

Teachers' Experiences of their Third Year in Post

Technical Report on Phase V of the
Becoming a Teacher Survey

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1 Introduction

This report is intended essentially as a reference report to the final report of the *Becoming a Teacher (BaT)* project.¹ It details analyses of data produced from the *BaT* 'Wave 5' telephone survey, including aggregate findings for all survey questions, plus the results of additional analyses which were deemed important by the research team in the light of findings from earlier waves of the project and from the relevant literature.² The survey was carried out (in Summer 2007), approximately three years since respondents completed their initial teacher training (ITT).

The tabulated summary responses are presented in the order that the questions were asked during the telephone interviews. We also provide a brief commentary relating to the tabulated data, including the key findings and any additional points of interest. Where appropriate, additional analyses of the responses to particular questions are then outlined and the results summarized.

¹ Hobson, A.J., Malderez, A., Tracey, L., Homer, M., Ashby, P., Mitchell, N., McIntyre, J., Cooper, D., Roper, T., Chambers, G.N and Tomlinson, P.D. (2009), *Becoming a Teacher: Teachers' experiences of initial teacher training, Induction and early professional development (Final report)*. Nottingham: Department for Children, Schools and Families.

² Ashby, P., Hobson, A.J., Tracey, L., Malderez, A., Tomlinson, P.D., Roper, T., Chambers, G.N. and Healy, J. (2008), *Beginner teachers' experiences of initial teacher preparation, induction and early professional development: A Review of Literature*. Nottingham: Department for Children, Schools and Families.

2 Survey sample characteristics

2.1 Initial Teacher Training Route

Table 2.1 - Wave 5 respondents' by ITT route

ITT route	Number of respondents in (total) Wave 5 sample	Percentage of respondents from this ITT route in our achieved sample	Percentage of beginning teachers who had followed this route in England [*]
University-administered Postgraduate Certificate in Education (PGCE)	503	31	67
Flexible PGCE	64	4	1
Bachelor of Education (BEd)	161	10	4
Bachelor of Arts (BA) / Science (BSc) with Qualified Teacher Status (QTS)	412	25	15
Graduate and Registered Teacher Programme (GRTP) (including SCITT-based GRTP)	299	18	13
School-Centred Initial Teacher Training (SCITT) (excluding GRTP)	199	12	1
Total	1638		

Percentages may not add up to 100 due to rounding.

* Figures based on the number of first year teachers following this route in the academic year 2004-2005. (Source: GTC).

2.2 Phase and route

Table 2.2 - Wave 5 respondents by phase and route

ITT Route	Primary phase teachers		Secondary phase teachers	
	Frequency	Per cent (%)	Frequency	Per cent (%)
PGCE	146	17	356	46
Flexible PGCE	39	5	25	3
BEd	142	17	15	2
BA / BSc QTS	319	38	87	11
SCITT	82	10	110	14
GRTP	115	14	184	24
Total	843		777	

Number of cases=1620.³ Percentages may not add up to 100 due to rounding.

³ Eighteen respondents were not able to be allocated either 'primary' or 'secondary' stage status for this table. The majority of these respondents were teaching in either middle schools or special schools.

2.3 Age

Table 2.3 - Wave 5 respondents by age

Age group	Frequency	Per cent (%)
24-28	704	43
29-33	311	19
34-38	180	11
39-43	170	10
44-48	165	10
49 or over	97	6
Total	1627⁴	

Percentages may not add up to 100 due to rounding.

2.4 Gender

Table 2.4 - Wave 5 respondents by gender

Gender	Frequency	Per cent (%)
Male	332	20
Female	1306	80
Total	1638	

2.5 Phase and gender

Table 2.5 - Wave 5 respondents by phase and gender

Gender	Primary phase		Secondary phase	
	Frequency	Per cent (%)	Frequency	Per cent (%)
Male	88	10	242	31
Female	755	90	535	69
Total	843		777	

Number of cases=1620. Percentages may not add up to 100 due to rounding.

⁴ Eleven respondents did not state their age.

3 Background information

3.1 Current employment status

Table 3.1 - Which of the following best describes your current employment status?

Current employment status		Frequencies	Valid per cent (%)
Currently teaching	In a permanent teaching post at a school / college	1333	81
	In a fixed-term teaching post at a school / college	183	11
	Supply teaching	63	4
Not currently teaching	On a break before taking up a teaching post (e.g. maternity leave, carer's leave, sick leave, study leave)	26	2
	Working, but not as a teacher	20	1
	Unemployed but looking for a teaching post	2	(0) ⁵
	Unemployed and not looking for a teaching post	4	(0)
	On a break before taking up work, not as a teacher (e.g. maternity leave, carer's leave, sick leave)	7	(0)
Total		1638	

Includes all respondents who were surveyed for Wave 5 - i.e. all those who had taken part in the Wave 4 survey at the end of their second year of teaching since completing their ITT in 2005, and who were subsequently contacted and interviewed in Summer, 2007. Percentages may not add up to 100 due to rounding.

From Table 3.1 it can be seen that at the time of the Wave 5 telephone survey:

- Ninety-six per cent of respondents were 'currently teaching', the vast majority in permanent posts, with the remaining four per cent not 'currently teaching'.

⁵ (0) stands for 'less than 0.5' here and elsewhere in this technical report.

3.2 Current employment status by Government Office Region

Table 3.2 - Current employment status by Government Office Region⁶

Region	Per cent (%) Current employment status			No. of cases
	In a fixed-term teaching post at a school / college	In a permanent teaching post at a school / college	Supply teaching	
Outer London	6	89	4	112
South East	9	89	3	420
East of England	12	85	3	175
South West	11	84	5	133
Inner London	15	84	2	62
West Midlands	10	84	7	229
East Midlands	14	83	3	72
North West	13	83	4	186
North East	20	80	0	70
Yorkshire and Humberside	13	80	7	83
Total	11	85	4	1542

Includes all respondents who were 'currently' teaching in the state sector. Chi-square= 26.73, df=18, p=0.084. Percentages may not add up to 100 due to rounding.

There is some evidence of variation in the nature of employment status by region. For example, from Table 3.2, it is clear that:

- Higher proportions of teachers in the Outer London and the South East regions (89% in each region) than those working in other regions reported having permanent posts. Teachers in the North East and the Yorkshire and Humberside regions (80% of teachers in both regions) were least likely to report having a permanent post.
- Twenty per cent of the teachers working in the North East were in fixed-term posts, compared, for example, to six per cent of teachers in Outer London.
- Seven per cent of respondents working in the West Midlands region and in the Yorkshire and Humberside region were working as supply teachers, compared, for example, to none in the North East of England.

⁶ There were an additional 15 respondents employed in Wales, of whom 8 were in permanent posts, five were in fixed-term posts, and two were supply teaching.

3.3 Working as a teacher since September 2006

Table 3.3 - Have you worked as a teacher at any time since September 2006?

	Frequency	Valid per cent (%)
Yes	39	66
No	20	34
Total	59	

Includes all who all who were not working as a teacher at the time of the survey.

3.4 Looking for work as a teacher since September 2006

Table 3.4 - Although you haven't worked as a teacher in the past school year, have you looked for work as a teacher at any time since September 2006?

	Frequency
Yes	8
No	12
Total	20

Includes all who did not work as a teacher during the academic year 2006-2007.

3.5 Access to Induction

Table 3.5 - Can I just check, have you had access to a formal Induction programme since completing your ITT?

	Frequency	Valid per cent (%)
Yes	111	68
No	51	31
Don't know	2	1
Total	164	

Includes all who had not had access to or passed Induction in Wave 4.

- It is clear that approximately a third of teachers (31%) who had not had access to or passed Induction during the first two years of teaching, continued to report not having been provided with such access during their third year of teaching.

3.6 Induction status

Table 3.6 - Have you passed or been recommended to pass your Induction year?

	Frequency	Valid per cent (%)
Yes, have passed Induction	72	65
Yes, recommended to pass Induction	16	14
No	21	19
Don't know	2	2
Total	111	

Includes all who had not had access to or passed Induction in Wave 4 but had since had access to a formal Induction programme.

- Hence, the majority (79%) of respondents who previously had not yet passed, or been recommended to pass, Induction had done so by the end of their third year since completing their ITT.

3.7 Reasons for not yet passing Induction

Table 3.7 - Can you tell me why not?

	Frequency
I am only part-way through my Induction	10
I did not have enough support from my school	3
I haven't been in the job long enough	3
I have been supply teaching	2
Resigned/left teaching post	2
Other	1
Don't know	1

Includes all who had had access to a formal Induction programme since Wave 4 but had not passed or been recommended to pass (number of cases=21). Respondents could choose more than one response to this question.

3.8 Taking up a teaching post in the future

Table 3.8 - Currently, do you anticipate taking up a teaching post in the future?

	Frequency	Valid per cent (%)
Yes	15	48
No	12	39
Don't know	4	13
Total	31	

Includes all who were not working as a teacher and were not looking for a teaching post.

Table 3.9 - How soon do you anticipate taking up a teaching post?

	Frequency
Less than a year (up to July 2008)	8
More than a year but less than two years from now	2
Two-three years from now	1
Four-five years from now	3
Six or more years from now	0
Don't know	1
Total	15

Includes all who were not working as a teacher and were not looking for a teaching post but anticipated taking up a teaching post in the future.

3.9 Reasons for leaving teaching

Table 3.10 - What would you say are the reasons underlying your decision to leave teaching?

	Frequency	Valid per cent (%)
Family reasons / commitments	7	23
Did not get enough support	5	16
Could not find a job	3	10
Decided to move into another career	3	10
Financial difficulties	3	10
Poor work-life balance	3	10
School management style(s)	3	10
Behaviour of pupils / pupil discipline	2	6
Ill-health	2	6
Job is poorly paid	2	6
Object to specific Government initiative	2	6
Taking a break from teaching (e.g. travelling, sick / study leave)	2	6
Believed I would not be able to manage the workload	1	3
Changed mind about teaching as a career	1	3
Did not get on with other teachers	1	3
Did not pass Induction	1	3
Found I could not manage the workload	1	3
Was not enjoying the teaching	1	3
Other	1	3

Includes all who were not working as a teacher and were not looking for a teaching post (number of cases=31). Respondents could choose more than one response to this question.

3.10 Plans for the future

Table 3.11 - What are you doing now/planning to do in the future?

	Frequency	Valid per cent (%)
A career outside education	12	39
A job in education, but not teaching (e.g. LA post)	9	29
Taking time out to spend with family/maternity leave	5	16
Go back to teaching	2	6
Taking time out for some other reason	1	3
Refused	1	3
Don't know	2	6

Includes all who were not working as a teacher and were not looking for a teaching post (number of cases=31). Respondents could choose more than one response to this question.

3.11 Types of post held

Table 3.12 - Which of the following teaching posts have you held since September 2006?

	Frequency	Valid per cent (%)
Full-time permanent teaching post	1,299	80
Full-time fixed-term teaching post	201	12
Part-time permanent teaching post	104	6
Supply teaching post	92	6
Part-time fixed-term teaching post	50	3

Includes all who were currently teaching or who had worked as a teacher at some point in the academic year 2006-2007 (number of cases=1,618). Respondents could choose more than one response to this question.

From Table 3.12 it can be seen that:

- Four-fifths of the sample (80%) had taught in full-time permanent teaching posts.
- Only a small minority (3%) had taught in part-time fixed-term posts.

3.12 Types of post held by phase

Table 3.13 - Which of the following teaching posts have you held since September 2006? By phase

Phase	Per cent (%)			No. of cases
	Full-time fixed-term post ¹	Full-time permanent post ²	Supply post ³	
Primary	14	78	7	832
Secondary	11	83	3	771
Total	12	81	5	1603

Percentages add to more than 100 (horizontally) since respondents could choose multiple categories.

¹ Chi-square=4.04, df=1, p=0.044.

² Chi-square=5.52, df=1, p=0.019.

³ Chi-square=11.62, df=1, p=0.001.

Table 3.13 shows that there was significant variation in the responses. It can be seen that:

- Eighty-three per cent of respondents from the secondary sector reported having held full-time permanent posts during the year compared to 78 per cent of their primary counterparts.
- Fourteen per cent of primary teachers had held full-time fixed-term posts compared to 11 per cent of those working in the secondary sector.
- Seven per cent of those who worked in primary schools had held supply posts compared to three per cent of those working in secondary schools.

3.13 Types of post held by ITT route (within phase)

Table 3.14 - Which of the following teaching posts have you held since September 2006? By route (Primary phase)

ITT route	Per cent (%)					No. of cases
	Full-time fixed-term post ¹	Part-time fixed-term post ²	Full-time permanent post ³	Part-time permanent post ⁴	Supply post ⁵	
Bed	18	6	77	6	9	140
BA/BSc QTS	12	1	83	2	7	314
PGCE	15	6	75	7	6	145
Flexible PGCE	11	5	71	18	8	38
SCITT	12	4	79	5	11	81
GRTP	14	3	73	14	5	114
Total	14	3	78	6	7	832

¹ Chi-square=3.12, df=5, p=0.682.

² Chi-square=10.44, df=5, p=0.064.

³ Chi-square=8.48, df=5, p=0.132.

⁴ Chi-square=32.46, df=5, p<0.001. (Assumption of minimum expected count not met).

⁵ Chi-square=3.25, df=5, p=0.662.

Table 3.15 - Which of the following teaching posts have you held since September 2006? By route (Secondary phase)⁷

ITT route	Per cent (%)					No. of cases
	Full-time fixed-term post ¹	Part-time fixed-term post ²	Full-time permanent post ³	Part-time permanent post ⁴	Supply post ⁵	
BA/BSc QTS	14	2	84	2	2	87
PGCE	9	2	86	5	4	352
Flexible PGCE	24	0	68	8	8	25
SCITT	12	3	81	7	3	110
GRTP	10	3	80	13	1	182
Total	11	2	83	7	3	756

¹ Chi-square=6.32, df=4, p=0.176.

² Chi-square=1.56, df=4, p=0.816.

³ Chi-square=6.87, df=4, p=0.143.

⁴ Chi-square=17.22, df=4, p=0.002.

⁵ Chi-square=4.68, df=4, p=0.321.

There was little significant variation in the nature of the teaching posts held, when comparing the different ITT routes that the respondents had followed. However, in both the primary and secondary phases:

- Third year teachers who had followed GRTP and Flexible PGCE programmes were more likely than those who had followed other ITT routes to report have held a part-time permanent post.

⁷ The number of respondents who had followed B.Ed programmes and were teaching in secondary schools was considered too small (15 respondents) to include in this and subsequent tables in this report.

3.14 Reasons for taking supply work

Table 3.16 - Could you tell me why you took supply work?

	Frequency	Valid per cent (%)
No full-time teaching posts available	24	26
Unsuccessful in obtaining a permanent or fixed-term post	21	23
More flexible than a permanent or fixed-term teaching post	18	20
To fit in with parenting / caring responsibilities	7	8
Wanted a better work-life balance	7	8
To help me decide which school(s) I might want to work in	5	5
Better pay	3	3
Moved to a new location	3	3
Temporary / stop-gap	3	3
Moving away / travelling	2	2
Planning to leave teaching	2	2
To supplement another job	2	2
Unhappy in the permanent / fixed-term post I was in	2	2
Health problems	1	1
No part-time teaching posts available / only way to get part-time work	1	1
To help me decide whether I want to continue with teaching	1	1
Wanted less marking and preparation	1	1
Other	2	2

Includes all who had held a supply teaching post in the academic year 2006-2007 (number of cases=92). Respondents could choose more than one response to this question.

3.15 Nature of 'current' employment

Table 3.17 - Is your current post ...?

	Frequency	Valid per cent (%)
Full-time	1389	92
Part-time	127	8
Total	1516	

Includes all who were in a permanent or fixed-term teaching post.

- The vast majority (92%) of respondents were in full-time posts.

Table 3.18 - Is the school/college you are working in...?

	Frequencies	Valid per cent (%)
In the UK	1510	100
Outside the UK	6	(0)
Nursery	24	2
Primary	723	48
Middle	22	1
Secondary	708	47
Special	27	2
Sixth Form College / FE college	12	1
State sector	1435	95
Independent sector	81	5
Girls only	62	4
Boys only	31	2
Co-educational	1423	94
A non-selective school	1314	87
A selective school	90	6
A partially selective school	112	7
A faith school	337	22
A non-denominational school	1179	78

Includes all those who were in a permanent or fixed-term post (number of cases=1,516).

It can be seen from Table 3.18 that:

- Nearly all of the third year teachers (all but six individuals) were teaching in the UK.
- The vast majority of respondents were (i) teaching in the state sector (95%), (ii) teaching in either primary or secondary schools (94%), and (iii) working in co-educational schools (94%).
- Eighty-seven per cent were teaching in non-selective schools.
- Approximately a fifth (22%) were teaching in faith schools.

3.16 Perceived school effectiveness

Table 3.19 - 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?	22	1494	0	1	99	0
...with serious weakness?	70	1435	11	5	95	1
...in challenging circumstances?	254	1229	33	17	81	2
...a school 'in difficulties'? ⁸	276	1362	N/A	17	87	N/A
...one which is high the league tables?	511	834	171	34	55	11

Includes all those who were in a permanent or fixed-term post. Number of cases=1,516. Percentages may not add up to 100 due to rounding.

The responses in Table 3.19 show that:

- One per cent of third year teachers said that their school was '*in special measures*', and five per cent indicated that the school had '*serious weaknesses*', whilst a sixth (17%) said that the school they were working in school was '*in challenging circumstances*'. The combined percentage of teachers working in schools reported as being in at least one of these three categories (referred to collectively as schools '*in difficulties*') was 17 per cent.
- Over a third (34%) of the respondents said that their school was '*high in the league tables*'.

3.17 Movement of respondents between schools

Table 3.20 - And can I just check, are you working in the same school as in July 2006?

	Frequency	Valid per cent (%)
Yes	1316	87
No	200	13
Total	1516	

Includes all who were in a permanent or fixed-term teaching post.

- At the time of the Wave 5 survey, the majority of respondents (87%) were teaching in the same school as they had been at the end of the previous academic year (2005-2006).

⁸ The term '*in difficulties*' is used throughout this report to refer collectively to schools reported by respondents as either '*in special measures*', or '*with serious weaknesses*' or '*in challenging circumstances*'.

3.17.1 Variation by nature of employment in 2006-7

Table 3.21 - And can I just check, are you working in the same school as in July 2006? By nature of employment at time of Wave 4 survey (July 2006)

Type of contract (Wave 4)	Per cent (%)		No. of cases
	Working in the same school as in July 2006?		
	Yes	No	
Fixed-term	77	23	198
Permanent	90	10	1259
Supply	41	59	44
Total	87	13	1501

Chi-square=115.90, df=2, p<0.001.

From Table 3.21 it is clear that there is significant variation in the proportion of respondents working in the same school as they were working in during July 2006, when comparing by the type of contract held at Wave 4:

- Twenty-three per cent of respondents who were in fixed-term teaching posts and 59 per cent of those who were working as supply teachers at the end of their second year of teaching, reported having moved to a post in a different school by the end of their second year of teaching, compared to only ten per cent of those in permanent positions.

Additional analysis revealed that:

- Of those respondents who did report having moved to a different school, 62 per cent of respondents who held fixed-term contracts and 30 per cent of those who held supply posts at Wave 4, reported having a permanent post in July 2007.

3.17.2 Variation by school effectiveness

Table 3.22 - And can I just check, are you working in the same school as in July 2006? By school in difficulties in Wave 4

School <i>in difficulties</i> (Wave 4)	Per cent (%)		No. of cases
	Working in the same school as in July 2006?		
	Yes	No	
Yes	84	16	291
No	88	12	1225
Total	87	13	1516

Chi-square=2.75, df=1, p=0.097.

There is no significant variation in the proportion of teachers who reported moving to a post in a different school, when comparing between respondents working in schools reported in the previous academic year (2005-2006) as being '*in difficulties*' and those who did not report their school to be '*in difficulties*'.

Table 3.23 - And can I just check, are you working in the same school as in July 2006? By school high in league tables in Wave 4

School <i>high in league tables</i> (Wave 4)	Per cent (%)		No. of cases
	Working in the same school as in July 2006?		
	Yes	No	
Yes	89	11	507
No	88	12	793
Total	88	12	1300

Chi-square=0.001, df=1, p=0.929.

There is no significant variation in the proportion of teachers who reported moving to a post in a different school, when comparing between respondents working in schools reported in the previous academic year (2005-2006) as being '*high in the league tables*' and those working in schools reported as not being '*high in the league tables*'.

3.17.3 Variation by having received additional training last year

Table 3.24 - And can I just check, are you working in the same school as in July 2006? By having received additional training in Wave 4

Received additional training (Wave 4)	Per cent (%)		No. of cases
	Working in the same school as in July 2006?		
	Yes	No	
Yes	88	12	1313
No	78	22	203
Total	87	13	1516

Chi-square=14.73, df=1, p<0.001.

From Table 3.24 it is clear that there is a significant variation in the responses to the question asking whether respondents had moved schools during the previous academic year. For example:

- Twenty-two per cent of respondents who stated at the end of their second year of teaching that they had received no training or professional development opportunities during the year, reported having moved to a post in a different school, compared to 12 per cent of those who did report receiving additional training or professional development opportunities.

3.18 Age ranges taught

Table 3.25 - Which year groups/age ranges have you taught over the last school year?

Year group	Age range	Frequencies	Valid per cent (%) within phase for the same sample over the...		
			...third year of teaching (Wave 5)	...second year of teaching (Wave 4)	...first year of teaching (Wave 3)
Primary					
Nursery	Under 3	49	6	6	9
Foundation	3 to 4	51	6	5	7
Reception	4 to 5	173	21	20	26
1	5 to 6	244	29	32	38
2	6 to 7	215	26	26	29
3	7 to 8	224	27	28	33
4	8 to 9	223	27	29	32
5	9 to 10	217	26	23	27
6	10 to 11	194	23	15	17
Secondary					
7	11 to 12	677	88	84	89
8	12 to 13	690	89	84	90
9	13 to 14	712	92	88	93
10	14 to 15	721	94	87	92
11	15 to 16	698	91	92	80
Post-16	16 +	414	54	49	41

Includes all who were teaching or who had worked as a teacher at some point in the academic year 2006-2007. Number of cases=1,618. Responses to this question were unprompted. Respondents could give more than one response to this question.

It is clear from Table 3.25 that over the first three years of teaching:

- In the primary phase, there was an approximate equalling out over successive waves in the proportions of respondents teaching across Years 2 to 6; in particular, the proportion teaching Year 6, which was lower in the early waves, increased over time to become closer by Wave 5 to those proportions teaching Years 2 to 5.
- In the secondary phase, there has been little change over the course of the three years, with, however, a small increase in the proportions of respondents teaching at the upper end of the age ranges.

Figures 1 and 2 illustrate these trends graphically.

Figure 1 - Age ranges taught (primary): Waves 3 to 5

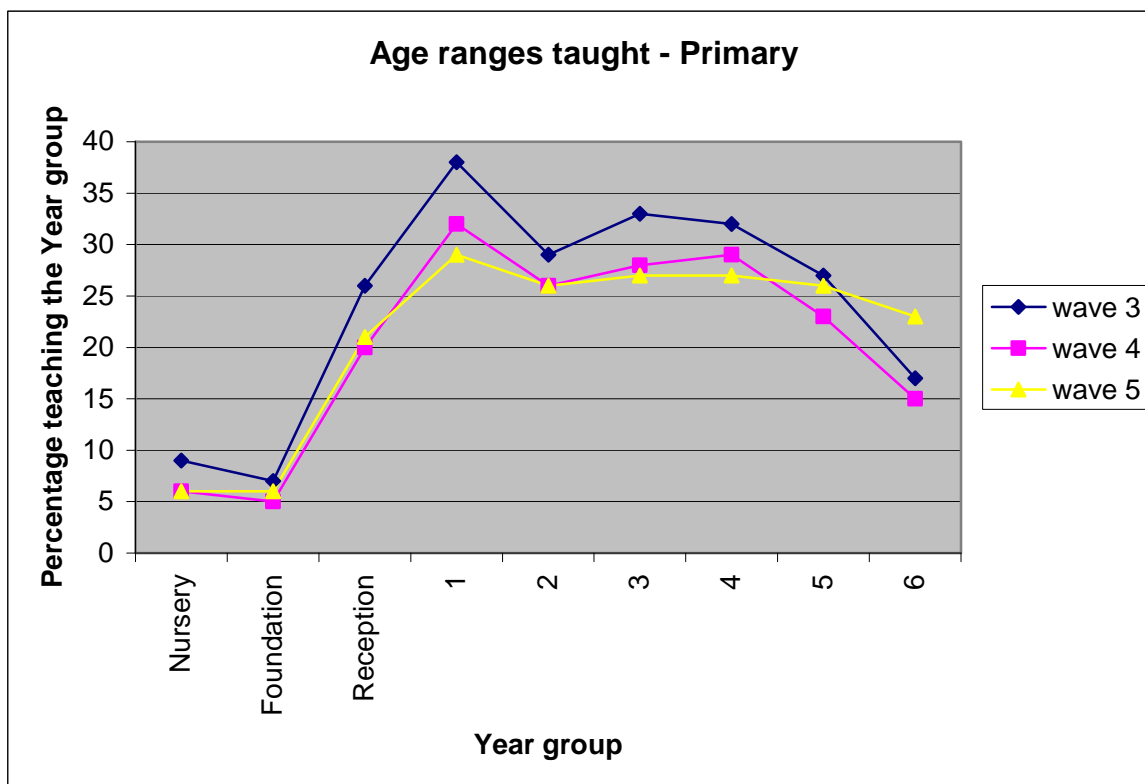
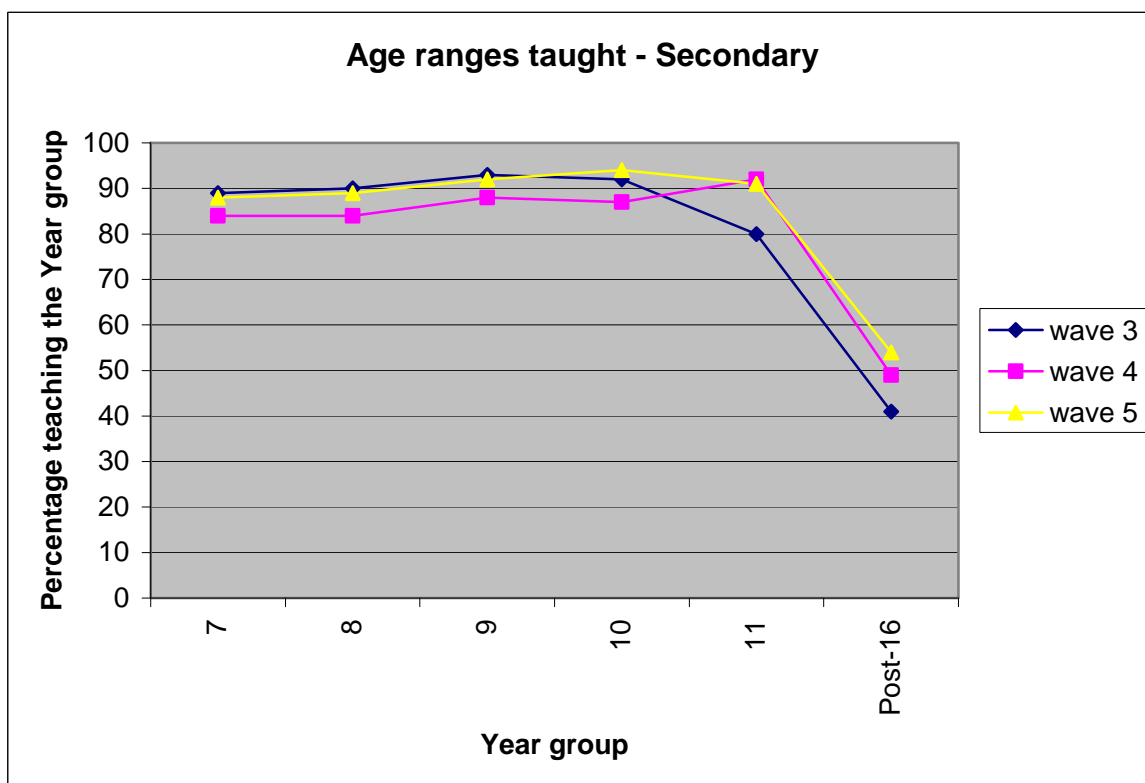


Figure 2 - Age ranges taught (secondary): Waves 3 to 5



3.19 Secondary phase subject specialisms

Table 3.26 - 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)⁹

	Teaching only subject(s) specialism(s)		Teaching a specialism and at least one subject NOT a subject specialism		Teaching only subject(s) NOT subject specialism(s)	
	Frequency	Valid %	Frequency	Valid %	Frequency	Valid %
Yes	494	65	208	27	59	7
No	267	27	553	73	702	93
Total	761		761		761	

Includes all who were teaching in a secondary school or who had worked as a teacher in a secondary school at some point during the academic year 2006-2007. Responses to this question were unprompted.

It is clear from Table 3.26 that:

- Nearly two-thirds (65%) of those working in secondary schools reported teaching only those subjects that they had previously indicated were their subject specialisms.
- Twenty-seven per cent reported that, in addition to teaching their specialist subject(s), they had taught at least one subject that they had not previously indicated was one of their specialist ITT subjects.
- Seven per cent reported that they had taught only subjects other than those they had earlier identified as their subject specialisms.

⁹ Note that the three categories in this table are mutually exclusive.

Table 3.27 - Which subjects or area specialisms have you taught in the last school year? By subject specialists and non-specialists (Secondary phase only)¹⁰

Subject	Taught by subject specialist		Taught by non-subject specialist	
	Frequency	Valid per cent (%)	Frequency	Valid per cent (%)
Modern Foreign Languages	71	92	6	8
Art	39	89	5	11
PE	98	88	14	12
English	100	82	22	18
Science	65	76	20	24
Drama	43	75	14	25
Music	17	74	6	26
History	29	73	11	27
Mathematics	83	73	30	27
ICT	64	69	29	31
Design and Technology (including Textiles)	46	67	23	33
Geography	17	53	15	47
RE	13	36	23	64
Chemistry	16	36	28	64
Social Sciences	19	36	34	64
Physics	10	28	26	72
Biology	10	23	33	77
Personal, Social and Health Education	7	9	69	91

Includes all who were teaching in a secondary school or who had worked as a teacher in a secondary school at some point during the academic year 2006-2007. Number of cases=771. Responses to this question were unprompted. Respondents could give more than one response to this question.

Table 3.27 provides a breakdown of subjects taught by 'specialist' and 'non-specialist' teachers respectively.¹¹ The table is ordered by the highest to lowest percentage of respondents who reported that they were trained specialists in that subject. It can be seen that:

- The subjects reported most often as being taught by trained subject specialists were Modern Foreign Languages, Art, PE, English, Science and Drama - all taught, in over three-quarters of cases, by teachers who had previously reported that these were their subject specialisms.
- Subjects reported most often as having been taught by non-specialists include Personal, Social and Health Education (PSHE), Physics and Biology, all taught in less than a quarter of cases by subject specialists.¹²

¹⁰ In addition, the survey sample also included one respondent teaching Classics who was a non-Classics subject-specialist.

¹¹ This analysis was based on respondents' reported ITT subject specialisms in the end of ITT ('Wave 2') survey and the subjects they reported teaching during their third year of teaching (i.e. in the 'Wave 5' survey).

¹² Some of those teachers who stated that their subject-specialism is Science are likely to be qualified to teach at least one of the separate sciences (Biology, Chemistry or Physics). Hence, the figures for these separate subjects are likely to be underestimates in comparison with other (non-science) subjects.

4 Experiences of the previous year of teaching

4.1 Teachers' perceptions of their strengths as teachers

Table 4.1 - What would you say are your strengths as a teacher?

	Valid per cent (%) of same sample...				Frequencies at end of third year of teaching (Wave 5)
	...at end of ITT (Wave 2)	...at end of first year of teaching (Wave 3)	...at end of second year of teaching (Wave 4)	...at end of third year of teaching (Wave 5)	
Ability to develop productive relationships with pupils	37	32	25	28	445
My organisational skills	27	20	24	26	420
Ability to maintain discipline in the classroom	18	25	20	24	386
Knowledge about my teaching subject(s)	35	22	18	23	374
Good personal skills (e.g. patient, calm, fair)	--*	9	16	23	370
Lesson planning/preparation	6	17	16	17	278
My enthusiasm	20	17	12	14	222
Creative/innovative skills	3	10	13	13	208
Good communication skills	2	3	10	12	185
Ability to use a range of teaching methods	8	8	5	11	183
Knowledge / understanding of pupil motivation and behaviour	7	7	8	11	174
Knowledge of general subjects / skills	7	11	10	10	155
Ability to bring about pupil learning	4	7	7	9	145
Ability to tailor lessons to meet a range of pupil abilities (differentiation)	1	(0)	5	8	130
My commitment	8	10	6	7	120
Ability to develop productive relationships with colleagues	14	8	6	7	106
Staff supervision/management skills	8	2	5	3	52
Flexibility	1	--*	1	1	21
Ability to develop productive relationships with parents	4	3	3	1	19
Knowledge / understanding of the principles of assessment for learning	5	2	3	1	17
ICT skills	--*	--*	2	1	10

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 academic year 2006-2007). Number of cases=1,601. Responses to this question were unprompted. Respondents could give more than one response to this question.

* Indicates that the item was not listed separately in that wave of the telephone survey.

The (five) teaching strengths mentioned most often by respondents in the telephone survey at Wave 5 were further analysed to see if there were any differences in the pattern of responses according to teachers' gender, whether they taught in primary or in secondary schools, or by their perceptions of their school's effectiveness.¹³ The statistically significant results of this analysis are given below.

4.1.1 Variation by gender (within phase)

- Amongst primary school teachers, women were more likely than men to mention as a strength '*my organisational skills*' (28% of female teachers gave this ability as a strength compared to 13% of men; chi-square=8.69, df=1, p=0.003).
- Similarly, amongst secondary school teachers, thirty-one per cent of female teachers gave '*my organisational skills*' as a strength, compared to 17 per cent of men (chi-square=13.58, df=1, p<0.001).
- Amongst secondary school teachers it was also found that men were more likely than women to give '*knowledge about my teaching subject*' as a strength (37% of male teachers gave this as a strength compared to 27% of women; chi-square=7.89, df=1, p=0.005).

4.1.2 Variation by perceived school effectiveness

- Third year teachers working in schools reported as being '*in difficulties*'¹⁴ were less likely than those working in schools not reported as being '*in difficulties*' to give '*ability to develop productive relationships with pupils*' as a teaching strength (23% and 29% of teachers respectively; chi-square=3.53, df=1, p=0.060).
- Respondents working in schools reported as '*in difficulties*' were more likely than those not working in schools '*in difficulties*' to give the '*ability to maintain discipline in the classroom*' as a strength (29% and 23% of respondents respectively; chi-square=3.71, df=1, p=0.054).
- There were no significant differences in respondents' reported teaching strengths when comparing those teachers who reported that their school was '*high in the league tables*' and those who did not.

4.1.3 Variation over time

Table 4.1 also shows, for the same sample of Wave 5 respondents, their reported strengths as teachers in the 'end of ITT' (Wave 2) telephone survey, in the end of NQT year (Wave 3) survey, and in the survey taken at the end of their second year of teaching (Wave 4). When comparing responses between different waves of the telephone surveys it should be remembered that the reported strengths were unprompted and so interpretation of any changes over time should be treated with some caution. However, it can be seen that:

- Broadly speaking, the relative proportions of reported strengths in Wave 5, at the end of the third year of teaching, are similar to those obtained in the survey carried out at the end of the second year of teaching (Wave 4).

¹³ Namely, whether or not respondents reported that their school was (i) '*in difficulties*' and/or (ii) '*high in the league tables*'.

¹⁴ That is, schools reported as being either '*in special measures*', or '*with serious weaknesses*' or '*in challenging circumstances*'.

- The percentage of teachers reporting the '*ability to use a range of teaching methods*' more than doubled since the previous survey, from five per cent to 11 per cent.
- Overall, the proportions of teachers claiming specific teaching strengths have almost all increased in since the Wave 4 survey.

4.2 Teachers' views on their effectiveness as teachers

Table 4.2: How would you rate your effectiveness as a teacher?

	Frequencies	Valid per cent (%)
Very effective	787	49
Fairly effective	809	51
Not very effective	0	0
Not at all effective	1	(0)
Prefer not to say	0	0
Don't know	4	(0)
Total	1601	

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 academic year 2006-2007). Percentages do not add up to 100 due to rounding.

- Clearly, almost all respondents in the survey (all except five individuals) regarded themselves as either '*very*' or '*fairly*' effective as teachers.

4.2.1 Variation by perceived school effectiveness

Additional analysis showed a significant association between teachers' ratings of their effectiveness and whether or not they were working in a school they reported as being '*high in the league tables*'.

- Teachers working in schools reported as '*high in the league tables*' were more likely than those not working in such schools to rate themselves as '*very effective*' (57% and 45% of teachers respectively; chi-square=16.26, df=1, p<0.001).

There was no significant association between teachers' ratings of their effectiveness and whether or not they were working in schools reported as being '*in difficulties*'.

4.3 Views on effectiveness in comparison with the previous academic year

Table 4.3 - How would you rate your effectiveness as a teacher compared to this time last year?

	Frequencies	Valid per cent (%)
A lot more effective	465	29
A bit more effective	888	55
As effective	209	13
A bit less effective	27	2
A lot less effective	5	(0)
Not working as a teacher this time last year	4	(0)
Don't know	3	(0)
Total	1601	

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 academic year 2006-2007). Percentages do not add up to 100 due to rounding.

- Nearly three-tenths of teachers (29%) felt that at the end of their third year of teaching they were '*a lot more effective*' as teachers than at the end of their second year of teaching.
- The majority of respondents (55%) felt that they were '*a bit more effective*' as teachers in comparison with a year before.
- A small proportion (2%) thought that their effectiveness as a teacher had declined over the same time period.

4.4 Retrospective views on initial teacher training

Table 4.4 - "My initial teacher training programme prepared me to be an effective teacher"

	Frequencies	Valid per cent (%)
Strongly agree	551	34
Tend to agree	767	47
Neither agree nor disagree	142	9
Tend to disagree	105	6
Strongly disagree	49	3
Don't know	4	(0)
Total	1618	

Includes all who were currently teaching or had worked as a teacher at some point in the academic year 2006-2007. Percentages may not add up to 100 due to rounding.

- After three years of teaching, the great majority of respondents (81%) either '*strongly agreed*' or '*tended to agree*' that their ITT programme had prepared them to be effective teachers.

4.5 Levels of enjoyment of teaching

Table 4.5 - "I enjoy working as a teacher"

	Frequencies	Valid per cent (%)
Strongly agree	1130	70
Tend to agree	405	25
Neither agree nor disagree	48	3
Tend to disagree	19	1
Strongly disagree	11	1
Don't know	5	(0)
Total	1618	

Includes all who were currently teaching or who had worked as a teacher at some point in the academic year 2006-2007. Percentages may not add up to 100 due to rounding.

- The vast majority of third year teachers (95%) either '*strongly agreed*' or '*tended to agree*' that they enjoyed working as teachers.
- Only two per cent of teachers either '*strongly disagreed*' or '*tended to disagree*' that they enjoyed working as teachers.

4.5.1 Variation over time

When responses to this question, on the degree of enjoyment of their job, were compared with responses to the same question at the end of their second year of teaching, there was no significant change in the number stating that they '*strongly agreed*' with the statement 'I enjoy working as a teacher'.

4.5.2 Variation by expecting to remain in teaching in two years' time

As can be seen in Table 4.6, additional analysis showed that there was a strong association between the degree of agreement with the statement '*I enjoy working as a teacher*' and whether or not respondents expected to be working in teaching in two years' time. For example:

- Ninety-nine per cent of respondents who '*strongly agreed*' that they enjoyed teaching, compared to 93 per cent of teachers who did not '*strongly agree*' that they enjoyed teaching, indicated that they expected to still be working in teaching in two years' time.

Table 4.6 - Degree of enjoyment of teaching compared to expectations of being in teaching in two years' time

		Per cent (%) expecting to be teaching in two years' time		Total
		No	Yes	
Agree strongly that ' <i>I enjoy working as a teacher</i> '	No	7	93	404
	Yes	(0)	99	1088
	Total	2	98	1492

Chi-square=45.50, df=1, p<0.001.

4.5.3 Variation by having received additional training

Teachers who reported receiving additional training over the course of the school year were also more likely to state, in the Wave 5 telephone survey, that they strongly enjoyed teaching.

- Amongst those who reported that they had received additional training during their third year of teaching (additional to their ITT and first two years of teaching), 72 per cent '*strongly agreed*' that they enjoyed teaching compared to 65 per cent of those who reported that they had not received any additional training (chi-square=3.59, df=1, p=0.058).

4.5.4 Important influences on levels of enjoyment of teaching

Finally, binary logistic regression analysis was carried out to investigate further what factors might influence teachers' stated degrees of enjoyment of the job.¹⁵ It was found that:

- Teachers who reported more positive relationships with pupils, parents, and heads were (between a half and 75%) more likely than those who did not rate these relationships as highly, to report that they '*strongly enjoyed*' teaching.
- Teachers working full-time were approximately 50 per cent more likely than those working part-time, to report that they were '*strongly enjoying*' teaching.
- Black and minority ethnic (BME) teachers were approximately half as likely as their white colleagues to report that they were '*strongly enjoying*' teaching.

The full details of the logistic analysis can be found in the Appendix.

4.6 Retrospective views on the Induction year

Table 4.7 - "My Induction year prepared me to be an effective teacher"

	Frequencies	Valid per cent (%)
Strongly agree	22	26
Tend to agree	43	50
Neither agree nor disagree	10	12
Tend to disagree	5	6
Strongly disagree	6	7
Total	86	

Includes all who were currently teaching or who had worked as a teacher at some point in the academic year 2006-2007, who had not had access to or passed their Induction in Wave 4, but had since completed a formal Induction programme. Percentages may not add up to 100 due to rounding.

- Over three-quarters (76%) of those teachers who completed their Induction during their third year of teaching either '*strongly agreed*' or '*tended to agree*' that their Induction had prepared them to be an effective teacher.

¹⁵ The statistical model appears to be satisfactory, having appropriate goodness-of-fit statistics and accounting for approximately 19 per cent of the variation in the outcome variable. However, whilst the model was good at correctly predicting those '*strongly agreeing*' that '*I enjoy working as a teacher*' (91%), it was not particularly good in predicting those teachers who disagreed or who did not agree so strongly with this statement (30%). Hence these findings need to be treated with some caution.

4.7 Retrospective views on teaching experience

Table 4.8 - “My experience as a teacher since Initial Teacher Training prepared me to be an effective teacher”

	Frequencies	Valid per cent (%)
Strongly agree	20	27
Tend to agree	36	49
Neither agree nor disagree	6	8
Tend to disagree	8	11
Strongly disagree	3	4
Don't know	1	1
Total	74	

Includes all who were currently teaching or who had worked as a teacher at some point in the academic year 2006-2007, and who had not completed a formal Induction programme.

- Over three-quarters (76%) of those teachers who, by the end of their third year, had not yet completed their Induction either '*strongly agreed*' or '*tended to agree*' that their teaching experience since ITT had prepared them to be an effective teacher.

5 CPD and support in the previous academic year

5.1 Additional hours worked

Table 5.1 - 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 (%)
None	16	1
1-5 hours	111	7
6-10 hours	417	26
11-15 hours	496	31
16-20 hours	331	21
21+ hours	201	13
Don't know	7	(0)
Total	1579	

Includes all who were in a teaching post. Responses to this question were unprompted.

- The mean number of reported additional hours worked was 14.52.

When the responses to this question were broken down by the phase the respondents were working in, statistically significant differences became apparent.

- Respondents working in primary schools indicated that they were working, on average, approximately an additional hour and a half a week more than those teachers working in secondary schools (15.31 mean additional hours per week compared to 13.74 hours) ($t=4.43$, $df=1555$, $p<0.001$).

A comparison of the number of additional hours worked per week between the state and independent sectors also showed significant differences.

- Those teachers working in the state sector reported working nearly three additional hours more per week than those in the independent sector (15.04 hours compared to 12.15 hours) ($t=3.68$, $df=1508$, $p<0.001$).

When the figures for additional hours third year teachers reported working are compared with the number of additional hours that the *same* respondents reported working during their second year of teaching, there is a significant drop in the number of additional hours worked:

- The mean number of additional weekly hours worked was reported as 14.59 hours during the third year of teaching (Wave 5), and this compares to the corresponding figure of 15.39 hours for the second year of teaching (Wave 4). This represents a statistically significant drop of just under an hour a week (paired-sample t-test, $t=4.53$, $df=1543$, $p<0.001$).

5.2 Ratings of others' assessment of their teaching

Table 5.2 - How would you rate the assessment of your teaching you received since September 2006?

	Frequencies	Valid per cent (%)
Very good	31	19
Good	63	39
Neither good nor poor	28	18
Poor	9	6
Very poor	8	5
Can't generalise	6	4
Don't know	3	2
Not applicable	12	8
Total	160	

Includes all who were teaching or who had worked as a teacher at some point in the academic year 2006-2007, who had not had access to or passed Induction by the time of the Wave 4 telephone survey. Percentages may not add up to 100 due to rounding.

- Fifty-nine per cent of those teachers who, over the course of the first two years' of teaching post-ITT, had not passed an Induction programme, rated the assessment of their teaching in their third year as 'good' or 'very good'.

5.3 Ratings of feedback on teaching

Table 5.3: How would you rate the feedback on your teaching you received since September 2006?

	Frequencies	Valid per cent (%)
Very good	43	27
Good	65	41
Neither good nor poor	17	11
Poor	6	4
Very poor	11	7
Can't generalise	6	4
Don't know	1	1
Not applicable	11	7
Total	160	

Includes all who were teaching or who had worked as a teacher at some point in the academic year 2006-2007, who had not had access to or passed Induction by Wave 4. Percentages may not add up to 100 due to rounding.

- Sixty-eight per cent of those teachers who, over the course of the first two years' of teaching post-ITT, had not passed an Induction programme, rated the feedback they received on their teaching in their third year as 'good' or 'very good'.

5.4 Ratings of support received

Table 5.4: How would you rate the support you received over this academic year?

	Valid per cent (%) of same sample...			Frequencies at end of third year of teaching (Wave 5)
	...at end of first year of teaching (Wave 3)	...at end of second year of teaching (Wave 4)	...at end of third year of teaching (Wave 5)	
Very good	46	36	27	432
Good	32	38	41	665
Neither good nor poor	9	13	15	247
Poor	7	7	7	121
Very poor	2	2	3	50
Can't generalise	1	4	6	93
Don't know	(0)	(0)	(0)	4
Not applicable	4	(0)	(0)	6
Total				1618

Includes all who were currently teaching or who had worked as a teacher at some point in the academic year 2006-2007. Percentages may not add up to 100 due to rounding.

From Table 5.4, it is clear that for the majority of respondents perceived levels of support remained strong.

- Sixty-eight per cent of respondents stated that the support they received in their third year of teaching was either 'good' or 'very good'.

Table 5.4 also shows, however, that respondents tended to rate the support they received during their third year of teaching less favourably than they had during their Induction and second year of teaching. For example:

- While over a third of Wave 4 respondents (36%) rated the support they received during their second year of teaching as 'very good', the corresponding proportion at Wave 5 for the same sample was 27 per cent. This represents a significant fall in reported levels of support (paired sample t-test $t=5.42$, $df=1438$, $p<0.001$).

5.4.1 Variation by age

- There was no significant variation in ratings of support when comparing the responses of those in different age groups.

5.4.2 Variation by perceived school effectiveness

The reported level of support was generally lower for teachers working in schools perceived to be 'in difficulties', compared to teachers not working in such schools.

- Twenty-two per cent of respondents who reported working in schools 'in difficulties' stated that they felt that the support they received was 'very good' compared to thirty per cent of those teaching in schools not reported as being 'in difficulties' (chi-square=54.08, $df=4$, $p<0.001$).

Furthermore, the stated level of support tended to be higher for teachers working in schools reported as '*high in the league tables*', compared to teachers not working in such schools.

- Thirty-two per cent of respondents who reported working in schools '*high in the league tables*' reported that they felt that the support they received was '*very good*', compared to 25 per cent of teachers working in schools not reported as being '*high in the league tables*' (chi-square=24.12, df=4, $p<0.001$).

5.4.3 Variation by other factors

- Forty-two per cent of those respondents who stated that they had a mentor also stated that they felt that the support they had received was '*very good*' compared to 25 per cent of those who did not have such a mentor (chi-square=40.97, df=4, $p<0.001$).
- Thirty-four per cent of respondents who reported that they '*strongly enjoyed teaching*' had also reported that they felt that the overall support that they received was '*very good*'. In comparison, only 15 per cent of third year teachers who reported that they did not strongly enjoy teaching rated the support they received as '*very good*' (chi-square=109.57, df=4, $p<0.001$).
- Similarly, 32 per cent of those who rated themselves as '*very effective*' teachers reported that they felt that the support they received was '*very good*'. By comparison, a relatively low 25 per cent of teachers who did not rate themselves as '*very effective*' reported the support they received as '*very good*' (chi-square=28.61, df=4, $p<0.001$).
- In addition, 34 per cent of those who rated themselves as '*a lot more effective*' as teachers in comparison to the previous academic year reported that they felt that the support they received was '*very good*'. The corresponding proportion for those who rated themselves '*as or less effective*' in comparison to last year was only 22 per cent (chi-square=61.17, df=8, $p<0.001$).

5.5 Mentoring

Table 5.5 - At your current school, do you have a mentor?

	Frequencies	Valid per cent (%)
Yes	319	23
No	1062	77
Don't know	4	(0)
Total	1385	

Includes all who were in a permanent or fixed-term teaching post and had completed a formal Induction programme by the end of their second year of teaching. Percentages may not add up to 100 due to rounding.

- Less than a quarter of respondents (23%) who had passed Induction by the beginning of their third year of teaching, still had a mentor into that third year.

Table 5.6 - Is that mentor...?

	Frequencies	Valid per cent (%)
Someone allocated formally to you by your school	239	75
Someone you selected for yourself on an informal basis	47	15
Someone who selected you on an informal basis	22	7
Someone you selected for yourself from a group of staff identified by your school	17	5
Don't know	4	1

Includes all who reported having a post-Induction mentor. Number of cases=319.
Respondents could give more than one response to this question.

- A large majority of post-Induction mentoring (75%) was carried out by mentors allocated to the teachers formally by their school.

Table 5.7- Is your mentor the same person as last year?

	Frequencies	Valid per cent (%)
Yes	163	64
No, they are a different person	85	34
Not applicable, I did not have a mentor last year	6	2
Total	254	

Includes all who reported having a formal post-Induction mentor.

- Approximately two-thirds (64%) of respondents who had a post-Induction formal mentor stated that this was the same person as last year.

Additional analysis was conducted to see if there were any significant differences between those respondents who had, and those who did not have, a (post-Induction) mentor during their third year of teaching. It was found that:

- Teachers who had a mentor during their third year of teaching were more likely than those who did not to report that they '*strongly agreed*' with the statement '*I enjoy teaching*'. For example, 77 per cent of respondents with a mentor strongly agreed that they enjoyed teaching compared to 70 per cent of those who did not have a mentor (chi-square=6.62, df=1, p=0.010).
- There was no significant difference between the proportions of respondents reporting the provision of a post-Induction mentor, when comparing between those teachers who worked in the independent sector, and those who worked in the state sector;
- Teachers who reported working in schools that were '*in difficulties*' were less likely than those not working in such schools to report having a post-Induction mentor, with 17 per cent of such teachers reporting so, compared to 24 per cent of those working in schools not reported as '*in difficulties*' (chi-square=5.58, df=1, p=0.018).
- There were no significant differences between the proportions of respondents reporting the provision of a post-Induction mentor, when comparing between those teachers who stated that their school was '*high in the league tables*', and those who did not.

5.6 Induction mentoring

Table 5.8 - At your current school, do you have an Induction mentor who supervises your Induction programme?

	Frequencies ¹⁶
Yes	8
No	1
Total	9

Includes all who were in a permanent or fixed-term teaching post and who had had access to a formal Induction programme but had not passed or been recommended to pass.

5.7 Other mentors

Table 5.9 - And do you have any other kind of mentor at your current school?

	Frequencies
Yes	3
No	6
Total	9

Includes all who were in a permanent or fixed-term teaching post and who had had access to a formal Induction programme but had not passed or been recommended to pass.

¹⁶ Since the total number of cases is less than 50 the valid percentage column has been omitted from the table. This rule applies to all such tables in this report.

5.8 Who does the mentoring?

Table 5.10 - 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	183	112	4	0	61	37	1	0
(b) someone who works in the same key stage as you	223	71	0	5	75	24	0	2
(c) someone who works in the same subject area as you	162	113	1	23	54	38	(0)	8
(d) the school's / college's NQT co-ordinator	89	200	10	0	30	67	3	0
(e) the school's / college's CPD co-ordinator	74	205	20	0	25	69	7	0
(f) the school's/ college's head teacher / principal	27	72	0	0	9	91	0	0

Includes all who were in a permanent or fixed-term post and had a formal mentor or Induction tutor/mentor. Number of cases=299. Percentages may not add up to 100 due to rounding.

Amongst those teachers who reported having a post-Induction mentor:

- Over 60 per cent reported that their mentor was also their line manager, whilst 75 per cent stated that their mentor worked in the same key stage as them.

5.9 Work-based relationships

5.9.1 Relationships with pupils

Table 5.11 - Generally speaking, how would you rate the relationships you have formed or built upon with your pupils since September 2006?

	Frequencies	Valid per cent (%)
Very good	1095	72
Good	389	26
Neither good nor poor	10	1
Poor	1	(0)
Very poor	2	(0)
Can't generalise	19	1
Don't know	0	0
N/A¹⁷	0	0
Total	1516	

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

¹⁷ N/A stands for 'not applicable', here and elsewhere in this report.

Clearly, third year teachers' relationships with pupils were generally good:

- Ninety-eight per cent of respondents rated these relationships as 'good' or 'very good'.
- Only three respondents rated relationships with their pupils as 'poor' or 'very poor'.

When respondents' ratings of their relationships with pupils were compared between those teachers who taught in primary schools and those who taught in secondary schools, or by their perceptions of the effectiveness of the school they worked, in the following statistically significant differences were found¹⁸:

- Teachers working in primary schools were more likely than those working in secondary schools to rate their relationships with pupils as 'very good' (80% of teachers working in primary schools and 66% of teachers working in secondary schools rated their relationships with pupils as 'very good'; chi-square=40.59, df=1, p<0.001).
- Teachers working in schools reported as being 'high in the league tables' were more likely than those working in schools not reported to be 'high in the league tables' to rate their relationships with pupils as 'very good' (76% of teachers in schools 'high in the leagues tables' and 70% of teachers not working in such schools; chi-square=7.44, df=1, p=0.006).

No significant differences in respondents' ratings of their relationships with pupils were found according to whether or not teachers worked in a school reported to be 'in difficulties'.¹⁹

There was also no significant difference in the respondents' ratings of their relationships with pupils when comparing the responses of black and minority ethnic teachers with those of their white colleagues.

Finally, as can be seen in Figure 3, there was a small but significant negative correlation between respondents' age and their rating of their relationships with pupils.

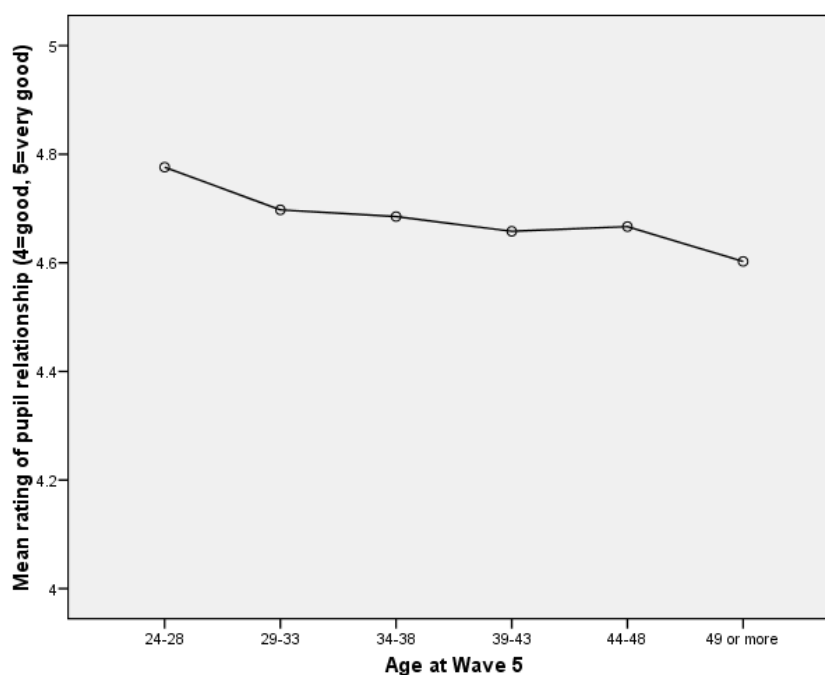
- Older teachers tended to rate their relationships with pupils less highly than their younger counterparts (Spearman's rho=-0.114, n=1487, p<0.001).²⁰

¹⁸ Due to the highly skewed nature of the responses to this question, two categories of response were formed for all further analysis: 'very good', and 'not "very good"' (i.e. all other categories combined).

¹⁹ That is, schools reported by respondents as either 'in special measures', or 'with serious weaknesses' or 'in challenging circumstances'.

²⁰ It should be noted that the effect size is quite small since $\rho^2=0.01$. Hence, only one per cent of the variation in teachers' ratings of their relationships with pupils is explained by the respondents' age.

Figure 3 - Relationship between respondents' age and rating of relationships with pupils



5.9.2 Relationships with parents

Table 5.12 - Generally speaking, how would you rate the relationships you have formed or built upon with pupils' parents since September 2006?

	Frequencies	Valid per cent (%)
Very good	639	42
Good	738	49
Neither good nor poor	91	6
Poor	7	(0)
Very poor	0	0
Can't generalise	26	2
Don't know	5	(0)
N/A	10	1
Total	1516	

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

Relationships with pupils' parents were rated as positive overall:

- Ninety-one per cent of respondents rated their relationships with pupils' parents as either '*good*' or '*very good*'.
- Only a handful of respondents (7) stated that such relationships were '*poor*', and none rated them as '*very poor*'.

When respondents' ratings of their relationships with pupils' parents were further analysed by whether teachers worked in primary schools or in secondary schools, it was found that:

- Fifty-two per cent of teachers working in primary schools, compared to 34 per cent of those working in secondary schools, rated their relationships with pupils' parents as 'very good' (chi-square=49.54, df=1, p<0.001).

Amongst teachers working in either primary, or secondary schools, there was no evidence of a significant association between teachers' ratings of their relationships with pupils' parents and respondents' gender.

There was also no significant difference in respondents' ratings of their relationships with pupils' parents when comparing black and minority ethnic teachers with their majority ethnic (white) colleagues.

When comparing responses from Waves 4 and 5, there was no significant correlation between the change (if any) in the quality of reported pupil relationships, and any change in additional hours worked on top of the normal school week.

5.9.3 Relationships with mentor

Table 5.13 - Generally speaking, how would you rate the relationships you have formed or built upon with your mentor since September 2006?

	Frequencies	Valid per cent (%)
Very good	182	62
Good	91	31
Neither good nor poor	13	4
Poor	5	2
Very poor	0	0
Can't generalise	2	1
Don't know	1	0
N/A	0	0
Total	294	

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

- The overwhelming majority (93%) of teachers with formal mentors reported having either 'good' or 'very good' relationships with them.

5.9.4 Relationships with Induction tutor / mentor

Table 5.14 - Generally speaking, how would you rate the relationships you have formed or built upon with your Induction tutor/mentor since September 2006?

	Frequencies
Very good	6
Good	0
Neither good nor poor	2
Poor	0
Very poor	0
Can't generalise	0
Don't know	0
N/A	0
Total	8

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

5.9.5 Relationships with line manager

Table 5.15 - Generally speaking, how would you rate the relationships you have formed or built upon with your line manager since September 2006?

	Frequencies	Valid per cent (%)
Very good	667	50
Good	480	36
Neither good nor poor	83	6
Poor	44	3
Very poor	13	1
Can't generalise	8	1
Don't know	7	1
N/A	31	2
Total	1333	

Includes all those who were in a permanent or fixed-term post and whose line manager was not their formal mentor or Induction tutor/mentor. Percentages may not add up to 100 due to rounding.

Relationships with line managers were generally reported favourably:

- Eighty-six per cent of respondents reported these relationships as 'good' or 'very good'.
- Within both the primary and secondary phases, there was a small but significant positive correlation between respondents' ratings of their relationship with their line manager, and the extent to which they rated their enjoyment of teaching (amongst primary respondents, Spearman's $\rho=0.148$, $n=630$, $p<0.001$, and for secondary teachers, Spearman's $\rho=0.250$, $n=648$, $p<0.001$).²¹

²¹ It should be noted that the effect size is quite small since $\rho^2=0.02$ (primary) and $\rho^2=0.0625$ (secondary). Hence, only a relatively small percentage of the variation in teachers' ratings of their enjoyment of teaching is explained by the reported quality of their relationships with their line managers.

5.9.6 Relationships with CPD co-ordinator

Table 5.16 - Generally speaking, how would you rate the relationships you have formed or built upon with your CPD co-ordinator since September 2006?

	Frequencies	Valid per cent (%)
Very good	332	23
Good	489	34
Neither good nor poor	184	13
Poor	50	3
Very poor	17	1
Can't generalise	6	(0)
Don't know	126	9
N/A	238	17
Total	1442	

Includes all those who were in a permanent or fixed-term post and whose CPD co-ordinator was not their formal mentor or Induction tutor / mentor. Percentages may not add up to 100 due to rounding.

Relationships with CPD co-ordinators, whilst generally quite good, were not rated as highly as other working relationships:

- Fifty-seven per cent of respondents reported these relationships as 'good' or 'very good'.

5.9.7 Relationships with head teacher/principal

Table 5.17 - Generally speaking, how would you rate the relationships you have formed or built upon with your head teacher/principal since September 2006?

	Frequencies	Valid per cent (%)
Very good	493	33
Good	648	44
Neither good nor poor	218	15
Poor	76	5
Very poor	22	1
Can't generalise	15	1
Don't know	8	1
N/A	9	1
Total	1489	

Includes all those who were in a permanent or fixed-term post and whose head teacher/principal was not their formal mentor or Induction tutor/mentor. Percentages may not add up to 100 due to rounding.

Working relationships with head teachers / principals were again reported to be good overall:

- Seventy-seven per cent of respondents reported these relationships as 'good' or 'very good'.
- Within both the primary and secondary phases, there was a small but significant positive correlation between respondents' ratings of their relationship with their head teacher / principal, and the extent to which they rated their enjoyment of teaching

(amongst primary respondents, Spearman's $\rho=0.248$, $n=740$, $p<0.001$, and for secondary teachers, Spearman's $\rho=0.246$, $n=705$, $p<0.001$).²²

5.9.8 Relationships with other teaching staff

Table 5.18 - Generally speaking, how would you rate the relationships you have formed or built upon with other teaching staff since September 2006?

	Frequencies	Valid per cent (%)
Very good	843	56
Good	624	41
Neither good nor poor	21	1
Poor	3	(0)
Very poor	0	0
Can't generalise	25	2
Don't know	0	0
N/A	0	0
Total	1516	

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

Teachers' working relationships with other teaching staff were reported to be very good overall:

- Ninety-seven per cent of respondents reported these relationships as being 'good' or 'very good'.
- Only three respondents rated their relationships with other teaching staff as 'poor', and none as 'very poor'.

Unsurprisingly, when responses on relationships with other teaching staff were compared between those who had recently moved schools and those who had not, a significant difference was found:

- Of those respondents who had remained working in the same school as they were in July 2006, 58 per cent reported having 'very good' relationships with other teaching staff, compared to a corresponding figure of 49 per cent for those teachers who had moved schools since Summer 2006 ($\chi^2=4.52$, $df=1$, $p=0.034$).

²² The effect size is quite small since $\rho^2=0.06$ for both primary and secondary phase respondents. Hence, only a relatively small percentage of the variation in teachers' ratings of their enjoyment of teaching is explained by the reported quality of their relationships with the head teacher/principal.

5.9.9 Relationships with non-teaching staff

Table 5.19 - Generally speaking, how would you rate the relationships you have formed or built upon with non-teaching staff since September 2006?

	Frequencies	Valid per cent (%)
Very good	868	57
Good	609	40
Neither good nor poor	27	2
Poor	6	(0)
Very poor	0	0
Can't generalise	5	(0)
Don't know	0	0
N/A	1	(0)
Total	1516	

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

Overall teachers' working relationships with other non-teaching staff were reported to be very positive.

- Ninety-seven per cent of respondents reported these relationships as '*good*' or '*very good*', with none rating them as '*poor*' or '*very poor*'.

5.10 Factors which helped teachers' professional development

Table 5.20 - Who or what, if anything, has helped you in your development as a teacher since September 2006?

	Frequencies	Valid per cent (%)
Colleagues at school / college	703	44
Additional training	361	23
Gaining more teaching experience/learning from experience	321	20
Head teacher / principal	202	13
Line manager	179	11
Head of department	167	10
Contact with other teachers with a similar amount of teaching experience	148	9
Mentor	75	5
Mentor formally assigned to me by the school	60	4
Mentor chosen by me on an informal basis	11	1
Mentor chosen by me from a group of staff identified by the school	6	(0)
Teaching assistants / support staff	60	4
Myself/personal experiences	30	2
Pupils	23	1
Local Authority (LA)	19	1
Being given more responsibility	17	1
Family (including partner / wife / husband)	15	1
Being promoted	10	1
ICT	10	1
Nothing	53	3
Don't know	34	2

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 academic year 2006-2007) (number of cases=1,601). Responses to this question were unprompted. Respondents could give more than one response to this question.

The factors mentioned most frequently by these third year teachers in helping their professional development were:

- *'colleagues at school/college'* (mentioned by 44% of respondents);
- *'additional training'* (23%);
- *'gaining more teaching experience/learning from experience'* (20%);
- the *'head teacher/principal'* (13%); and
- their *'line manager'* (11%).

5.11 Factors which hindered teachers' professional development

Table 5.21 - And who or what, if anything, has hindered you in your development as a teacher this year?

	Frequencies	Valid per cent (%)
Nothing	521	33
Lack of support from colleagues	355	22
Lack of support from head teacher	130	8
Lack of support from other staff at school	115	7
Lack of support from head of department	60	4
Lack of support from line manager	58	4
Lack of support from senior management	38	2
Lack of support from Induction tutor/mentor	6	(0)
Lack of support from my formal mentor assigned by my school	6	(0)
Workload	220	14
Amount of administration / paperwork	164	10
Lack of resources	149	9
Lack of any CPD	60	4
Had to teach pupils with challenging behaviour	59	4
The children / pupils	57	4
Family commitments	26	2
Lack of the right kind of CPD	26	2
Too many changes / new practices	26	2
Being part-time	20	1
Lack of support from parents	18	1
Pressure from OFSTED / local authority inspections	17	1
Department understaffed / high staff turnover	16	1
Insufficient training	15	1
Ill-health	14	1
Poor communication with colleagues	10	1
Lack of career progression	10	1
Other	32	2
Don't know	14	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 academic year 2006-2007) (number of cases=1,601). Responses to this question were unprompted. Respondents could give more than one response to this question.

- A large minority of teachers (33%) reported that '*nothing*' had hindered their development as a teacher, and this was the most frequently recited response.

Factors that were mentioned most frequently by respondents in hindering their professional development were:

- *'lack of support from colleagues in school'* (mentioned by 22% of teachers), including *'lack of support from head teacher'* (8%), *'lack of support from other staff at school'* (7%), *'lack of support from head of department'* (4%), *'lack of support from line manager'* (4%), and *'lack of support from senior management'* (2%).
- *'Workload'*, given by 14% of respondents.

5.12 Collaborative professional development activities

Table 5.22 - Since September 2006, have you personally been involved/taken part in any of the following activities?

	Frequencies	Valid per cent (%)
Sharing of teaching resources	1497	94
Joint Inset days with colleagues from other departments / key stages / year groups	1471	92
Joint CPD with colleagues from other departments / key stages / year groups	1136	71
Team teaching	959	60
Joint Inset days with colleagues from other schools	818	51
Joint CPD with colleagues from other schools	763	48
Staff exchanges / joint teacher meetings with colleagues from other schools	677	42
Sharing good practice with an online peer community	393	25
None of these	14	1
Don't know	37	2

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 academic year 2006-2007) (number of cases=1,601). Respondents could give more than one response to this question.

From Table 5.22 it is clear that, for, example:

- The vast majority of respondents were involved in the *'sharing of teaching resources'* (94%) and *'joint Inset days with colleagues from other departments/key stages/year groups'* (92%).
- Just under a half of third year teachers were involved in *'joint CPD with colleagues from other schools'* (48%) and *'staff exchanges/joint teacher meetings with colleagues from other schools'* (42%).
- Only a very small proportion of teachers (1%) had not been involved in any of the given collaborative activities.

5.13 Formal training activities

Table 5.23 - What additional training or professional development activities, if any, have you received since September 2006?

	Frequencies	Valid per cent (%)
Training related to general teaching / learning approaches	621	39
Subject-specific training	524	33
Training related to subject-specific teaching / learning approaches	483	30
Management and leadership training	228	14
Training to develop pastoral skills / knowledge / role (e.g. child protection)	202	13
Training related to specialism-specific teaching / learning approaches (e.g. SEN, ESOL)	200	12
First aid training	16	1
Exam board training	9	1
Masters training	9	1
ICT training	7	(0)
Inset days	7	(0)
Training to work with gifted / talented pupils	5	(0)
Behaviour management training	4	(0)
CPD training	4	(0)
Exam marking training	4	(0)
Health and Safety	3	(0)
Fire safety	3	(0)
Mentor training	3	(0)
School sport co-ordinator training	2	(0)
Other	64	4
No training	219	14
Don't know	13	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 academic year 2006-2007) (number of cases=1,601). Responses to this question were unprompted. Respondents could give more than one response to this question.

From Table 5.23 it can be seen that:

- Thirty-nine per cent of respondents reported that they had received '*training related to teaching and learning approaches*';
- A third of respondents (33%) had received '*subject-specific training*';
- Just under a third (30%) had received '*subject-specific training related to teaching and learning approaches*'; and
- Fourteen per cent reported receiving '*no training*' in their third year of teaching.

Statistically significant differences in responses were found relating to (a) whether respondents were working in primary schools or in secondary schools and (b) whether or not respondents had reported receiving additional training and professional development opportunities during their *second* year of teaching:

- Third-year teachers working in secondary schools were more likely than those teaching in primary schools to report receiving additional training and professional development opportunities during the year (89% of teachers working in secondary schools and 84% of teachers working in primary schools respectively; chi-square=7.18, df=1, p=0.007).
- Teachers who had reported receiving additional training *during their second year* were also more likely than those who had not done so to have received additional training *during their third year of teaching* (89% of teachers who reported receiving additional training *in their second year* compared to 71% of teachers who did not; McNemar test, p=0.777²³).

5.14 Experiences of and views on CPD

Table 5.24 - “I have had enough opportunities to participate in CPD activities since September 2006”

	Frequencies	Valid per cent (%)
Strongly agree	401	25
Tend to agree	550	34
Neither agree nor disagree	163	10
Tend to disagree	278	17
Strongly disagree	202	13
Don't know	7	(0)
Total	1601	

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 academic year 2006-2007). Percentages may not add up to 100 due to rounding.

- The majority (59%) of respondents either ‘*tended to agree*’ or ‘*strongly agreed*’ that they had had enough opportunities to participate in CPD activities during their third year of teaching.
- Thirty per cent of respondents either ‘*tended to disagree*’ or ‘*strongly disagreed*’ with this statement.

²³ In this test, the non-significant result implies only a small, non-significant, change in the pattern of responses over time. Hence, those teachers who received additional training in their second year of teaching tended to continue doing so in their third year, whilst those that had no training in their second year continued to report having no access to additional training in their third year.

Table 5.25 - “I have not felt that I needed CPD at any time since September 2006”

	Frequencies	Valid per cent (%)
Strongly agree	52	3
Tend to agree	161	10
Neither agree nor disagree	166	10
Tend to disagree	641	40
Strongly disagree	566	35
Don't know	15	1
Total	1601	

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 academic year 2006-2007). Percentages may not add up to 100 due to rounding.

- A minority of respondents (13%) either '*tended to agree*' or '*strongly agreed*' that they did not need CPD activities at any time during their third year of teaching.
- Three-quarters of respondents either '*tended to disagree*' or '*strongly disagreed*' with this statement.

Table 5.26 - “The CPD I have experienced since September 2006 has generally been of a high quality”

	Frequencies	Valid per cent (%)
Strongly agree	389	28
Tend to agree	611	45
Neither agree nor disagree	165	12
Tend to disagree	136	10
Strongly disagree	56	4
Don't know	12	1
Total	1369	

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 academic year 2006-2007) and who had received Continuing Professional Development in the academic year 2006-2007. Percentages may not add up to 100 due to rounding.

- Amongst those third year teachers who had received CPD during their third year of teaching, the majority (73%) either '*tended to agree*', or '*strongly agreed*' that their CPD had generally been of a high quality.
- Fourteen per cent of respondents either '*tended to disagree*' or '*strongly disagreed*' with this statement.

Table 5.27 - “The CPD I have experienced since September 2006 has helped me to develop as a teacher”

	Frequencies	Valid per cent (%)
Strongly agree	433	32
Tend to agree	601	44
Neither agree nor disagree	148	11
Tend to disagree	119	9
Strongly disagree	57	4
Don't know	11	1
Total	1369	

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 academic year 2006-2007) and who had received Continuing Professional Development in the academic year 2006-2007. Percentages may not add up to 100 due to rounding.

- Amongst those third year teachers who had received CPD during their third year of teaching, the majority (76%) either '*tended to agree*', or '*strongly agreed*' that this CPD had helped them to develop as teachers.
- Only thirteen per cent of respondents either '*tended to disagree*' or '*strongly disagreed*' with this statement.

Table 5.28 - “I have been able to put the CPD I have received since September 2006 into practice”

	Frequencies	Valid per cent (%)
Strongly agree	473	35
Tend to agree	617	45
Neither agree nor disagree	115	8
Tend to disagree	101	7
Strongly disagree	54	4
Don't know	9	1
Total	1369	

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 academic year 2006-2007) and who had received Continuing Professional Development in the academic year 2006-2007. Percentages may not add up to 100 due to rounding.

- Amongst those third year teachers who had received CPD during their third year of teaching, the majority (80%) either '*tended to agree*', or '*strongly agreed*' that they had been able to put this CPD into practice.
- Eleven per cent of respondents either '*tended to disagree*' or '*strongly disagreed*' with this statement.

6 Specific entitlements, policy and practice

6.1 Non-contact time

Table 6.1 - How much non-contact time would you say you get per week on average?

	Frequencies	Valid per cent (%)
0 hours	35	2
1-2 hours	621	41
3-4 hours	633	42
5-6 hours	171	11
7-8 hours	31	2
9-10 hours	12	1
11-12 hours	4	(0)
15+ hours	3	(0)
Don't know	6	(0)
Total	1516	

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

- For those teachers who were working full-time in permanent or fixed-term posts, the mean number of hours of reported non-contact time was 3.05 hours.

From Table 6.1 it is clear that:

- Forty-three per cent of respondents reported being given two hours or less of non-contact time per week, and another 42 per cent reported receiving between three and four hours of non-contact time.
- Fifteen per cent reported receiving five or more hours of non-contact time per week.

When the third year teachers' stated responses, on the amount of non-contact time they were allocated, were compared between those working in primary schools and those working in secondary schools, further statistically significant differences become apparent:

- Secondary school teachers indicated that they received, on average, approximately 50 per cent more non-contact time per week than those working in primary schools (3.73 hours compared to 2.40 hours) ($t=15.23$, $df=1152.25$, $p<0.001$ (equal variances not assumed)).

Overall, there was no significant difference in reported non-contact time received when comparing responses given for the third year of teaching, and those for the second year of teaching (for the same sample of respondents):

- The mean amount of non-contact time received was reported as 3.11 hours in Wave 5 of the telephone survey, compared to 3.03 hours in Wave 4 (for the sub-sample of Wave 4 respondents who also completed the Wave 5 survey), a non-significant difference of less than five minutes (paired-sample t -test, $t=1.644$, $df=1437$, $p=0.100$).

6.2 Specific roles and activities undertaken - primary phase

Table 6.2 - Which, if any, of the following activities or roles have you undertaken since September 2006? (Primary phase)

	Frequencies	Valid per cent (%)
Roles		
Subject co-ordinator	654	80
Advanced Skills Teacher	6	1
Activities		
Taken pupils on school trips which are part of the curriculum	750	91
Taught pupils with challenging behaviour	715	87
Extra-curricular activities	652	79
Covered classes	444	54

Includes all from the primary phase who were working as a teacher or those who intended to work as a teacher in the future (having done so in the academic year 2006-2007 (number of cases=821). Respondents could give more than one response to this question.

Amongst those working in primary schools it can be seen that:

- A clear majority (80%) of third year teachers reported that they had taken on the role of subject co-ordinator.
- Most respondents (87%) reported that they had '*taught pupils with challenging behaviour*'.
- Over half (54%) had '*covered classes*' for colleagues.

6.2.1 Variation by perceived school effectiveness

- Teachers working in primary schools reported as being '*in difficulties*' were more likely than those working in schools not reported to be '*in difficulties*' to have '*taught pupils with challenging behaviour*' (96% of this group compared to 85% of those teachers working in schools not reported as being '*in difficulties*'; chi-square=13.36, df=1, p<0.001).
- Conversely, teachers working in primary schools reported as '*high in the league tables*' were less likely than those working in schools not reported to be '*high in the league tables*' to have '*taught pupils with challenging behaviour*' (81% of this group compared to 91% of those teachers working in schools not reported as '*high in the league tables*'; chi-square=12.26, df=1, p<0.001).

Amongst teachers working in primary schools, there were no significant differences in the proportions taking on the role of subject co-ordinator when comparing respondents working in schools with differing perceived levels of effectiveness.

6.2.2 Variation by age

A significant difference in mean age was found when comparing those respondents who had, or had not, taken on the role of subject co-ordinator.

- Those teachers who had taken on the role of subject co-ordinator were, on average, approximately 1½ years younger than those who had not (32.4 years old compared 34.0 years old; $t=2.09$, $df=233.82$, $p=0.038$, equal variances not assumed).

6.2.3 Variation by ITT route and by gender

No difference in the pattern of responses was found when comparing responses by the ITT route that the respondents had followed, or by respondents' gender, between those who had and those who had not reported having taken on the role of subject co-ordinator.

6.2.4 Variation by movement of respondents between schools

A significant difference in the proportion of primary respondents taking on the role of subject co-ordinator was found when comparing those who had moved to a post in a different school since July 2006, and those who had not:

- Amongst those teachers who had not moved schools since Summer 2006, 86 per cent had taken on the role of subject co-ordinator compared to 60 per cent of those who had moved schools during that time period ($\chi^2=41.91$, $df=1$, $p<0.001$).

6.3 Specific roles and activities undertaken - secondary phase

Table 6.3 - Which, if any, of the following activities or roles have you undertaken since September 2006? (Secondary phase)

	Frequencies	Valid per cent (%)
Roles		
Form tutor	667	87
Subject co-ordinator	279	36
Head of Department	124	16
Advanced Skills Teacher	8	1
Activities		
Covered classes	739	97
Taught pupils with challenging behaviour	709	93
Extra-curricular activities	677	88
Taken pupils on school trips which are part of the curriculum	566	74
None of these	1	(0)

Includes all from the secondary phase who were working as a teacher or those who intended to work as a teacher in the future (having done so in the academic year 2006-2007) (number of cases=765). Respondents could give more than one response to this question.

Amongst those working in secondary schools it can be seen that:

- The vast majority of respondents (87%) reported that they had taken on the role of form tutor, over a third (36%) that of subject co-ordinator, and 16 per cent the role of head of department.
- The vast majority also reported that they had both '*covered classes*' for colleagues (97%), and had '*taught pupils with challenging behaviour*' (93%).

6.3.1 Variation by perceived school effectiveness

- Teachers working in secondary schools reported as being '*in difficulties*' were more likely than those working in schools not reported to be '*in difficulties*' to report having '*covered classes*' (97% of this group compared to 93% of those teachers working in schools not reported as '*in difficulties*'; chi-square=5.68, df=1, p=0.017).
- Teachers working in schools reported as being '*in difficulties*' were more likely than those working in schools not reported to be '*in difficulties*' to have '*taught pupils with challenging behaviour*' (100% and 91% respectively; chi-square=12.60, df=1, p<0.001).
- Conversely, teachers working in secondary schools reported as being '*high in the league tables*' were less likely than those working in schools not reported to be '*high in the league tables*' to have '*taught pupils with challenging behaviour*' (86% and 97% respectively; chi-square=33.32, df=1, p<0.001).
- Forty-eight per cent of those teachers in schools '*in difficulties*' also reported taking on subject co-ordinator roles, compared to 34 per cent of those working in schools which were not classed as being '*in difficulties*' (chi-square=8.72, df=1, p=0.003).
- Conversely, 32 per cent of those teachers in schools '*high in the league tables*' also reported taking on subject co-ordinator roles, compared to 43 per cent of those working in schools which were not classed as being '*high in the league tables*' (chi-square=8.25, df=1, p=0.004).
- Teachers working in schools reported as being '*in difficulties*' were more likely than those working in schools not reported to be '*in difficulties*' to have taken on the role of head of department since September 2006 (28% of this group compared to 14% of those teachers working in schools not reported as '*in difficulties*'; chi-square=16.41, df=1, p<0.001).
- Conversely, teachers working in schools reported as '*high in the league tables*' were less likely than those working in schools not reported to be '*high in the league tables*' to have taken on the role of head of department since September 2006 (12% and 21% respectively; chi-square=8.91, df=1, p<0.003).

6.3.2 Variation by age

A significant difference in mean age was found when comparing those respondents working in secondary schools who had, or had not, taken on the roles of form tutor, subject co-ordinator or head of department. In each case, those teachers who reported taking on these roles were significantly younger than those who did not report having taken on these roles:

- Respondents who had taken on the role of form tutor were, on average, approximately 2½ years younger than those who had not taken on such a role (34.3 years old compared to 36.7 years old; $t=2.34$, $df=116.20$, $p=0.021$, equal variances not assumed).
- Those teachers who had taken on the role of subject co-ordinator were, on average, 1½ years younger than those who had not taken on such a role (33.7 years old compared to 35.1 years old; $t=2.28$, $df=612.55$, $p=0.023$, equal variances not assumed).
- Those teachers who had taken on the role of head of department were, on average, two years younger than those who had not taken on such a role (33.0 years old compared to 34.9 years old; $t=2.44$, $df=186.00$, $p=0.015$, equal variances not assumed).

6.3.3 Variation by ITT route

A significant difference was found when comparing whether or not respondents working in secondary schools had taken on the role of head of department by the ITT route that the respondents had followed.

- Forty-two per cent of respondents who had followed the Flexible PGCE route reported taking up the role of head of department, compared to less than 19 per cent of respondents who had followed each of the other ITT routes (chi-square=15.02, $df=4$, $p=0.005$).

No difference in the pattern of responses was found when comparing responses by the ITT route that the respondents had followed for those who had, or had not, reported having taken on the role of form tutor or subject co-ordinator.

6.3.4 Variation by gender

No difference in the pattern of responses was found when comparing responses by the respondents' gender, for those who had and those who had not reported having taken on the role of form tutor, subject co-ordinator, or head of department.

6.3.5 Variation by movement of respondents between schools

A significant difference in the proportion of secondary respondents taking on the role of form tutor was found when comparing those who had moved to a post in a new school since July 2006 and those who had remained in the same school:

- Amongst those teachers who had not moved schools over the Summer of 2006, 90 per cent had taken on the role of form tutor compared to 79 per cent of those who had moved schools during that time (chi-square=10.36, $df=1$, $p=0.001$).

No significant differences were found in the proportions of respondents taking on the roles of subject co-ordinator or head of department, when comparing between those who had or had not moved schools since the Summer of 2006.

6.4 Additional responsibilities as teachers

Table 6.4 - Since September 2006, have you been involved in any of the following...?

	Frequencies	Valid per cent (%)
Discussions about the goals and policies of your school/department	1440	90
Curriculum development/course design	1249	78
Contributing to the development and training of other teachers	1148	72
Formal discussions on any whole-school issues with the head teacher	1016	63
Formal discussions about the allocation of financial resources	614	38
Membership of school working parties	601	38
Membership of school committees	448	28
The recruitment of staff	263	16
None of these	39	2

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 academic year 2006-2007) (number of cases=1,601). Respondents could give more than one response to this question.

It can be seen from Table 6.4, for example, that:

- The overwhelming majority of third year teachers (90% of respondents) reported involvement in the *'discussion of goals and policies within their school and/or department'*.
- Almost eight out of ten respondents (78%) were involved in *'curriculum development or course design'*;
- Approximately two-fifths of respondents were involved in *'membership of school working parties'* (38%) and nearly a third sat on *'school committees'* (28%);
- Only a very small minority (2%) of teachers stated that they were not involved in any of these additional responsibilities.

6.4.1 Variation by phase

- A higher proportion of secondary school teachers (86%) than of those working in primary schools (71%) reported being involved in *'curriculum development/course design'* (chi-square=48.63, df=1, p<0.001).
- A higher proportion of teachers working in secondary schools (75%), than of those working in primary schools (69%), reported being involved in *'contributing to the development and training of other teachers'* (chi-square=7.56, df=1, p=0.006).
- A higher proportion of teachers working in primary schools (42%), than of those working in secondary schools (34%), reported being involved in *'formal discussions about the allocation of financial resources'* (chi-square=10.44, df=1, p=0.001).
- A higher proportion of teachers working in secondary schools (22%), than of those working in primary schools (11%), reported being involved in *'the recruitment of staff'* (chi-square=38.12, df=1, p<0.001).

6.4.2 Variation by ITT route

Amongst those respondents working in either primary or secondary schools, there were no significant differences in the pattern of responses to reported involvement in any of the additional types of work listed in Table 6.4, when comparing responses by the ITT route respondents had followed.

6.4.3 Variation by age

- Those respondents who reported being involved in '*discussions about the goals and policies of your school/department*' were, on average, over two years younger than those who had not reported such involvement (33.4 and 35.7 years old respectively; $t=3.06$, $df=184.46$, $p=0.003$, equal variances not assumed).
- Those respondents who reported being involved in '*formal discussions about the allocation of financial resources*' were, on average, two and a half years younger than those who did not (32.0 and 34.6 years old respectively; $t=6.63$, $df=1438.45$, $p<0.001$, equal variances not assumed).
- Those respondents who reported being involved in '*formal discussions on any whole-school issues with the head teacher*' were, on average, over two years younger than those who had not (32.8 and 35.0 years old respectively; $t=5.05$, $df=1119.94$, $p<0.001$, equal variances not assumed).
- Those respondents who reported not being involved in *any* of the suggested categories of non-teaching work listed in Table 6.4 were, on average, over three and a half years *older* than those who reported their involvement in at least one of these additional activities (37.2 and 33.5 years old respectively; $t=2.45$, $df=1588$, $p=0.007$).

6.5 The number of observed lessons

Table 6.5 - In the last school year approximately how many times, if at all, have you been observed in lessons?

	Frequencies	Valid per cent (%)
None	155	10
1-2	481	30
3-4	543	34
5-6	209	13
7-8	59	4
9-10	53	3
11-15	41	3
16 or more	60	4
Total	1601	

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 academic year 2006-2007). Responses to this question were unprompted. Percentages may not add up to 100 due to rounding.

- The mean number of observations respondents reported receiving was 3.95²⁴, very similar to that from the previous wave (Wave 4).

²⁴ This is only an estimate since the data were grouped on collection and the raw figures are not available.

6.5.1 Who undertook the lesson observations?

Table 6.6 - Who were you observed by?²⁵

	Frequencies	Valid per cent (%)
Head teacher / principal	717	50
Other staff at my school / college	586	41
Head of department	445	31
Ofsted / HMI	266	18
My line manager	255	18
Someone from the Local Authority (LA)	194	13
Trainees	151	10
Subject co-ordinator	127	9
My mentor	89	5
My mentor formally assigned to me by my school	74	5
My Induction mentor / tutor	7	(0)
My mentor whom I chose from a group of staff identified by my school	5	(0)
My mentor who chose me on an informal basis	4	(0)
My mentor who is not my Induction mentor/tutor	1	(0)
Key stage co-ordinator	65	4
NQTs	58	4
Staff member from another school/college	45	3
Head of year	44	3
Governors	32	2
Senior management	18	1
Advanced Skills Teacher	9	1

Includes all who were observed in lessons in the academic year 2006-2007 (number of cases=1,446). Responses to this question were unprompted. Respondents could give more than one response to this question.

It can be seen that:

- Fifty per cent of respondents reported being observed by their head teacher.
- Forty-one per cent reported being observed by '*other staff at my school/college*'.
- Thirty-one per cent of respondents reported being observed by their head of department.

²⁵ Only those categories that were mentioned by one per cent or more of respondents are included.

7 The future

7.1 Participants intended employment status

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?

	Expected employment status	Frequencies	Valid per cent (%)
Teaching or intending to teach	In a permanent teaching post at the same school / college	1184	74
	In a fixed-term teaching post at the same school/college	128	8
	In a permanent teaching post at a new school / college	114	7
	Supply teaching	53	3
	In a fixed-term teaching post at a new school / college	34	2
	On a break (e.g. maternity, carers, study or sick leave) before taking up a teaching post	39	2
	Unemployed but looking for a teaching post	9	1
Not intending to teach	Unemployed and not looking for a teaching post	10	1
	Working, but not as a teacher in a school	15	1
	On a break (e.g. maternity, carers, study or sick leave) before taking up work, but not as a teacher	1	(0)
	Don't know	20	1
	Total	1607	

Includes all who were teaching or who were intending to teach at some time in the future.

From Table 7.1 it is clear that:

- The vast majority of respondents (94%) stated that they expected to be in a teaching position the following term (either in a permanent or fixed-term post, or working as a supply teacher);
- Eighty-two per cent of respondents expected to remain in their current (fixed-term or permanent) post.
- Nine per cent reported that they expected to have moved to a new (permanent or fixed-term) post at a different institution.
- Three per cent planned to be working as supply teachers.
- Less than two per cent were not intending to teach in the following term.

7.1.1 Variation by phase

Table 7.2 - Which of the following best describes what you think or already know your employment status will be at the start of next term? By phase

	Expected employment status	Primary Valid per cent (%)	Secondary Valid per cent (%)
Teaching or intending to teach	In a permanent teaching post at the same school / college	71	77
	In a fixed-term teaching post at the same school / college	9	7
	In a permanent teaching post at a new school / college	6	8
	Supply teaching	4	2
	In a fixed-term teaching post at a new school / college	3	1
	On a break (e.g. maternity, carers, study or sick leave) before taking up a teaching post	3	2
	Unemployed but looking for a teaching post	1	(0)
Not intending to teach	Unemployed and not looking for a teaching post	1	1
	Working, but not as a teacher in a school	1	1
	On a break (e.g. maternity, carers, study or sick leave) before taking up work, but not as a teacher	1	0
	Don't know	1	1
	Total number of cases	813	757

Chi-square=25.26, df=9, p=0.003. (Excludes respondents who stated 'don't know' or 'other'; assumption of minimum expected count not met). Percentages may not add up to 100 due to rounding.

There was significant variation in responses between teachers working in primary schools and those working in secondary schools. For example:

- Teachers who worked in secondary schools were significantly more likely than those working in primary schools to have, or to expect to have, a permanent post the following term (85% of secondary respondents, and 77% of primary school teachers, stated that they expected to be working in permanent teaching posts).
- Primary school teachers were more likely than those working in the secondary phase to report that they expected to have a fixed-term contract the following term (12% of primary teachers, and 8% of secondary respondents, reported expecting to have a fixed-term contract);
- Respondents teaching in primary schools were more likely than those working in secondary schools to report that they expected to work as supply teachers the following term (4% of primary teachers, and 2% of secondary respondents, reported expecting to be working as supply teachers).

7.1.2 Variation by ethnicity

Overall, across all the potential future employment categories, there was no significant variation in the pattern of responses when comparing the majority ethnic group and BME groups. However,

- Seventy-four per cent of the majority ethnic group stated that they expected to be in a permanent teaching post at the same school, whilst the corresponding figure for black and minority ethnic (BME) respondents was 65 per cent.
- Eight per cent of the majority ethnic group stated that they expected to be in fixed-term teaching posts at the same school, whilst the corresponding figure for BME respondents was 14 per cent.

7.2 Working full-time or part-time?

- Ninety-one per cent of respondents (1330) who stated that they expected to be in fixed-term or permanent posts indicated that they planned to be working full-time; and
- Nine per cent of these respondents (129) stated that they expected to be working part-time.

7.3 Those not planning to teach the following term

Table 7.3 - Currently, do you anticipate taking up a teaching post in the future?

	Frequencies
Yes	12
No	10
Don't know	4
Total	26

Includes all who were not planning to be teaching at the start of the following term (i.e. Autumn, 2007).

Table 7.4 - What would you say are the reasons underlying your decision to leave teaching?

	Frequencies
Behaviour of pupils / pupil discipline	4
Did not get enough support from other staff in my school	3
Found I could not manage the workload	3
Poor work / life balance	2
School management style(s)	2
Was not enjoying the teaching	2
Believed I would not be able to manage the workload	1
Could not find a job	1
Did not have a realistic idea of the demands of teaching	1
Job is poorly paid	1
Object to specific government initiative	1
Other	1

Includes all who did not plan to take up a teaching post in the future (number of cases=10). Responses to this question were unprompted. Respondents could give more than one response to this question.

Table 7.5 - What are you most likely to be doing at the start of next term?

	Frequencies
A career outside education	8
A job in education, but not teaching	1
Taking time out to travel	1

Includes all who did not plan to take up a teaching post in the future (number of cases =10). Responses to this question were unprompted. Respondents could give more than one response to this question.

7.4 Reasons for moving to a different school

Table 7.6 - Why are you planning to move school/college?

	Frequencies	Valid per cent (%)
Career development	45	30
Personal reasons	41	28
Been given a promotion	21	14
Plan to be at a school / college somewhere else in the country	19	13
Hoping for a better workload / work-life balance	17	11
Discipline / behavioural problems at current school/college	14	9
Don't get on with the staff at my current school / college	12	8
Have found / would like a permanent post	8	5
My contract has ended	7	5
Poor management / leadership	5	3
Have found / would like a fixed-term post	3	2
Lack of support from current school / college	3	2
School/college is closing	3	2
Other	9	6

Includes all who would be working in a new school or college at the start of the following term (i.e. Autumn, 2007) (number of cases=148). Responses to this question were unprompted. Respondents could give more than one response to this question.

From Table 7.6 it is clear that the reasons teachers gave most often for moving to a post at a different school at the end of their third year of teaching were:

- '*career development*' (mentioned by 30% of teachers who answered this question); and
- '*personal reasons*' (28%).

7.5 Professional development needs over the next year

Table 7.7 - 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 (%)
Staff supervision / management skills	387	25
Knowledge about my teaching subject(s)	244	16
Knowledge about other teaching subjects	195	12
Knowledge / understanding of National Curriculum	148	9
Ability to work with pupils with special educational needs (SEN) / inclusion	144	9
Knowledge of general subjects / skills	122	8
Using ICT in subject teaching	113	7
Teaching literacy / numeracy skills	107	7
Marking and assessments	96	6
Ability to use a range of teaching methods	93	6
Ability to maintain discipline in the classroom	82	5
Subject co-ordination	71	5
Teaching A-level	55	4
Knowledge / understanding of pupil motivation and behaviour	55	4
Planning / organising	52	3
Differentiation	31	2
Ability to work with different key stage groups	31	2
Teaching GCSE	20	1
Ability to deal with pastoral issues	13	1
Training in student mentoring	8	1
Developing my confidence as a teacher, generally	6	(0)
Training in exam preparation	6	(0)
Health and safety/first aid training	5	(0)
Ability to work with gifted/talented pupils	4	(0)
Ability to work with early years pupils	4	(0)
Training using specialist equipment	4	(0)
Knowledge / understanding of education policy	3	(0)
Ability to develop productive relationships with parents	3	(0)
Knowledge / understanding of the principles of assessment for learning	1	(0)
Other	53	3
None	66	4
Don't know	89	6

Includes all who planned to be teaching at the start of 'next' term (i.e. Autumn, 2007) (number of cases=1,561). Responses to this question were unprompted. Respondents could give more than one response to this question.

It can be seen from Table 7.7 that the additional training or professional development most frequently desired by teachers were:

- 'staff supervision/management skills' (mentioned by 25% of respondents);
- 'knowledge about my teaching subject' (16%); and
- 'knowledge about other teaching subjects' (12%).

7.6 Expecting to be in teaching in two years' time

Table 7.8 - Do you expect to be working in teaching in two years' time?

	Frequencies	Valid per cent (%)
Yes	1463	94
No	37	2
Don't know	61	4
Total	1561	

Includes all who planned to be teaching at the start of the following term (i.e. Autumn, 2007).

- The vast majority of respondents (94%) intended to still be teaching in two years' time.

7.6.1 Reasons for not expecting to be in teaching in two years' time

Table 7.9 - Why do you not expect to be teaching in two years' time?

	Frequencies
I plan to be in a career with a better work-life balance	10
I plan to take a career break for family reasons	9
I plan to be in a better paid career	7
I plan to use teaching as a stepping stone into another education-related career (not classroom-based)	6
I plan to move into another career (unrelated to education) by that time	5
Too much pressure / stressful	2
Lack of support in dealing with children with challenging behaviour	1
Too much paperwork	1
Lack of training / professional development / opportunities of career progression	1
Don't know	1
Other	2

Includes all who were teaching or were planning to teach at the start of next term (i.e. Autumn 2007) but who did not expect to be teaching in two years' time (number of cases=37). Responses to this question were unprompted. Respondents could give more than one response to this question.

It can be seen from Table 7.9 that the most frequently stated reasons for not expecting to be teaching in two years' time were as follows:

- '*I plan to be in a career with a better work-life balance*' (mentioned by 10 respondents, 27% of this group); and
- '*I plan to take a career break for family reasons*' (9 respondents, 24%).

7.6.2 Factors influencing beginner teacher retention

Additional analysis was undertaken to examine the possible existence of bi-variate associations between the definitive (Yes or No) responses to the survey question '*Do you expect to be working in teaching in two years' time?*', and to other characteristics or attitudes of the third year teachers 'currently' teaching or planning to teach.²⁶ The following statistically significant results were found:

- Those teachers who reported receiving additional training in their third year of teaching were more likely, than those who stated that they did not receive any additional training, to report that they expected to be teaching in two years' time. Amongst those who received additional training, 98 per cent expected to still be working as a teacher in two years' time compared to 95 per cent of those who did not receive any additional training (chi-square=7.81, df=1, p=0.005).
- Teachers who reported that they were enjoying their teaching were more likely to expect to still be teaching in two years' time than those who indicated otherwise. Ninety-nine per cent of those who said that they '*strongly agreed*' that they enjoyed teaching, compared to only 93 per cent of those who did not state this, reported that they expected to be teaching in two years' time (chi-square=45.50, df=1, p<0.001).
- Teachers who rated the support they received during their third year of teaching as either '*good*' or '*very good*' were more likely than those who rated it less highly to report that they expected to be in teaching in two years' time. Ninety-eight per cent of those who indicated that they felt well supported during their second year of teaching, compared to 96 per cent of those who did not rate their support as either '*good*' or '*very good*', reported expecting to be in teaching in three years' time (chi-square=4.17, df=1, p=0.041).
- Finally, teachers who at Wave 1 (at the beginning of their final or only year of ITT) said they expected to be in teaching in *five* years' time were more likely to report, at Wave 5 (at the end of their third year of teaching), that they expected to be teaching in *two* years' time. Ninety-eight per cent of those who had stated at Wave 1 that they expected to be in teaching in five years' time, compared to 89 per cent of those who at Wave 1 had not expected to still be teaching in five years' time, said at Wave 5 that they expected to be in the profession two years later (chi-square=8.90, df=1, p=0.003).

No statistically significant differences were found in responses to this question (on whether or not survey respondents expected to be in teaching in two years' time) according to the ITT route that participants had followed.

²⁶ As the responses to this question were highly skewed (i.e. the vast majority of respondents, 94%, stated that they did expect to be in teaching in two years' time) it was deemed inappropriate to conduct sophisticated modelling analysis, such as binary logistic regression.

7.6.3 Career aspirations over the next five years

Table 7.10 - Which of these, if any, would you say is your career aspiration in the next 5 years?

	Frequencies	Valid per cent (%)
Continue working as a class teacher	902	62
Take on middle management responsibilities (for example head of year or department)	891	61
Become an advanced skills teacher (AST) or work towards achieving Excellent Teacher Status	504	34
Seek promotion to deputy head	185	13
Seek promotion to head teacher	41	3
Taking on additional responsibilities (e.g. subject co-ordinator)	25	2
Working in another education-related career	21	1
Specialise in teaching special needs	16	1
To teach abroad	11	1
Seek to become part of the senior management team	5	(0)
Specialise in a subject area	4	(0)
I do not plan to be teaching in 5 years' time	7	(0)
Don't know	6	(0)
Other	19	1

Includes all who planned to be teaching at the start of the Autumn 2007 term and expected to be teaching in two years' time (number of cases=1,463). Respondents could give more than one response to this question.

From Table 7.10 it is clear that over the next five years:

- The majority of teachers (62%) intended to continue working as class teachers.
- A similar proportion (61%) would also have liked to take on middle management responsibilities.

Further analysis of the responses was carried out and the following significant results found²⁷:

- There were differences by gender and phase when comparing those who had or had not given '*continue working as a class teacher*' as a career aspiration. For example, 66 per cent of female teachers working in the primary phase stated this as an aspiration compared to 59 per cent of female secondary phase teachers (chi-square=5.93, df=1, p=0.015). No such difference across the phases was found amongst male teachers.

²⁷ Logistic regression produced a poor model based on phase, age, gender and route and so bi-variate analyses were subsequently carried out.

- Secondary teachers, both male and female, were more likely to aspire to '*taking on middle management responsibilities*' compared to their primary colleagues. For example, amongst male secondary teachers, 71 per cent aspired to this type of role, compared to 52 per cent of male primary teachers (chi-square=8.80, df=1, p=0.003). The corresponding figures for female teachers were 65% in the secondary phase compared to 56 per cent in primary (chi-square=9.51, df=1, p=0.002).
- Teachers working in *schools in difficulties* (19%) were more likely to aspire to seeking promotion to deputy head compared to teachers not working in such schools (11%) (chi-square=10.14, df=1, p=0.001).
- Teachers who stated that they *strongly enjoyed teaching* were more likely to aspire to being Advanced Skills Teachers (ASTs) (36%) compared to those who did not *strongly enjoy teaching* (30%) (chi-square=4.26, df=1, p=0.039).
- Teachers who stated that they *strongly enjoyed teaching* were more likely to aspire to middle management (65%) compared to those who did not *strongly enjoy teaching* (51%) (chi-square=22.92, df=1, p=<0.0005).
- Teachers who stated that they had a '*very good*' relationship with their line manager were more likely to aspire to middle management (67%) compared to those who did not have such a good relationship (59%) (chi-square=6.43, df=1, p=0.011).
- Teachers who stated that they had a '*very good*' relationship with their head teacher / principal were more likely to aspire to seeking promotion to deputy head (19%) compared to those who did not have such a good relationship (10%) (chi-square=23.59, df=1, p<0.001).
- Secondary school teachers who stated that they had taken on the role of subject co-ordinator were more likely to aspire to seeking promotion to deputy head (22%) or to head teacher positions (6%) compared to those who had not taken on such a role (8% and 2% respectively) (chi-square=18.75, df=1, p<0.001; chi-square=6.97, df=1, p=0.008).

There were no significant differences, within gender, when comparing whether or not respondents aspired to be ASTs across the phases. There were also no significant differences when comparing career aspirations between those teachers who had moved schools since the Summer of 2006, and those who had not.

7.6.4 Reasons for not expecting to be in teaching in five years' time

Table 7.11 - Why do you not expect to be teaching in 5 years time?

	Frequencies
I plan to take a career break for family reasons	2
I plan to use teaching as a stepping stone into another education-related career (not classroom-based)	2
I plan to be in a career with a better work-life balance	1
I plan to move into another career (unrelated to education) by that time	1
Don't know	1
Other	1

Includes all who planned to be teaching at the start of next term (i.e. Autumn 2007) and expected to be teaching in two years time but not in five years' time (number of cases=7). Responses to this question were unprompted. Respondents could give more than one response to this question.

Appendix - Details of regression analysis

This appendix presents details of the binary logistic regression analysis reported in Section 4.5.4, which was conducted to determine which variables (including phase, ITT route, age, gender and ethnicity) might be important in influencing teachers' reported ratings of their enjoyment of their jobs. Of the fifteen variables included in the regression model, six were found to have a statistically significant effect on teachers' stated enjoyment of working as a teacher and these results are presented in Table A1.1.²⁸ The full list of explanatory variables that were included in this analysis is given beneath this table.

Table A1.1 - Binary logistic regression results on factors influencing teachers' reported levels of enjoyment of working as a teacher

I enjoy working as a teacher - 0: Strongly disagree / Tend to disagree /Neither agree nor disagree /Tend to agree, 1: Strongly agree		
Explanatory variables	B	Odds ratios
Relationships with pupils¹	0.833	1.758
Ethnicity²	-0.564	0.569
Working full-time³	0.444	1.558
Relationships with parents¹	0.432	1.540
Relationships with head / principal¹	0.402	1.495
Had sufficient opportunities for CDP⁴	0.139	1.149
Nagelkerke R²	0.185	
Model fit	Chi-square=191.52, df=6, p<0.001	
Goodness of fit (Pearson)	Chi-square=234.3 df=210, p=0.120	
No. of cases	1385	

Explanatory variables entered: (1) phase; (2) ITT route followed; (3) gender; (4) age; (5) ethnicity; (6) whether school was reported to be high in the league tables or not; (7) whether the school was reported to be *in difficulties* or not; (8) number of additional hours worked outside the normal timetabled week; (9) whether working part-time or full-time; (10-13) relationships with pupils, parents, the head and other teaching staff; (14) the reported extent to which support in the form of suitable CPD was provided; (15) whether or not additional training was provided.

¹ 1: Very poor, 2: Poor, 3: Neither poor nor good, 4: Good, 5: Very good.

² The reference group for Ethnicity was *white*.

³ The reference group for Working full-time was working part-time.

⁴ 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree.

The odds ratio column in Table A1.1 indicates that, for example, those respondents who ranked their relationships with pupils a point higher (on a scale ranging from 'very poor' to 'very good') were approximately 75 per cent more likely to report strongly enjoying teaching compared to those ranking their relationships with pupils a point lower. Similarly, black and minority ethnic respondents were approximately half as likely to report strongly enjoying working as a teacher compared to their white colleagues.

²⁸ The statistical model appears to be a satisfactory one, having appropriate goodness-of-fit statistics and accounting for approximately 19 per cent of the variation in the outcome variable.

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