Evaluation of the Tailored Support Programme: Technical appendix of survey responses

March 2021

National Foundation for Educational Research

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Findings from the baseline surveys of senior leaders and early-career teachers

Between June and November 2018, an online baseline survey was carried out with wave 1 and 2 senior leaders who had recently signed up to the Tailored Support Programme (TSP). The same survey was subsequently conducted with wave 3 senior leaders between January and May 2019. Responses were received from **225 senior leaders**, representing a 78 per cent response rate.

In addition, between January and March 2019, an online baseline survey was carried out with wave 1 and 2 early-career teachers (ECTs). The same survey was then conducted with ECTs in wave 3 schools between April and June 2019. Responses were received from **696 ECTs**, representing a 66 per cent response rate.

The senior leader and ECT survey respondents were representative of the sample by school type, school phase and region.

The original intention was to carry out follow-up surveys with senior leaders and ECTs at the end of the programme. However, a decision was made part-way through the evaluation for it to take a more qualitative focus. Therefore, the main report focuses primarily on the findings from the in-depth qualitative data, drawing on selected survey findings where appropriate. For context and completeness, this document provides more detail on the responses from the baseline surveys. Some analysis of DfE management information is also included, where relevant. This data was previously presented to DfE in the unpublished baseline report of the evaluation of the TSP.

Characteristics of senior leaders taking part in the survey

Table 1 shows the roles of senior leaders who completed the survey. Around three-quarters (77 per cent) were headteachers and ten per cent were assistant or deputy headteachers. Thirteen per cent reported other roles, most of whom were executive headteachers or chief executive officers (CEOs).

Table 1 Role of responding senior leaders

Role	Percentage of senior leaders
Headteacher	77
Deputy headteacher	6
Assistant headteacher	4
School HR professional	<1
Other	13

Note: based on responses from 225 senior leaders.
Since percentages are rounded to the nearest integer, they may not always sum to 100.
Q1 – Are you a…?

Figure 1 shows the number of years senior leaders reported having been at their current school and in their current role. The data shows that around two-fifths of senior leaders had been at their school and in their role for less than two years, while 64 per cent of senior leaders had been at their school for four years or less and 74 per cent had been in their current role for four years or less.

Figure 1 Senior leaders' number of years in current school and role
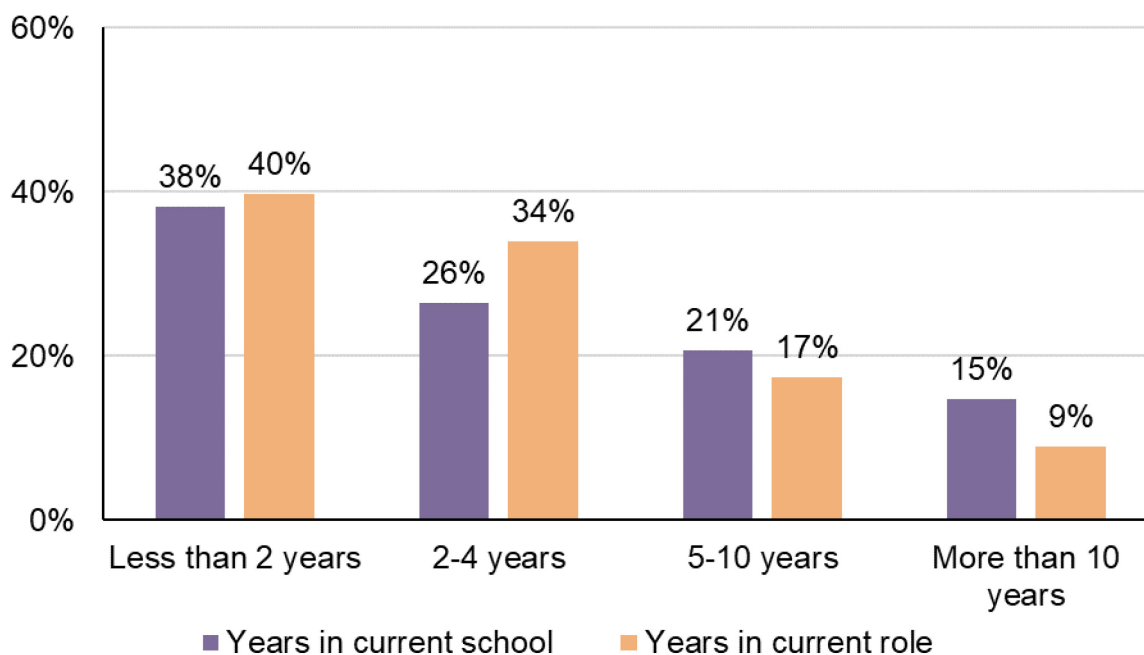
Note: based on responses from 225 senior leaders.
Since percentages are rounded to the nearest integer, they may not always sum to 100.
Q2&3 - How many years have you worked in your current role? How many years have you worked in your current school?

Senior leaders' confidence in workforce management

Senior leaders were asked to rate their confidence in a range of workforce management activities on a seven-point scale, with 1 being 'Not at all confident' and 7 being 'Very confident'. Figure 2 shows that senior leaders reported a moderately high level of confidence in all the activities. Senior leaders were most confident to 'offer appropriate professional development for teachers' (89 per cent scoring 5-7 on the seven-point scale), 'carry out effective deployment planning' (75 per cent), 'support teachers and leaders to reduce unnecessary workload' (75 per cent) and 'carry out effective progression planning' (73 per cent). Just under half of senior leaders reported high confidence (scoring 5-7 on the seven-point scale) to 'carry out effective succession planning' (46 per cent) and 'support suitable teachers to stay in your school' (44 per cent).

Figure 2 Senior leaders' confidence in workforce management activities
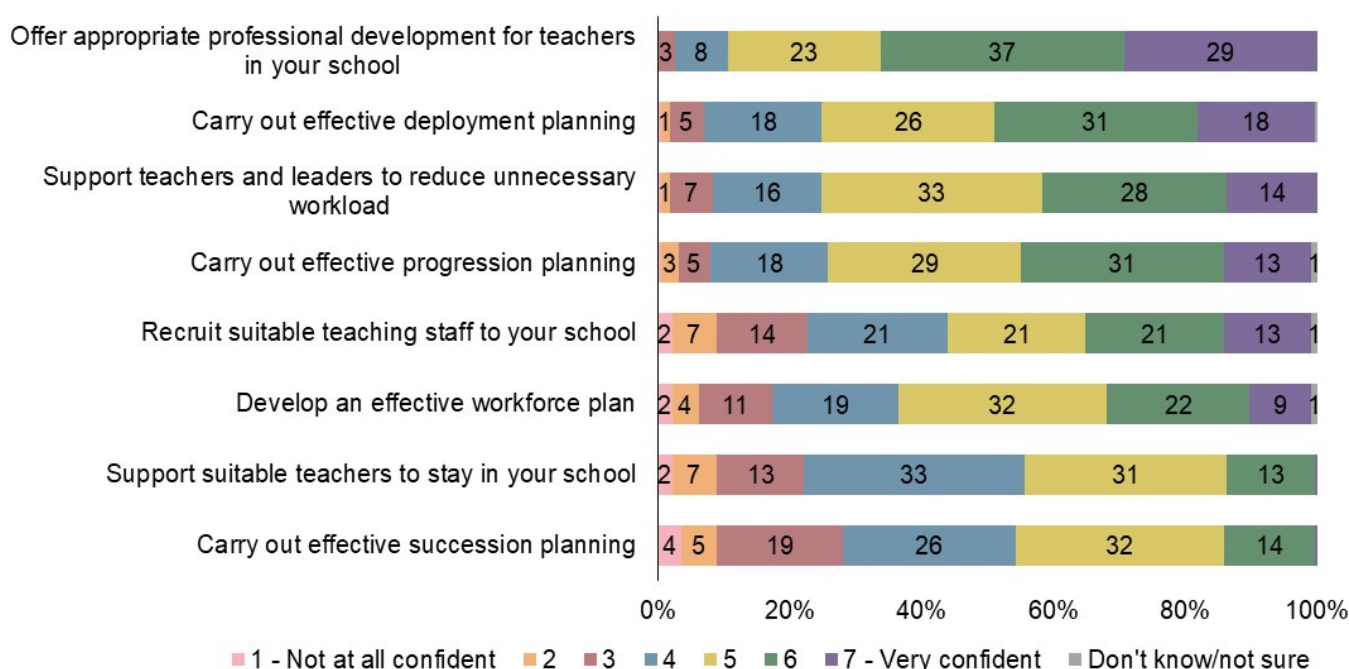
Note: based on responses from 225 senior leaders.
Since percentages are rounded to the nearest integer, they may not always sum to 100.
Q7 - How would you rate your current confidence to do the following…?
Source: Baseline senior leader survey, June 2018 - May 2019

Characteristics of teachers taking part in the survey

ECTs were asked how long they had held qualified teacher status (QTS) and how many years they had been employed at their school. Programme eligibility was based on teachers who were actively engaged in their second to fourth years of teaching, which could be different to a teacher's second to fourth year since QTS. Figure 3 shows that three-quarters of teachers surveyed (76 per cent) had held QTS for under four years. In

addition, 81 per cent of ECTs had been employed at their current school for less than four years.

Figure 3 ECTs' length of time with qualified teacher status (QTS) and in current school
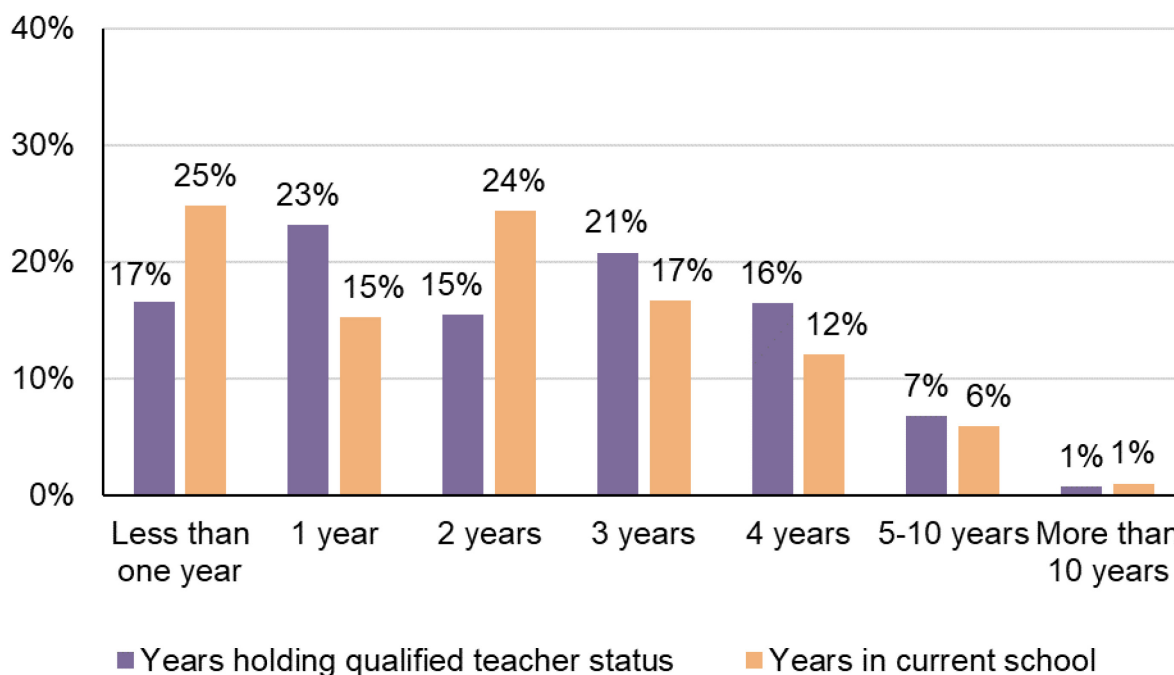
Note: based on responses from 692 teachers for years holding qualified teacher status and 690 teachers for years in current school.
Since percentages are rounded to the nearest integer, they may not always sum to 100.
Q1&2 – For how many years have you held qualified teacher status (QTS)? For how many years have you worked in your current school?

Source: Baseline teacher survey, January - June 2019

NQTs were not eligible for support, but 17 per cent (115 teachers) reported that they were NQTs. The vast majority of NQTs (87 per cent; 100 teachers) reported that they had not started their involvement in the programme and were planning to start in the 2019/20 academic year when they became eligible. Eight per cent of teachers reported having held QTS for five years or more, which suggested that they might not have been eligible for the ECT support. However, as noted above, the eligibility criteria was based on years of active service in teaching, so teachers could have held QTS for longer than five years and still be eligible, because they had not been in continuous service.

The survey showed that 83 per cent of ECTs receiving support were under 35 years of age and 72 per cent were female, both of which are similar to the characteristics of ECTs nationally. Teachers reported teaching a range of key stages (from early years to Key Stage 5) and subjects (among secondary ECTs).

ECTs' receipt of TSP training and support

As part of the baseline survey, ECTs were asked if they had started to receive any training or support from the TSP. Around four in ten (43 per cent) reported that they had started, while 57 per cent reported that they had not. This varied considerably by wave: 72 per cent of wave 1 ECTs and 52 per cent of wave 2 ECTs reported that they had started to receive support when they were surveyed, compared to just 30 per cent of wave 3 ECTs. Part of the explanation for this is that more time had elapsed between the wave 1 schools' action plans being agreed and teachers being surveyed, compared to wave 2 schools. Furthermore, wave 3 schools agreed their action plans later in the academic year (typically between February and April 2019), so many were focussed on starting the training and/or support from September 2019, rather than straight away.

There was also variation between waves in when ECTs reported that they had started their training and/or support. Around three-quarters of wave 1 and 2 ECTs (75 per cent for wave 1 and 73 per cent for wave 2) started receiving support and/or training in autumn term 2018. In contrast, most ECT in wave 3 started later, in the spring term 2019.

ECTs' preparedness to teach

ECTs were asked about their preparedness to teach. They were asked to what extent they agreed or disagreed with a range of statements. A seven-point scale was used, with 1 being 'Strongly disagree' and 7 'Strongly agree'.

Figure 4 shows that ECTs generally reported having a high level of preparedness to teach, particularly with subject knowledge (94 per cent scoring 5-7 on the seven-point scale) and pedagogical knowledge (93 per cent) although to a lesser extent with using research findings to make changes to their teaching practice (66 per cent).

Figure 4 ECTs' preparedness to teach
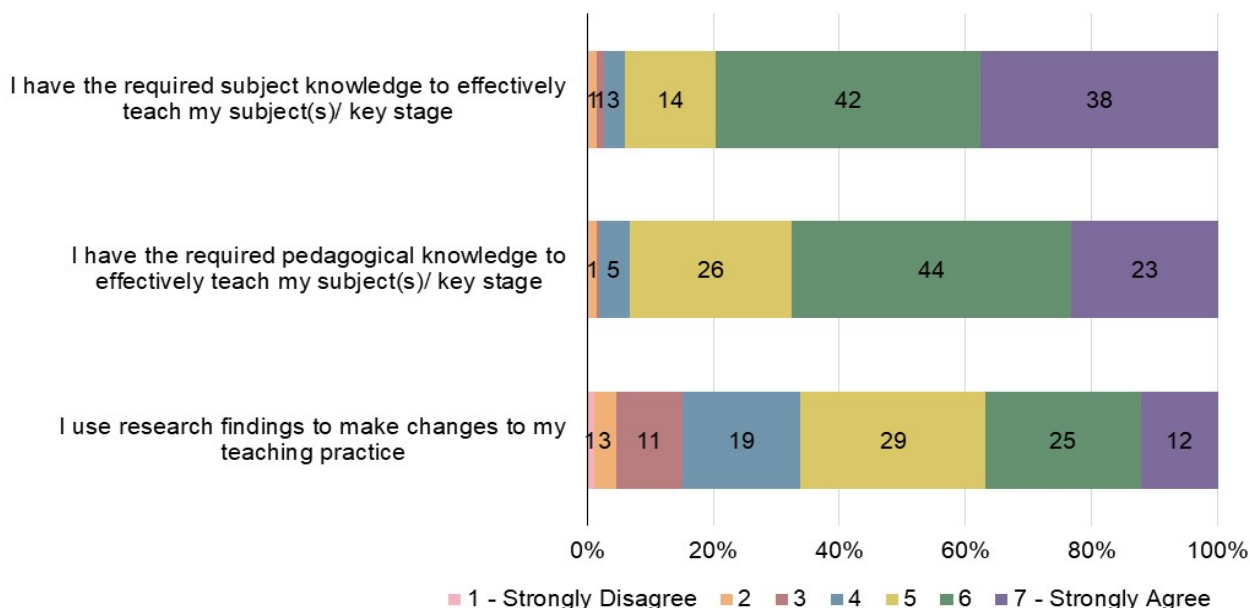
Note: based on responses from 692 teachers.
Since percentages are rounded to the nearest integer, they may not always sum to 100.
Q7 - We would like to understand how you feel about your level of preparedness to teach. How strongly do you agree or disagree with the following statements?

Source: Baseline teacher survey, January - June 2019

ECTs' confidence with a range of practices

ECTs were asked to rate their confidence in undertaking a range of practices. Again, a seven-point scale was used, with 1 being 'Not at all confident' and 7 being 'Very confident'.

Figure 5 shows that ECTs generally reported having a high level of confidence to 'use curriculum plans and other resources effectively' (90 per cent scoring 5-7 on the seven-point scale), 'provide clear feedback to pupils on their progress' (88 per cent) and 'manage the behaviour of pupils in my classes' (83 per cent). However, ECTs reported a more mixed level of confidence to 'effectively manage my own workload' (65 per cent scoring 5-7 on the seven-point scale) and 'achieve a sustainable work-life balance' (43 per cent), with notable minorities reporting low confidence (16 per cent and 34 per cent respectively scoring 1-3 on the seven-point scale).

Figure 5 ECTs' confidence with a range of practices
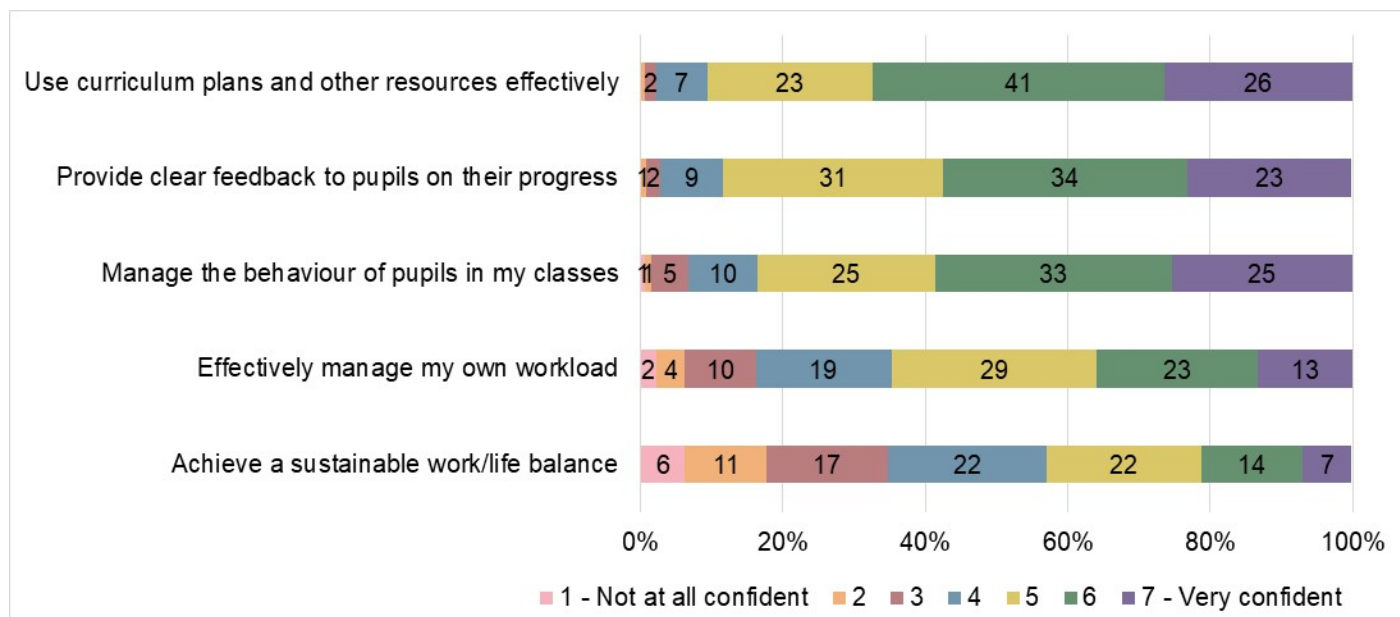
Note: based on responses from 692 teachers.
Since percentages are rounded to the nearest integer, they may not always sum to 100.
Q8 - How would you rate your current confidence to do the following…?

ECTs' job satisfaction, workload and future career plans

ECTs were asked about their perceptions of their job satisfaction, workload and future career plans. They were asked to what extent they agreed or disagreed with a range of statements. A seven-point scale was used, with 1 being 'Strongly disagree' and 7 'Strongly agree'.

Figure 6 shows that ECTs generally reported a high level of agreement that they intended to stay in the profession for at least the next three years (82 per cent scored 5-7 on the seven-point scale), with just less than three-quarters (72 per cent) being satisfied with their job. They also reported moderately high satisfaction with the quality and amount of professional development they received (with 66 and 65 per cent respectively scoring 5-7 on the seven-point scale). However, ECTs reported a mixed level of agreement with the statement 'I plan to stay teaching at this school for at least the next three years', with 58 per cent agreeing (scoring 5-7 on the seven-point scale) and 30 per cent disagreeing (scoring 1-3).

ECTs also reported a mixed level of agreement with the statements on workload. Just under half (45 per cent) agreed with the statement 'My workload is manageable' (scoring 5-7 on the seven-point scale), compared to 33 per cent who disagreed (scoring 1-3). Just over half (51 per cent) of ECTs agreed with the statement 'I spend too much time on

tasks which have little or no benefit to pupils' (scoring 5-7 on the seven-point scale), compared to 37 per cent who disagreed (scoring 1-3).

Figure 6 ECTs' job satisfaction, workload and future career plans
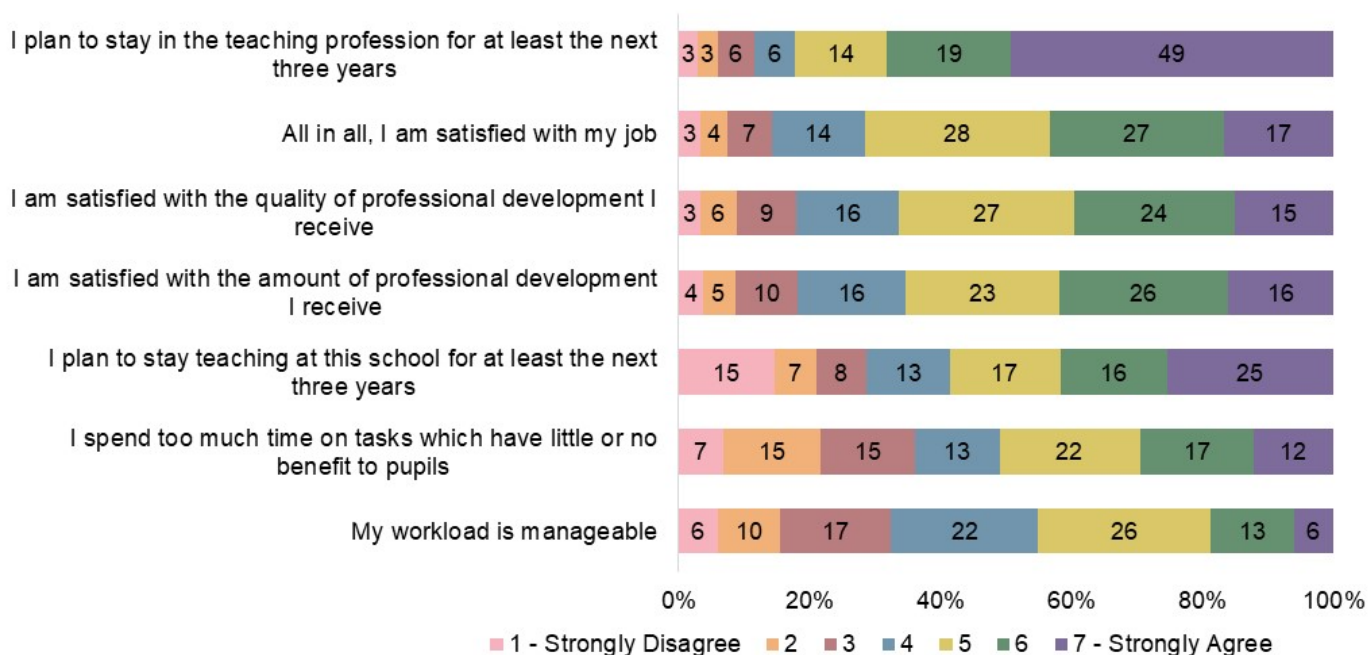
Note: based on responses from 692 teachers.
Since percentages are rounded to the nearest integer, they may not always sum to 100.
Q9 - We would like to understand how you feel about your job, and the factors that influence your feelings. How strongly do you agree or disagree with the following statements?
Source: Baseline teacher survey, January - June 2019

ECTs' perceptions of school culture and policies

ECTs were also asked about their perceptions of their school's culture and policies. They were asked to what extent they agreed or disagreed with a range of statements. The same seven-point scale was used as above, with 1 being 'Strongly disagree' and 7 'Strongly agree'.

Figure 7 shows that ECTs generally reported a positive view of their school's culture, particularly relating to relationships between staff and with senior leaders, but less so relating to issues affecting workload and work-life balance. Two-thirds of ECTs agreed (scoring 5-7 on the seven-point scale) that their school 'has a collaborative culture characterised by mutual support' (66 per cent) and 'has an effective school leadership team' (62 per cent).

Just under six in ten ECTs agreed that 'the school leadership team creates a school culture that encourages good pupil behaviour' and 'there are opportunities to progress to

more senior or specialist roles within my school in the future' (with 59 per cent scoring 5-7 on the seven-point scale for both of these statements).

However, ECTs reported a more mixed view of how helpful their school's policies for managing workload and work-life balance were: 40 per cent agreed with these statements (scoring 5-7) and 39 per cent disagreed with them (scoring 1-3).

Figure 7 ECTs' perceptions of school culture and policies
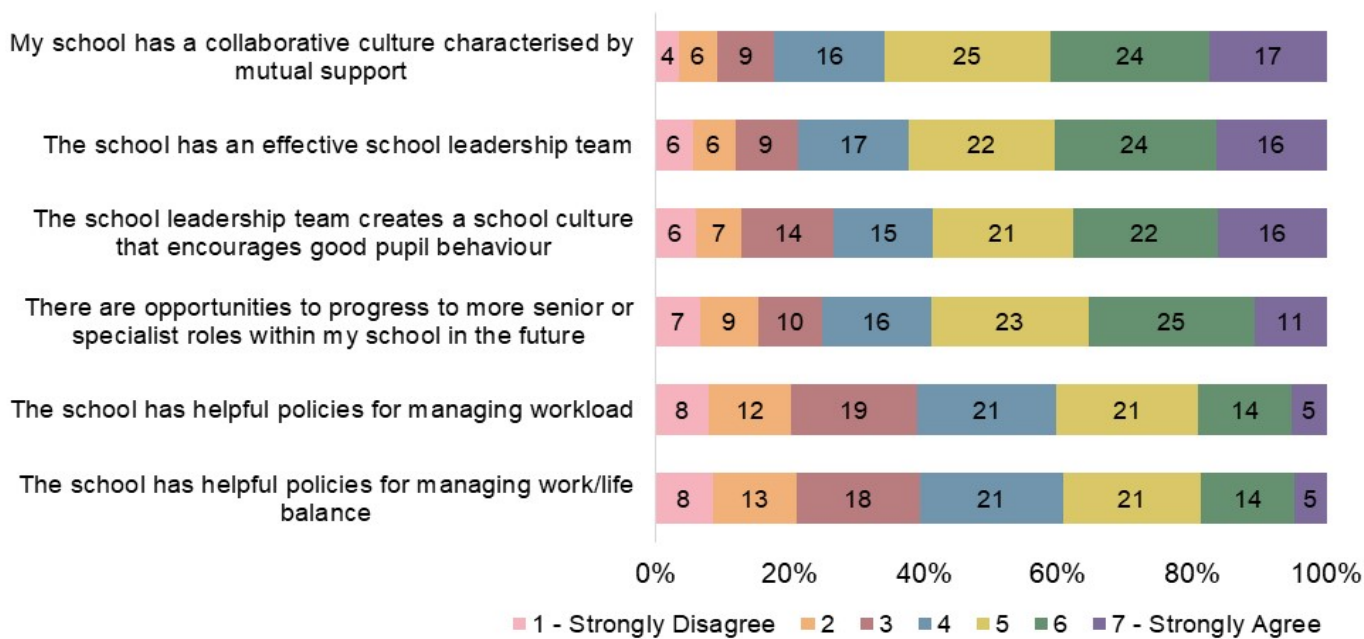
Note: based on responses from 696 teachers.
Since percentages are rounded to the nearest integer, they may not always sum to 100.
Q10 - We would like to understand how you feel about your current school, and the factors that influence your feelings. How strongly do you agree or disagree with the following statements?

Source: Baseline teacher survey, January - June 2019

Challenges schools were facing in recruiting teachers at baseline

Senior leaders were asked how easy or difficult recruiting suitable teachers had been in the previous 12 months for different year groups (for primary senior leaders) and subjects (for secondary senior leaders). They were asked to respond using a seven-point scale, where 1 was 'Very easy and 7 was 'Very difficult'.

Figure 8 shows that primary senior leaders reported varied levels of ease or difficulty in recruiting suitable teachers, having experienced slightly higher levels of difficulty (5-7 on the seven-point scale) filling vacancies in Key Stage 2 (KS2), compared to KS1 and early years. In addition, they reported difficulty in recruiting teachers with specific specialisms (e.g. science, maths, literacy, ICT and languages).

Figure 8 Primary senior leaders' reported level of difficulty in recruiting suitable teachers
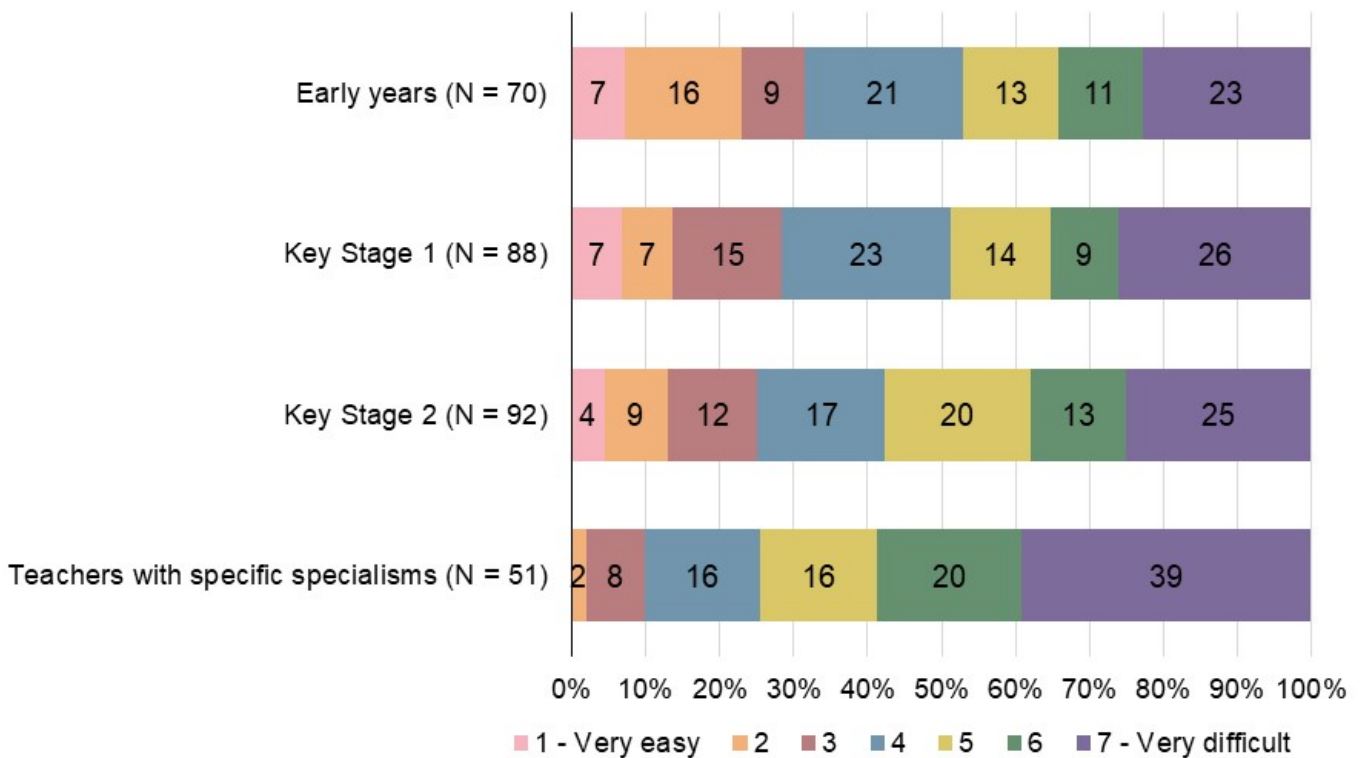
Note: non-respondents and those responding not applicable have been removed from the analysis.
Since percentages are rounded to the nearest integer, they may not always sum to 100.
Q8A - Thinking about each of the following groups of teaching staff in turn, how easy or difficult has it been over the last 12 months to fill the school's vacancies with suitable teachers?
Source: Baseline senior leader survey, June 2018 - May 2019

Figure 9 shows that secondary senior leaders reported, in general, higher levels of difficulty with recruiting suitable teachers compared to primary senior leaders, although with some variability between different subjects.

Secondary senior leaders reported high levels of difficulty (scoring 5-7 on the seven-point scale) in recruiting suitable teachers for KS3/4 physics (88 per cent), KS3/4 chemistry (85 per cent), KS3/4 computer science (79 per cent), KS3/4 mathematics (maths) (78 per cent), KS3/4 general science (74 per cent), KS3/4 biology (74 per cent) and KS3/4 English (66 per cent).

Secondary senior leaders reported the least difficulty in recruiting suitable teachers of history and modern foreign languages, although more than half reported difficulties in recruiting for these subjects (with 56 per cent scoring 5-7 on the seven-point scale for history, and 55 per cent for modern foreign languages).

Figure 9 Secondary senior leaders' reported level of difficulty in recruiting suitable teachers
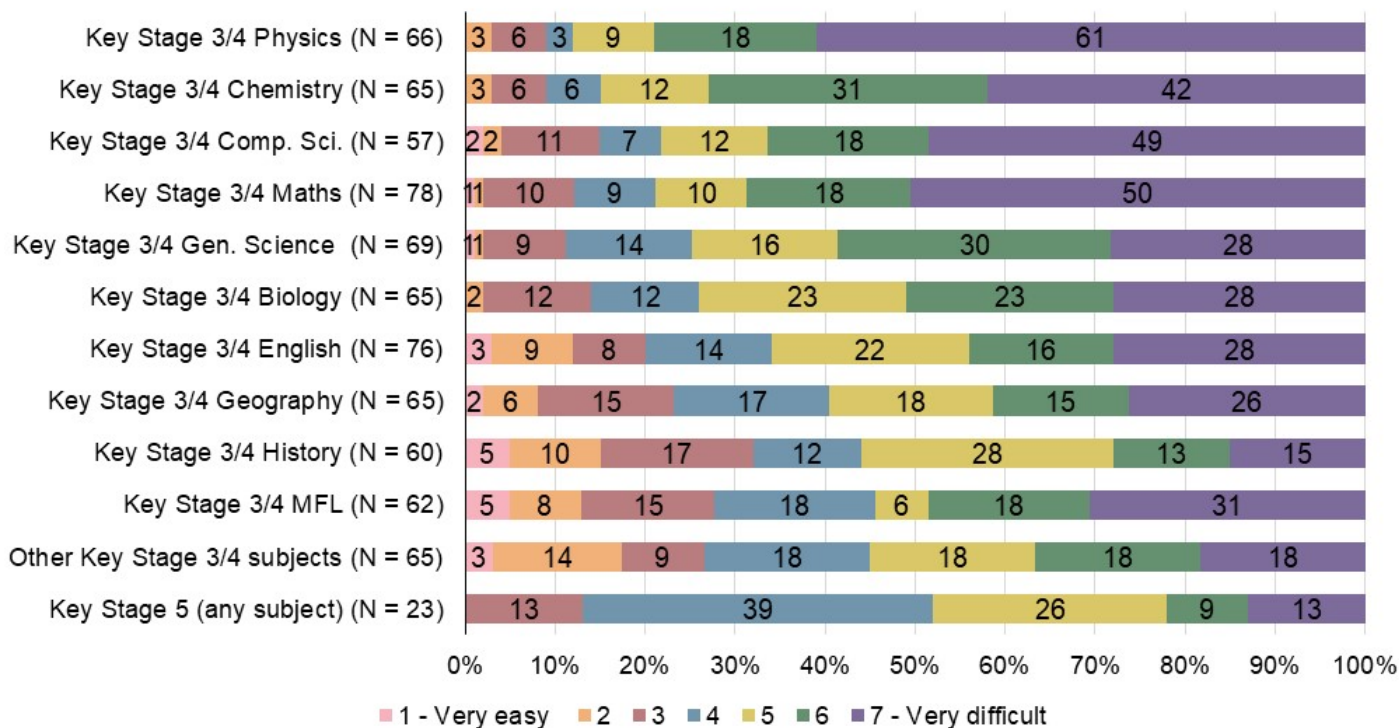
	1 - Very easy	2	3	4	5	6	7 - Very difficult
Key Stage 3/4 Physics (N = 66)		3	6	3	9	18	61
Key Stage 3/4 Chemistry (N = 65)		3	6	6	12	31	42
Key Stage 3/4 Comp. Sci. (N = 57)	2	2	11	7	12	18	49
Key Stage 3/4 Maths (N = 78)	1	1	10	9	10	18	50
Key Stage 3/4 Gen. Science (N = 69)	1	1	9	14	16	30	28
Key Stage 3/4 Biology (N = 65)		2	12	12	23	23	28
Key Stage 3/4 English (N = 76)	3	9	8	14	22	16	28
Key Stage 3/4 Geography (N = 65)	2	6	15	17	18	15	26
Key Stage 3/4 History (N = 60)	5	10	17	12	28	13	15
Key Stage 3/4 MFL (N = 62)	5	8	15	18	6	18	31
Other Key Stage 3/4 subjects (N = 65)	3	14	9	18	18	18	18
Key Stage 5 (any subject) (N = 23)			13	39	26	9	13

Note: non-respondents and those responding not applicable have been removed from the analysis.
Since percentages are rounded to the nearest integer, they may not always sum to 100.
Q8B - Thinking about each of the following groups of teaching staff in turn, how easy or difficult has it been over the last 12 months to fill the school's vacancies with suitable teachers?

Source: Baseline senior leader survey, June 2018 - May 2019

Senior leaders were also asked what their school's three main recruitment challenges were. Figure 10 shows that the two most cited challenges were 'a shortage of suitable teachers' (74 per cent) and the 'location of the school' (68 per cent). Other challenges included 'competition from other schools' (38 per cent), 'the school's Ofsted rating' (29 per cent) and because 'the school is not able to offer a competitive salary' (20 per cent).

Figure 10 Senior leaders' main reported recruitment challenges
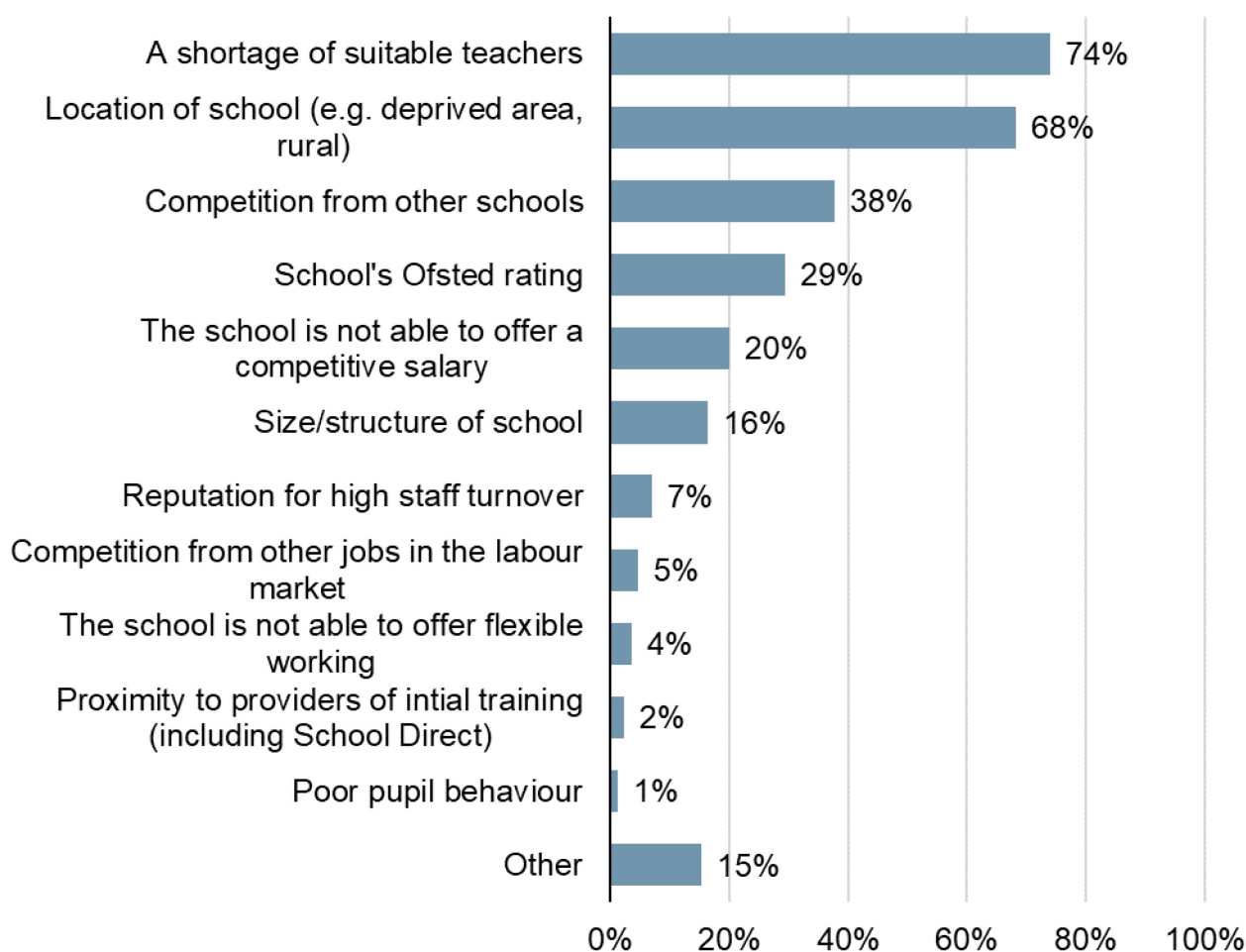
Challenge	Percentage
A shortage of suitable teachers	74%
Location of school (e.g. deprived area, rural)	68%
Competition from other schools	38%
School's Ofsted rating	29%
The school is not able to offer a competitive salary	20%
Size/structure of school	16%
Reputation for high staff turnover	7%
Competition from other jobs in the labour market	5%
The school is not able to offer flexible working	4%
Proximity to providers of intial training (including School Direct)	2%
Poor pupil behaviour	1%
Other	15%

Note: based on responses from 225 senior leaders.
Respondents could select up to three responses, therefore percentages will not sum to 100.
Q9 - In your school's experience, what are the three greatest challenges to recruiting suitable teachers to vacancies?

Source: Baseline senior leader survey, June 2018 - May 2019

Recruitment methods schools were using at baseline

Senior leaders were asked what methods they had used to fill vacancies over the last 12 months. Figure 11 shows that senior leaders reported using a wide range of methods, the most popular of which were 'using our school's website' (70 per cent), 'local networking/word of mouth' (66 per cent), 'advertising through national education press' (54 per cent) and 'engagement with a teacher training provider' (53 per cent).

Figure 11 Senior leaders' reported recruitment methods
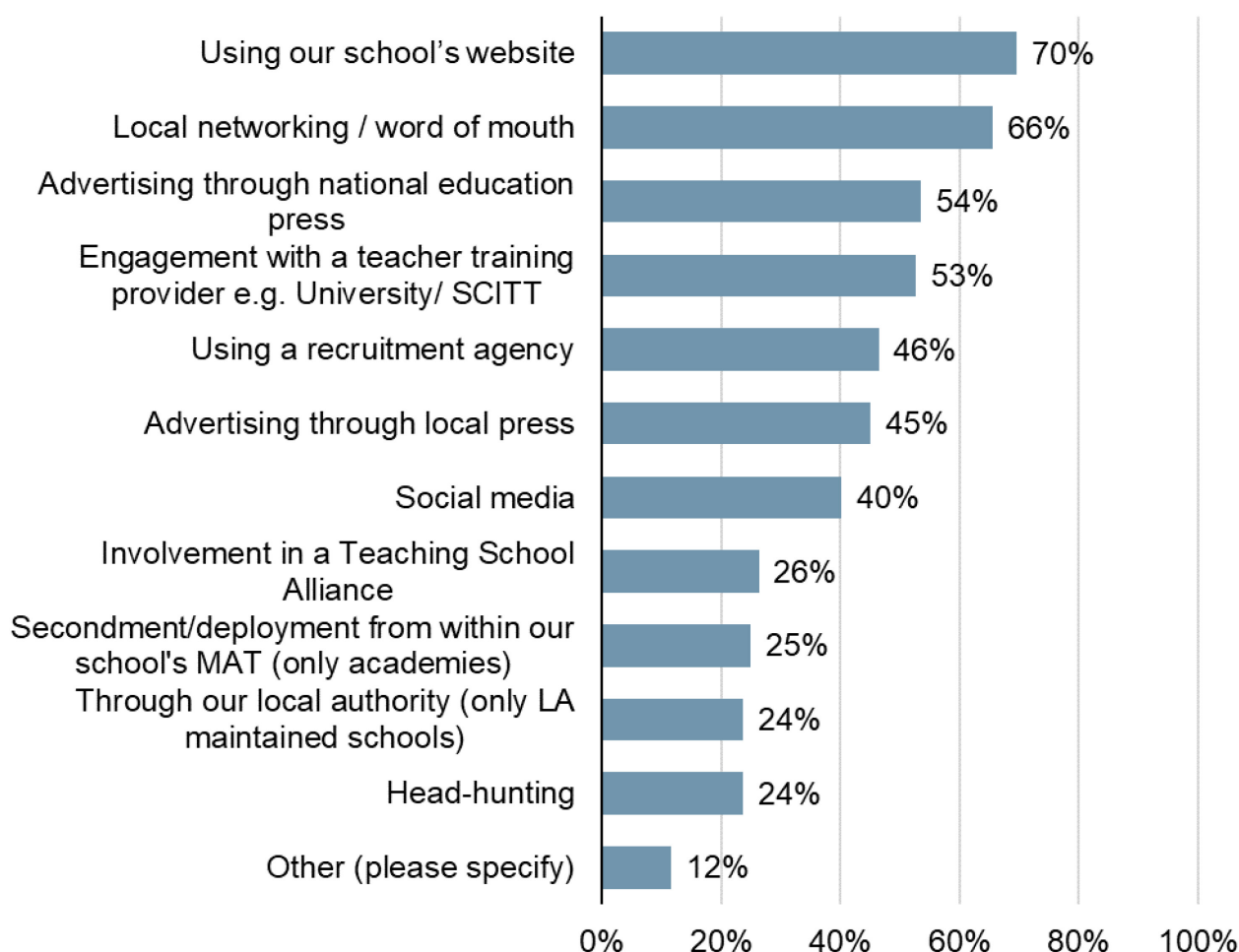
Note: based on responses from 225 senior leaders.
Respondents could select all responses that applied, therefore percentages will not sum to 100.
Q10 - Thinking about the vacancies you have filled over the last 12 months, which of the following recruitment methods did you use?

Source: Baseline senior leader survey, June 2018 - May 2019

Challenges schools were facing in retaining teachers at baseline

Senior leaders were asked about the level of staff turnover the school had experienced in the last 12 months, for different staff roles, year groups (for primary senior leaders) and subjects (for secondary senior leaders). They were asked to respond using a seven-point scale, where 1 was 'Very low and 7 was 'Very high'.

Figure 12 shows that senior leaders reported varied levels of staff turnover across different staff roles. While more than half of primary and secondary senior leaders reported low levels of turnover (scoring 1-3 on the seven-point scale) among NQTs, recently qualified teachers and senior leaders, a notable minority (between 19 and 31 per

cent of senior leaders) experienced higher levels of turnover for these roles (scoring 5-7 on the seven-point scale).

Reported levels of turnover were relatively high (scoring 5-7 on the seven-point scale) among experienced classroom teachers (37 per cent for primary and 25 per cent for secondary).

The general pattern of reported turnover between different roles was similar between primary and secondary schools.

Figure 12 Senior leaders' reported levels of teacher turnover by experience
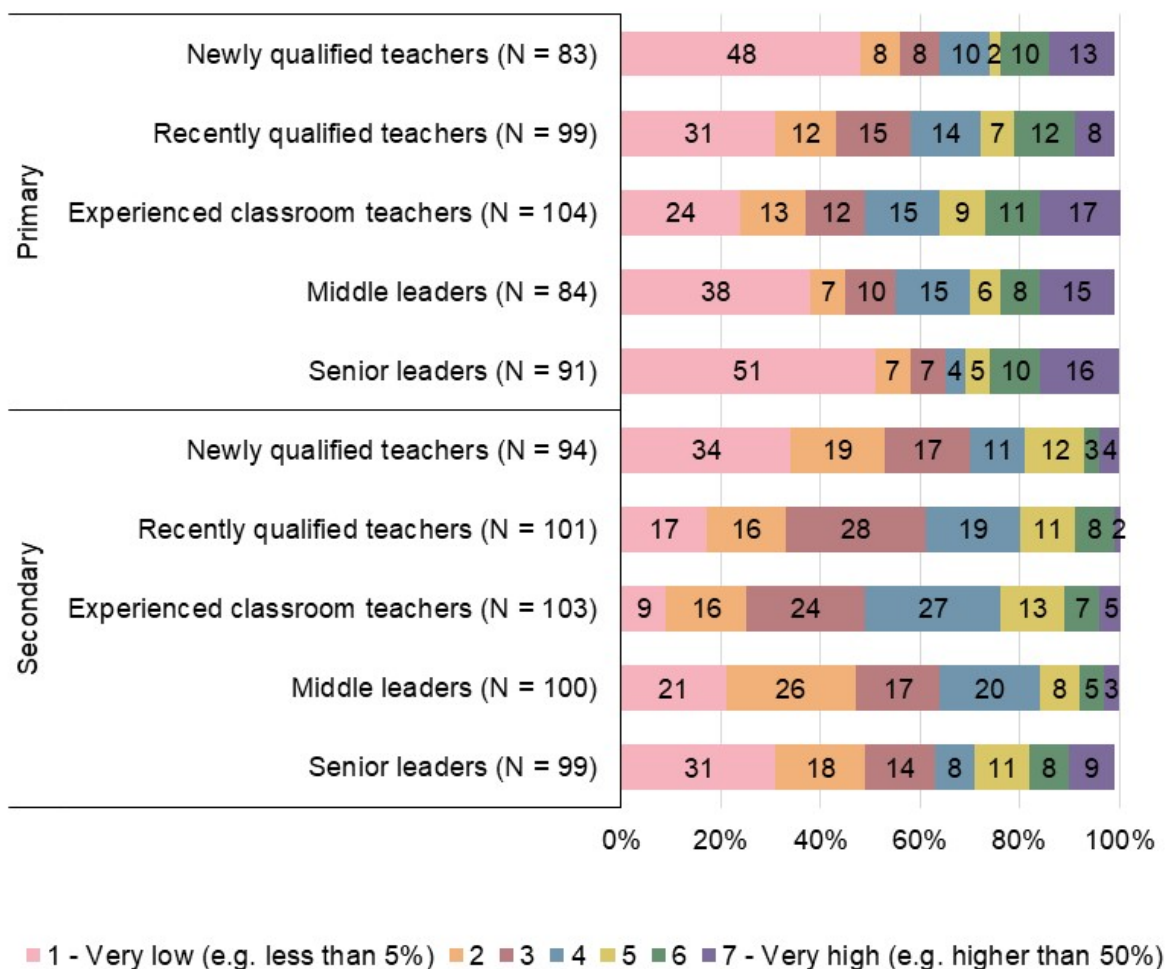
Note: non-respondents and those responding not applicable have been removed from the analysis.
Since percentages are rounded to the nearest integer, they may not always sum to 100.
Q11 - What was the level of staff turnover among the following groups in the last 12 months?
Source: Baseline senior leader survey, June 2018 - May 2019

Figure 13 shows that senior leaders in primary schools reported varied levels of staff turnover by year group. High levels of turnover (scoring 5-7 on the seven-point scale)

were particularly reported by primary senior leaders for KS2 teachers, compared to KS1 and early years teachers.

Figure 13 Primary senior leaders' reported levels of staff turnover by year group

Note: non-respondents and those responding not applicable have been removed from the analysis.
Since percentages are rounded to the nearest integer, they may not always sum to 100.
Q12A - What was the level of staff turnover among the following groups in the last 12 months?

Source: Baseline senior leader survey, June 2018 - May 2019

Figure 14 shows that senior leaders in secondary schools reported varied levels of staff turnover by subject. The subjects with the highest levels of turnover (scoring 5-7 on the seven-point scale) reported by secondary senior leaders were KS3/4 physics (40 per cent), KS3/4 English (39 per cent), KS3/4 general science (35 per cent), KS3/4 chemistry (33 per cent), KS3/4 modern foreign languages (30 per cent), KS3/4 maths (27 per cent) and KS3/4 biology (26 per cent). Secondary senior leaders were less likely to report high levels of turnover for teachers of KS3/4 history (with 11 per cent scoring 5-7 on the seven-point scale).

Figure 14 Secondary senior leaders' reported levels of staff turnover by subject

	1 - Very low (e.g. less than 5%)	2	3	4	5	6	7 - Very high (e.g. higher than 50%)
Key Stage 3/4 Physics (N = 57)	23	7	11	21	11	11	18
Key Stage 3/4 English (N = 69)	19	9	17	16	16	10	13
Key Stage 3/4 Gen. Science (N = 57)	9	11	16	30	14	9	12
Key Stage 3/4 Chemistry (N = 56)	18	7	14	29	13	9	11
Key Stage 3/4 MFL (N = 59)	27	12	19	12	8	10	12
Key Stage 3/4 Maths (N = 70)	14	20	17	21	10	7	10
Key Stage 3/4 Biology (N = 58)	24	10	19	21	9	7	10
Key Stage 3/4 Geography (N = 60)	28	12	22	13	8	3	13
Key Stage 3/4 Comp. Sci. (N = 52)	35	17	8	17	13	2	8
Other Key Stage 3/4 subjects (N = 61)	30	20	13	16	11	5	5
Key Stage 3/4 History (N = 59)	36	20	24	8	3	5	3
Key Stage 5 (any subject) (N = 21)	19	14	29	38			

Note: non-respondents and those responding not applicable have been removed from the analysis. When interpreting these figures, note the relatively small number of senior leaders reporting staff turnover in relation to Key Stage 5.
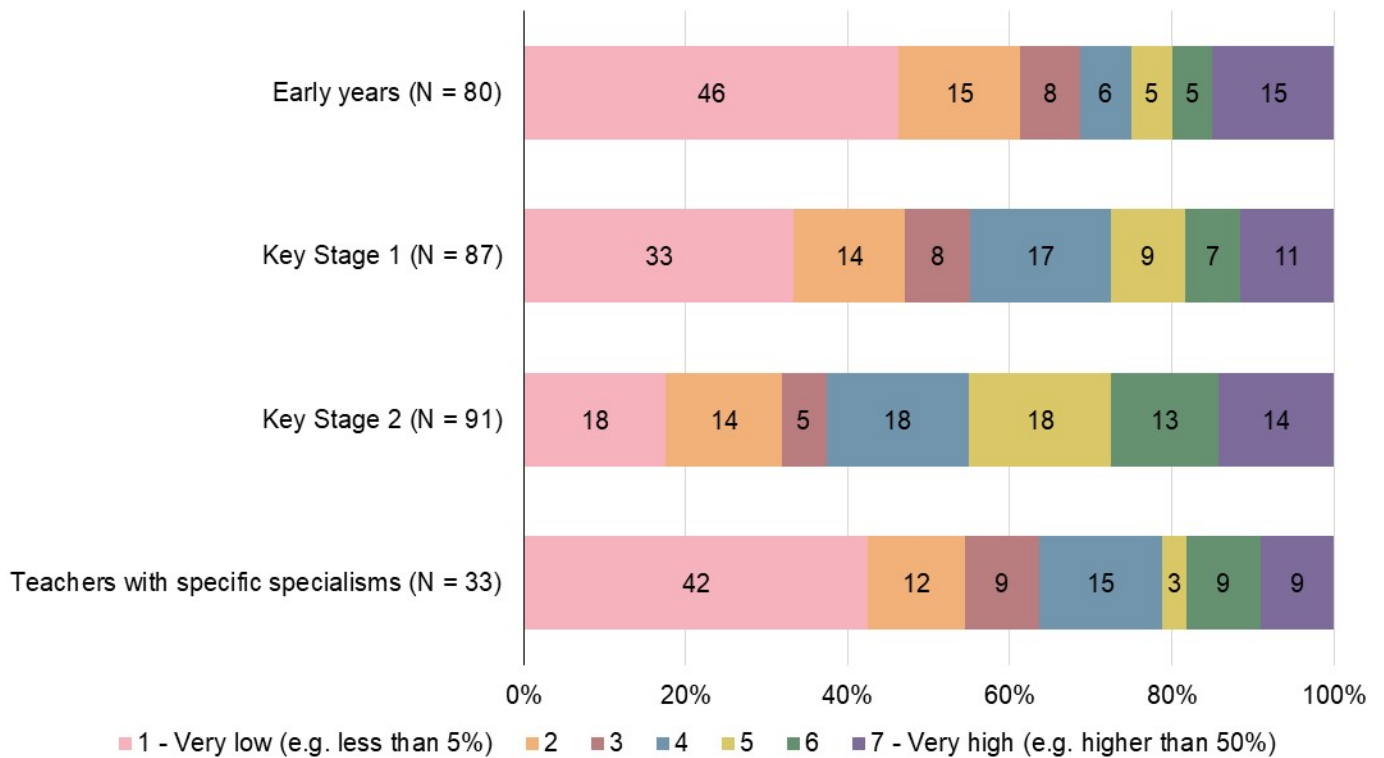Since percentages are rounded to the nearest integer, they may not always sum to 100.
Q12B - What was the level of staff turnover among the following groups in the last 12 months?
Source: Baseline senior leader survey, June 2018 - May 2019

Senior leaders were also asked what their school's three main challenges to retaining staff were. Figure 15 shows that the three most cited challenges were 'teacher workload' (49 per cent), 'location of the school' (40 per cent) and 'school finances' (40 per cent). Other challenges reported by senior leaders included the 'size/structure of the school' (23 per cent), 'competition from other schools' (23 per cent), and a 'lack of opportunities for progression' (22 per cent).

Figure 15 Senior leaders' reported retention challenges
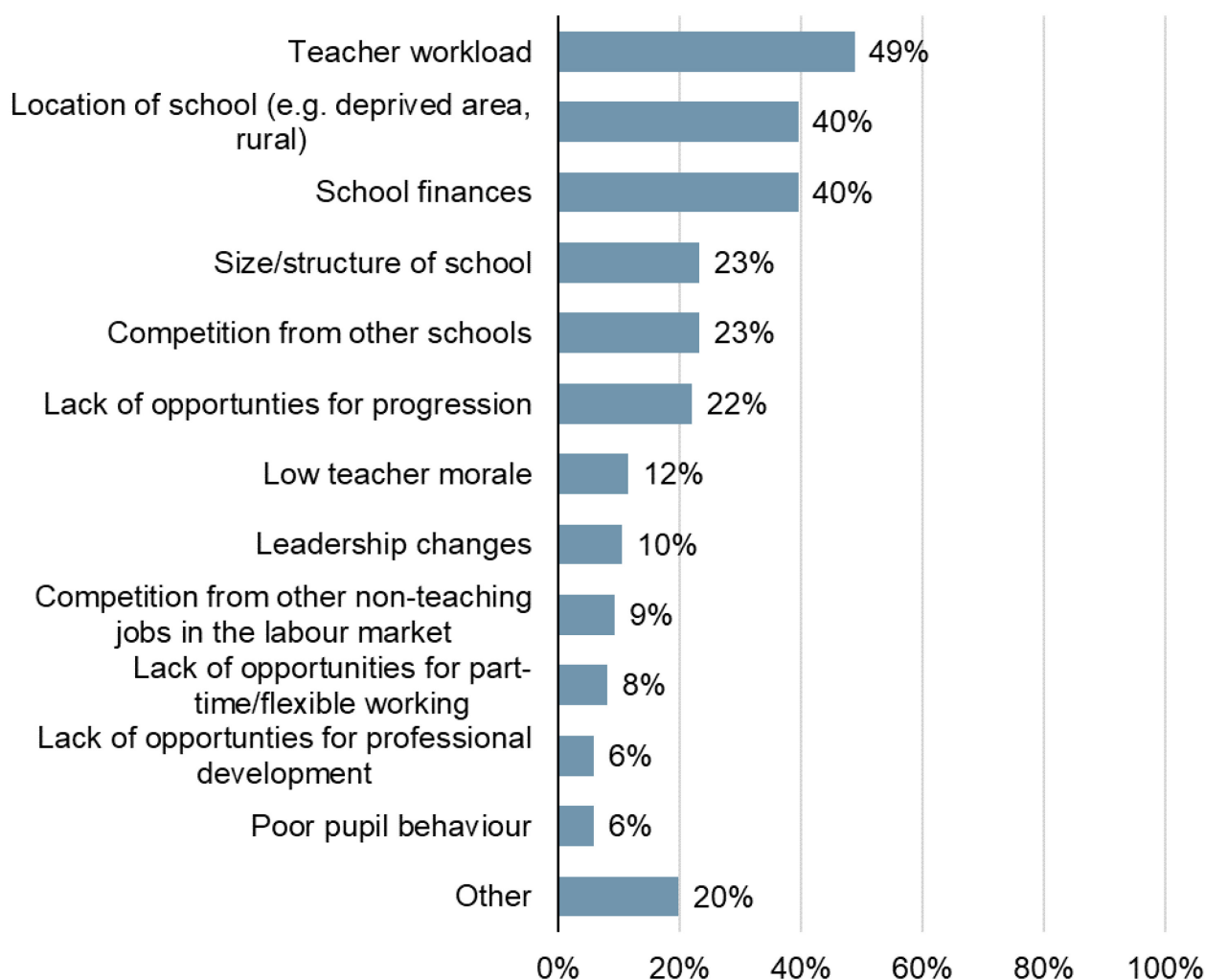
Challenge	Percentage
Teacher workload	49%
Location of school (e.g. deprived area, rural)	40%
School finances	40%
Size/structure of school	23%
Competition from other schools	23%
Lack of opportunities for progression	22%
Low teacher morale	12%
Leadership changes	10%
Competition from other non-teaching jobs in the labour market	9%
Lack of opportunties for part-time/flexible working	8%
Lack of opportunties for professional development	6%
Poor pupil behaviour	6%
Other	20%

Note: based on responses from 225 senior leaders.

Respondents could select up to three responses, therefore percentages will not sum to 100.

Q13 - In your school's experience, what are the three greatest challenges to retaining suitable teachers in your school?

Source: Baseline senior leader survey, June 2018 - May 2019

Retention strategies

Senior leaders were asked about the measures they had taken to retain suitable teachers in their school over the last 12 months. Figure 16 shows that senior leaders reported having taken a range of measures, which most commonly related to staff professional and career development and the use of staff time. The most commonly reported measures were 'continuing professional development (CPD)/training' (83 per cent), 'promotion or additional leadership responsibilities' (74 per cent) and 'collaborative working' (64 per cent). Other measures reported included 'workload reduction initiatives'

(49 per cent), 'additional non-contact time for planning/marking' (46 per cent), 'flexible working' (45 per cent) and 'staff team-building/morale-building exercises' (43 per cent).

Figure 16 Senior leaders' reported staff retention measures
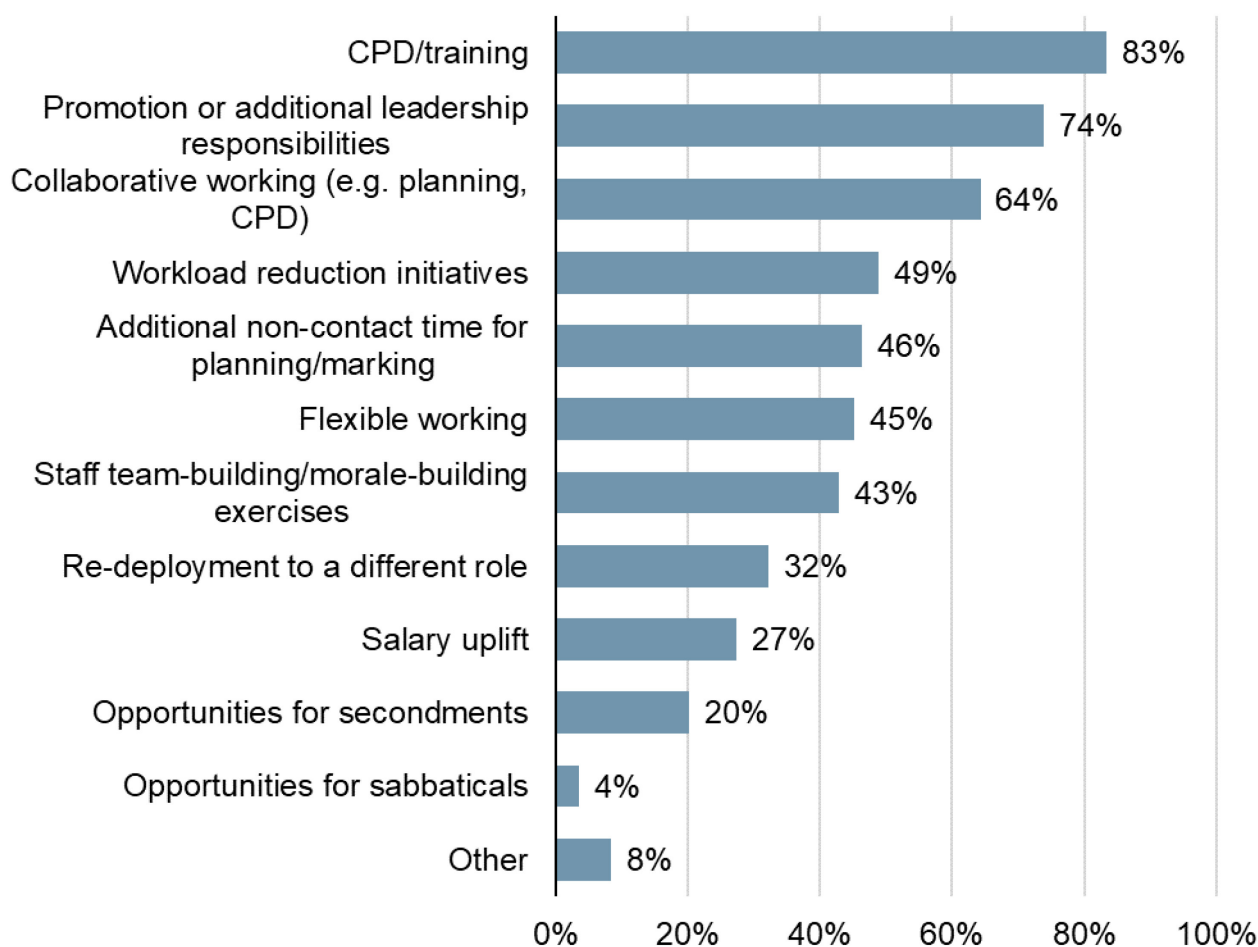
Note: based on responses from 225 senior leaders.
Respondents could select all responses that applied, therefore percentages will not sum to 100.
Q14 - During the last 12 months, have you used any of the following measures to retain suitable teachers in your school?

Source: Baseline senior leader survey, June 2018 - May 2019

Workforce planning

Senior leaders were asked about their approach to workforce planning. Table 2 shows that around four out of five senior leaders (79 per cent) reported having conducted a review of their school's staffing structure in the 12 months prior to involvement in the TSP, while 17 per cent had not. Less than two out of five senior leaders (37 per cent) reported having a workforce plan prior to involvement in the TSP, while 56 per cent reported that they had not.

Table 2 Senior leaders' reported staffing reviews and workforce plans

	Yes	No	Not sure
Prior to involvement in the TSP, had your school conducted a review of your school's staffing structure in the previous 12 months (i.e. to investigate whether the deployment of staff was as effective and efficient as possible)?	79%	17%	3%
Prior to involvement in the TSP, did your school have a workforce plan setting out the school's approach to staffing over the next 3 to 5 years?	37%	56%	7%

Note: based on responses from 225 senior leaders.
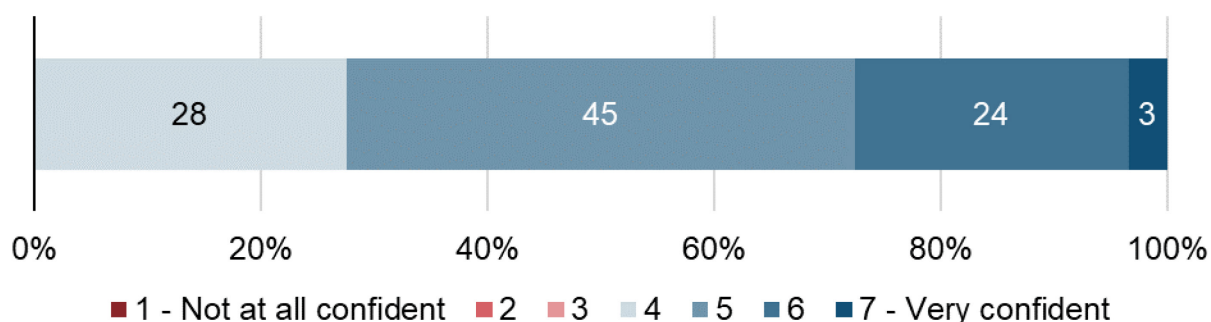Since percentages are rounded to the nearest integer, they may not always sum to 100.
Q4&5 - as above.

Senior leaders who reported having a workforce plan in place prior to their involvement in the TSP were asked about their confidence in the plan addressing the staffing challenges the school faced over the next three years. They were asked to rate their confidence on a seven-point scale, with 1 being 'Not at all confident' and 7 being 'Very confident'

Figure 17 shows that senior leaders reported a moderately high level of confidence that their workforce plan would address their school's staffing challenges. Only three per cent reported the highest level of confidence in their pre-TSP workforce plan (scoring 7 on the seven-point scale). However, no senior leaders reported that their confidence in their pre-TSP workforce plan was low (1-3 on the seven-point scale).

Figure 17 Senior leaders' reported confidence that their pre-TSP workforce plan would address the staffing challenges the school faced over the next three years

Note: based on responses from 75 senior leaders.
Since percentages are rounded to the nearest integer, they may not always sum to 100.
Q6 - Thinking about your school's workforce plan prior to involvement in the TSP, how confident are you that this workforce plan would address the staffing challenges the school faces over the next 3 years?

Reasons for engagement in the TSP

Senior leaders were asked why they had decided that their school should participate in the TSP, following the offer of support and a discussion on their participation with the DfE and a system leader. It is important to note that no surveys or telephone interviews, as part of this evaluation, were conducted with senior leaders in schools that had chosen not to participate in the programme after receiving an offer of support.

Figure 18 shows that senior leaders had chosen to participate in the programme for a range of reasons, the most common of which were: 'mentoring support for early-career teachers was available' (81 per cent); 'to improve teacher recruitment' (62 per cent); 'the support was free to access' (59 per cent); 'to reduce teacher turnover' (59 per cent); and 'system leader support was available' (55 per cent). Only around a third of senior leaders reported having chosen to participate 'to build local partnerships' (32 per cent) or 'to join national programmes' (32 per cent). Management information showed that schools had joined a wide range of national programmes, the most common of which were Teacher Subject Specialism Training, Teach First, School Direct and High Potential Senior Leaders.

Figure 18 Senior leaders' reported reasons for agreeing to take part in the TSP
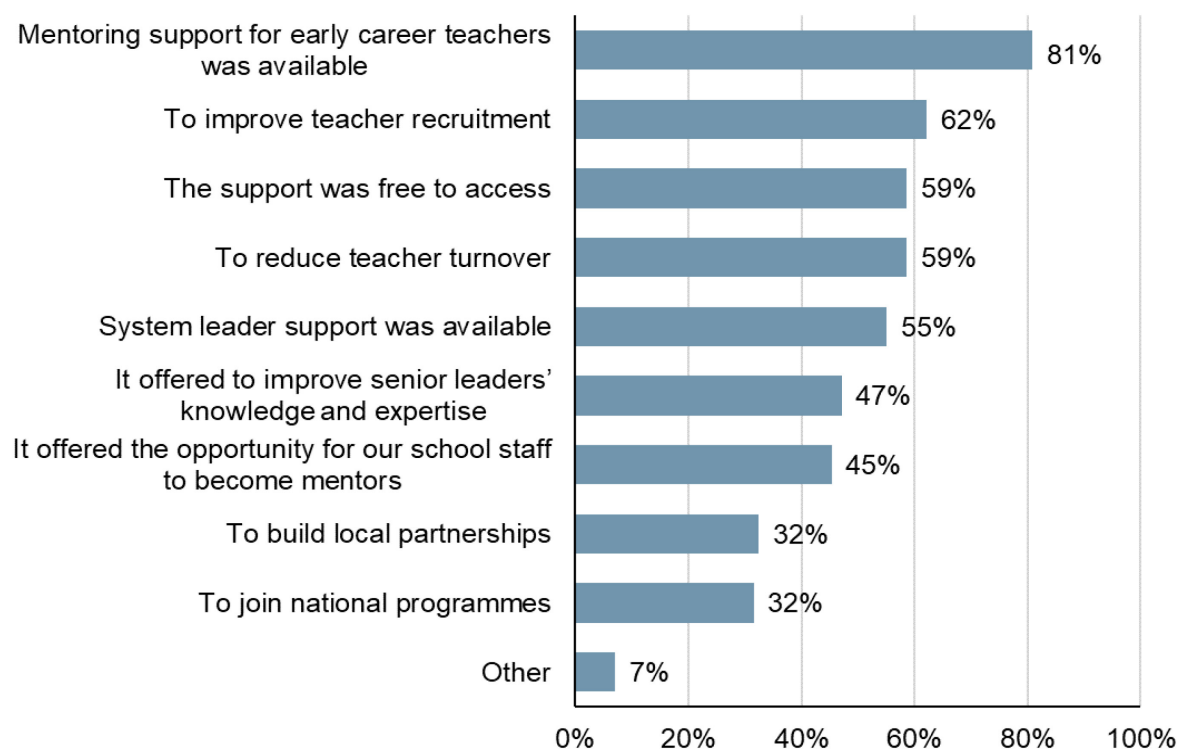
Note: based on responses from 225 senior leaders.
Respondents could select all responses that applied, therefore percentages will not sum to 100.
Q15 - Why did your school agree to take part in the TSP?

Source: Baseline senior leader survey, June 2018 - May 2019

Strands of support schools engaged with

Management information on which strands of support each school engaged with was gathered from grant agreements between the school and the DfE. This data was sent to NFER and then analysed to describe what activities schools were funded to undertake through the TSP.

Table 3 shows that all but three schools (99 per cent) had ongoing system leader support and the vast majority (91 per cent) of schools had ECTs engaging with early-career support (e.g. CPD and non-contact time). The vast majority of schools (92 per cent) also had ECTs engaging with mentoring support in some form: two-thirds with internal mentoring (67 per cent), a quarter with external mentoring (25 per cent), and a small number with both. Around two-thirds of schools reported developing partnerships as part of their action plan (65 per cent) and around four in ten schools reported engaging with existing national programmes (43 per cent).

Table 3 Management information on strands of TSP support schools engaged with

	Management information (percentage)
Ongoing support for senior leaders from a system leader	99
Early-career support (e.g. CPD and non-contact time)	91
Mentor support for ECTs – in-school mentor	67
Mentor Support for ECTs – external support	25
Partnership opportunity	65
Existing national programmes addressing teacher supply (e.g. Schools Direct, Teach First, TSST)	43

Note: based on 323 schools in management information. According to the management information, nine schools were engaging with both in-school and external mentoring; 25 schools (8 per cent) were not choosing for their ECTs to engage with mentoring.

Source: DfE management information.

Support ECTs engaged with

Management information described what TSP-funded activities (mentoring and/or early-career support) ECTs engaged with. Table 4 shows that around three-quarters of ECTs (77 per cent) engaged with both mentoring (in-school or external) and early-career support. A majority of the ECTs who participated in mentoring had an in-school mentor

rather than an external mentor (reflecting a similar pattern at school level, as shown in Table 3 above). A further 19 per cent of ECTs engaged with mentoring without the early-career support. Less than one in twenty ECTs (four per cent) engaged with early-career support and not mentoring.

Table 4 Management information on strands of TSP support teachers engaged with

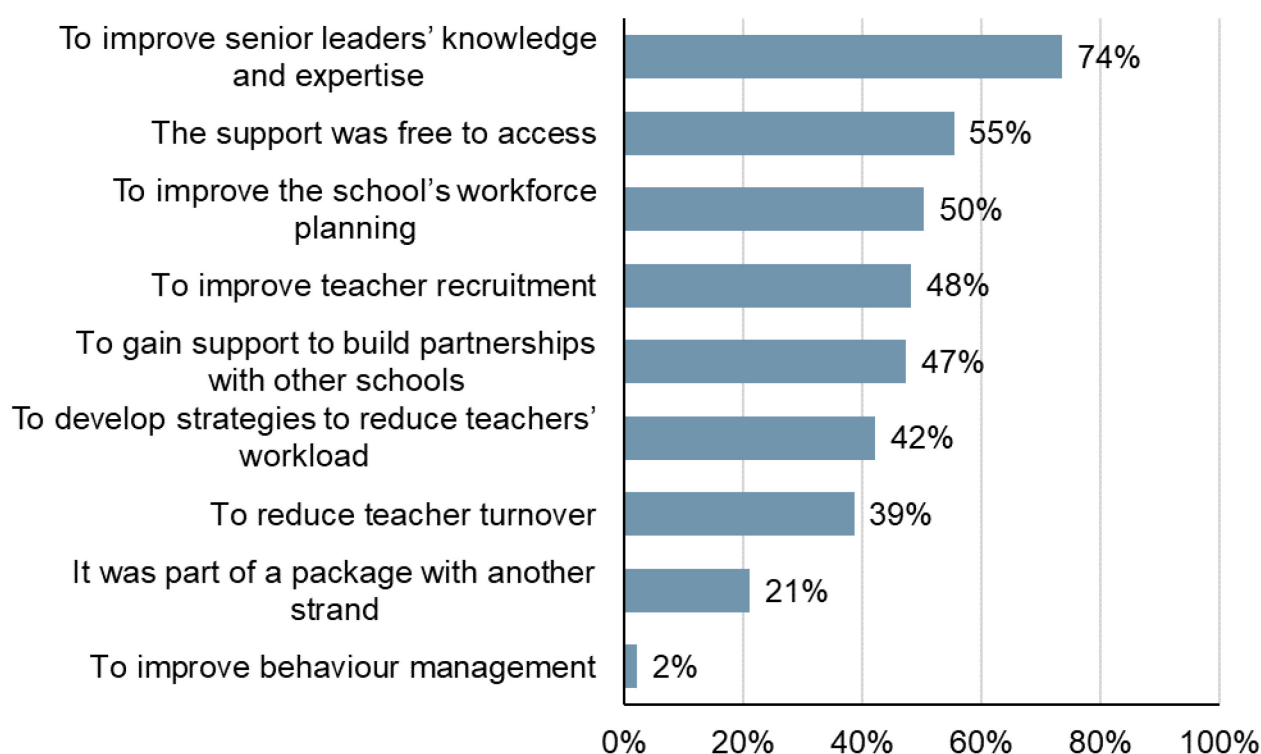|	Engaging with early-career support (e.g. CPD, non-contact time)	Not engaging with early-career support	Total
Engaging with in-school mentoring	65	14	**79**
Engaging with external mentoring	12	5	**17**
Not engaging with mentoring	4		**4**
Total	**81**	**19**	**100**

Note: Each cell is a proportion of the total respondents engaged in at least one of the TSP activity strands. Based on 950 teachers in management information.

Source: DfE management information.

Reasons for engaging with ongoing support from a system leader

Figure 19 shows that senior leaders reported a range of reasons for signing up to the ongoing system leader support, most notably around three-quarters of senior leaders (74 per cent) signed up 'to improve senior leaders' knowledge and experience'. Other reasons reported for signing up to this strand were: 'the support was free to access' (55 per cent); 'to improve the school's workforce planning' (50 per cent); 'to improve teacher recruitment' (48 per cent); and 'to gain support to build partnerships with other schools' (47 per cent). Very few senior leaders engaged with system leader support 'to improve behaviour management' in their school (two per cent).

Figure 19 Senior leaders' reported reasons for signing up for ongoing support from a system leader

| Reason	%
To improve senior leaders' knowledge and expertise	74%
The support was free to access	55%
To improve the school's workforce planning	50%
To improve teacher recruitment	48%
To gain support to build partnerships with other schools	47%
To develop strategies to reduce teachers' workload	42%
To reduce teacher turnover	39%
It was part of a package with another strand	21%
To improve behaviour management	2%

Note: based on responses from 137 senior leaders.
Respondents could select all responses that applied, therefore percentages will not sum to 100.
Q17A - Why did you sign up to receive ongoing support for senior leaders/headteacher from a system leader?

Source: Baseline senior leader survey, June 2018 - May 2019

## Reasons for engaging with mentoring support for ECTs

Senior leaders' reasons for deciding that their ECTs should participate in the mentoring strand were similar for internal and external mentoring. Figures 20 (internal mentoring) and 21 (external mentoring) show that senior leaders' most cited reason for signing up for ECT mentoring was 'to support ECTs to become more effective teachers' (87 per cent for internal mentoring, 83 per cent for external mentoring). Other frequently-cited reasons included 'to support early-career teachers to better manage their workload' (78/73 per cent) and 'to reduce turnover among early-career teachers' (63/61 per cent). Not having to pay for the mentoring was also a frequently-cited reason: 70 per cent of senior leaders reported signing up for internal mentoring because 'funding was available' and 58 per cent of senior leaders reported signing up for external mentoring because 'the support was free to access'. Around four out of five senior leaders who signed up for internal mentoring (79 per cent) also reported that 'to give the mentor a professional development opportunity' was a reason for their participation in this strand.

Figure 20 Senior leaders' reported reasons for signing up for internal mentoring
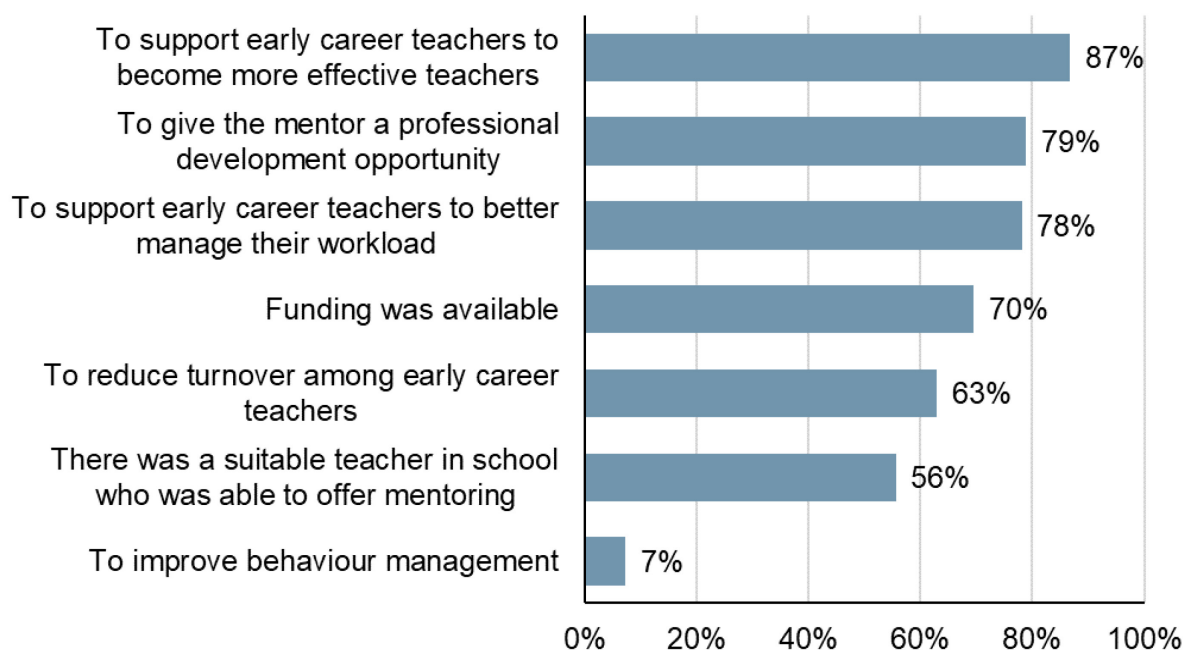
Note: based on responses from 151 senior leaders.
Respondents could select all responses that applied, therefore percentages will not sum to 100.
Q17B - Why did you sign up to the mentor support for early-career teachers – in-school mentor?
Source: Baseline senior leader survey, June 2018 - May 2019

Figure 21 Senior leaders' reported reasons for signing up for external mentoring
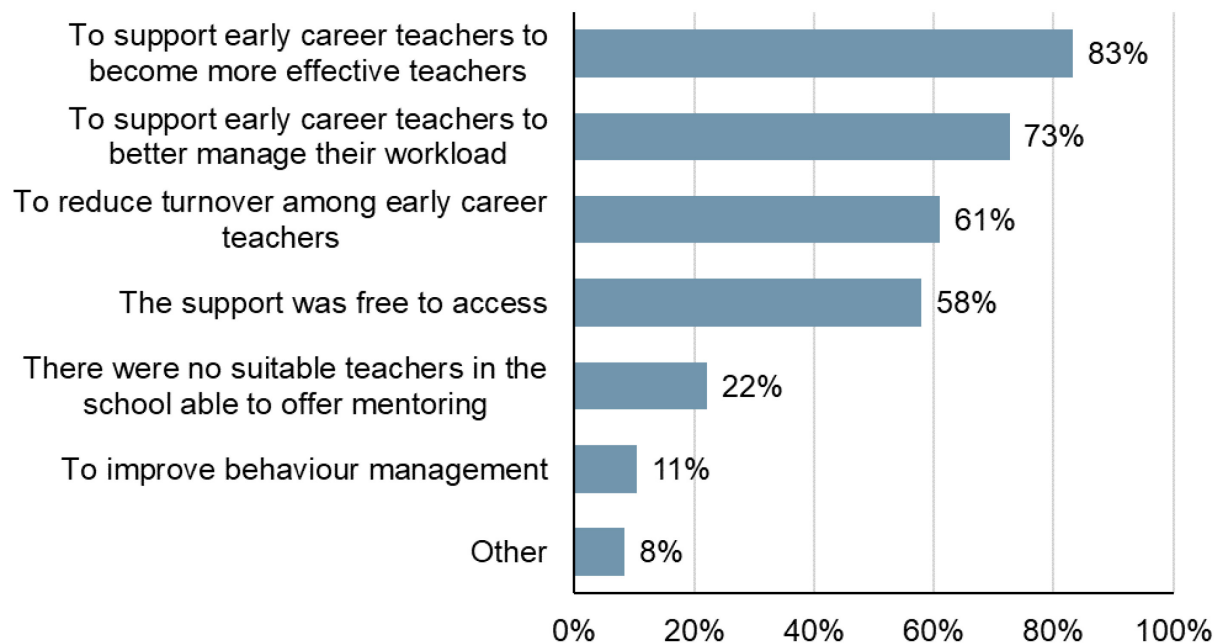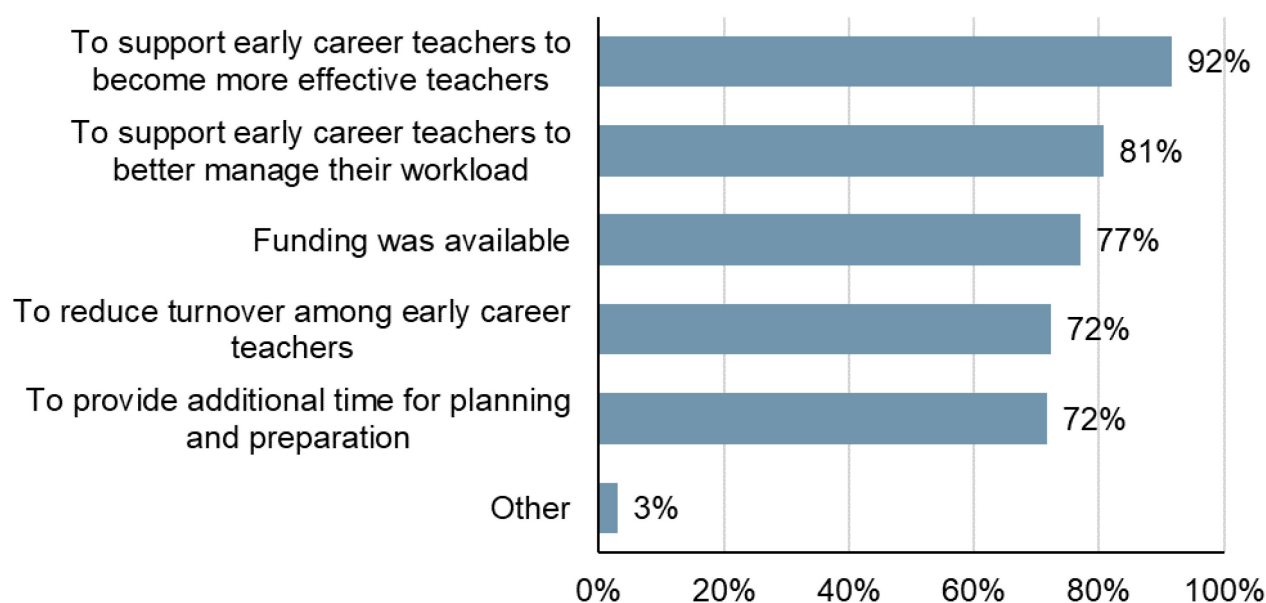

Note: based on responses from 95 senior leaders.
Respondents could select all responses that applied, therefore percentages will not sum to 100.
Q17C - Why did you sign up to the mentor support for early-career teachers - external support?
Source: Baseline senior leader survey, June 2018 - May 2019

Reasons for engaging in early-career support for teachers (CPD and additional non-contact time)

Senior leaders' reasons for deciding that their ECTs should receive CPD and/or additional non-contact time were very similar to those for the mentoring strand. Figure 22 shows that senior leaders' most cited reason for signing up for this type of support was 'to support early-career teachers to become more effective teachers' (92 per cent). Other frequently-cited reasons included: 'to support early-career teachers to better manage their workload' (81 per cent); 'funding was available' (77 per cent); and 'to reduce turnover among early-career teachers' (72 per cent). As might be expected, a substantial proportion of senior leaders (72 per cent) signed up for this strand 'to provide additional time for planning and preparation'[1].

Figure 22 Senior leaders' reported reasons for signing up for early-career support (CPD and additional non-contact time)

Note: based on responses from 166 senior leaders.
Respondents could select all responses that applied, therefore percentages will not sum to 100.
Q17D - Why did you sign up to the early-career support for teachers?
Source: Baseline senior leader survey, June 2018 - May 2019

System leader support provided to TSP schools

Management information from schools' grant agreements showed that the number of days of system leader support varied somewhat between schools. Table 5 shows that 71 per cent of schools were funded to receive between five and six days of system leader

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[1] This is additional teacher time for planning, preparation and assessment (PPA).

support, while 17 per cent of schools were funded to receive less than four days of support and only six per cent were funded to receive more than six days of support.

Table 5 Management information on number of system leader support days

Number of funded system leader days	Percentage of schools
Less than four days	17
Four days	7
Five days	10
Six days	61
More than six days	6

Note: based on management information from 315 schools.

Source: DfE management information from school grant agreements

NFER's analysis of management information collected by RDD from schools' grant agreements also included the types of system leader support schools received. Table 6 shows that senior leaders most commonly identified working with their system leaders on 'recruitment strategy' (54 per cent), 'retention planning' (47 per cent) and 'managing workload' (38 per cent). Other types of support schools received from system leaders included: 'supporting partnerships' (34 per cent); 'CPD planning' (33 per cent); 'workforce planning' (30 per cent); 'head/senior leadership team (SLT) coaching' (22 per cent); and 'succession planning' (13 per cent). The main aim of the TSP was that recruitment and retention would be a key focus of support, and two-thirds of schools (67 per cent) worked with their system leaders on 'recruitment strategy' and/or 'retention planning'. Further analysis showed no correlation between the length of time the senior leader had been in their role and the type of system leader support they received.

Table 6 Management information on types of system leader support

| Type of system leader support	Percentage of schools
Recruitment strategy	54
Retention planning	47
Managing workload	38
Supporting partnerships	34
CPD planning	33
Workforce planning	30
Head / SLT coaching	22
Succession planning	13

Note: based on information from 323 schools.

Source: DfE management information from school grant agreements

Other role of TSP mentors

The teacher survey asked about the relationship between the teacher and their mentor, including whether they were also their line manager, worked at the same school or taught the same subject or key stage. Figure 23 presents the data, which highlights notable differences between the mentoring relationships reported by teachers in primary and secondary schools.

Figure 23 Mentor characteristics reported by ECTs
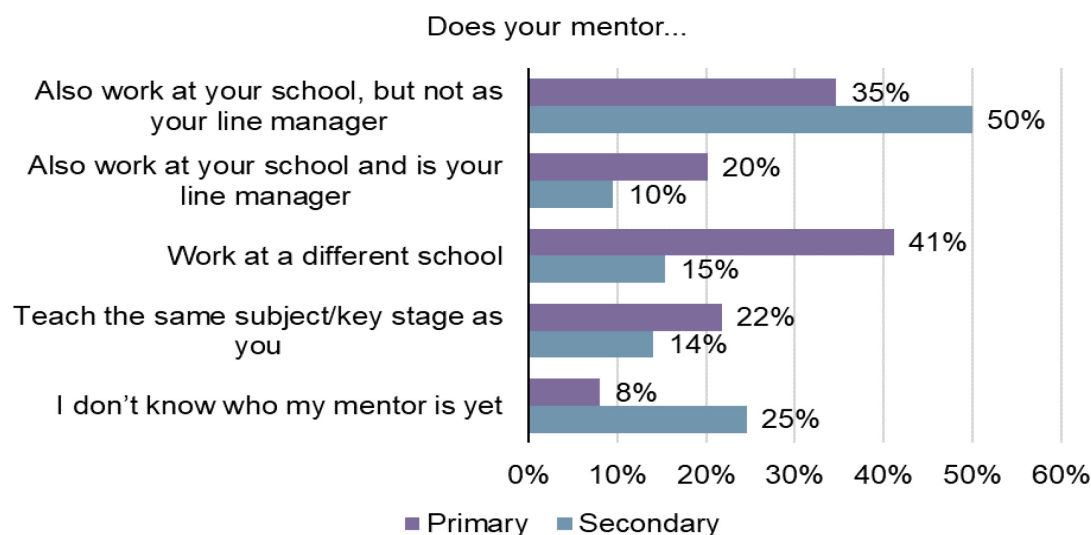
Note: based on responses from 344 teachers.
Respondents could select more than one response, but only one of the first three responses could be selected and no other responses could be selected in conjunction with selecting 'I don't know who my mentor is yet'.
Q14 – Does your mentor…?

Source: Baseline teacher survey, January - June 2019

Teachers in secondary schools were less likely to have an external mentor than teachers in primary (41 per cent for primary compared to 15 per cent for secondary). There were also differences between phases: 20 per cent of internal mentors were also the mentees' line manager for primary teachers, compared to only 10 per cent for secondary teachers.

The proportion of mentors teaching the same subject or key stage as the mentee was relatively low, at 22 per cent for primary teachers and 14 per cent for secondary teachers. A minority of teachers (8 per cent of primary teachers and 25 per cent of secondary teachers) did not yet know who their mentor was when they were surveyed. As noted above, this was higher for teachers in wave 3 schools.

Facilitating early-career support (CPD and additional non-contact time)

ECTs were asked what provisions had been put in place to facilitate their participation in early-career support. Figure 24 shows that around two-fifths of ECTs reported provisions such as funding to attend CPD (44 per cent), increased non-contact time (40 per cent) and blocks of time off timetable to engage in the programme (37 per cent). At the time of the survey, around a quarter of ECTs (27 per cent) said they were not sure whether any provisions had been put in place to facilitate their participation.

Figure 24 Facilitating ECTs' early-career support
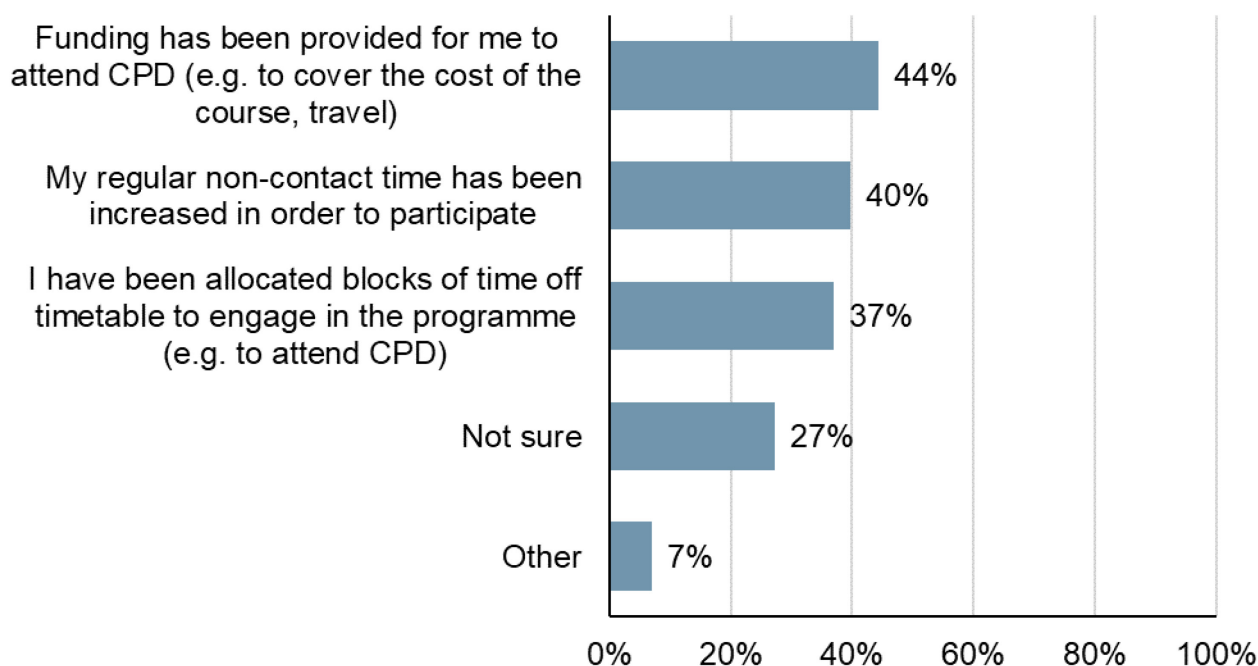
Note: based on responses from 300 teachers.
Respondents could select all responses that applied, therefore percentages will not sum to 100.
Only asked of respondents who were receiving early-career support (Q12.2=1).
Q13 - Have any provisions been put in place to facilitate your participation in TSP?
Source: Baseline teacher survey, January - June 2019

Expectations of impact

Senior leaders were asked to rate their confidence in their school's TSP action plan achieving a range of positive outcomes. A seven-point scale was used, with 1 being 'Not at all confident' and 7 being 'Very confident'.

Figure 25 shows that senior leaders were broadly confident in their school's action plan. The majority of senior leaders felt confident that their action plan would 'support early-career teachers' (84 per cent scoring 5-7 on the seven-point scale), 'make improvements that will be sustained over time' (78 per cent), 'carry out effective workforce planning' (70 per cent) and 'reduce teacher turnover' (65 per cent). Just over half of senior leaders

were confident that their action plan would help to 'reduce teacher recruitment issues' (53 per cent scoring 5-7 on the seven-point scale).

Figure 25 Senior leaders' reported confidence in their TSP action plan
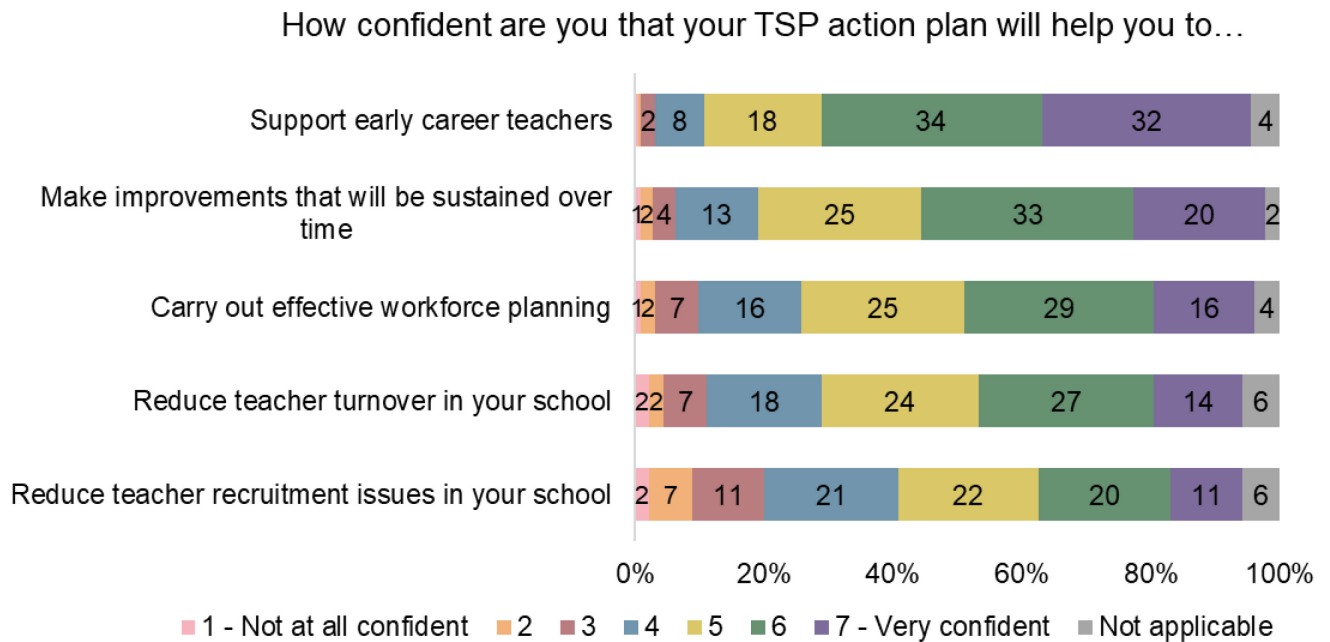
How confident are you that your TSP action plan will help you to…

Note: based on responses from 225 senior leaders.
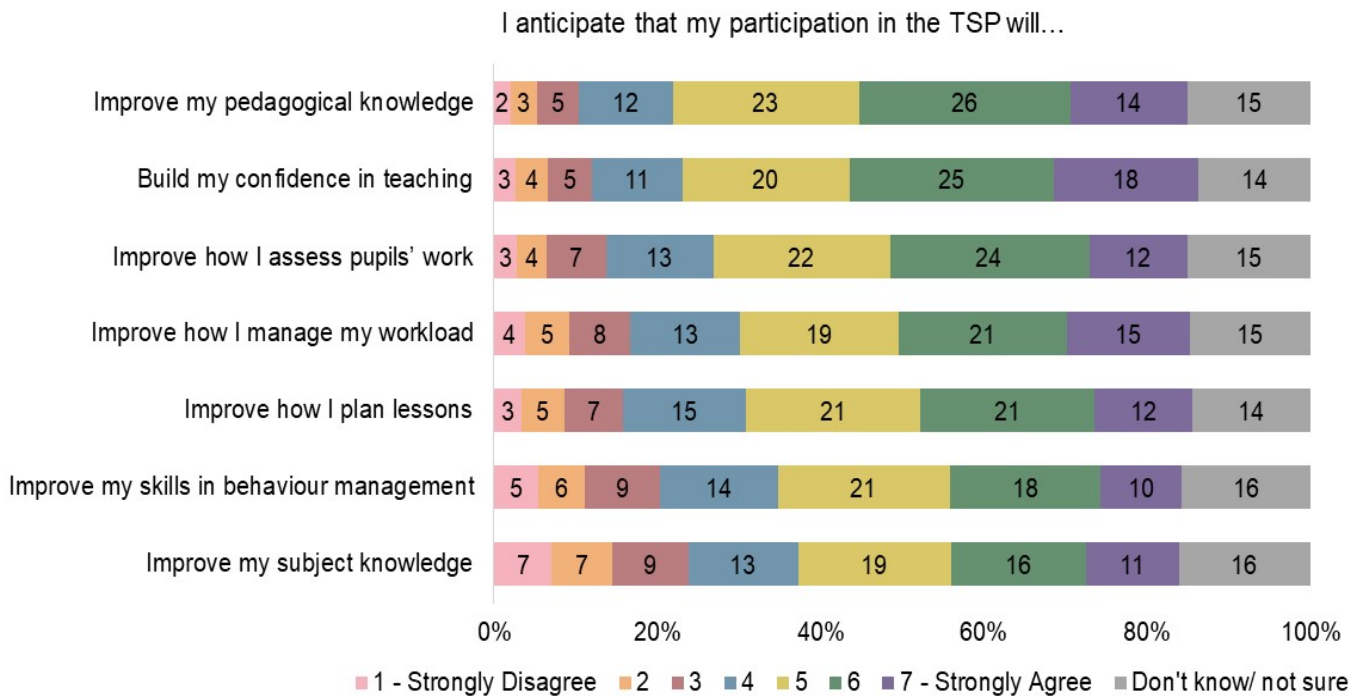Since percentages are rounded to the nearest integer, they may not always sum to 100.
Q18 - How confident are you that your action plan will help you to…?
Source: Baseline senior leader survey, June 2018 - May 2019

Teachers were asked about the extent to which they anticipated that their involvement in the TSP would lead to a range of improvements in the future. A seven-point scale was used, with 1 being 'Strongly disagree' and 7 'Strongly agree'.

Figure 26 shows that more than half of teachers anticipated that their participation in the TSP would 'improve my pedagogical knowledge' (63 per cent scoring 5-7 on the seven-point scale), 'build my confidence in teaching' (63 per cent), 'improve how I assess pupils' work' (58 per cent), 'improve how I manage my workload' (55 per cent) and 'improve how I plan lessons' (54 per cent). Just under half of teachers anticipated that their participation in the TSP would 'improve my skills in behaviour management' (49 per cent) and 'improve my subject knowledge' (46 per cent).

Figure 26 Teachers' level of agreement that their involvement in the TSP would lead to a range of improvements

I anticipate that my participation in the TSP will…

	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree	Don't know/ not sure
Improve my pedagogical knowledge	2	3	5	12	23	26	14	15
Build my confidence in teaching	3	4	5	11	20	25	18	14
Improve how I assess pupils' work	3	4	7	13	22	24	12	15
Improve how I manage my workload	4	5	8	13	19	21	15	15
Improve how I plan lessons	3	5	7	15	21	21	12	14
Improve my skills in behaviour management	5	6	9	14	21	18	10	16
Improve my subject knowledge	7	7	9	13	19	16	11	16

Note: based on responses from 693 teachers.
Since percentages are rounded to the nearest integer, they may not always sum to 100.
Q17 - To what extent do you agree or disagree with the following statements? I anticipate that my participation in the TSP will…

Source: Baseline teacher survey, January - June 2019

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For any enquiries regarding this publication, contact us at: alice.gallimore-roberts@education.gov.uk or www.education.gov.uk/contactus

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