258 respondents) who said they did not expect to be in teaching in four years' time were then asked why this was the case. Their responses are summarised in Table 7.6 which indicates that:

- About a third of respondents gave achieving an acceptable '*Work-life balance*' as a reason for not expecting to be in teaching in four years' time.

- Other frequently occurring reasons were related to family, pay and career progression (each mentioned by just under a fifth of respondents).

It is worth noting that it is possible that a small proportion of these 96 respondents might be planning to return to teaching in the future – for example, those who said they planned a career break for family reasons (18% of this sub-group of 96 NQTs).

Table 7.5: Do you expect to be working in teaching in four years' time?

	Frequencies	**Valid per cent (%)**
Yes	2,045	91
No	96	4
Don't know	117	5
Total	**2,258**	

Includes all who were teaching or planning to teach and planned to be teaching at the start of the following term (i.e. Autumn 2005).
Percentages may not add up to 100 due to rounding.

Table 7.6: Why do you not expect to be teaching in four years' time?

	Frequencies	**Valid per cent (%)**
I plan to be in a career with a better work-life balance	31	32
I plan to take a career break for family reasons	17	18
I plan to be in a better paid career	16	17
I plan to use teaching as a stepping stone into another education-related career (not classroom-based)	16	17
I plan to move into another career (unrelated to education) by that time	14	15
I plan to take a career break to go travelling	5	5
Moving abroad	4	4
Don't know	4	4
Other	8	8

Includes all who were teaching or were planning to teach but did not expect to be teaching in four years' time (number of cases 96).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

Factors influencing beginning teacher retention

Additional analysis was undertaken to examine the possible existence of bi-variate associations between the definitive responses (*Yes* or *No*) to the question of whether or not NQTs expected to be in teaching in four years' time and other important characteristics and responses of the NQTs.[51] Amongst the statistically significant results were the following findings:[52]

- NQTs from the BA/BSc QTS route were more likely than those who had followed other ITT routes to report that they expected to be in teaching in four years' time.[53] Ninety-eight per cent of those from the BA/BSc QTS route expected to be in teaching in four years' time compared to a mean of 95 per cent for those respondents who had followed the other routes (chi-square=7.066, df=1, p=0.008). The lowest percentage by route for those expecting to be in teaching in four year's time was for teachers who had followed the Flexible PGCE route (92%).[54]

- NQTs from the age group 37-46 were more likely to expect to be in teaching in four years' time than those from the other age groups. From this group, 98 per cent expected to be in teaching in four years' time compared to a mean of 95 per cent for all those in the other age groups (chi-square=5.984, df=1, p=0.014). Respondents from the age group '47 or more' were the least likely to expect to be in teaching in four years' time (93%).

- NQTs from black and minority ethnic groups were less likely than those from the majority (white) group to expect to be in teaching in four years' time. Amongst the minority ethnic NQTs, 89 per cent expected to be in teaching in four years' time compared to 96 per cent of the majority (white) NQTs (chi-square=11.518, df=1, p=0.001).

- NQTs in schools in special measures were less likely than those teaching in schools not in special measures to expect to be in teaching in four years' time. Amongst those working in schools in special measures, 94 per cent expected to be in teaching in four years' time compared to 96 per cent of NQTs in schools not in special measures (chi-square=6.049, df=1, p=0.014).

- NQTs who stated that they were enjoying their teaching were more likely to expect to be in teaching in four years' time than those who stated that they were not enjoying teaching as much. For example, 99

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[51] It was deemed inappropriate to carry out sophisticated modelling techniques such as binary logistic regression because the responses to this question are highly skewed, with the overwhelming majority (91%) stating that they do indeed expect to remain in teaching. Essentially, there is little to predict in the outcomes with so many respondents answering in the same direction.

[52] Note that the effects identified as statistically significant here are not necessarily independent of each other, and that therefore there might be common, underlying, causes for some of the associations that cannot be specifically identified in this type of analysis.

[53] This does not contradict the earlier finding which indicated that there were no statistically significant differences between the responses of those who had followed different ITT routes within the (separate) primary and secondary phases. Here we are testing the importance in determining the responses of those who had followed the individual ITT routes across both phases.

[54] This analysis is based on routes across both primary and secondary phases as the numbers are too small to be calculated separately.

per cent of those who *strongly agreed* that they enjoyed teaching expected to be in teaching in four years' time. The corresponding figures amongst those respondents who were either neutral or disagreed with the statement that they enjoyed teaching was 67 per cent (chi-square=264.591, df=2, p<0.001).

- Those NQTs who at Wave 1 stated that they expected to be in teaching in five years' time were more likely to report at Wave 3 that they now expected to be in teaching in four years' time. Ninety-eight per cent of those at Wave 1 who expected to be in teaching in five years' time expected, at Wave 3, to still be in teaching in four years' time, compared to 67 per cent of those who at Wave 1 did not expect to be in teaching in five years' time (chi-square=193.402, df=1, p<0.001).

Neither the NQTs' gender nor whether they were teaching in primary or secondary schools were statistically significant factors in determining expectations in this area.

When NQTs discussed their longer term plans in the case study interviews, fifteen of the 73 said they were unsure whether they would still be teaching in four years' time. This sub-group gave a miscellany of reasons why they might consider leaving teaching; three spoke of potential career changes into other professions (accountancy and law), two cited the needs of their own children and two commented that one of the attractions of teaching for them had been that it was a transferable skill.

> *My other sort of consideration is to do this year and then I can, I have always got that supply if I want to do it and then I can do supply and do the law if I go that way as well and use the supply to pay for that part-time. That's still in my mind but I'll just do my best this year and see what I can do. (Female, 27-31, PGCE, primary)*

> *What did I say at the beginning, it is very much an insurance policy anyway, this [initial teacher] training because I did teach before, without teacher training and now all being well come July when I get the NQT then that's, that bit is done, whether that then means that I am going to stick at it completely I don't know, we'll wait and see. (Female, 42-46, GTP, secondary, MFL)*

Two NQTs elaborated on the factors that might influence them to remain in the profession, notably flexibility around the needs of childcare and a mitigation of workload.

> *I think it's definitely another year or so at this school. Longer if possible, depending on how home life develops. And, once [my daughter] starts school and finishes at half three and I'm at [school] and she's hopefully at a school local here, I don't know how the logistics are going to work, unless the school and I negotiate something. (Female, 27-31, PGCE, primary)*

> *Things that would persuade me to stay would be the government stopping putting extra lessons in that we need to be teaching... and*

they are giving us more things to write, like reports and things like that. I mean we are doing that in our own time, we are not getting paid for that... sometimes you feel, you know, 'is teaching really worth all that?' (Female, 22-26, BA QTS, primary)

In the case study interviews, seven NQTs envisaged careers outside mainstream education at some point in the future. Whilst the interviewees did not set out particularly detailed or well thought-out plans, two mentioned possible careers in teacher training, one thought she might work for a Local Authority, one in FE, one was considering becoming an educational psychologist and another had tentative plans to start a private nursery.

7.4 Career plans of those not intending to teach in the following term

At the time of the survey there were 106 respondents in total who said they were neither working as a teacher nor currently looking for a teaching post.[55]

These NQTs were asked about why they were not currently teaching. The responses are summarised in Table 7.7. It can be seen that only a small number of response categories were commonly cited:

- '*Could not find a job*' was the most commonly reported reason for not teaching, and was given by 24 per cent of the respondents;[56]

- '*Behaviour of pupils/pupil discipline*' was given by 11 per cent;

- '*Family reasons/commitments*' were given by a further 11 per cent of respondents;

- Workload was also given by 11 per cent of respondents who indicated '*found I could not manage the workload*' (7%) and/or '*believed I would not be able to manage the workload*' (5%).[57]

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[55] Forty-one per cent (43) of the 106 had taught, at some point, since completing their ITT.

[56] The reported difficulties that some NQTs experienced in relation to finding a post are discussed in Chapter 4, Section 4.2.

[57] One per cent of respondents indicated both items.

Table 7.7: Reasons for not currently being in, and not looking for, a teaching post.

	Frequencies	Valid per cent (%)
Could not find a job	25	24
Behaviour of pupils/pupil discipline	12	11
Decided to move into another career	12	11
Family reasons/commitments	12	11
Did not get enough support	7	7
Found I could not manage the workload	7	7
Ill-health	6	6
Was failing Induction year	6	6
Believed I would not be able to manage the workload	5	5
Found teaching too difficult	5	5
Was not enjoying the teaching	4	4
Changed mind about teaching as a career	3	3
Did not get on with other teachers	3	3
Did not have a realistic idea of the demands of teaching	3	3
School management style(s)	3	3
Financial difficulties	2	2
Did not enjoy working with pupils	1	1
Poor reports/feedback	1	1
Don't know	1	1
Other	17	16

Includes all who were not working as a teacher and who were not looking for a teaching post (number of cases 106).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

The same 106 respondents were also asked whether they anticipated taking up a teaching post at some (unspecified) time in the future. A summary of their responses is provided in Table 7.8. It is clear that:

• over half (54%) of this sub-group reported that they might well return to teaching at some stage.

Table 7.8: Currently, do you anticipate taking up a teaching post in the future?

	Frequencies	Valid per cent (%)
Yes	57	54
No	40	38
Don't know	7	7
Refused	2	2
Total	**106**	

Includes all who were not working as a teacher and were not looking for a teaching post.
Percentages may not add up to 100 due to rounding.

A further analysis was carried out to see if there was an association between stated reasons for not 'currently' teaching or looking for a teaching post and whether or not the same respondents anticipated taking up a teaching post at some time in the future. The statistically significant results (at the 5% level) of this analysis are shown in Table 7.9. It can be seen that:

- Of those respondents (57) who were not presently teaching but did anticipate obtaining a teaching post in the future, the most common reason given for not currently teaching was that they 'Could not find a job' (mentioned by 21 respondents).

- On the other hand, those who were not intending to return to teaching (40) were more likely to cite 'Behaviour of pupils/discipline' (10), 'Found I could not manage the workload' (7) and 'Did not get enough support' (6) as reasons why they were not presently working as teachers.

Table 7.9: Reasons for not being in, and not looking for, a teaching post by whether or not the respondents anticipate taking up a teaching post in the future

Reason for leaving teaching	Anticipate taking up a teaching post in future			No. of cases
	Yes	No	Don't know	
Could not find a job[1]	21 (84%)	2 (8%)	2 (8%)	25
Behaviour of pupils/discipline[2]	2 (17%)	10 (83%)	0 (0%)	12
Did not get enough support[3]	1 (14%)	6 (86%)	0 (0%)	7
Found I could not manage the workload[4]	0 (0%)	7 (100%)	0 (0%)	7
Total no. of cases	57	40	7	104

Includes only those who were not working as a teacher and were not looking for a teaching post.
Responses to this question were unprompted.
Respondents could choose multiple categories.
[1] Chi-square=13.174, df=1, p<0.001.
[2] Fischer's exact test, p=0.003.
[3] Fischer's exact test, p=0.018.
[4] Fischer's exact test, p=0.001.
The 'don't know' category was excluded from the test calculations.

There were two NQTs in the case study interviews who intended to leave their post at the end of the school year. Both were mature entrants to teaching and both had prior experience of working in education. In the interviews they described unsatisfactory experiences as newly qualified teachers which in both cases were related to pupil discipline.

> *I'd experienced teaching beforehand and experienced what the atmosphere in a classroom should be like, I couldn't accept what the atmosphere in the classroom was and also my views of how I wanted to be a teacher, this wasn't what I wanted, I didn't want to be this cross, fierce-looking teacher that made the children cry. I wanted them to enjoy the lessons and I wanted to enjoy the lessons. (Male, 42-46, SCITT, primary)*

I don't know if it's the school or if it was just the particular class or because I was unwell anyway but I found the children particularly rude and obnoxious and I thought 'I'm too old for this'. (Female, 42-46, PGCE, secondary, geography)

What those not currently or not planning to teach are planning to do instead

The same group of 106 respondents (those not 'currently' teaching and not 'currently' planning to do so) were also asked what they were planning to do instead of teach. Their responses are summarised in Table 7.10, where it can be seen that:

- over half (52%) were planning to be working outside of education; and

- a further 20 per cent were planning to stay in education, but in non-teaching roles.

Table 7.10: What are you doing now/planning to do in the future?

	Frequencies	Valid per cent (%)
A career outside education	55	52
A job in education, but not teaching	21	20
Taking time out for some other reason	8	8
Doctorate or Masters level qualification in education	3	3
A job in educational research	3	3
Don't know	3	3
Further postgraduate study in another subject	2	2
Taking time out to travel	1	1
Don't know	3	3
Other	13	12

Includes all who were not working as a teacher and were not looking for a teaching post (number of cases 106).
Responses to this question were unprompted.
Respondents could give more than one response to this question.

Possible returners to teaching

The 57 respondents who were not currently teaching or looking for a teaching post but who indicated that they anticipated returning to teaching at some point in the future (see Table 7.8) were asked how soon they thought they might return to teaching. Their responses are summarised in Table 7.11. It can be seen that:

- over half of these respondents (55%) planned to return to teaching within two years (from the time of the survey).

Table 7.11: How soon do you anticipate taking up a teaching post?

	Frequencies	Valid per cent (%)
Less than a year (up to July 2006)	18	32
More than a year but less than two years from now	19	33
Two-three years from now	9	16
Four-five years from now	3	5
Don't know	8	14
Total	**57**	

Includes all who were not working as a teacher and were not looking for a teaching post but who anticipated taking up a teaching post in the future.
Responses to this question were unprompted.
Percentages may not add up to 100 due to rounding.

7.5 Summary

In this chapter we presented findings on a range of issues relating to retention and NQTs' plans for the future. Here we draw out and highlight what we consider to be the main – and key – messages.

Regarding employment status, the vast majority (95%) of those who, at the time of the Wave 3 telephone survey (May/June 2005), were 'currently' teaching (or who were looking for a teaching post in the 'present' academic year), indicated that they planned to be (or to remain) teaching at the start of the following academic year. Eighty per cent of these expected to be employed in a permanent or fixed-term teaching post in the same school or college as that in which they were then working. Case study data provide indications as to why the majority of NQTs wished to remain in their current posts, including liking the school, feeling settled and being given opportunities to take on additional responsibilities.

Nine per cent of survey respondents who held permanent or fixed-term positions had already obtained or planned to obtain posts in new schools. In examining possible reasons for such moves, it appears that relatively small numbers of these NQTs cited reasons relating to workload, poor relations with colleagues or pupil behaviour (6%, 3% and 2% respectively), with higher numbers indicating that their current contract would be ending, that they planned to move elsewhere in the country, or that they were seeking career development opportunities (24%, 21% and 17% respectively).

Regarding NQTs' future plans, ninety-one per cent of those survey respondents who were currently teaching or planning to be in teaching in the following term indicated that they expected to still be in teaching in four years' time. Four per cent stated that they *did not* expect to be in teaching in four years' time, with almost a third of these stating that they would like a job with a better work-life balance. It is also interesting to note that (an additional) five per cent of survey respondents said that they 'did not know' whether they expected to be in teaching in four years' time, and that just

over a fifth of the case study interviewees (15 out of the 73) indicated they were unsure whether they would still be in teaching in four years' time.

One common factor emerged amongst the variety of reasons why some research participants were not 'currently' teaching, why some of those who were 'currently' teaching were not planning to be in teaching posts in the following term/academic year, and why some of those who were 'currently' teaching did not expect to be doing so in four years' time. This related to NQTs' perceptions of the heavy workload associated with teaching or to what they considered to be an unacceptable work-life balance. Difficulties relating to pupil behaviour emerged as explanations, for some participants, in each of the first two of these categories (but not in the third), whilst a sixth of those not anticipating being in teaching in four years' time indicated that a desire for increased pay was at least one factor in their thinking.

In the previous five 'findings' chapters we have discussed NQTs' accounts of their first year in teaching and of their hopes and plans for the future. We now turn to the perspectives, on matters relating to NQTs and the Induction process, of those teachers in schools who were involved with the case study NQTs' Induction programmes.

8 Induction tutors' perspectives on newly qualified teachers and Induction

8.1 Introduction

As stated in Chapter 2, interviews were conducted with 27 established teachers (12 working in primary schools and 15 in secondary schools) who were associated with their school's support for our case study NQTs. The research team set out with the intention of conducting a 45-60 minute interview with the mentor for (that is, the person working most closely with) each of the 73 NQTs. However, this proved difficult to achieve in practice, and three specific problems were encountered, which have a bearing on the findings reported in this chapter. Firstly, it was very difficult to secure the agreement of some prospective participants to take part. Secondly, where we did secure the agreement to participate of a school-based colleague who was associated with a case study NQT's Induction programme, this was sometimes (in 8 cases) the person who was responsible for overall Induction coordination in the school rather than the mentor for our case study NQT. Thirdly, participants were not always able to remain with us for the planned duration of the interview, which meant that it was not possible to ask all of the questions on our interview agenda to all interviewees.

The fact that we encountered some of these difficulties may in part be attributable to the extremely busy workloads of the individuals concerned, which also helps explain some of the findings reported below, as well as some reported in previous chapters, notably regarding some NQTs' accounts of mentor unavailability. Twelve of the interviewees described themselves as deputy or assistant heads, whilst 22 indicated that they held a significant number of roles and responsibilities within school in addition to their Induction support and teaching duties. For example, one interviewee was the school's assistant head, behaviour coordinator and had responsibility for attendance, ITT and other mentoring within the school; another interviewee was in charge of the school's sixth form, careers service and recruitment; and a third participant held responsibility for the teaching of Mathematics and Key Stage (KS) 1, and was the school's Foundation Stage Coordinator.

Despite the mentor/whole school Induction coordinator distinction made above, which seemed to reflect the breakdown of roles in most schools, the titles used by interviewees to describe the roles of school-based colleagues associated with NQTs' Induction programmes seemed to vary from school to school. In this chapter we refer to all of our interviewees, whether they held the role of 'Induction coordinator' or 'mentor', or both, as 'Induction tutors'. The findings reported in this chapter focus on the perspectives of Induction tutors insofar as they explain, extend and/or illuminate NQTs' accounts of their experiences as reported in Chapters 3-7. Specifically, this chapter explores Induction tutors' perspectives on:

- the nature of and rationale for the Induction support provided;

- the characteristics and needs of NQTs;

- being an Induction tutor;

- different ITT routes, and other factors affecting the perceived capability of NQTs.

8.2 The nature of and rationale for the Induction support provided

8.2.1 The nature of existing provision

Induction tutors talked about a range of types of support provided in their schools. These included:

- 'Induction days', in some cases, in the period before the beginning of the school year;
- arrangements for NQTs to observe the lessons of more experienced teachers and vice versa;
- arrangements for NQTs to access Local Authority (LA) provision or documentation; and
- the provision of opportunities for regular meetings with a mentor, Induction coordinator and/or other NQTs.

In relation to initial 'Induction days', for example, one participant explained that:

> *We've actually worked out a protocol this year… which actually states what will happen in the first few days. It includes things like being introduced to colleagues, being welcomed into the school and being provided with all the things like passes. (Induction tutor, secondary)*

Another interviewee talked principally in terms of the provision of documentation:

> *At the beginning of the term they would be given a whole range of paperwork, the college handbook, policies and student planner. Within that they've got a vast amount of information and it does tell them more about how the school day runs. (Induction tutor, secondary)*

There were some indications that the Induction support provided in some schools may have lacked flexibility or responsiveness to the needs of individual NQTs, as suggested by the following quotations:

> *It's a weekly meeting with a clear timetable of what the topic is going to be and where possible, I've fitted that in with whole-school issues. So when the first season of reports came round, I did a training session on the use of Report Master. When assessment data needed to be handed in to senior management, I did something on handling data. (Induction tutor, secondary)*

> *I usually put together a programme of activities for them to do which might be involving looking at pupil reports and familiarisation with school procedure and policies. (Induction tutor, primary)*

That said, sixteen interviewees reported on the flexibility and responsiveness of aspects of the NQT support provided at their schools, with six speaking in this context about the importance of the informal nature of the support offered.

> *For example, if a new teacher is finding it quite heavy going, and they frequently do, we create time for them to work on resources and materials, just pull them off the timetable for a morning or a day or an afternoon. It is very much a case of responding to individuals' needs rather than saying all NQTs get exactly the same deal, that isn't the case here. (Induction tutor, secondary)*

> *I think the release time is the most valuable because that can be used flexibly in whatever way they want to use it. (Induction tutor, primary)*

> *I think the real value comes from being together and them firing questions at me, 'this happened to me last week, did I handle that properly?' and [the NQTs] each chip in with how they would have handled it so I think they get a lot of value from the togetherness. (Induction tutor, secondary)*

> *[NQT] and I have done a lot of work over the phone. She's been to my house over the holiday time. (Induction tutor, secondary)*

For eight interviewees a flexible approach was said to have been facilitated by an open door policy where NQTs were welcome to drop in at any time.

> *They've all got a copy of my timetable so they know when I am free to come and see myself. (Induction tutor, secondary)*

One interviewee described how responsivity was achieved within an aspect of formal provision.

> *The other sort of key things that happen in those meetings is the things that they'll bring up... they're not sure if they dealt with it appropriately, how else could they have dealt with it? (Induction tutor, secondary)*

With regard to responding to individual NQT needs, five interviewees reported that the use of the career entry development profile informed the development of initial targets for their NQTs.

> *When the trainee brings their CEDP, obviously we look initially at what's in the CEDP. (Induction tutor, primary)*

> *You know it [the CEDP] was the basis for discussion and setting objectives and so on right from the beginning. (Induction tutor, secondary)*

8.2.2 The rationale for existing provision
When asked about why their programmes were as they were, a variety of explanations were offered with institutional history mentioned by the highest

number of (7) interviewees, followed by the influence of external prescription both locally and nationally (5).

> *I think it [the programme] grew rather than having been formally planned in this format... I think it was a gradual evolution rather than a designed system. (Induction tutor, secondary)*

> *It's the way we've always done it here, it's just the way it's always been done. (Induction tutor, primary)*

> *The main shaper's been the actual DfES [Department for Education and Skills] documentation... and the LEA are very keen that that is the way we should be running things. (Induction tutor, secondary)*

> *We follow the national programme of NQT Induction. (Induction tutor, secondary)*

Amongst the other responses to this question, one interviewee stated that the programme was informed by a whole-school Investors in People approach, whilst two Induction tutors said that they did not personally know why their programme had been designed in the way it had.

Related to the question of the rationale for the design of schools' Induction programmes, interviewees were also asked what they saw as the ultimate goal of those programmes. The majority of Induction tutors (19) responded that their aim was to help produce competent teachers although within this broad categorisation, there were varying emphases amongst the responses from this group.

Six Induction tutors spoke in general terms here, referring for example to helping NQTs settle into their role as a teacher or of offering a smooth transition for NQTs from their initial teacher training Five spoke in particular of aiming to instil confidence in their NQTs.

> *The overarching aim of the NQT process is to make a confident classroom teacher. I think confidence is the key. (Induction tutor, secondary)*

Another five told us they aimed to develop independent teachers with a sense of the importance of their own professional development.

> *We hope that the Induction will allow people to realise that they have their own particular development needs that they must recognise and take control of themselves. (Induction tutor, secondary)*

In addition, two interviewees cited the development of subject knowledge as an ultimate aim of their Induction programme and one identified classroom management.

> *We hope that whatever training they do have would ensure that they have both sufficient subject knowledge and sufficient knowledge of the kind of syllabuses that they then have to deal with that will make them equip themselves professionally. (Induction tutor, secondary)*

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> *As far as I understand it and take it from colleagues who have done it longer, the NQT year is meant to hone those skills they've developed during their training and at the same time it's perfecting the practice of being a classroom teacher. (Induction tutor, secondary)*

Three of those who were asked to identify the ultimate goal of their programme for NQTs said they aimed to prepare teachers that would stay in the profession.

> *To give them experience that will help them and encourage them to stay in teaching and enjoy the job. (Induction tutor, primary)*

Seven participants said that a major aim of the Induction programme in their school, as they saw it, was to make their NQTs feel secure and valued.

> *She's got to feel safe in the school, she's got to feel secure in the school, she's got to feel valued in the school. (Induction tutor, primary)*

> *Really it is very much about people feeling that they are a worthwhile part [of the school] with a contribution to make rather than simply being told what to do. (Induction tutor, secondary)*

Finally, four interviewees suggested that one of the main aims of their programme was to integrate NQTs into their particular school.

> *I think the whole aim is to ensure that the NQT arrives at the end of the year having developed as a teacher and having settled into the school. (Induction tutor, secondary)*

8.3 Induction tutors' perceptions of the characteristics and needs of NQTs

Induction tutors were asked about their perceptions of the characteristics and needs of NQTs. In relation to NQTs' characteristics, the largest number of responses related to Induction tutors' perceptions of the capability of NQTs. Seventeen interviewees indicated that they felt NQTs were, in general, capable of carrying out their roles as teachers in their first year of teaching. Those who were perceived to be capable were described as 'organised', 'on the ball', 'confident' and 'proactive':

> *NQTs come in ready to run with the job, and in some respects are far better briefed about modern approaches to learning than established teachers… (Induction tutor, secondary)*

> *We have had some superb NQTs come through recently and they make things, you know, very easy in a way… because they are really on the ball. They know what they want. They know where they're going. They do a fantastic job. (Induction tutor, secondary)*

Only three Induction tutors felt that, on arrival at the school, NQTs were sometimes not as capable as they would ideally be. One reason given for this perceived lack of initial capability was that some beginner teachers learn and develop more slowly than others. However, a concern was also expressed about the awarding of Qualified Teacher Status (QTS) to such trainees.

It takes them a while. They can't just do it... Some people it might take them a year. Some people, it might take them five years, they might not be a particularly great teacher for a few years but then they sort of develop the ability to do it and then go on to be very good teachers... if we've got a weak candidate, then we do everything in our power to support them, [but] we wonder whether someone should be taking them to one side and say[ing] 'look, sorry, it doesn't work'. (Induction tutor, secondary)

The next most mentioned perceived characteristic of NQTs (referred to by 15 interviewees) was their enthusiasm, which some interviewees linked to perceptions of NQTs' energy, commitment and motivation.

I just think their enthusiasm is infectious and they've got a lot to offer departments and any department who doesn't take that on board is being rather silly. (Induction tutor, secondary)

I think we should be excited that we've got an NQT starting in the department because there are going to be lots of new things, they're quite often energetic, focused, want to make a difference, want to start new clubs, want to bring new things in... (Induction tutor, secondary)

I like having NQTs around... it's a breath of fresh air and in some departments and with some colleagues, it's much needed. (Induction tutor, secondary)

As indicated in the above excerpts, Induction tutors also referred to NQTs as assets to the school, bringing with them new ideas and fresh perspectives which could have the effect of energising more experienced teaching staff. In fact, sixteen interviewees explicitly stated that NQTs had a lot to offer the school, with some of these also emphasising that NQTs 'brought' new strategies and up to date information concerning the profession (mentioned by 8 of the 16 Induction tutors), with six valuing the life experiences NQTs bring:

Strengths are, coming with fresh ideas and willing to take on changes that are taking place in school, they'll just take those on board because they'll just think its part of teaching rather than teachers who are stuck in their ways. (Induction tutor, primary)

[T]hey also bring with them a new way of looking at things, there might be things going on in the colleges and universities which perhaps current members of staff are not as aware of, who trained x amount of years ago... and you can get that from NQTs... They're very often at the forefront of things like ICT technology, ways of applying your subject to the world of ICT and evolving that and all kinds of things which involve and stimulate the kids because we all get stuck in our own ways... (Induction tutor, secondary)

[S]ome of the mature ones ... bring a lot of experience from industry and the outside world which is very necessary and something that I feel we really need. (Induction tutor, secondary)

In spite of the positive characteristics mentioned above, three Induction tutors indicated that, in their view, not all NQTs have an appropriate attitude towards the profession, commenting that some lacked commitment and were unwilling to put in the time and effort required. One Induction tutor pointed out that ultimately an inappropriate attitude was down to the personality of the individual NQT.

> *Some of them, and there aren't a lot, are not willing to spend extra time. They seem to have a focus on their rights and know immediately how much directed time, how many hours they should work and are not necessarily willing or understand that... you need to put the time in, extra time, out of hours, in order to succeed. (Induction tutor, secondary)*

In addition, eight interviewees reported that some NQTs experienced problems with behaviour management, with only two indicating that in their experience this was not an issue for NQTs.

> *The main challenge is to get to grips with the behaviour of youngsters, I mean I don't know, they've done some in their initial teacher training, but I don't think it equips them for being in charge, really, really being in charge, the difference is this is your classroom, you're in charge and behaviour can, I mean that would be the thing that really worried them the most, just dealing with behavioural issues. (Induction tutor, secondary)*

The ability to manage classrooms and pupil behaviour was also mentioned, and by the (joint) highest number of interviewees (14), in response to a specific question about the development needs of NQTs.

> *Most NQTs would say that they want more on managing pupils and managing classrooms, that's a very high priority for them and you can understand why, because classrooms are very challenging places and that may or may not be what they really want because often enough improvements in their own teaching expertise resolves many of the issues regarding classroom management and so it's very much about giving them the tools to be successful teachers so that the classroom management issues take a second place. They are afraid when they come in, that they aren't going to be able to hack it in the classroom, which is unfortunate because of course they are often very, very good indeed and a lot better than many existing teachers. (Induction tutor, secondary)*

> *[B]y the time you get to about three months in, there's always this plea for student management training and whereas, we do do that, I think there is still a fair[ly] naive view that there's some packaged way that you can handle children... (Induction tutor, secondary)*

The other development need raised by the joint highest number of Induction tutors (14) concerned NQTs' ability to manage their workload. Some suggested that the workload of the NQT was overwhelming, and described some NQTs as 'exhausted', 'flagging', 'tired', and 'having difficulty in keeping their head above water'.

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[T]hey find certainly the first term, if not the whole of the first year, a whirlwind and they're suddenly confronted with a level of planning and preparation that they've never had to cope with in the past and I think there's no way you can change that, it's inevitable that they're going from having been in a position of a teacher placement at a school where you might have maybe two thirds maximum timetable to suddenly having an increase on that and having to do it for the whole year, not just for a six week or ten week placement. I think that's something that is a challenge for them and they all do extremely well at it but you can see that shell shocked look on their faces, around about December. (Induction tutor, secondary)

Managing the workload. Managing their time so that they're not sitting up until ten o'clock every night and working all weekend... knowing when good is good enough, knowing that will do or no, I'll keep working at that. Yeah, the workload. (Induction tutor, primary)

[You need to make] sure that they build into their week some time for themselves and some time for re-charging their batteries. I think that's really quite important. Otherwise you'll burn them out and they'll leave. (Induction tutor, secondary)

The majority of Induction tutors (20 out of the 27 interviewed) cited multiple development needs which, for some, also included lesson planning (mentioned by 11), assessment (7), time management (6), and the ability to build relationships with pupils, parents and other members of staff (4).

8.4 Being an Induction tutor

8.4.1 Becoming an Induction tutor

Twenty Induction tutors explained the origins of their involvement in the Induction process of NQTs. Three main reasons were given. First, seven Induction tutors reported that their involvement in the NQT Induction programme had been as a result of, and came with, their appointment to a different leadership role within the school:

[J]ust simply because I took... on the deputy headship last year in September. I was assistant head before that and the lady who left, the deputy head who'd left it was part of her responsibilities you know under personnel issues... (Induction tutor, secondary)

[I am] coordinator of the year group. So, in that role, it was therefore decided that I would be mentor for those coming into my year group and I thought I'd be able to do that and, take him through his first year. (Induction tutor, primary)

The second set of reasons related to the individual's prior experience or existing capabilities suggesting an aptitude for the post.

I think because I'd always had a supportive kind of role to younger members of staff. As behaviour coordinator you tend to form relationships with them very quickly, because, obviously, you have to. And I think it was just a natural progression... and before me there

wasn't one, and the school hadn't really had NQTs for a long time...
(Induction tutor, primary)

Three of the Induction tutors viewed taking on the role as an opportunity for professional, career and/or personal development.

> *I applied for it because I felt that was the thing I was enjoying most in my teaching. I have got an NQT in the department as well, so I've had an NQT for a term, we had an NQT last year who I supported, we've ITT students from [university] for the last three years in RE and I do the interviews for [university] for the new cohort when they come in conjunction with the guy who runs it. So I felt that, that was something I was getting into. Then on the NPQH two other targets I identified for me was to do more staff support in kind of a whole school role and I felt that would benefit my career as well as other peoples... it was a good opportunity for me career wise, it was something that I wanted to do, that I felt could impact on the whole school. (Induction tutor, secondary)*

> *I was asked if I would take it on as part of my personal development, I just thought it was worthwhile. (Induction tutor, primary)*

It can be seen in the findings reported above, as well as across the data set, that while some Induction tutors appeared to have a degree of choice in whether or not to undertake the role, others did not. For example, two explicitly stated that they took on the role because they were told to or there was no one else available.

8.4.2 Training for the role

Of those interviewees who were asked and who gave a clear response to questions about whether or not they had undertaken any training for their role, ten answered in the affirmative and four stated that they had not received any training. Among those who had not received training, two indicated that they had learnt from experience, and one that any course would consequently be ineffective:

> *[Y]ou could say for all the years I've been doing this, I've been making it up as I'm going along. You could say that, 'cause no one says 'This is how you do it'. No one's ever said 'Hang on. Has anyone ever put you on a programme to train you in how to do this?' No one has ever done it... [Y]ou find out what works well, how to look after someone, how to push somebody else... when to say 'Yes. You can do something' and when to say 'No'. That, I suppose, experience is the best training, but if somebody said 'Hang on. There is a course on this' I don't think anyone can give you the course on that. (Induction tutor, secondary)*

Induction tutors who had participated in training indicated that this had been supplied by the Local Authority or by a local provider such as a college or university. One secondary school Induction tutor indicated that training was provided in-house. Training programmes described varied in length, nature and perceived usefulness. Whilst training provision described by interviewees varied in length (from one day to a week) and format (one-off or with follow-up), the content of those courses described seemed to centre on formal and administrative aspects of the role.

Basically it [i.e. the training] goes through the programme and what you're expected to do and what to do if there are any problems and where to go for help and things like that. (Induction tutor, primary)

We had some very basic training on it from the LEA, just in terms of practical things, we talked about helping me do it but it's been quite basic and the documentation and to be honest with you, if you just got the documentation and sat down and read through it, that would've equated to exactly the same to be honest with you. (Induction tutor, secondary)

8.4.3 Benefits to Induction tutors of undertaking their role

Over half of the Induction tutors interviewed explicitly stated that they enjoyed the role, some describing it as 'interesting' or 'great'.

[I]f it's done in a nice, friendly way and you can be rigorous, but pleasant with it and not threatening and that's how it does work. That's why I'm enjoying it. (Induction tutor, secondary)

Induction tutors provided a wide range of reasons for enjoying their role. Being an Induction tutor was seen as an opportunity to support and develop new members of staff, raise standards within schools, make friends, and (as reported earlier when presenting Induction tutors' perceptions on the benefits of NQTs to the school) access new ideas and bring new life into departments. Many Induction tutors saw the role as beneficial to themselves as well as to the NQTs, referring, for example, to opportunities it provided for them to become 're-energised' or 're-engaged' with the profession, as well as to opportunities for their own professional development through, for instance, the necessity to be reflective.

[I]t's a little bit of extra work obviously… but I like it for lots of reasons. I find it gives you ideas, I like observing other people teach, I find it always interesting you can always learn and pick up hints and strategies [from NQTs]. It also makes you reflect when you are mentoring the NQT… It makes you think where you are as an experienced teacher. (Induction tutor, secondary)

The practice is the most important thing for me. Seeing those people coming on, being able to get, whether [they] be children or adults, being able to take them on and seeing them develop professionally. There is nothing more rewarding! That's where the strengths lie in the programme, in the school. (Induction tutor, secondary)

It is noteworthy that the one Induction tutor who commented negatively on their experience in the role was new to both being an Induction tutor and to the undertaking of an additional area of responsibility within the school.

[T]o be honest… it's been very fraught for me, all the changes that I've had to go through… Um, and I also feel like sometimes, I would have needed to go to somebody… I find it a lot of work, being honest, I find it a lot of work. On one side what I'm doing at the moment, I mean a lot of forms that were filled in and um, having the weekly meetings on top of like the final meeting, I find that difficult. (Induction tutor, primary)

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8.4.4 Constraints and support for mentoring

When asked what if anything either helped or hindered them in carrying out their role, Induction tutors mentioned four main issues as constraints or hindrances on their ability to be effective. These were insufficient time, inappropriate timetabling, issues related to paperwork and lack of support from colleagues. In contrast, where designated time was allocated and Induction tutor and NQTs' allocated time matched on their respective timetables and when colleagues were supportive, interviewees indicated that this had facilitated their ability to carry out their role effectively.

Insufficient time

Insufficient time for their role and to give to their NQTs was cited by 18 Induction tutors as the biggest constraint on their ability to carry out their role satisfactorily:

> *The biggest thing really is just getting enough time to do the role as it should be. Obviously, with so many different hats I don't spend enough time actually completing the role. (Induction tutor, secondary)*

> *I think the biggest thing is the time aspect, you know… if I'm very busy with something…at a particular time, at peak time, my priority has still got to be making sure I meet with [NQT]. But I still have to squeeze some time somewhere else to do the other stuff that's important. (Induction tutor, secondary)*

> *I would want some sort of non-contact time to do the administration, because I know I found that difficult, and so, did the other mentor in the school. I think it's a difficult job, In terms of what time needs taking on it, sometimes you feel like you haven't got enough time, but then you feel like you're letting them… the NQT down. I think, more time… (Induction tutor, primary)*

Interviewees had also been asked to describe their view of an ideal Induction programme for NQTs, and ten stated that 'more time to spend with NQTs' was a feature of their ideal support environment for NQTs.

> *I think what would help with NQTs, particularly in their first couple of terms, would be to actually sit down with a colleague and have a look at the syllabus and prepare some lessons. It would require freeing them for maybe another three to four hours in the week and I don't think that's too much to expect in a job that's as demanding as teaching (Induction tutor, secondary)*

> *Maybe give mentors more time to deal with it and sit and talk to them. A lot of it is done outside of school time or in dinnertime and to give [mentors] more time to get into lessons. (Induction tutor, secondary)*

Timetabling issues

Seventeen of the 27 Induction tutor interviewees reported difficulties associated with their timetable (and workload), with the mis-match of their own and their NQTs' timetable, and/or with timetable changes contributing to the difficulties they experienced in carrying out their Induction tutor role.

> *I think what's difficult, we are discovering increasingly is finding, is keeping to a fixed slot. We try very hard to keep to Thursday afternoon. But things do interfere and intervene because as I've said my job's quite a wide one and that's probably the biggest disadvantage. (Induction tutor, secondary)*

> *[W]hen my NQT had his non-contact time, I was teaching so I couldn't get together with him then, so… that's the only thing I would say. (Induction tutor, primary)*

In contrast, three interviewees mentioned that having the same available time-slots on both their own and their NQTs' timetables had facilitated their ability to carry out their role effectively. In only one case is it clear that such timetabling decisions were intentional, and were related to the Induction tutor's position within the school.

> *I'm a member of the senior management team, we think its very, very important and I've got that backing and the time to do the job as well, and I can organise it so I can get into lessons and see them and fill in the appropriate forms. What hinders me, so far, nothings hindered me really I don't think, I mean, because I am lucky enough to have the time to do it. (Induction tutor, secondary)*

> *[W]e're lucky, I'm released on the same day and we've got time to spend with one another as well. (Induction tutor, primary)*

> *This year, I've only had a two day teaching timetable, I've been out of the class three days a week, which has allowed me time to support the NQTs and be there… (Induction tutor, primary)*

Paperwork
The amount and nature of the paperwork associated with the role of Induction tutor was another issue raised as particularly constraining by four interviewees.

> *I tell you what does hinder me, this new Induction [paperwork], the forms that I have fill out, they are horrendous… I don't think they serve any purpose, I think they're a paper filling exercise. We go through the motions of completing the form and I went on the course for it and the lady who ran the course said, 'and of course you can download useful statements from the website', but you can't and [name of NQT] has tried as well because I thought it was me and she can't either. I can see that if somebody is not coming up to standard it might be useful but I actually don't think it helps particularly in the NQTs' development, I don't think it helps to identify particular areas. I really don't think that whole folder is much use at all. (Induction tutor, primary)*

In contrast, three interviewees cited the DfES Induction guidance as helpful.

Colleagues
The role of other colleagues at the school was identified by 11 of the Induction tutors as influential in the process of supporting NQTs. Three of these mentioned colleagues among the perceived hindrances on their ability

to carry out their role effectively. The main reason for colleagues being regarded as a constraint on mentoring was that they upset or did not understand the NQTs:

> *Sometimes I worry a little bit about the priorities of other staff, I don't think there's an awareness of how new NQTs are to teaching... (Induction tutor, secondary)*

Eight interviewees mentioned colleagues as being helpful for them and their NQTs during the Induction process. The interest and involvement of senior members of staff, including the head teacher, was seen as providing supportive recognition of the value of the work, while other colleagues who were willing to act as resources and share ideas and expertise with both the NQT and the Induction tutor were appreciated.

> *[T]he involvement of the senior staff gives recognition that Induction is extremely important and that they take it very seriously. (Induction tutor, secondary)*

> *I mean most people find they can come up to anybody about anything... It's a kind of school where you can go to people, if you want to support PE and it's not all placed on the one, you know, on the mentor, we've got support networks within the school. We've got learning mentors in school as well, so there is always somewhere or someone that [the NQT] can go to for support for various areas of need. (Induction tutor, primary)*

A number of further issues were mentioned by individual or smaller numbers of interviewees as being constraining on or supportive of their abilities to carry out their role effectively. Two are highlighted here.

Firstly, three Induction tutors indicated that the attitude and capabilities of the particular NQT with whom they were working made a difference to how easily and effectively they felt they could carry out their role.

> *I think what's hindered me is... someone who, you know, has not seen basically what they need to improve or how they need to improve and who has taught lessons and thought they were very, very good, but in actual fact they are not, and their learning outcomes are not very good and try to actually show that to somebody who doesn't really want to hear that at all, because they think conversely. (Induction tutor, primary)*

> *I mean it's been particularly helpful having someone like [name of NQT] who's perceptive about her own teaching and questions what she does, has a look at herself and looks at her own self evaluation because my role is to support her self evaluation if you like... when you've got somebody like [name of NQT] who is independent and is active and who is a professional, it makes my job that I do a lot easier... (Induction tutor, primary)*

Secondly, there are indications that some Induction tutors find managing the dual roles of both formal assessor and mentor of their NQT a challenge,

with one interviewee drawing attention to the central problem with this arrangement:

> *Sometimes it's not easy for people to share concerns with you because they feel 'that's going to be a black mark'. (Induction tutor, secondary)*

8.5 Induction tutors' perspectives on different ITT routes and other factors affecting the capability of NQTs

The data reveal no consensus amongst interviewees in relation to the relative merits of different ITT routes, and the evidence suggests that the majority of Induction tutors feel that the prior (pre-ITT) experience and/or personal skills of the beginning teacher may be a bigger influence on their subsequent capability as teachers than the type of ITT route followed. On the subject of ITT route, there are indications that Induction tutors tended to favour the particular routes they were most familiar with (either through their own ITT or through involvement at school level with the preparation of student teachers on particular ITT routes). However, whilst the numbers are small, a number of comments on specific issues concerning particular ITT routes and other features of ITT are worthy of reporting here. The first issue relates to some interviewees' perceptions of what we might term the short-term versus long-term benefits of particular ITT routes. In this context, the GTP was mentioned by some interviewees as enabling NQTs to be 'up and running' at the start of their NQT year.

> *I think the biggest thing really is the fact that... [name of NQT] has obviously been in all our staff meetings, he knows how the school runs, so all of that kind of organisation issues and so on, he is fully aware of. He knows the direction of the school... I would say, you know, it's a massive difference compared to someone who is an NQT, who has to go through the whole process of 'This is how our school is' and 'These are our values for learning', 'This is our vision of school' 'Would you like to be part of [this]?' basically. (Induction tutor, primary)*

> *We often say when we have NQTs who have been through the GTP, we reckon they're a year to two years ahead of people who've gone the college route, simply because... You are in a school 100 per cent of the time... and you've seen everything, although you've not actually done it yourself you've been part of performance, class assemblies, all the things that NQTs get stressed about, writing reports, being at parents' evening, doing playground duty, somebody having an accident, the things that really are quite crucial to your personal well-being in terms of the stress that they cause you... I just think being in a school environment for 100 per cent of the time is incredibly valuable and I think that's why they come out the other end running because they are ready to start developing their own teaching rather than learn how to be in a school and learn how to be a teacher. (Induction tutor, primary)*

The SCITT was also viewed by some as providing student teachers with a realistic picture of what teaching involves and the pressures they will be under as NQTs. One Induction tutor commented:

[I]t [the SCITT programme] has set them [NQTs] up just so well. They are, you know, on the whole, confident and know exactly what they need to be doing and they've got a really good grounding. Because all the people who are tutoring them, most of them are practising teachers. So, it's no one who's been away from the classroom. And I think someone who is lecturing in, you know, college or uni' or whatever, you haven't got that, say, all the fine little details of what it is all about. You know the theory, but it's very different to the practice and I think having people lecturing them on whatever subject it is, who are practising primary teachers, the insights are far greater. (Induction tutor, primary)

On the other hand, interviewees who commented positively on the university-administered PGCE did so in terms of the potential longer term or less immediately obvious value of the preparation on this ITT route.

[PGCE-trained NQTs] bring a different attitude to [the job] I think which is hard to define in terms of what do they add in the classroom but it is definitely there, there is a definite difference. (Induction tutor, primary)

I think the PGCE, given the choice I would certainly opt for the PGCE in terms of value for your 30-odd years in the career. (Induction tutor, secondary)

Some of the suggestions for why those following the more traditional university-administered routes may bring longer-term advantages, as suggested above, concern: (i) student teachers' exposure to broader theoretical debate; (ii) the fact that they are not tied so closely to the ways of thinking and working of a particular department or school; and (iii) the increased opportunity for the development of subject pedagogical knowledge. All three of these issues are illustrated in the following quotation:

It just makes me wonder if it would be more worthwhile for [name of NQT] to have experiences of different schools. Now she did go to another school but I don't think it's the same as having a university lecturer 'cause one of the things we did struggle with on the GTP programme was her subject knowledge. Not so much that she hasn't got a good [subject knowledge]... It's to do with the sort of the whole pedagogy and the theory and methodology of it because really the only way you can really learn about that is to go to lectures or to read in depth about it and to watch other teachers using those practices and I think that unless you can see that then you don't have a real kind of like opportunity to draw your own conclusions and opinions. At least when you're on the PGCE there is time set aside for those kinds of debates and ideas because there just simply isn't the time if you come into teaching through the GTP programme, erm, you're in there doing it and whatever influences that are currently working in that department then those are the influences that you have. (Induction tutor, secondary)

Whilst some interviewees indicated that some ITT routes had greater merit than others in the preparation of beginner teachers, some also suggested that one of the most important features of such preparation relates to the *duration of ITT,* with nine suggesting that the capability of the NQT was affected by course duration.

> *I think certainly, the longer people have to train the more they bring into the classroom in terms of their knowledge and thoroughness of their knowledge and the way their practice is... (Induction tutor, primary)*

In addition, five Induction tutors felt that the *individual provider* tended to have more importance than the ITT route and that levels of provider support varied irrespective of the route(s) being offered:

> *[T]here is a huge difference between what the different institutions do. (Induction tutor, secondary)*

Some explanations for such differences related to problems that some NQTs experienced (whilst they were trainees) with the support they received from particular ITT providers or partner schools, or by particular individuals within those institutions:

> *He [the NQT] had a [university-based] tutor and there was very little contact with the tutor and I don't think that there was the level of support [whilst he was in-school] that [we would expect] from the university. He had very little contact with that tutor... (Induction tutor, primary)*

Finally, the *prior experiences and/or personal skills* of NQTs were considered by over half of the Induction tutors interviewed (15 of 27) to have a significant impact on their NQTs' teaching capability. The age or maturity of the NQT was specifically mentioned by ten Induction tutors in this context. Older NQTs were sometimes seen as having advantages because of the life experiences they brought into the classroom, which sometimes enabled them to cope better with the pressures of teaching and put such pressures into perspective.

> *I know some of our NQTs are becoming more mature, some of them bring a hell of a lot of maturity in, more than I was when I was the age, probably, coming straight out of university, you know, some of them, I mean we've got one lad who was a policeman in a former life, who's absolutely fantastic, you know, I mean [name of NQT]'s not a new boy on the block by any means, he's got family and that, and that helps, if you've got children of your own, I guess you're going to treat youngsters differently than if you haven't. (Induction tutor, secondary)*

8.6 Summary

The findings reported in this chapter focused on those perspectives of the 27 Induction tutors interviewed, which might explain, extend and/or illuminate NQTs' accounts of their experiences as reported in Chapters 3-7. Areas explored included Induction tutors' perceptions of the characteristics and needs of NQTs, and issues related to the Induction tutor role.

The majority of interviewees (17 of the 27) held that NQTs were well-prepared and capable of carrying out their roles as teachers in their first year of teaching. That said, interviewees also identified weaknesses and development needs of NQTs. The two main development needs identified

relate to the ability to manage classrooms and pupil behaviour on the one hand and workload management skills on the other.

Findings reported in this chapter also suggest that the majority of Induction tutors enjoy their role and see involvement in the Induction of NQTs as beneficial to both the school and themselves. The majority of Induction tutors (18) interviewed identified insufficient time as the biggest constraint on their ability to carry out their role effectively.

We turn now to the final chapter of this report where some implications of the findings presented thus far are discussed.

9 Conclusions and implications

9.1 Introduction

In this final chapter we bring together some of the main findings from the previous chapters and suggest some implications of these for a range of people concerned with the provision of supportive conditions for the early professional and career development of teachers. We highlight (i) the generally positive nature of the findings regarding NQTs' experiences of their first year of teaching, (ii) the fact that for most NQTs the experience of their first year of being a teacher was characterised by emotional 'ups' and 'downs', (iii) the central role of relationships in NQTs' experiences of their first year as teachers, and (iv) issues relating to CPD provision, before (v) briefly summarising findings relating to factors which differentiated NQTs' experiences of their first year of teaching. We conclude by summarising some implications of these findings for policy makers and those who work with beginning teachers.

9.2 The overall experience of the first year of teaching

The majority (87%) of respondents to our 'Wave 3' survey who had successfully completed ITT had managed to obtain permanent or fixed-term teaching posts, with an additional seven per cent securing work as supply teachers. Most of the Induction tutors who were interviewed as part of this study indicated that, in their view, most NQTs were well prepared for their first posts and capable of carrying out their roles as teachers. The majority (93%) of survey respondents who had worked as teachers since completing their ITT indicated that they enjoyed teaching, and 77 per cent rated the support they received during their first (post-ITT) year of teaching as *'good'* or *'very good'*. The vast majority (95%) of those who, at the time of the Wave 3 telephone survey (May/June 2005), were teaching (or else looking for work as teachers), indicated that they planned to be (or to remain) in teaching at the start of the following academic year, and 91 per cent stated that they expected to be in teaching in four years' time. In general, those NQTs intending to remain in their current posts and those intending to seek new posts indicated positive reasons for doing so, such as having or seeking opportunities for career development. All of this bodes quite well for the retention of these beginning teachers.

9.3 The 'highs' and 'lows' of the NQT year

While such findings are largely positive, case study data reveal a more nuanced picture and demonstrate that (these) NQTs experienced a range of both positive and negative experiences, or 'highs' and 'lows', during their first year of teaching. The accounts of NQTs reveal that for some, the highs seemed to be a prominent feature of the experience, whilst for the others the lows were more salient. The positive experiences or highs were, for many beginning teachers, associated with one or more of:

- being accepted and trusted as a teacher;
- their perceptions of pupil learning (and of their influence on this process);
- rewarding relationships with pupils; and

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- good or supportive relationships with colleagues (and survey findings show that those who reported positive relationships with colleagues were also likely to report enjoying teaching).

The negative experiences or lows were predominantly associated with:

- perceived excessive workload and difficulties with work-life balance;
- challenging relationships with pupils, colleagues and/or parents;
- a perceived lack of support (whether support for learning and/or emotional support); and
- poor pupil behaviour.

Many scholars currently accept the intimate relationship between affective and cognitive issues in the processes of learning (e.g. Dai & Sternberg, 2004). NQTs are engaged in the demanding dual processes of teaching and learning teaching (Feiman-Nemser *et al.*, 1989) and both can be viewed as very personal (as well as professional) activities (Day, 2004). Our findings support such views of both teaching and learning (learning to teach) as personal, affectively charged processes.

Understanding and taking account of the emotional experience of first year teachers matters for a number of reasons, relating to NQTs' professional development, identity, confidence, self-efficacy, commitment, motivation and retention. We note, for example, that those NQTs who indicated that they did not enjoy teaching were also more likely to report that they were unlikely still to be in teaching in four years' time, whilst perceptions of the heavy workload associated with teaching featured prominently amongst the variety of reasons given to explain why some ITT graduates were not 'currently' teaching, why some of those who were 'currently' teaching were not planning to be in teaching posts in the following term/academic year, and why some of those who were 'currently' teaching did not expect to be doing so in four years' time. Given all of this, it would appear important for those working with and for first year teachers (e.g. Induction tutors and policy-makers respectively) to help them to minimise the intensity, frequency and impact of the 'lows' and maximise the occurrence of the 'highs'. A starting point for concrete strategic thinking and action in this regard can be found in the detail of this report (concerning features of the experience of being an NQT which are associated with these affective responses), and some suggestions based on these are made below.

Attempts to minimise or reduce the negative impact of the 'lows' that NQTs experience can be facilitated primarily through the provision of assistance to NQTs in responding to and dealing with the causes of their negative experiences. This might be achieved through: generating a more supportive school ethos; strategies to counter isolation (including the provision of opportunities for more interaction with peers); more careful selection and training of mentors; having clear and effective school procedures to deal with pupil disruption; supporting NQTs' development of strategies for managing workload; and attempting to reduce the demands on NQTs and/or their supporters. Indeed, as reported in Chapter 8, the majority of Induction tutor interviewees identified insufficient time as the biggest constraint on their ability to carry out their role effectively, and NQTs reported considerable variation in the provision of non-contact time.

School level strategies for maximising the number of potential opportunities for NQTs to experience 'highs' might include: providing appropriate person-sensitive levels of autonomy; displaying trust; accepting and treating the NQT as a teacher; helping the NQT notice the positive impact of their work on particular children; and/or ensuring attention is paid to developing and maintaining a collegial whole school ethos.

9.4 Centrality of relationships

Relationships with a range of people associated with their work as a teacher were, in addition to being contributors to the affective experience of many NQTs' first year, also key to various further aspects of their experience, notably to their professional development and their success or otherwise in meeting the Induction Standards. For example, when NQTs were asked who or what, if anything, had helped them in working towards the Standards, the seven most common responses all related to people, including: 'colleagues at school/college' (44%); 'Induction tutor/mentor' (41%); 'head of department' (11%); and 'contact with other NQTs' (7%). Regarding those colleagues charged with providing most support for NQTs' development, NQTs were statistically more likely to report positive relationships with their Induction tutors or mentors where these were (a) teachers of the same subject specialism as themselves, and (b) not also their head teachers. There are also some indications that the effectiveness of mentoring support provided to NQTs could be enhanced if the person most responsible for facilitating the professional development of the NQT (the Induction tutor or mentor) was released from the additional responsibility of undertaking formal assessment of the work of that NQT against the Standards (cf. Malderez & Bodoczky, 1999; Pitton, 2006).

9.5 CPD provision

Our findings suggest that most NQTs (e.g. 46 out of the 73 case study interviewees) found the CPD they had undertaken to be helpful or beneficial. Many NQTs (e.g. 40 case study interviewees) nevertheless perceived that some formal CPD provision had not impacted on their teaching – though this is not to say that it did not in fact have some such impact (Claxton, 1997; Atkinson & Claxton, 2000). A number of reasons were given by NQTs for the perceived lack of impact of CPD, including repetition of aspects of ITT provision, lack of sufficiently contextualised provision, and/or the use of 'stand and deliver' (Cornell, 2002) approaches by CPD providers.

Induction tutor interviewees identified two main development needs for NQTs, namely those relating to the ability to manage classrooms and pupil behaviour on the one hand and workload management skills on the other. Nevertheless, 26 per cent of NQT survey respondents, who were asked (in an open-ended question) what they perceived to be their strengths as a teacher, stated at the end of their first year of teaching the '*ability to maintain discipline in the classroom*', an increase on the 18 per cent who said this at the end of their ITT programmes and the second highest response, after the '*ability to develop productive relationships with pupils*' (mentioned by 32% of respondents to this question).

There are indications in our findings that not all NQTs were receiving the kind of individualised support for learning and development that previous

literature has suggested is beneficial (e.g. Totterdell *et al.*, 2002; Smethem & Adey, 2005), and which is implicit in the policy documentation and the aims of the CEDP. Implications may include a need for support for all those who work with NQTs (workshop leaders, mentors, NQT co-ordinators) to develop strategies for identifying and addressing individual needs, and to ensure that provision is appropriately situated in NQTs' own experiences and realities. Findings reporting NQTs' perception of 'repetition' suggest the need for closer links between ITT and Induction, which could include more use or adaptation of the CEDP to support this progression (to the extent that the CEDP makes clear what topics have been covered as well as identifies individual needs). Indeed we have shown that there appear to be limits to the extent to which the current use of the CEDP acts to support an individualised development process or the transition from 'trainee' to teacher.

In addition to some of the issues reported above concerning the provision of appropriate CPD opportunities, we have also shown that not all NQTs were receiving all of the statutory entitlements for Induction. For example, a quarter of those survey respondents who had worked full-time reported that they had experienced 'two hours or less' non-contact time per week, in contrast to the 35 per cent who reported having five hours or more non-contact time. Primary phase trainees seem to have been particularly disadvantaged in this regard, with secondary NQTs indicating that they received, on average, nearly twice the non-contact time of those working in primary schools (5 hours per week compared to 2.7 hours). Insufficient non-contact time will have impacted both on the workloads of these NQTs and on the extent to which they may have been able to take advantage of opportunities for CPD.

That said, and with regard to the general issue of the workload of NQTs, the recent workforce remodelling policies may prove beneficial. In particular, the provision of ten per cent planning, preparation and assessment (PPA) time (which was implemented in the school year following the one in which these data were generated) may, together with the statutory ten per cent reduction in the timetables of those undertaking Induction, go some way towards alleviating the intensity of the workload pressures and work-life balance issues experienced by many NQTs – so long as these entitlements are in fact provided.

9.6 Factors differentiating NQTs' experience of their first year of teaching

We have seen in the preceding chapters that NQTs' experiences of their first year of teaching were differentiated according to a number of factors, such as, and in particular, the ITT route they had followed, whether they were seeking to teach in primary or secondary schools, and their perceptions of the quality of their relationships with school staff, particularly their Induction tutors or mentors.

ITT route

The ITT route NQTs had followed was found to have an independent statistically significant effect on their survey responses in two of the three questions analysed using logistic regression analysis (whether NQTs had found their first post in an ITT placement school and their ratings of the

support received during their first year of teaching). In addition, within the primary phase, the ITT route that survey respondents had followed was found to be a statistically significant predictor of their employment status as NQTs. For example:

- a higher proportion of primary phase NQTs who had followed the BEd route were in fixed-term (29%) or supply (16%) positions, and a lower proportion in permanent posts (47%) than, for example, the seemingly more favourable conditions in which primary SCITT graduates found themselves (21% in fixed-term posts, 6% in supply posts and 68% in permanent posts);
- five per cent of primary Flexible PGCE graduates reported being 'unemployed but looking for a teaching post', compared with one per cent of those who had followed SCITT programmes and less than one per cent of those who had undertaken a university-administered PGCE.

Although ITT route in general was not found to be a statistically significant predictor of the employment status of secondary phase NQTs, it is notable that a higher proportion (3%) of those who had followed the Flexible PGCE route than those following other routes (e.g. none of those who had followed BA/BSc QTS, SCITT or GRTP programmes) reported that they were unemployed but looking for a teaching post.

ITT route was also found to be a significant predictor of NQTs' responses to a number of further questions, such as:

- their retrospective views on whether or not their ITT programme had effectively prepared them for their teaching posts (primary phase NQTs who had followed university-administered PGCE and Flexible PGCE programmes were least likely to state that their ITT programmes had effectively prepared them for teaching);
- their ratings of their relationships with pupils (primary phase NQTs who had followed Flexible PGCE programmes gave the lowest mean rating of their relationship with pupils); and
- whether or not they would benefit from additional training or professional development (for example, amongst both primary and secondary NQTs, those who had followed the Flexible PGCE route were more likely than those who had followed other ITT routes to report that they would benefit from additional training in the '*ability to maintain discipline in the classroom*').

These and other findings presented throughout this and our earlier reports, suggest that it may be fruitful to investigate further the causes of the generally less positive experiences reported by NQTs (and primary phase NQTs in particular) who had followed the Flexible PGCE route. It may be hypothesised that the key attraction of this route, which makes ITT accessible for some potential entrants who would not otherwise be able to train to be teachers, also provides the source of its major limitation. That is, the very flexibility of such programmes might mean that they are inevitably experienced as disjointed. In addition, individual trainees following Flexible PGCE programmes tend to be less likely to be able to draw upon the support of a constant group of fellow trainees, which may in part explain findings presented in our previous report, namely that student teachers following the 'Flexible' route were:

(i)   less likely than those on any other route to rate the support they had received as '*good*' or '*very good*'; and

(ii)   (together with those on GRTP routes) less likely than trainees on other routes to rate their relationships with their peers as '*good*' or '*very good*' (Hobson *et al.,* 2006: 35 & 124).

Whilst there are differences between the experiences of student teachers following the same ITT route with different providers (see Hobson *et al.,* 2006), our findings nonetheless suggest that the provision of support for trainees on some Flexible PGCE programmes would benefit from further exploration. Specifically, consideration might be given to ways (or additional ways) of addressing both the issue of programme coherence (as experienced by the individual trainee) and the need to compensate for the relative lack of peer support available to trainees following Flexible programmes.

It is important to note, however, that ITT route was *not* found to be an effective predictor of NQTs' responses to several other survey questions, such as:

- whether or not they regarded the '*ability to develop productive relationships with pupils*' or the '*ability to maintain discipline in the classroom*' as strengths;
- whether or not they stated that they had '*used teaching methodologies during their NQT year which they did not learn during ITT*'; and
- their ratings of the relationship(s) they formed with their NQT coordinator or Induction tutor/mentor.

Given these latter findings, plus the absence of what might be regarded as any additional educationally significant differences between the reported experiences of NQTs who had graduated from different ITT routes, and the findings reported in Chapter 8 on Induction tutors' perspectives on different ITT routes, it might be argued that our evidence provides broad support for the existence of a variety of routes which enable a variety of types of teacher candidates to undertake ITT. We would like to stress, however, that on the basis of our current dataset we are not able to make any reliable claims about the relative capability or effectiveness of newly or recently qualified teachers trained via different ITT routes. Further research might fruitfully be undertaken in this area.

Phase
Whether or not survey respondents had qualified to teach in secondary or primary schools was found to have a statistically significant effect on responses to two main questions, notably NQTs' reported experiences of finding a post and of the amount of non-contact time received. Those seeking to teach at primary level reported greater difficulties in obtaining a post, and respondents teaching in secondary schools reported having received nearly twice as many non-contact hours as those teaching in the primary sector. The type of school NQTs were working in also had a bearing on the latter question, with those working in fully selective schools reporting significantly more non-contact time than those in partially selective or non-selective schools.

Relationships

The variable concerning survey respondents' ratings of their relationships with school teaching staff was found to have an independent statistically significant effect in regression analyses on questions concerning enjoyment of the job and perceptions of the support received during their NQT year. The more positively these relationships were rated, the more likely NQTs were to state that they were enjoying the job and that they felt positively about the support they had received. We saw that NQTs' ratings of the quality of their relationship with their Induction tutor or mentor had the biggest effect size (in the regression model) on respondents' rating of the support they received during their first year; whilst NQTs who reported better relationships with their Induction tutors/mentors were also statistically more likely to report that they had been recommended to pass their Induction programme.

9.7 Summary Implications

In summary, findings presented in this report suggest, amongst others, the following implications.

For policy-makers:
- The need to investigate further and address the underlying causes of the (apparent) non-provision, in some cases, of NQTs' entitlements to reductions in their teaching workloads;
- To continue to make support for the early professional development of teachers an important component part of the work of a range of educational professionals – from head teachers, Induction tutors, mentors and other school-based colleagues to those outside schools who provide courses and training for NQTs;
- To consider further the content, format and use of the CEDP together with other possible means of ensuring that there is continuity and complementarity between and across ITT and Induction;
- To review or investigate further issues relating to the initial and subsequent early career training and development of teachers entering the profession via Flexible PGCE programmes, notably issues relating to the individual support needs of those entrants.

For mentors/Induction tutors:
- To ensure that they are familiar with the kinds of preparation for teaching that their mentees (NQTs) experienced during ITT, and with their mentees' strengths and areas for development upon entry to the NQT year;
- To work on strategies for individualising support to NQTs;
- To work on strategies for maximising the 'highs' and minimising the 'lows' in NQTs' experiences.

For heads of schools:
- To ensure that NQTs and their mentors have the time to work together (through, for example, attention to time allocations, timetabling and mentor selection);
- To facilitate the creation of a school ethos which is supportive of early career development;
- To make provision to address the development needs not only of NQTs but also of those who support them;

- To carefully consider the allocation of mentor and/or Induction tutor role(s), taking into consideration issues such as subject specialism and the availability of time.

For all school staff:
- To welcome NQTs to their schools and to consider and provide the most supportive context possible for beginner teacher development.

For ITT programme personnel:
- To continue to consider their role in equipping trainees with the skills and attitudes to continue learning through their early career as teachers;
- To ensure that graduating trainees have appropriate information about their needs and strengths to take into their first schools, as well as a clear understanding of how this can be used to support their individual and on-going learning.

For Flexible PGCE programme providers:
- To consider (or re-consider) and address the specific support needs of Flexible route trainees which may relate to: (a) the possibility that such trainees might experience their programmes as disjointed; and/or (b) the reduced likelihood of such trainees being able to access the support of a consistent group of their peers, compared with those following (some) other ITT routes.

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Appendix A: An outline of the main ITT routes

- ***Post-graduate Higher Education Institution (HEI)-administered programmes (PGCE; Flexible PGCE)***

These routes include both a substantive HEI input and a period of training in schools. Those successfully completing the courses achieve an academic qualification (a Post-graduate Certificate in Education [PGCE]), in addition to Qualified Teacher Status (QTS). Programmes typically last for one academic year (full time), or five or more academic terms (Flexible route), and applicants must hold a relevant first degree (or equivalent).

- ***Undergraduate HEI-administered programmes (BA/BSc QTS; BEd)***

BEd and BA/BSc QTS courses allow trainees to achieve both a Bachelors' degree – either in education or in a specific curriculum subject, and qualified teacher status. There are variations in the length of time required to complete BA/BSc QTS and BEd programmes. Traditionally these programmes last for three and four years respectively, though the length of programmes is becoming more variable, with institutions offering two-, three- and four-year programmes. Shorter two-year programmes appear to have been designed for entrants with professional qualifications equivalent to degree level study.

- ***School-centred Initial Teacher Training programmes (SCITT)***

In SCITT programmes single schools or consortia of schools are responsible for the programme of initial teacher training. Depending on the specific programme provided, trainees may achieve solely QTS, or may have the opportunity to also gain an academic qualification, namely a PGCE. Programmes typically last for one academic year.

- ***Employment-based programmes: Graduate Teacher Programme (GTP) and Registered Teacher Programme (RTP)***

In the GTP trainees take-up a salaried teaching post and (if successful) achieve QTS whilst in-post. Generally, employment-based routes offer QTS only, and typically last for one academic year. As with other postgraduate programmes, applicants to GTP programmes must hold a first degree in a relevant subject. By contrast, the RTP is open to those who do not yet hold a degree but have qualifications equivalent to the first two years of Bachelor's degree study. Typically, the RTP is a two-year programme during which trainees will be employed in a teaching post, whilst also completing a further year of degree-level study on a part time basis.

Appendix B: Details of regression analyses

In this appendix we present details of the logistic regression results presented in Chapters 4 and 5 of this report. As stated in Chapter 2, two types of regression analysis were employed to produce some of the findings presented in this report: *binary logistic regression* for outcome variables with two response categories and *ordinal logistic regression* for outcome variables with more than two response categories that can be rank ordered.

B.1 Factors influencing whether NQTs obtained posts in one of their ITT placement schools

In Chapter 4 (Section 4.2.3) analysis using binary logistic regression was carried out in an attempt to determine which variables might be most important in influencing whether or not the teachers in our sample subsequently worked in schools from their ITT programmes. Only six of the 13 variables tested were found to have a statistically significant effect on whether or not an NQT would obtain a post in one of their ITT placement schools.[58] The main results are given in Table B1. All thirteen potentially explanatory variables included in the model are listed under the table. As can be seen, ITT route had the largest effect size, with those who had followed the GRTP route being three times more likely to report obtaining a teaching post at one of their ITT placement schools than a teacher who had followed a PGCE programme (the reference group).[59]

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[58] The 'Goodness of fit' test and the 'Model chi-square' show a good fit of the model to the data, while the Nagelkerke R^2 indicates an overall effect size for all the explanatory variables remaining in the final model of approximately 13[0] per cent.

[59] Comparing the absolute values in the 'beta weights' column of Table B1 allows for a direct comparison of the importance (effect size) of each variable. Looking at the 'odds ratios' column of Table B1 shows how many times more likely respondents in a particular group (e.g. NQTs from the GRTP route) are to give an answer of 1 (in this case, to have found a post in one of their ITT placement schools) compared with another group of respondents defined as the 'reference group' (in this case, NQTs from the PGCE route).

Table B1: Binary logistic regression results on factors influencing whether NQTs obtained posts in ITT placement schools

Obtained a teaching post at one of ITT placement schools - 1: Yes, 0: No			
EXPLANATORY VARIABLES	_	**Beta weights**	**Odds ratios**
ITT ROUTE[1] **GRTP**	1.08	0.41	2.95
GENDER[2] **Male**	0.36	0.15	1.43
AGE[3] **27-36** **37-46**	0.26 0.55	0.12 0.20	1.30 1.73
SCHOOL SECTOR[4] **Independent sector**	-0.69	-0.16	0.50
RELATIONSHIPS WITH MENTORS (W2) **(entered as ordinal variable)[5]**	0.23	0.19	1.25
RELATIONSHIPS WITH OTHER TEACHING STAFF (W2) **(entered as ordinal variable)[6]**	0.28	0.20	1.33
Nagelkerke R[2] **Model chi-square** **Goodness of fit**	0.129 Chi-square = 191.491, df=7, p<0.001 Chi-square=8.251, df=7 p=0.311		
No. of cases	**1,962**		

Explanatory variables entered: (1) phase; (2) ITT route followed; (3) gender; (4) age; (5) ethnicity; (6) faith/denominational school; (7) co-educational/single sex school; (8) selective/partially selective/non-selective school; (9) state/independent school; (10) whether school is high up in the league tables; (11) whether school is in special measures, with serious weaknesses or challenging circumstances; (12) relationships with mentors; and (13) relationships with other teaching staff.

[1] The reference group for ITT route is 'PGCE'.
[2] The reference group for gender is 'female'.
[3] The reference group for age is 'under 27'.
[4] The reference group for school sector is 'state sector'.
[5] 1: Very poor, 2: Poor, 3: Neither poor nor good, 4: Good, 5: Very good.
[6] 1: Very poor, 2: Poor, 3: Neither poor nor good, 4: Good, 5: Very good.

B.2 Factors influencing NQTs' reported enjoyment of their jobs

In Section 4.4.1 we report the results of ordinal logistic regression analysis which was conducted to determine which variables might be important in influencing teachers' reported rating of their enjoyment of their jobs. Of 25 variables included in the regression model, 11 were found to have a statistically significant effect on NQTs' stated enjoyment of working as a teacher.[60] The statistically significant results are presented in Table B2 and the full list of explanatory variables that were included in this analysis are given underneath this table (including phase, ITT route, age, gender and ethnicity).

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[60] The statistical model appears to be a satisfactory one, having appropriate goodness-of-fit statistics and accounting for approximately 16 per cent of the variation in the outcome variable.

Table B2: Ordinal logistic regression results on factors influencing NQTs' reported levels of enjoyment of working as a teacher

I enjoy working as a teacher - 1: Strongly disagree/Tend to disagree/Neither agree nor disagree, 2: Tend to agree, 3: Strongly agree			
EXPLANATORY VARIABLES	_	*Beta weights*	*Odds ratios*
AGE[1] **37-46 years old**	-0.45	-0.16	0.64
SCHOOL IN SPECIAL MEASURES/WITH SERIOUS WEAKNESSES/IN CHALLENGING CIRCUMSTANCES[2]	-0.39	-0.16	0.68
TEACHING SUBJECT(S) TRAINED TO TEACH[3]	-0.51	-0.25	0.60
NOT EXPECTING TO BE IN TEACHING IN 4 YEARS' TIME[4]	-2.42	-0.50	0.09
PART-TIME	-0.76	-0.16	0.47
SUBJECT COORDINATOR	0.38	0.14	1.46
EXTRA-CURRICULAR ACTIVITIES	0.31	0.14	1.37
RELATIONSHIPS WITH MENTORS[5]	0.22	0.18	1.24
RELATIONSHIPS WITH TEACHERS[6]	0.33	0.23	1.39
WAVE 1 VARIABLE – CONCERNS ABOUT 'ABILITY TO DEVELOP RAPPORT WITH THE CHILDREN'	-0.28	-0.12	0.76
WAVE 1 VARIABLE – CONCERNS ABOUT WHETHER WOULD ENJOY TEACHING/ITT	-0.43	-0.21	0.65
Nagelkerke R[2] **Model fit** **Goodness of fit (Pearson)** **Test of parallel lines**	0.164 Chi-square=207.78, df=11, p<0.001 Chi-square=986.00 df=985, p<0.485 Chi-square=8.640, df=11, p=0.655		
No. of cases	**1,769**		

Explanatory variables entered: (1) phase; (2) ITT route followed; (3) gender; (4) age; (5) ethnicity; (6) faith/denominational school; (7) co-educational/single sex school; (8) selective/partially selective/non-selective school; (9) state/independent school; (10) whether school is high up in the league tables; (11) whether school is in special measures, with serious weaknesses or challenging circumstances; (12) whether teaching the same subject(s) trained to teach; (13) whether teaching the same year group(s) trained to teach; (14) whether doing or completed additional qualifications in the last year; (15) number of additional hours worked outside the normal timetabled week; (16) roles and activities undertaken (form tutor, subject coordinator, head of department, covered classes, extra-curricular activities, taken pupils on school trips, taught pupils with challenging behaviour); (17) whether or not respondents expected to be in teaching in 4 years' time; (18) whether working part-time or full-time; (19) relationships with mentors; (20) relationships with other teaching staff; and (21)-(25) Wave 1 responses regarding concerns prior to undertaking ITT – whether or not they would develop an understanding of teaching and learning, whether or not they would learn to teach their subject, whether or not they had the ability to develop rapport with the children, whether or not they would get on with teachers and other staff in schools, and whether or not they would enjoy teaching/ITT.

[1] The reference group for age is 'under 27'.
[2] 1: Yes, 0: No.
[3] 1: Yes, 0: No.
[4] 0: Expecting to be in teaching, 1: Not expecting to be in teaching.
[5] 1: Very poor, 2: Poor, 3: Neither poor nor good, 4: Good, 5: Very good.
[6] 1: Very poor, 2: Poor, 3: Neither poor nor good, 4: Good, 5: Very good.

As can be seen, the responses to the 'Wave 3' question *'Do you expect to be in teaching in four years' time?'* were the most strongly associated with the (stated) degree of 'currently' not enjoying teaching. Those respondents not expecting to be in teaching in four years' time were approximately 11 times as likely to answer more negatively about their level of enjoyment in the job, compared to those who were expecting to be teaching in four years' time. [61]

B.3 Factors influencing NQTs' ratings of support received during their first year of teaching

In Chapter 5 (Section 5.2.2) analysis of the survey data was carried out using ordinal logistic regression to determine which variables (e.g. ITT route followed, age, rating of relationship with mentor) might be most important in influencing how NQTs rated the support they had received during the NQT year. The main results of the statistical analysis are given in Table B3 and the full list of explanatory variables that were tested in this regression model is given underneath this table. Whilst the model is slightly problematic, in that it accounts for only 11 per cent of the variation in the outcome variable according to the Nagelkerke R^2 statistic, eight of the thirteen variables were found to have a statistically significant effect on how highly the teachers rated the support they had been given.

As we can see, by comparing the statistics in the 'beta weights' column, the strongest overall effect was the NQTs' rating of their relationship with their mentor – the more positive they rated this relationship the more highly they rated the support they had received over the course of the NQT year.

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[61] It can be seen from Table B2 (comparing beta weights) that the second most important (and, surprisingly, negative) variable associated with enjoying teaching was a positive response to *teaching subject(s) trained to teach.* However, on further investigation this turned out to be an artefact of combining primary and secondary responses together. When separated out, the responses amongst the secondary respondents were in the direction one might expect: i.e. those teaching in subjects they were trained in generally reported higher levels of enjoyment of their teaching, but not by a significant amount (chi-square=3.659,df=3, p=0.160).

Table B3: Ordinal logistic regression results on factors influencing NQTs' rating of support received

Support received – 1: Very poor/Poor/Neither good nor poor, 2: Good, 3: Very good			
EXPLANATORY VARIABLES	*B*	*_eta weights*	*Odds ratios*
ITT ROUTE[1] **BA/BSc QTS**	0.30	0.13	1.35
AGE[2] **37-46**	-0.42	-0.15	0.66
ETHNICITY Black and Minority Ethnic	-0.42	-0.11	0.66
SCHOOL IN SPECIAL MEASURES/WITH SERIOUS WEAKNESSES/IN CHALLENGING CIRCUMSTANCES[3]	-0.46	-0.19	0.63
SCHOOL HIGH UP IN LEAGUE TABLES[4]	0.70	0.34	2.01
FAITH SCHOOL[5]	-0.25	-0.10	0.78
BOYS OR GIRLS ONLY SCHOOL[6]	-0.63	-0.15	0.53
RELATIONSHIPS WITH MENTORS[7]	0.47	0.40	1.60
Nagelkerke R² **Model fit** **Goodness of fit (Pearson)** **Test of parallel lines**	0.111 Chi-square=162.388, df=8, p<0.001 Chi-square=338.152, df=308, p=0.114 Chi-square=10.72, df=8, p=0.218		
No. of cases	**1,609**		

Explanatory variables entered: (1) phase; (2) ITT route followed; (3) gender; (4) age; (5) ethnicity; (6) whether school is a faith school; (7) whether school is a boys or girls only school; (8) whether the school is selective; (9) whether the school is in the state sector; (10) whether the school is high up in the league tables; (11) whether the school is in special measures, with serious weaknesses or challenging circumstances; (12) whether working part-time or full-time; and (13) relationships with mentors.

[1]The reference group for ITT route is 'University PGCE'.

[2] The reference group for age is 'under 27'.

[3] 1: Yes, 0: No.

[4] 1: Yes, 0: No.

[5] 1: Yes, 0: No.

[6] 1: Yes, 0: No.

[7] 1: Very poor, 2: Poor, 3: Neither poor nor good, 4: Good, 5: Very good.

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