

**Added values:
why professionals
could be turning to
teaching**

A research report for

The Training and
Development Agency for
Schools

September 2009



Contents

Introduction

1. Executive summary

2. State of the different professions

3. Changing values

4. Openness to teaching

Concluding comments

Appendix: methodology

Introduction from the Training and Development Agency for Schools (TDA)

In September 2008, as the recession began to take hold, the TDA identified a reservoir of potential new teachers among newly redundancy-prone industries. As a consequence, we organised recruitment events in Canary Wharf and the City of London, which were more successful than anybody could have anticipated. The story arising, that of “banker turned teacher,” was widely covered in the media.

In the months since September 2008 enquiries about going into teaching rose – initially by a third, and by February 2009, they were up by 45%.

An assumption exists that people will enter professions like teaching in tough economic times for job security. We wanted to find out whether there were any deeper, value based reasons that may be driving this surge in interest, and asked the Future Foundation to devise and carry out a programme of research into the phenomenon.

The research established which of the professions facing an increased exposure to redundancy have people who are pre-qualified to teach. To provide a wide-ranging view, we chose four of the most vulnerable professions and asked how members of those professions felt about their careers. What were their priorities and values? Had these changed in the year or so since credit and the economy started to falter?

The Future Foundation developed a bespoke methodology to answer these questions for us. They spoke to people from four professions susceptible to redundancy: architecture, finance, white collar middle management and the law, using a mixture of quantitative and qualitative methods via questionnaires and focus groups.

The findings contained in this report provide us with a unique view of these professions, each prone to redundancy in the current climate, and how they view teaching during this time of change.

1. Executive summary

There's no doubt that city redundancies have prompted a new wave of people to consider careers in teaching. For those whose lives have been turned upside down, it's easy to imagine that the profession offers job and income security and promises to be a world away from the trading floor.

The big question is whether these candidates – often armed with good degrees, and with years of industry experience under their belts – will help feed a golden generation of teachers or whether, as some fear, they will head straight back to the City as the green shoots of recovery grow stronger.

In order to answer this question, the TDA wanted to better understand the social and emotional drivers for today's white collar workforce; delving behind the headlines to identify whether the increased interest in teaching was driven by the potentially transient, or whether there was a greater shift of social values at work.

At the Future Foundation we gathered groups of professionals not under the threat of redundancy themselves, but in employment sectors that face precarious times. They were asked about what they see as important to their career and, most importantly, whether this has changed since the beginning of the downturn.

Over a 12 month period that has seen one of the harshest economic upheavals this country has experienced in decades, peoples' core work values have altered considerably. As you might expect, people are no less committed to their earning power, length of holidays or having a sense of job security – but some of the hallmarks of what may have been considered a 'desirable' job have shifted. No longer are people focussed on having a job they can boast about, wearing a suit to work or having manager or director in their job title.

As appearances at work become less important, we see an equivalent increase in what might be classed as 'softer', more idealistic values. Today's professionals are more interested in jobs in which they can inspire and make a difference, they crave variety, and value work-life balance; and these values are being held increasingly in tension with factors like financial reward.

So what does this mean for teaching? The values that have started to gain in popularity were also those most associated with teaching. What's more, when we asked our respondents how disposed they were to consider teaching, there was a clear correlation between the people who would consider being a teacher and those whose values had shifted the most. This tells us two things: first, that teaching is certainly not for everyone – something which the TDA is keen to ensure potential recruits understand; and second, that those looking to move from the ranks of the City into the challenges of the classroom are very likely to be doing it for the right reasons.

2. State of the different professions

This has been called a white collar recession. The professionals who arguably gained the most during the long period of economic growth, are now exposed and may experience falling prosperity. For example, during the great expansion of the UK economy, banking and middle management grew enormously. In the recession, those who prospered now face the freeze. Banking and finance is in a disproportionately deep recession, and middle managers face severe cutbacks, often extending to their own jobs. Architectural practices are laying people off in huge numbers, often amounting to the majority of a given firm's staff. The law, once among the safest of careers, is experiencing similarly difficult conditions. (For professional definitions, see Appendix: methodology.)

There are several underlying characteristics that link these professions. The first, arguably, is that their possession of degrees places them in a relatively privileged subset of the workforce. Second, they are either managers of people or members of the professions, in that old sense of the word, working in the law, architecture or banking and finance, which places them in another subset of privilege, accomplishment and authority. This chapter looks at common ground between these groups. What is their attitude towards work? What do they value? What are their primary priorities? Are these claimed priorities static? Or is it possible that they are held in tension with other priorities, and therefore subject to fluctuation in this time of change?

2.1 Three factors in a comfortable working life

There is a myriad of factors that impact on the decisions people make about their careers. In order to understand the role that changing values might play, we first need to determine whether there might be other, more immediately personal factors at work.

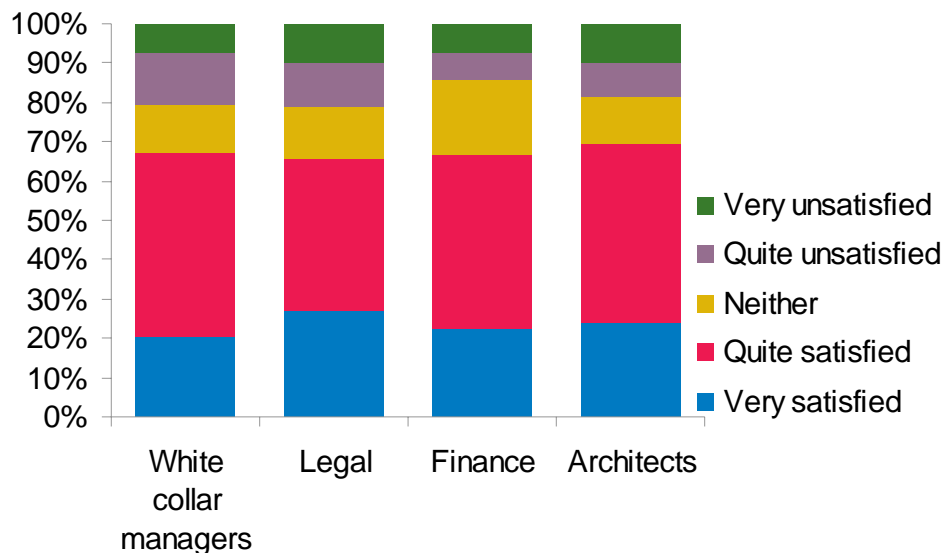
This section looks at three factors contributing to a relatively comfortable working life: workplace relations (i.e. how well one gets on with one's colleagues), relationship with boss/manager and commuting.

High levels of satisfaction with these three factors would indicate that, whatever the other elements of the job, getting to the workplace is not difficult and there is little interpersonal stress once one is there – removing these most basic of factors from the list of possible catalysts for career decision-making.

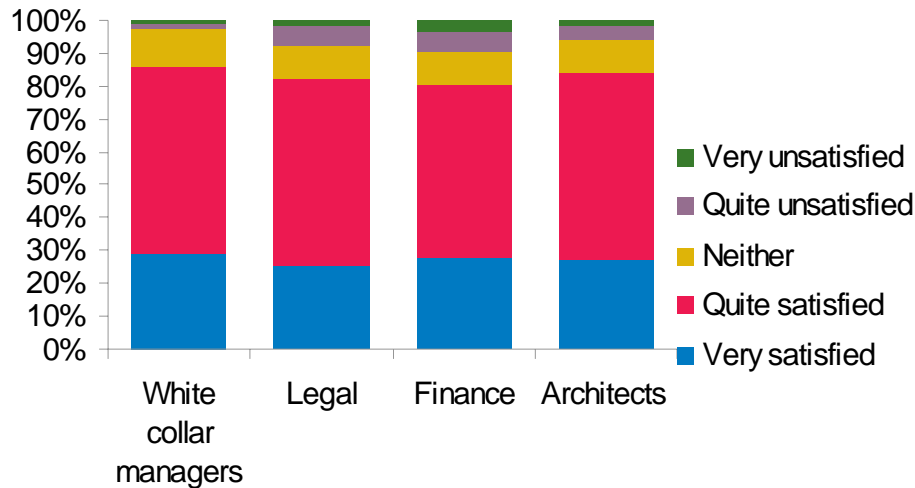
2.1.1 Workplace and manager relations

Satisfaction with one's line manager and with colleagues were areas in which our subjects displayed unanimity, illustrating that they are well placed and must be comparatively autonomous. The threat of redundancy aside, this implies a strong basic stability and security, a political power or simple immunity, in their place of work.

Satisfaction with manager



Satisfaction with colleague relationships



2.1.2 Commuting

Commuting is extremely stressful and tiresome for many Britons, a subject of bitter complaint and an aspect of their lives that, beyond simple irritation, affects their quality of life in a direct and meaningful way.

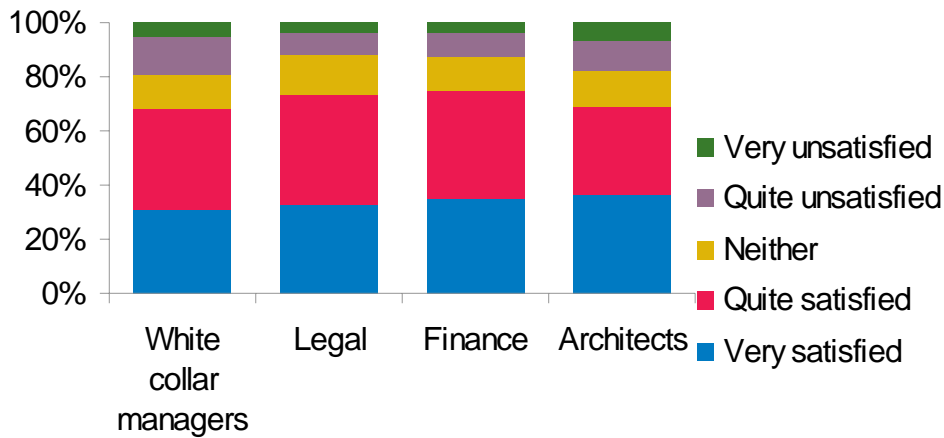
There are other variables that determine the kind of relative comfort that our professionals enjoy, but the commute is a significant marker. With the emotional and quality-of-life impacts of unsatisfactory commuting in mind, we asked our respondents “How satisfied are you with your commute?”

Impressively, less than 20% were in any way dissatisfied. This indicates, within the bounds of reasonable extrapolation, that these people live where they want to live with respect to their workplace, meaning:

- they can choose to work somewhere convenient to their home
- they can choose to live somewhere convenient to their work
- if it is long, they do not begrudge their commute, i.e. the rewards of the job make up for it.

The general comfort or satisfaction with their commute of the respondents is instructive. Compare the implications of the opposite scenario. You have to travel far because you can't afford to live close to work; or you can't get a job that's convenient to your home; or the rewards of your job aren't sufficient to compensate you for the commute. On average, these are not concerns for the architects, lawyers, white collar managers or banking and finance workers.

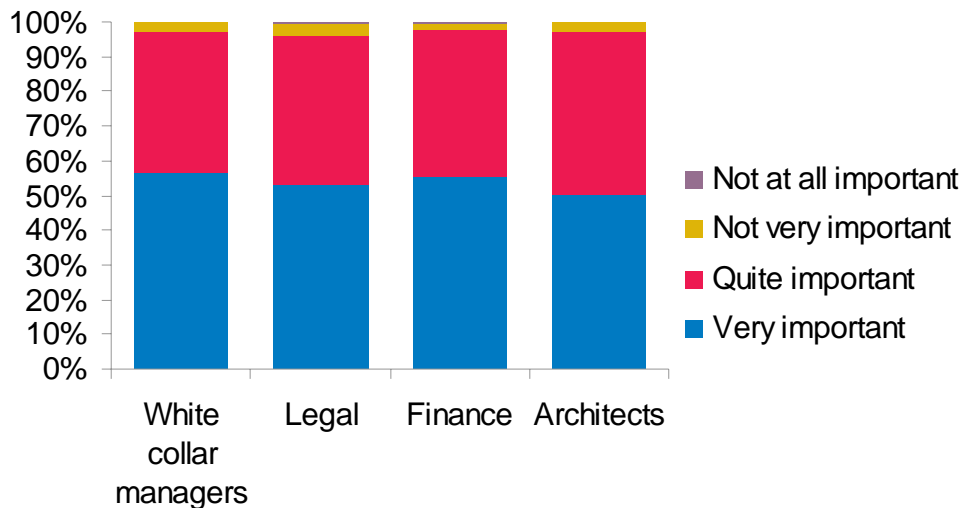
Satisfaction with commuting distance



2.2 What they value in and around that working life

The previous graphs suggest a basic level of job satisfaction that does not appear to have been affected by the current backdrop of economic and professional insecurity. Similarly, and as we might expect, other more material values still ring true.

How important would salary be in your ideal job/career?



In the quantitative research, we gave respondents a choice of twenty-four statements about what they value in work. These ranged from the straightforward, (“Career progression is important to me”) to the more superficial kind of preference that is the sort of thing many of us might own up to in the privacy of an anonymous questionnaire (“Wearing a suit to work is important to me”).

Responses about the most important things in work tended to be definitive: money was most important, closely followed by job security.

When it came to job security, our discussion group presented a clear, resounding consensus that “you would be mad to move jobs at the moment”. However, when probed further, it became clear that the pressures exerted by the need for job security at this particular time are unique, and may have unique effects.

A solicitor said that in the drive to cut costs, everyone in her firm was expected to do more, with pay frozen. When we questioned our group a little further, many agreed that if the present situation were to continue for longer than six months, they might reconsider their position: it might be that *staying* in the job, as opposed to leaving it, was the mad option. It was clear that circumstances, ideals and practicalities were in competition to be at the top of our respondents’ priorities. No matter how entrenched their need for financial security, the need for time with family and other ideals were very strong indeed. The most vocally careerist respondent, a white collar middle manager, bemoaned her lack of friends.

When questioned about what had changed and what was changing for them in work and life, our discussion group moved from a focus on job security to an attempt to balance their competing responsibilities with questions of happiness; and their priorities turned out to involve much more than they originally claimed.

Much has changed since the recession of the early nineties. The British working life has altered for many; the old orthodoxy of a working day (meaning that you actually worked nine-to-five) seems to have been discarded. As we shall see in the next chapter, this is having a gradual affect on priorities.

Chapter conclusion

In the opinion of the Future Foundation the economic changes current in 2009 have social and sociological ramifications. Prior to the recession, for example, a lack of friends as a result of corporate success would appear more justifiable, given that the pursuit of such success was fairly orthodox and widespread. As credit vanished and the economic system began to disintegrate, the primacy of its virtues and that orthodoxy disintegrated along with it.

Irrespective of the comfortable working conditions described in the first section of this chapter and the fixation on salary described in the second, many are asking themselves difficult questions. Like the woman with few friends, they are reviewing where they stand and what their lives amount to socially, culturally and in other ways that are not economic.

At the same time, economic survival is more difficult than it has been for a decade and a half, and the “madness” of an optional change of career at this point in time was made clear by the discussion group. In this chapter, we have seen claims about comforts and priorities that people accrued during the economic boom. After the boom, in the present transitional phase, tension and ambiguity are arising and those priorities are being jarred, as we shall see in the next chapter.

3. Changing values

To develop a picture of how the credit crunch and the ensuing recession had affected the respondents to our survey, we asked them if their priorities had changed in the past twelve months.

As is clear from the kind of complicated issues that arose in our discussion group in Chapter Two, there is more to that picture than simple individual statements might imply. This chapter considers these changing priorities in terms of values, looking first at the overall picture and then the picture for each individual profession.

3.1 Priorities and values

The list of priorities was as follows:

At work

- Having a job with variety
- Learning new things
- Stress levels
- Workload
- Manager/boss
- Empowerment (to take autonomous decisions etc.)
- Relationships with work colleagues

Well-being and family

- Time to see family
- Commuting distance
- Time for hobbies and leisure pursuits
- Holidays
- The status of the job

Society and community

- Ability to make a difference to society
- Playing an active role in local community
- Inspiring people

Appearances

- Having people to manage
- Having 'manager' or 'director' in title
- A career that makes people envious
- A career that enables a wealthy lifestyle
- Wearing a suit to work
- The status of the job
- Salary/remuneration

Career and job security

- Job security
- Salary/remuneration
- Career progression

These priorities cover a large array of different issues so for ease of reference we have separated the values they express into five different groups.

The first, *At work*, covers what might be called the actual content of the work and its effects on the person: “a job with variety”, “learning new things”, “stress levels”, “workload”, “manager/boss”, “relationships with colleagues” and “empowerment”.

Second is *Well-being and family*, which encompasses the personal world outside work and on which it is possible for work to encroach: “time to see family”, “holidays”,

“commuting distance”, “time for hobbies”, “leisure activities” and the “status of the job” (included here because it connotes the respect of others).

Third is *Society and community*, the world around the self and the family: “inspiring people”, “ability to make a difference”, “playing an active role in the local community”.

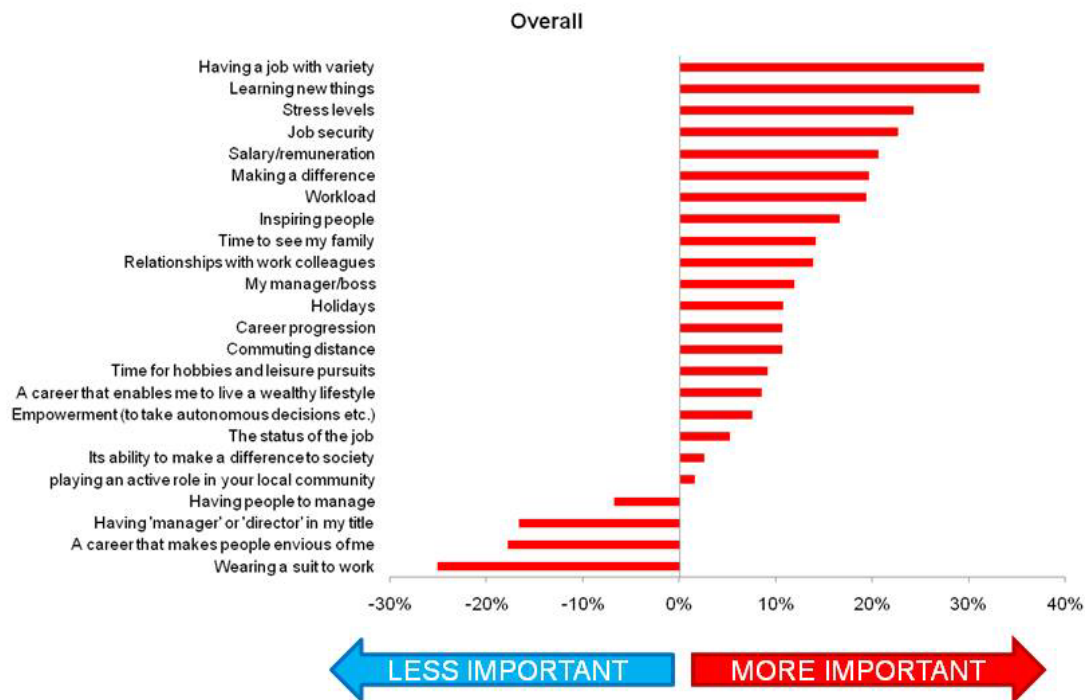
Fourth is *Career and job security*, which accounts for things that are important both personally and to one’s dependents and which ensure well-being and overall security: “career progression”, “job security” and “salary/remuneration”.

The last bracket is *Appearances*, which has to do with ostentation, impressing others and, to a degree, materialist impulses: “a career that supports a wealthy lifestyle”, the “status of the job” (a slightly ambivalent term, included here to allow for impressing others, not just being respected), “having people to manage”, “having ‘manager’ or ‘director’ in a job title”, “a career that makes people envious”, “wearing a suit to work”. “Salary/remuneration” is also included here.

The survey data shows just which priorities have increased in importance over the past twelve months and which have declined.

3.2 The decline of appearances

Factors that have become more/less important in the last year



3.2.1 What has become less important?

On average, “wearing a suit to work” was 25% less important to our respondents than it was twelve months ago. This is a salutary statistic and its position as the priority that has dropped the most is significant. It is important to bear in mind that this priority is shown in this statistic to be one that was much more important to respondents before. Had it not been important to them in the first place, “wearing a suit to work” would have registered as “stayed the same”, instead of “less important [than it was twelve months ago]” and therefore have been closer to the 0% marker on the graph above, indicating that it was neither more nor less important.

In terms of the values grouped in section 3.1, *Appearances* has seen the sharpest decline. With the exception of the two clearly ambivalent priorities (“salary/remuneration” and “status of the job”) and one, marginally ambivalent priority that has become slightly more important (what constitutes a “wealthy lifestyle”), values in the *Appearances* group have become markedly less important.

Indeed, these are the only values that have become less important to the professionals we surveyed. In the barest terms, this starts to suggest a considerable change in the values of these professionals in the past twelve months. They are less interested in exciting the envy of others, in titles or in managing people – and being able to tell other people about it – than they were in 2007.

3.2.2 What has become more important?

Again out of the 24 factors, our top six rising priorities make for interesting reading. All six were, on average, 20% to 30% more important to our respondents than they were a year ago.

Number six is perhaps most interesting to us with respect to teaching. It is “making a difference”. In a genuinely and sincerely self-interested career, one in which managing people or having a fancy job title are essential, making a difference is not an issue.

Few true capitalists now believe they are fulfilling a great democratic purpose by allowing money and risk to flow where they are most needed or best located; if they did, fewer do now that the economic landscape has shifted.

“Making a difference” is the kind of generic response that is more emotional than practical and therefore encompasses a diverse array of possible actions. However, emotional change is, in part, what we’re charting in this report: the rise of idealism, an interest in participating as much as competing, developing one’s self as much as developing a career. All these are factors that could contribute to “making a difference” or be brought on by an increasing desire to make that difference. The motivation is more socially orientated and more generous than selfish, and more “connected” and community-minded than self-absorbed.

Nevertheless, we remain in an economic crisis, and alongside this sense of changing status and changing attitudes, the other primary priorities show that, in general, the demands of maintaining one’s own security exert the greatest increasing pressure on our professionals’ priorities.

In terms of our value brackets, *At work* and *Career and job security* have risen sharply in importance. “Salary/remuneration”, “job security”, “having a job with variety”, “learning new things” and “stress levels” all increased significantly. Bearing in mind that these professionals are all experiencing elevated exposure to redundancy helps to form a picture from these data-points. Anxiety is a natural response to such a situation and the amount that workers are expected to accomplish in a time of “more with less” adds to that. As a member of our discussion group put it:

At my firm we had about twenty [employees] and we're now down to 3. They've gotten rid of all the ones at the top that are earning too much money and are now left with the minimum, including myself, so it's literally "give us [the employee] more work" and "we [the employer] don't have to pay you so much". So in that respect, firms are thinking "I'll get rid of a lot and keep a few".

K, criminal law solicitor, early 30s, London

"Salary/remuneration" and "job security" in the recession are essential priorities, irrespective of one's line of work. "Having a job with variety" and "learning new things" seem to be co-related: a large part of your competitiveness in the job market is based on the set of skills you can call on. In fact, while variety makes a job more interesting, it is also likely to help endow you with those very skills that will help you keep your job and, if you're unfortunate enough to lose it, to get a new one.

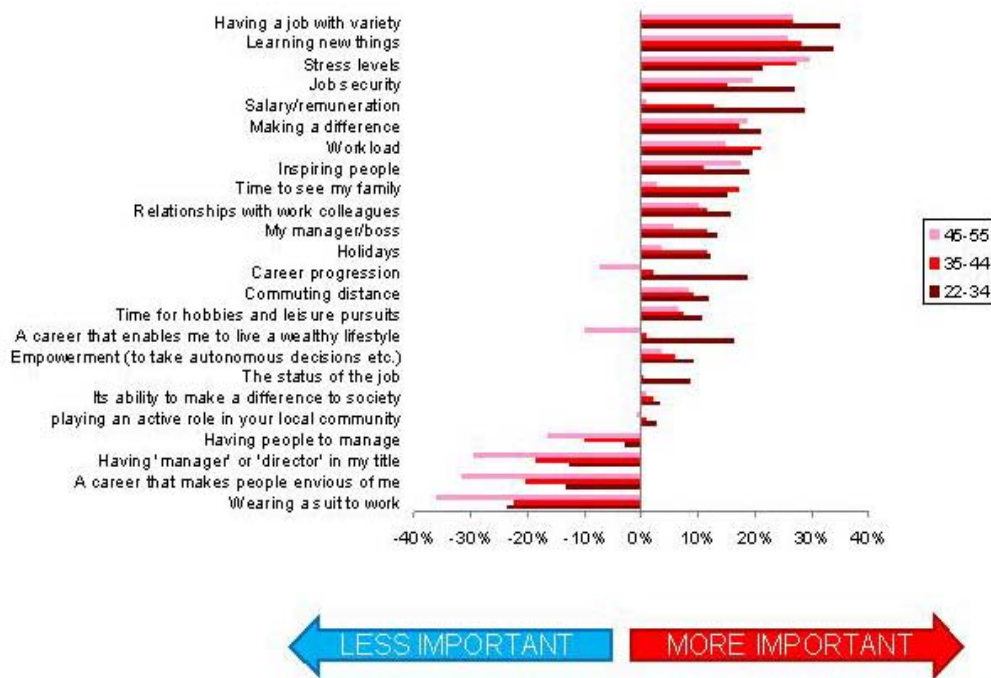
Similar workplace concerns remained prominent in the remainder of the top ten rising priorities, including "workload" and "relationships with colleague". The latter is not only a matter of maintaining a tolerable or pleasant working environment, for these professionals at this time a "pleasant working environment" has a different implication. The fact is that in a time of corporate upheaval, popularity in the workplace, good relations, political clout, however one identifies it, can be very helpful.

Elsewhere in the top ten, rising by over 14% each, were "inspiring people" and "family time". (Here, where the rise may appear to be less impressive, it's worth recalling that we're still in the top ten priorities and that the greatest decline, on average, was 25%.) Again, we take these sorts of rising priority, running in parallel with more traditional career priorities, as evidence of a changing landscape in which conventional attitudes to careers and careerism have become outmoded. It could be argued that because the financial rewards that many enjoyed over the past decade or so have receded, new, softer priorities are inevitable. Irrespective of the psychology behind it, these priorities represent the increasing importance of values relating to *Society and community* and to *Well-being and family*, just as *Appearances* undergoes its precipitous decline.

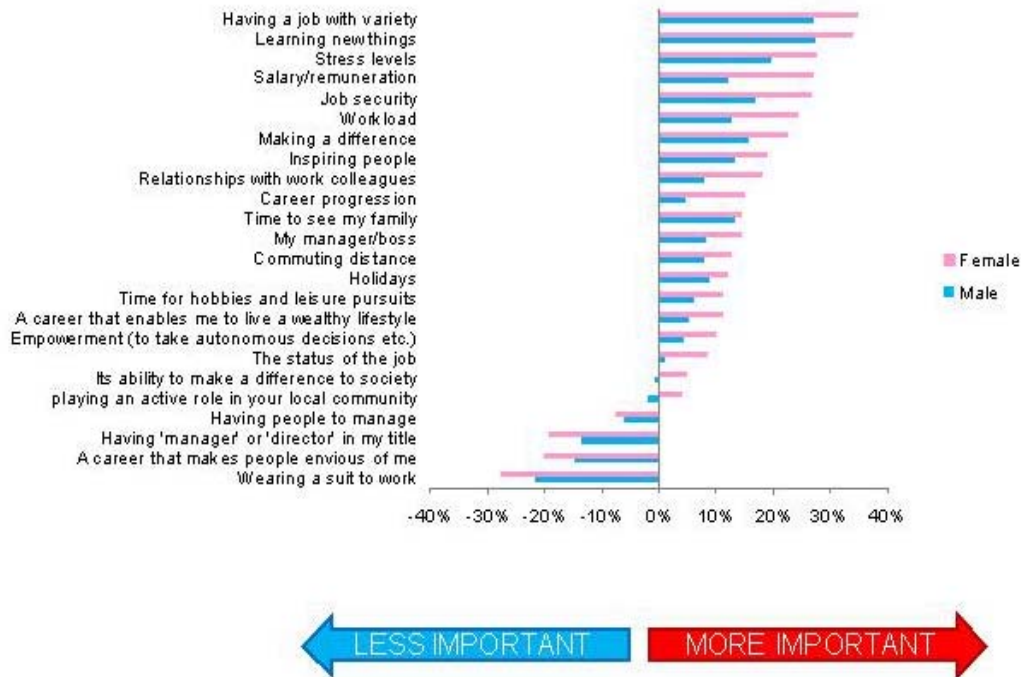
3.2.3 Demographic variations

To test our findings, we also analysed the overall data by gender and by age. As seen in the charts below, demographic variation is minimal: this trend is general.

Factors that have become more/less important in the last year

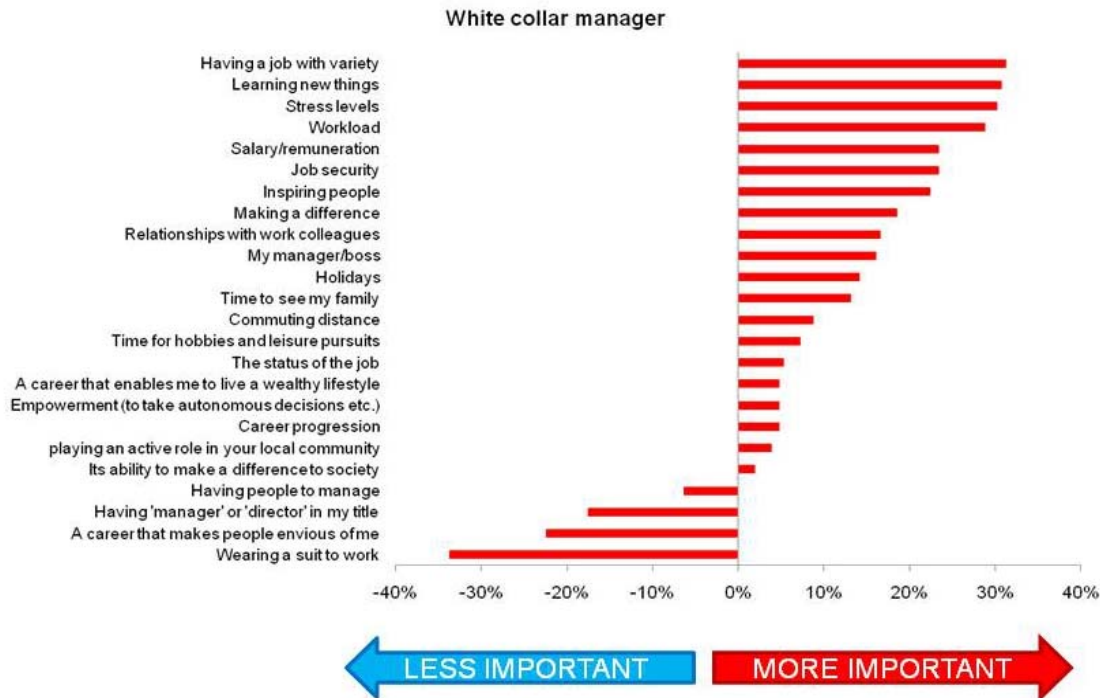


Factors that have become more/less important in the last year



3.3 White collar middle managers

Factors that have become more/less important in the last year

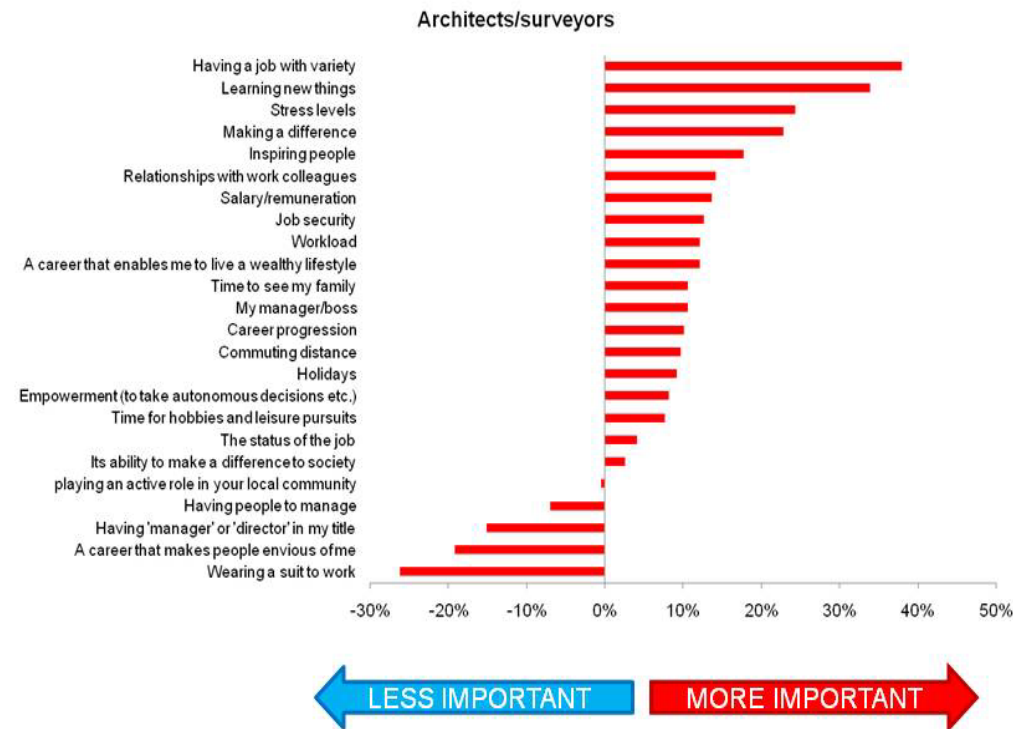


For white collar middle managers, the top three rising priorities were in line with the overall findings: “having a job with variety”, “learning new things”, and “stress levels”. All of these are understandable. It is a fact of modern recessions that middle management suffers disproportionately, and stress for this group would naturally be high.

Rising several positions higher in importance for this group is “workload”. This is most likely a result of the principle of doing more with less that is the common corporate response to economic pressure. Otherwise the picture is a familiar one, broadly in line with the overall pattern we have uncovered, with one interesting exception. “Wearing a suit to work” is much, much less important (nearly 35%) to middle managers than it was twelve months ago.

3.4 Architects

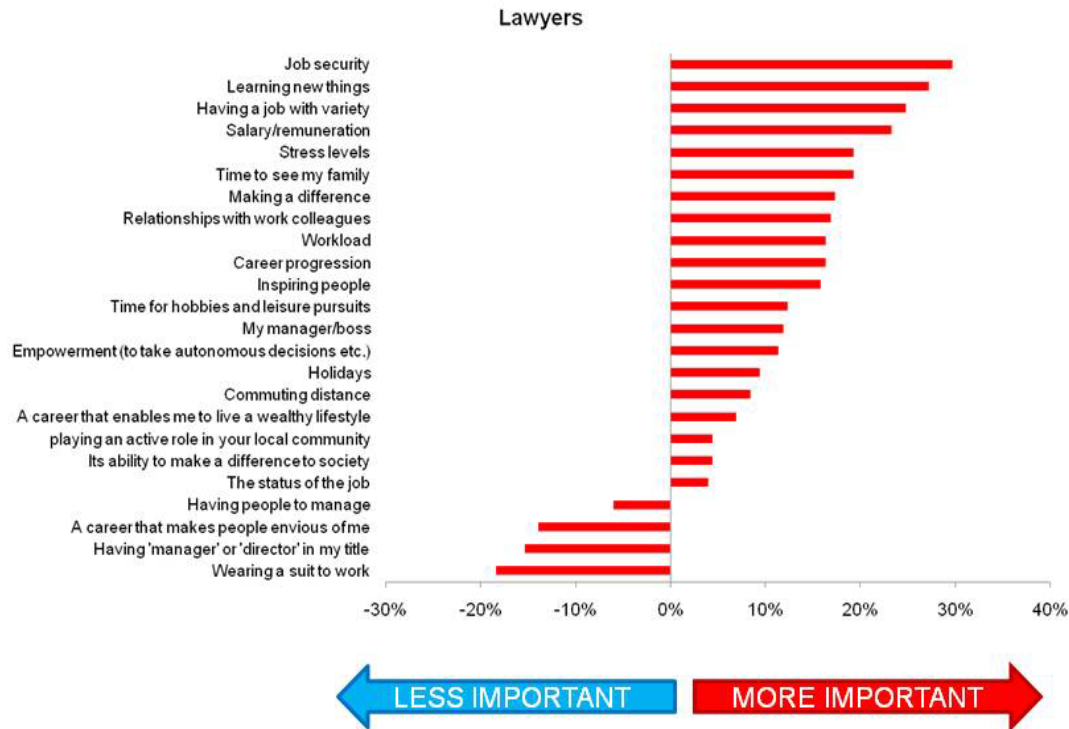
Factors that have become more/less important in the last year



Architects, likewise, agree with the other professions in most respects. Crucially, the four steepest declines are in the *Appearances* value bracket: they have little wish to make people envious or to gather the trappings of authority. “Having a job with variety” is much more important for architects (nearly 40% as against just over 30%). “Making a difference” is somewhat more important and, interestingly, given the decline of the construction industry, “job security” is several places lower than in the overall picture, ranked eighth as opposed to fourth.

3.5 Lawyers

Factors that have become more/less important in the last year

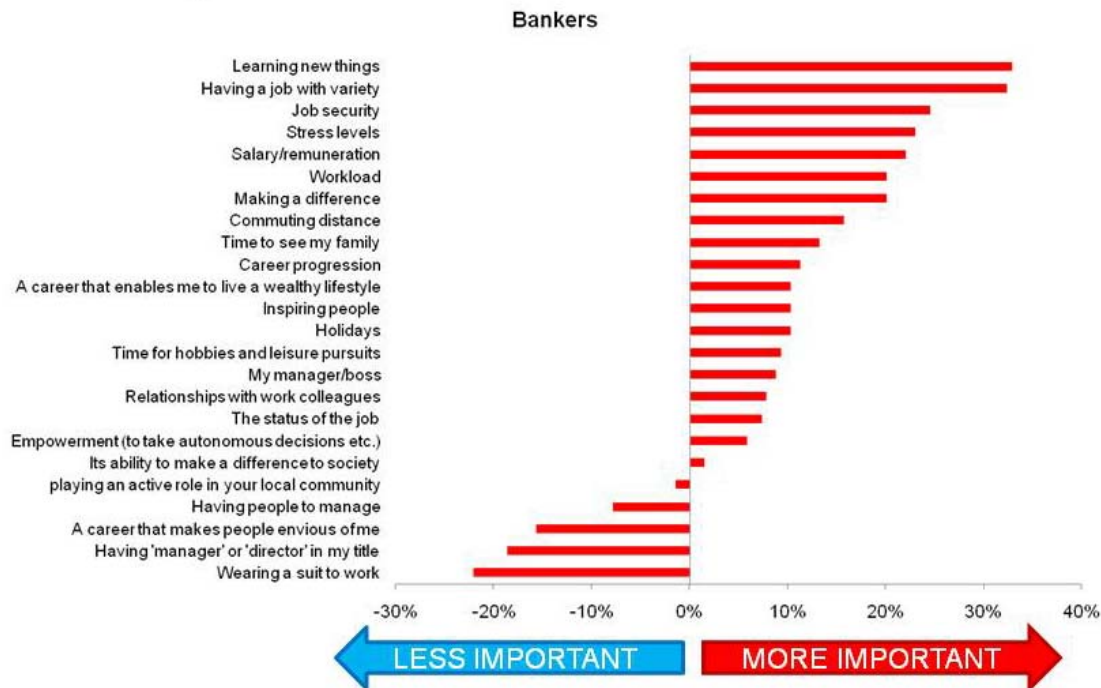


For lawyers, the picture is more contrasting than either of the previous two groups. While “learning new things” sits in second place out of the 24 factors, “job security” is the first priority, as opposed to the fourth on average. “Time to see family” has also risen more in importance to them.

When it comes to the critical section of what is less important to them, lawyers have a different stance to the other professions. Although their four most sharply falling priorities are the same, they have lessened in importance much less steeply. “Wearing a suit to work” is less important by less than 20% - this contrasts with white collar managers, for whom the figure is 35%. It is also instructive that “workload” is the ninth most increased priority in the past twelve months, as opposed to seventh on average.

3.6 Banking/Finance

Factors that have become more/less important in the last year



For bankers, accountants and the like, the picture is quite close to the average. Perhaps contrary to assumptions “a career that enables me to live a wealthy lifestyle,” is not even amongst the top ten of their most increasingly important priorities in the past twelve months, which suggests that, if it was a high priority, in absolute terms it may simply remain the same.

Their declining priorities are the four we have seen elsewhere, and match the average, and their highest rising priorities are likewise.

Chapter conclusion

The story of this chapter is one of serious changes in priorities and values occurring in a twelve-month period. It demonstrates that the changing culture of work suggested by our discussion group in the last chapter is now a reality.

The four priorities which have seen the most pronounced increase in importance, all belong to the workplace itself and to the group of values denominated at the outset of the chapter as *At work* or *Career and job security*.

This adds another dimension to the picture that was offered by respondents who classed job security and remuneration as most important. It shows that the emotional aspects of working life: stimulation in a job with variety, novelty, keeping stress levels tolerable, have all risen in value to these professions. In fifth place amongst those rising priorities stands remuneration – avowedly important but not rising, which means its primacy as a priority is under threat.

The sixth highest rising priority overall was “making a difference”, which compared with the declining importance of cutting an impressive figure using a job title or a suit, is a clear example of a changing landscape.

4. Openness to teaching

If they find themselves struggling with ever higher workloads, are lawyers, like the criminal lawyer we spoke to, going to be able to sustain in their present career their needs for both job security (priority rose by 30%) and family time (up nearly 20%)? What about banking and finance workers, whose need to make a difference rose by 20%? Or will these professionals increasingly find themselves looking elsewhere for an alternative career that will allow them to balance these priorities, such as teaching?

Do their changing priorities and values have any resonance in these respondents' views of teaching? What do they think of teachers and teaching?

4.1 General opinions of teachers and teaching

We asked survey respondents to look back at their experiences, ("What did you think of your teachers at school?") and got some interesting reactions. Of these, the following qualities have a significant positive association with likelihood to become a teacher: creative, inspiring, passionate, talented, confident, funny. Irritating, authoritarian, knowledgeable, strict and weak have no association. In other words, good teachers can inspire people to teach, but bad teachers do not have a corresponding negative effect.

It's true what they say about teachers and role models, because you never forget a good teacher. I remember my old teacher. He still works at the same school. My brother is a tree surgeon – he went and did their trees and bumped into him [the teacher] and he asked "How's your brother Andy, does he still like U2?" He remembered us! I thought that was amazing, because there were 300 students in our year. The school I was at [first] closed down and became a housing estate, so there was a massive intake of kids into this school. We had a huge year and there was a real mix of kids there, rough ones, ones from nice families, we had all levels of capabilities but the teachers were great and even the rough kids had a great respect for them, you know, we had a strong headmaster and some real strong characters.

S, white collar middle manager, late 30s, redundant in late 2008

This response was symptomatic of our discussion group: many talked about how they had good teachers and bad teachers, disciplinarians and inspirations, but the general sense was of respect. One was even stronger:

Teachers should be revered... I would become a teacher, but only when I felt I had enough life-experience and knowledge to do it.

A, investment banker, late 20s, made redundant in October 2008

4.2 Work-life balance

To get a picture of how these professionals believe teaching compares with other professions in ensuring balance between, for example, job security and family time, we also asked respondents to tell us which jobs they thought offered the best work/life balance. The chart below reveals that teaching took pole position.

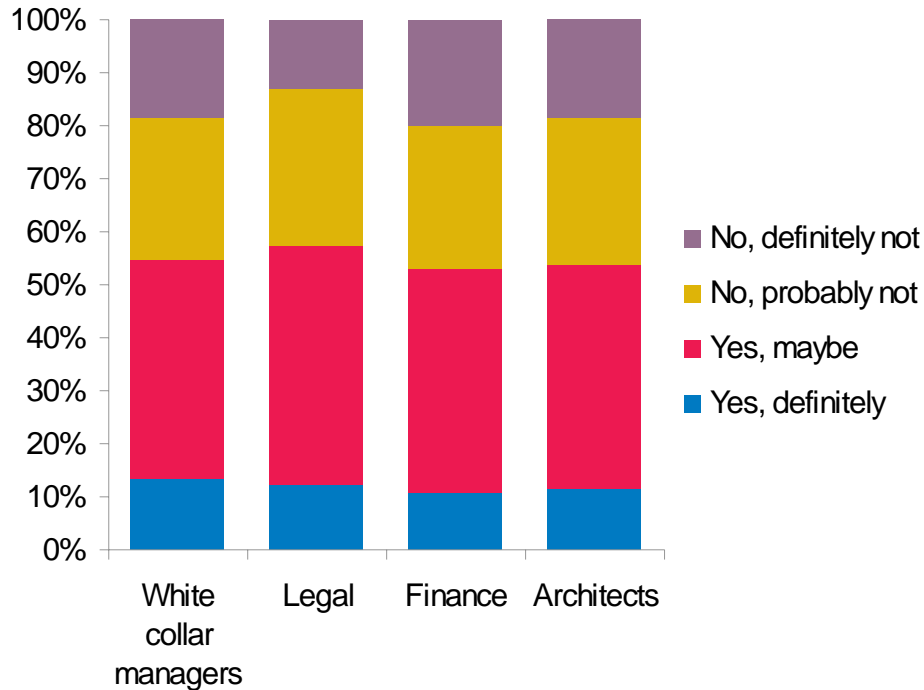
Which three of these offer the best work/life balance?

Work/life balance	White collar managers	Legal	Finance	Architects
Teaching	53	55	61	50
Artist/musician/writer	51	44	41	43
Civil service	41	53	41	40
Manual labour	25	28	28	26
Middle management	20	18	21	24
Farming	18	15	22	18
Architect/surveyor	14	13	12	17
Media	19	14	14	16
Social worker	15	14	14	15
Banker	9	6	7	11
Police	6	11	10	9
Don't know	7	7	8	7
Lawyer	5	2	1	5
Armed forces	3	5	3	5

As people working in architecture, the law, banking and finance, and middle management are laid off in greater numbers, the question is how much will their changing priorities, seen in abstract terms in Chapter 3, start to take hold. As many of these rising priorities are identifiable with the notion of work-life balance, the attraction of this characteristic in teaching may well help to make the profession more popular.

4.3 Considering teaching as a career

Would you ever consider a career in teaching?

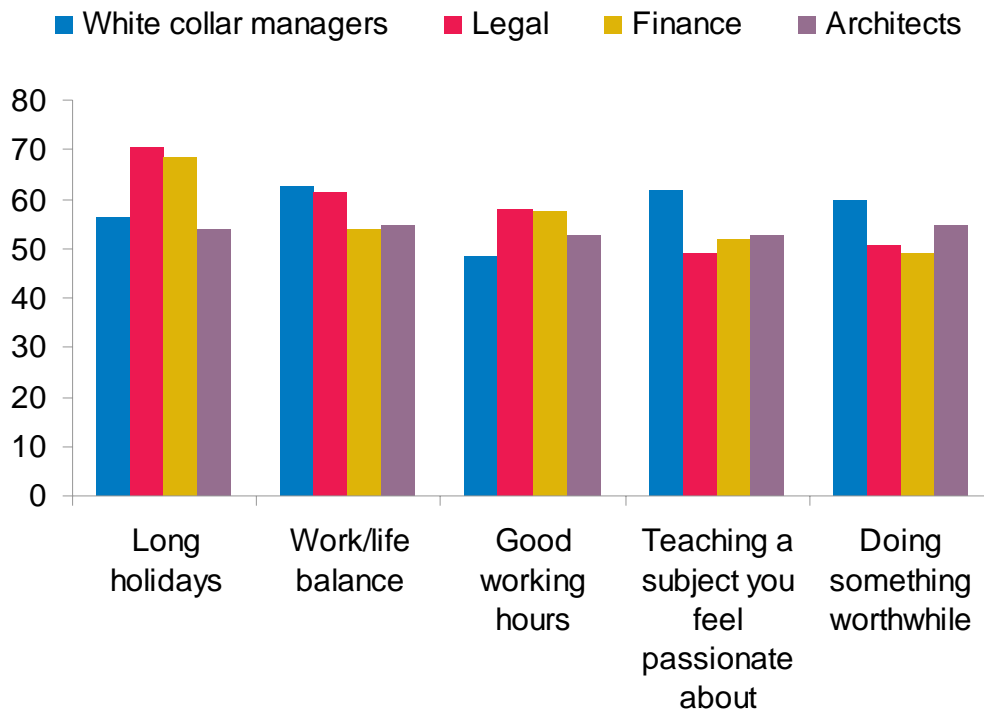


Approximately half of the professionals we surveyed, with very little variation across the different groups, said that they would consider teaching as a career – this was much higher than anticipated. To some extent, we believe, this can be attributed to the esteem in which teachers are held and the notion that the profession offers the best work-life balance, in addition to the changing priorities and values that we have seen in this report. Imagine for comparison the vast number of different jobs you could be asked to consider doing, and how few you probably actually would.

4.4 Attractions of teaching

We asked those who would consider teaching, “What might attract you to teaching?”, the results of which are illustrated below.

What might attract you to teaching?



There are certain key differences between the professions. White collar middle managers are less motivated by financial incentives, long holidays and good working hours than the other groups. They are more motivated by teaching subjects they love, using their education/skills, doing something worthwhile and the intellectual challenge. When it comes to teaching, perhaps contrary to our assumptions, white collar middle managers are idealistic much more than they are conservative and careerist.

Lawyers, on the other hand, despite depending on high literacy and advanced communication skills to do their jobs, are less bothered about the freedom to bring their own style to teaching, and more interested in the long holidays. In that sense, lawyers are more perk-focused, and a counterpoint to the intellectual passion of managers.

Long holidays are also disproportionately attractive to bankers as, predictably, are financial incentives. They are less motivated by positive memories of their own schooldays, or using their unique skills and education. Again, like lawyers, the attractions of getting into the classroom and imparting knowledge are less pronounced to them than the other benefits of teaching.

Our architect group, whose working lives are all about matching engineering and design to a corporate brief, are most keen to bring their own style to the job. Of all our groups, they are the least motivated by the long holidays.

In terms of the values explored in Chapter 3, these findings are of considerable interest. Compared with their current careers, the attractions of teaching, for those who are open to joining the profession, are in many ways more compatible with the kind of values we have seen rising in importance over the past twelve months.

4.5 Factor analysis

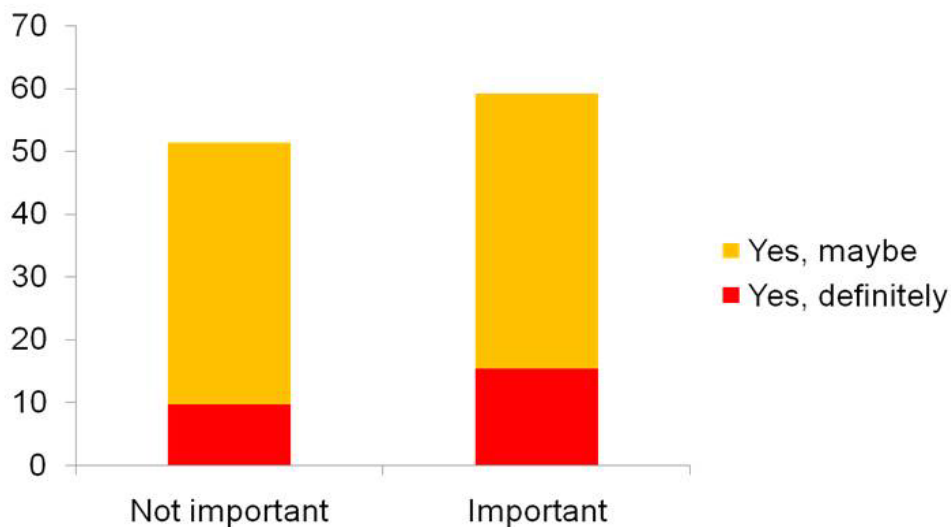
Finally for this chapter, we ran an analysis of a different kind. We asked respondents to tell us what they considered to be important elements in their ideal job. Of those elements, we found that in statistical terms, some also had a positive correlation with likelihood to consider teaching. In these terms, positive correlation means that, where a respondent showed a certain level of agreement that a particular element would be important in their ideal job, this was matched by a relatively high likelihood of considering teaching.

Those who said the following qualities would be important in their ideal job were also relatively likely to consider teaching:

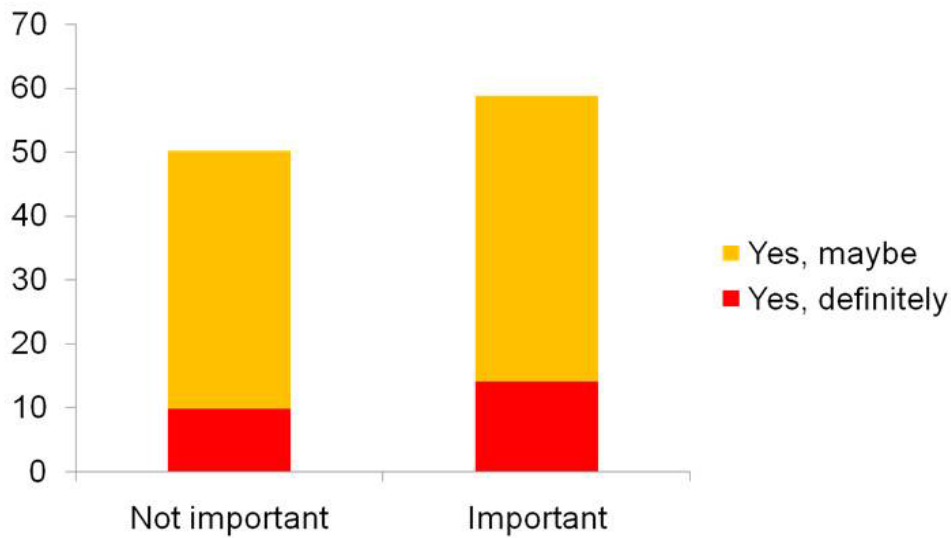
- Time to see family
- Inspiring people
- Playing an active role in the local community
- A career that makes people envious
- Career progression

In the case of the first chart below, the graph shows that those who considered “career progression” important in their ideal job were also likely to consider teaching.

Likelihood of considering teaching, by importance of “career progression” in an ideal job

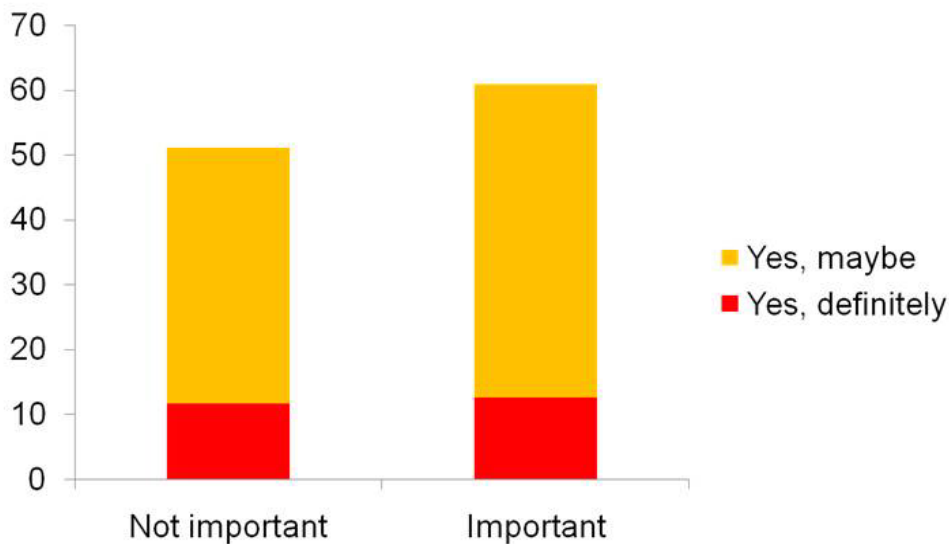


Likelihood of considering teaching, by importance of “time to see family” in an ideal job



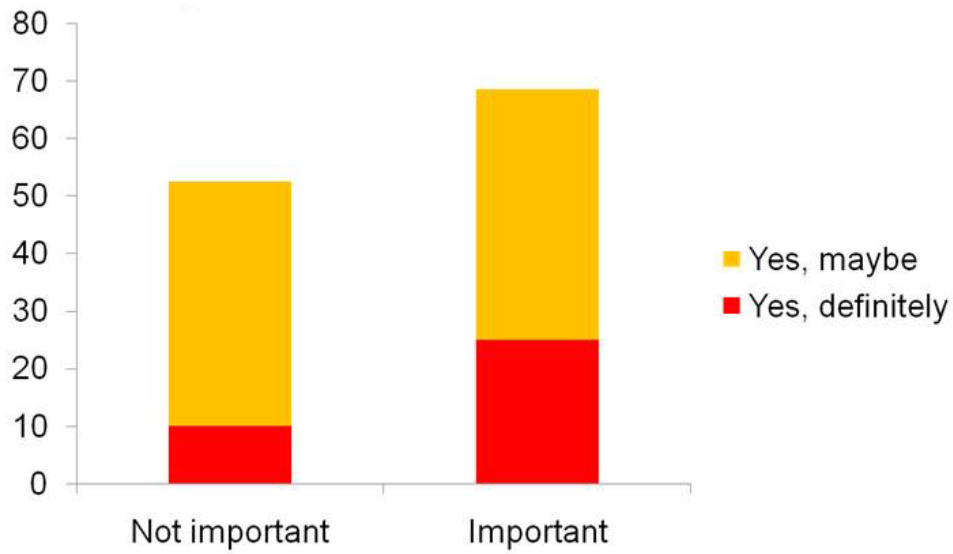
This chart is unambiguous and bears out the sense uncovered earlier in the previous chapter (section 4.2) that work-life balance is better afforded by teaching than by other jobs.

Likelihood of considering teaching, by importance of “inspiring people” in an ideal job



This chart shows that a desire to inspire people goes hand in hand with openness to the idea of retraining as a teacher. As seen in the previous chapter, this was, on average, one of the most sharply increasing priorities for the professions examined in this research.

Likelihood of considering teaching, by importance of “taking part in local community” in an ideal job



This chart illustrates how those who are community-minded are more likely than average to be open to teaching. Participating in one’s community was a rising priority, but the lowest, on average, of those that did rise.

Chapter Conclusion

As people begin to consider retraining, perhaps as a result of actually being made redundant (as opposed to just being vulnerable to redundancy), they will likely find in teaching the career they consider to have the greatest work-life balance and the ability to accommodate the priorities that have increased in importance for them since our economic troubles began.

When you take into account the changing economy, the changing culture and the changing priorities of architects, lawyers, bosses and our banking and finance workers, there is a clear trend. Given the incentives to teach and the manner in which retraining is facilitated through the TDA, it seems likely that these professions, who in large numbers are well-disposed to the idea, may well consider the attractions to outweigh any perceived negatives. Factor in rising redundancy and it seems fair to assume that the increase in queries to the TDA's Teaching Information Line will convert into more professionals retraining as teachers.

Concluding comments

This programme of research set out to look at four groups of professionals that have long enjoyed a position of relative strength and comfort in the job market. We wanted to see what, if anything, had changed for bankers, lawyers, architects and bosses, and we found that much had changed.

We also found that much will continue to change. The Future Foundation takes the view that, whether the recession is sustained into 2010 or not, it has been so sharp and severe that recovery will be painstaking and, crucially, major cultural shifts will take place in society at large to take account of our constrained circumstances.

The habits of consumerism and the mental attitudes that developed over the course of the economic boom have altered. More importantly, they will continue to alter.

What has begun to provoke these changes is the transition we see between the priorities discussed in Chapter 2, of wealth, which stabilised as these professions prospered, and the rebalancing and change that the economic bust brings to light in Chapter 3.

What this means for teaching is that we are likely to see growth in the portion of self-interested idealists currently belonging to these professions who are likely to reconsider their career holistically – balancing options and priorities. A large number of people will look at themselves, as a chartered accountant did at our discussion group, and say “I look at all those hours I worked, and I think, where did the last ten years go?” In essence, this is the type of reflection that the findings of this report see taking effect on architects, lawyers, banking and finance workers and white collar middle managers. We found that, as Chapter 2 shows, for many professionals an unforced career change is simply not an option in the current climate, and the critical point where the changing priorities will really take effect may come as a result of redundancy. However, teaching is a positive choice for those faced with making serious career decisions and becoming a teacher appears to be less about continued job security in a recession, and more about a shift in values which teaching can support better than some other lines of work.

Patterns emerging from the data within this report lead to inescapable conclusions. The Britain in which champagne consumption became commonplace and second home ownership an ordinary aspiration was one in which not just credit but money was incredibly important to people. To previous generations, reared in times of parsimony and shortage, much of what became normal in the boom times might well have appeared insane.

What has transpired, however, shows that the boom itself was not normal. So while money remains important, it is perhaps no surprise that the culture of work and the aspirations of those employed in the law, architecture, banking and finance and middle management, have again begun to change.

Appendix: methodology

1. Establishing which professions to investigate

Occupational groups were classified using the Office for National Statistics' 3-digit SOC system, which gives us a taxonomy of different kinds of jobs. The first filter that was applied was to look only at professions where at least 20% of the workforce had a first degree, using data from the Labour Force Survey. This excluded elementary occupations, such as construction workers and sales assistants, who have seen high layoffs of late. This filter meant the research would meet our first criterion, that the professions we studied were pre-qualified to teach, meaning they could potentially re-train as opposed to first gaining the requisite basic degree.

We then compiled three separate lists, again using data from the Labour Force Survey. These ranked the occupational groups by:

- the percentage increase in claimant count unemployment between Feb 08 and Feb 09
- total number of redundancies in the last 6 months
- forecast falls in employment over the next year and three years.

There was a high degree of overlap between these lists, and the occupational groups that appeared on more than one of these lists were taken forward to form the list of occupations we studied. From that list, in consultation with the TDA, we judged that there were four ideal candidates for study in the survey part of the research: each qualified to retrain as teachers and each vulnerable to redundancy.

2. Defining those professions

Using the terms used by SOC, we allowed the professions we studied to encompass several different day-to-day occupations, set out below.

Three of our chosen professions are, in fact, members of what used to be called “the professions”: the law, architecture and banking and finance, all now facing specific downturns.

White collar middle managers, AKA “bosses”

Alongside these, the fourth group, which might simply be called “bosses,” was made up of white collar middle managers with at least two people answering to them, excluding very senior executives. It is a fact of recent recessions that middle management, having swollen during prosperity, experiences cutbacks. The bosses group came from a range of different industries but, like the other three, faces the effects of serious downsizing.

Legal, AKA “lawyers”

In the case of our Legal group, barristers, conveyancers and solicitors, were included amongst other legal workers. The panel excluded legal secretaries.

Banking and finance, AKA “bankers”

This group encompasses investment bankers, investment analysts, chartered accountants, amongst other occupations – people who advise us on what to do with our money, analyse what we do with it, or place it for us. High street bank employees were excluded.

Architectural, AKA “architects”

The architectural group used a primary filter to draw out all respondents who identified themselves as working in architecture, and thus dealing with the special impact that the downturn is having on all whose livelihoods depend on construction. Respondents were then allowed to identify themselves further. This group includes surveyors, town planners, project managers, building engineers, civil engineers – several architectural occupations that work in the building industry without being builders themselves.

3. Questionnaire and group

A statistically robust sample of 200 was recruited for each group and asked to answer a 20 minute questionnaire. To add some qualitative colour to our findings and test some other assumptions and ambiguities, a discussion group comprising members of each profession was carried out. This report is made up largely from the quantitative element of the research, interspersed with insight from the qualitative component.